

GED CAPSTONE GUIDE 2018-2019



Version 1.1

This guide sets out what is expected of a Capstone project in the context of the Governance, Economics, and Development (GED) Major at LUC. It should be read alongside the general LUC Capstone Guidelines; if they appear in contradiction, the general guidelines supersede this guide. Ultimately, however, the Capstone project is designed by you and your supervisor. This guide will cover the following topics:

1. Steps in designing a Capstone project
2. Conducting the research and writing up the thesis
3. Who to work with?

1. Steps in designing a Capstone project

The purpose of a Capstone project is for students to conduct an independent research project within their chosen major at LUC. This means that you are tasked to make a contribution to the knowledge base around a specific research question or hypothesis. The steps in designing a Capstone project are therefore the same as those you need to take in conducting 'normal' academic research (with the difference that you have a supervisor to guide you during this process at LUC). This guide sets out these basic steps and choices in the context of the GED major. While there is a logical sequence to the way they are presented, the research process is often iterative and involves a lot of moving back and forward between the steps. Finally, of course, your supervisor's advice will always supersede the guidelines we present here, as they will be more familiar with your particular style, topic and methods.

Step 1: Identifying a topic and a research question.

This is the starting point of your project and, for many students who aim to come up with a project by themselves, it is also often the most frustrating and time-consuming part of the Capstone process. Deciding on a topic and question that are interesting to you, relevant to the wider literature, appropriate for your Major, manageable in the context of a 10EC Capstone project, and within the expertise of your preferred supervisor is, as it turns out, quite hard. The following pieces of advice can make this step a bit easier:

1. Try formulating research questions as soon as you can. Identifying a generally interesting topic is often not so difficult; it is pinning down a good research question that satisfies all the goals noted above that is the hard part. Good research questions can be descriptive or causal, but they are always clear and precise and can be connected to feasible research designs. There is plenty of advice online about how to write good research questions, e.g. here: <https://cirt.gcu.edu/research/developmentresources/tutorials/question>
2. Once you have identified a topic you are interested in, use every resource available to arrive at a good research question: ask your supervisor, read widely (not just academic literature but also other media), interview experts, or discuss with your peers. You DO NOT have to do this by yourself, and it is perfectly acceptable to use other people's advice or even copy other people's research questions as the starting point for your own project.
3. You should be prepared for your question to change, or even your entire topic, as you read. This is normal and an important reason why you need to start early in exploring the topic. A late start with the assumption that your question is "right" may leave you stranded with very little time to find a better question or topic.
4. It is useful at this point to see what kind of data, analysis or literature will be needed for answering your question. If those materials are lacking - or you need to go collect them - then you need to make sure you have the resources (time, money, location) to fill in missing blanks.

Step 2: Surveying the state of the literature and deciding what kind of contribution you would like to make to it.

Your research question defines the field of knowledge that you will be engaging with in your Capstone project. Once you have formulated a research question, you should go back to the literature and identify exactly what the state of the literature is in this field of knowledge. This means compiling the building blocks of your literature review, for example through an annotated bibliography or even by writing a first draft of the review. Practical advice: use referencing software such as Zotero, Endnote, or Mendeley; they will be lifesavers during the writing process. This software – or even a well-organized folder with notes - will help you find "something you read a few months ago" that you did not think would be useful at the time, but you decide to use later. (LaTeX users might look into software that seamlessly loads .bib data into your source file. BibDesk (Mac) and JabRef (Mac, PC, Linux) are two programs.)

Of course, be careful not to allow the literature to leave you paralyzed looking for "an angle" or "a missing link" instead of trying to answer your question and discovering "your contribution" in that process. Although many students fear that "someone has taken the

topic," it is extremely rare that someone has taken the exact topic, methods, etc. Ask your adviser for more detailed advice about how to integrate literature into your capstone process.

Why is this step important? Because it will help you decide on the goal of your Capstone project, that is, the contribution you would like to make to the literature. Research is a cumulative process: theories are formulated and repeatedly tested, and new data is collected, analysed, re-tested, and reproduced. Over time, this process builds our knowledge base. Ideally, the state of the literature thus advances over time, becoming better and better at describing and understanding the phenomenon you aim to study. You, as an independent researcher, take part in this process; but to decide on your role in it, you have to know what the state of the literature is.

While there are many ways of describing the state of a literature, and equally many ways to define the analytical purpose of a research project, the distinction between reviewing literature, building theory and testing theory may be helpful as a starting point for defining your own contribution:

- **Summarising the literature** means providing a systematic overview of the state of the literature on your research question. This may mean literature that directly responds to your research question, or literature that is relevant to support and justify your argument later, particularly if no specific literature on your research question exists.
- **Building theory** involves creating or refining concepts and hypotheses (that is, causal claims about connections between different concepts). This can involve concept formation or the formulation of new causal hypotheses, but also refining existing concepts or hypotheses.
- **Testing theory** involves the systematic evaluation of concepts or causal hypotheses, either by testing them for internal consistency (logic) or by comparing them with empirical data (i.e. testing how well they 'work' in the real world).

Which of these goals you choose obviously depends on where the literature is at the moment you start your project. If the literature on your question is large but unsystematic, or if there is a lot of information about your question but it is difficult to get a clear overview of it, your first priority should be to summarise the literature. If, alternatively, very little has been written on your question, or if you feel that you can identify aspects or relationships that have so far been unexplored, you might want to engage in theory building. Finally, if there is a clear and systematic literature but you think there are new ways to test its conclusions, theory testing might be the best way forward.

Much like formulating a research question, deciding on the analytical goal that best fits the state of the literature (and is manageable as a Capstone project!) is an art rather than a science. It is something you should do in conversation with your supervisor, peers, professors, and other experts, and it is crucial in determining the next step in your project: designing your research.

Helpful sources:

- Babbie, E.R. (2012a). *The Practice of Social Research*, International Edition (Belmont, Calif: Wadsworth Publishing).
- Babbie, E.R. (2012b). *The Basics of Social Research* (Belmont, CA: Wadsworth Publishing Co Inc).
- Gerring, J. (2007). *Case Study Research: Principles and Practices* (Cambridge University Press).
- George, A.L., and Bennett, A. (2005). *Case studies and theory development in the social sciences* (Cambridge, Mass.; London: MIT Press).

Step 3: Designing your research.

Designing a research project is a multi-layered process, from deciding on the general type of study to operationalising how to measure specific variables for data collection. We will only focus on the first-order issue of choosing between the two types of research that you can conduct in the context of your Capstone project: a literature review or original (empirical) research. Subsequent, more detailed decisions about design should be taken in consultation with your supervisor – and we highly recommend you take a course in research design (e.g. Foundations of Research Design) as well.

What do the two types of projects mean in the context of GED? Before we discuss each in turn, we want to highlight two important points about Capstone research at LUC.

1. The institutional LUC distinction between a “literature review” and “original research” is not meant to suggest that the conclusions of a literature review cannot be original. In fact, a literature review can be very original by providing a novel way to look at a particular set of sources, or by suggesting a summary conclusion or synthesized argument that sheds new light on the research question. Reviews are often the first step in studying a new research question, as summaries of a field of knowledge; but they can also aim at building theory or even testing hypotheses (e.g. through meta-analyses). “Original research” in the LUC terminology is different from a “literature review” only in that it focuses on analysing empirical data, which may or may not have been collected by the student; it is not by definition more or less original in the sense of innovative or novel.
2. The Capstone research process requires that you have designed and carried out a research project; however, it does not require that you produce findings and a thesis that can be published in a peer-reviewed journal. This is what is required at the PhD-level; a bachelor’s thesis, in contrast, can be original, well-written and insightful without “breaking the barriers of knowledge” (the oft-promised, seldom-met goal of journal publication). That said, some Capstones are good enough to be published in journals, and most Capstones give students experience in the start-to-end process of academic research.

Literature reviews

There are many different types of literature reviews, each with their own strengths and weaknesses in relation to different analytical goals (summarising, building, or testing). The specific type of literature review that is most applicable to your research question should be determined in consultation with your supervisor, but the following types of reviews may serve as examples:

- **Systematic (literature) review:** According to Petticrew and Roberts (2006), "A review that strives to comprehensively identify, appraise, and synthesize all the relevant studies on a given topic. Systematic reviews are often used to test just a single hypothesis, or a series of related hypotheses."
- **Synthesis review:** A review that integrates, evaluates, and/or interprets findings of multiple theoretical, qualitative empirical, or quantitative empirical studies, with the goal of transforming these arguments and/or findings into new conceptualisations, insights, and hypotheses.
- **Meta-analysis:** "A review that uses a specific statistical technique for synthesizing the results of several studies into a single quantitative estimate (i.e., a summary effect size)." (Petticrew and Roberts 2006).

For more detailed discussions (with examples) of the different types of literature reviews that are possible, see Petticrew and Roberts (2006), Grant and Booth (2009), and a long list of websites such as <http://libraryguides.griffith.edu.au/c.php?g=451351&p=3333115>.

Helpful sources:

- Grant, M.J., and Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal* 26, 91–108.
- Petticrew, M., and Roberts, H. (2008). *Systematic Reviews in the Social Sciences: A Practical Guide* (John Wiley & Sons).

Original (empirical) research

Original (empirical) research in the context of the Capstone process can also take many shapes, but in all cases an LUC "original research" thesis involves some form of primary data analysis. Data can be qualitative or quantitative; research questions can be descriptive or causal; goals can be theory-forming or theory-testing; data can be collected by the student or someone else; and analytical techniques can cover the entire range of the social sciences (based on interpretive as well as positivist epistemologies).

2. Conducting the research and writing up the results

While it is up to you and your supervisor to decide how independently you conduct steps 1 to 3 above, conducting the research and writing the thesis are really your individual responsibilities. Of course, your supervisor will provide guidance on how to do both. For general guidelines that apply to all Capstone projects, including ethical considerations, consult the LUC Capstone Handbook. Within GED, in addition, we would like to highlight the following things we value in our students' Capstone theses:

1. Clear, precise writing. You should count on writing two – if not three – complete drafts of your capstone. The fastest way to fail is handing in a first draft that has not been proofread for structure, analysis and, clarity.
2. A complete, explicit, easy-to-follow, and consistent structure. It can help to choose a journal article you like to emulate in terms of the structure of your thesis.

3. Introductions: Good introductions generally catch the reader's interest, state the research question of the thesis, summarise the argument/findings, explain the contribution of the thesis to the literature, and provide a road map to the thesis.
4. Methods sections: Good methods sections state the analytical purpose of the thesis, justify the research design in relation to the contribution of the thesis to the literature, explain the research methods in a level of detail that is appropriate to the research design, and document choices, pitfalls and weaknesses to the reader. It is important that you convince the reader that you have been thorough in covering the material within reasonable bounds. It is not necessary to fix all obvious objections, just explain how you have addressed them
5. Deliver what you promise. Because the thesis is one of the longest documents most of you will have written, it is difficult to keep things coherent and ensure that what you promise in the introduction is in fact what you deliver in the rest of the thesis. Actually doing what you set out to do, however, is absolutely critical to a good Capstone thesis. Every page of your capstone should contribute to answering the question. If it is not, then you may be answering a different question or not answering your original one. It is painful to maintain this discipline, but a good structure can help you stay on track.
6. Manage your time and your adviser's expectations. Put deadlines into your agenda, on your wall and on your bathroom mirror. Remember that time spent early on can save you missteps and panic later. When you ask your adviser for help, give them enough time to respond and a solid example of what worries you. Make notes when you meet with your adviser (or even a recording) so that you can remember their feedback and suggestions. Take a break after each draft (a day or two) to give yourself time away from the material so when you come back to it, you can see your errors and assumptions with "clean eyes." Celebrate when you are done, not before that, as you will be surprised how "2 hours" of editing" can turn into 2 days of fixing an overlooked problem.
7. Do not become distracted by your methodology and results to the exclusion of the main argument or point of the capstone. Students are occasionally tempted to spend most of their time on data analysis and writing up their results to the detriment of the introduction, literature, and argument sections. However, if these are clear, and the analysis is not the greatest for some reason, one can still write a good Capstone. The reverse is not the case. Good data analysis unsupported by strong foundations is almost uninterpretable and can sink the Capstone project at the point of execution.

3. Who to work with?

Finding the right supervisor to matches your research interests is of great importance. The core team in the GED major consists of the following LUC staff members:

- Dr. Anar Ahmadov
- Dr. Caroline Archambault
- Dr. Diana Branduse
- Dr. David Ehrhardt
- Dr. Patsy Haccou
- Dr. Sarah Hinman
- Dr. David Zetland

- Dr. Brandon Zicha
- Dr. Lucie Zicha

Below you will find an introduction to each of these staff members, including examples of projects and capstone topics. This will help you identify a potential supervisor. Of course, you are also free to decide to be supervised by someone else, including external (non-LUC or non-Leiden) supervisors.

Dr. Anar Ahmadov

Research topics of interest

- Political and economic inequality
- Political economy of development
- Natural resource governance
- Politics and sociology of migration
- Sociology of scientific knowledge
- Impact evaluation

Background

- My doctoral training (LSE) and post-doctoral work (Oxford, Princeton) are in political economy.
- I also have some background and unhealthy dose of interest in specific fields of sociology, psychology, and philosophy.
- As I think that it's research questions that drive the choice of a method, I employ a variety of tools in my research, quantitative and qualitative.
- I tend to be more empirical than theoretical.
- Since I'm a former practitioner, I'm usually skeptical about overly theoretical accounts, unless their explicit purpose has to do with aesthetics.
- I'm happy to supervise projects beyond my areas of expertise, provided that I have some grounding in the area so that I can be helpful.
- I like when research is driven by genuine passion rather than a necessity of some sort, or inertia.

Examples of previous Capstone projects

- The relationship between taxation and economic development,
- The role of technocracy in economic development,
- Resource wealth and populist left governments in Latin America,
- EU Emission Trading Scheme,
- A game-theoretic account of autocratic survival during economic crises,
- The link between Islam and democracy,
- The effect of foreign aid on inequality,
- The impact of labor remittances on economic growth.

More info

If you have a short list of ideas, drop by. Think of a specific research question for each idea and how you would pursue answering it. I'll also share what I currently (try to) do. Then we can find something we can both enjoy working on. If I'm not the right person, I'll try to direct you to someone who might be.

Dr. Caroline Archambault

Research Topics of Interest:

Discipline: Socio-Cultural Anthropology

Fields:

International Development
Human Rights
Gender
Generation: Childhood and Youth Studies
Livelihoods and Land and Natural Resource Governance
Education
Migration
Pastoralism
Urban Informal Settlements

Regional focus: East Africa (Kenya/Tanzania) and starting on the Netherlands

Methods: Qualitative Methods and Mixed Method Approaches

Current Projects:

- Understanding poverty and social protection in The Hague
- The retrenchment of the welfare state and the impact on elderly care in The Hague
- Teaching Africa
- Land politics in Maasai pastoral rangelands of Southern Kenya

Examples of previous Capstone projects:

I welcome working with students on a variety of topics and engaging with diverse methods, including those outside of my specialization. This year I am experimenting with a structured approach with more intensive guidance. I will guide my students through the different stages of the research process from formulating research questions to analyzing and presenting on findings. This requires students to do some extra reading as well as undertake exercises at different stages of the research process. It also includes an important peer evaluation/feedback component, where students will work closely with other students throughout this capstone process. These are examples of Capstone theses I have supervised so far:

1. The tension between accountability and learning in development evaluations
2. Affirmative action in South Africa's tertiary education sector
3. The role of war in improving women's political participation in Nicaragua
4. Barbie Saviour and volunteer tourism in Africa
5. The impact of recent EU directives on traditional herbal practitioners in Lithuania
6. Failures of the e-sports industry and the need for global governance

More info

See here: <https://www.universiteitleiden.nl/en/staffmembers/caroline-archambault>

Dr. Diana Branduse

Research topics of interest

- Institutional design and analysis
- Corruption and anticorruption
- Party competition and internal party politics
- Health policy
- Gender and women representation
- Migration

Background

I have a BA in International Politics & History from a university very similar to LUC (Jacobs University, Germany) and after an MSc in International Politics (School of Oriental and African Studies, UK), I have pursued a PhD in Political Science at Binghamton University in the US. My training focuses primarily on the theoretical foundations of institutional analysis and its empirical implications. For the purposes of capstone supervision, this allows for more substantive flexibility in terms of the topics I have supervised (from environmental policy to immigration or anticorruption, approached from an institutional angle). Personally, I am primarily interested in the interaction between elected and non-elected elites and the consequences of these interactions for issues related to corruption, transparency or good governance more generally. I also have an interest in issues related to measurement and I use a mix of methodological approaches in my own work (though with a stronger quantitative focus).

Current projects

My current work is centered on both anticorruption and party politics, especially with a focus on Eastern Europe.

Examples of previous Capstone projects

- Old Habits, New Context: How Communist-Era's Social Ties Continue Operating in Contemporary Ukraine
- On the Necessity of Political Will and State Capacity: A Comparative Historical Analysis of Anti-Mafia Policies in Italy and Japan
- Between History and Its Significance: Suggesting the Importance of Historical Memory on the Rise of Radical Right Parties
- Beyond Sheer Numbers: Using Electoral Gender Quotas as a Means to Increase Women's Substantive Representation in Germany
- Coalition Formation in Dutch Municipal Councils

More info

Please feel free to drop by and talk to me if you have any questions.

Dr. David Ehrhardt

Research topics of interest

- Political authority, brokering, and public services (formal/informal institutions)
- Religion, ethnicity, and identity politics
- Indigeneity/autochthony, citizenship, migration, and belonging
- Institutional change
- International development
- African political economy
- Conflict and violence, conflict resolution

Background

Trained in the liberal arts (at UCU) and development studies/African studies (at Oxford), my disciplinary orientation has floated somewhere in between political science, sociology, and anthropology. My regional focus has been most strongly on West Africa, and in particular (northern) Nigeria, but I have also written on The Netherlands and am generally open to supervising research about regions outside of my personal expertise. Methodologically, I use a mix of quantitative and qualitative methods and though I am by no means a statistician, I am happy to supervise either method, or both in combination.

Current projects

- Traditional authority in contemporary politics:
 - Historical (postcolonial) transformations of traditional rulers in Nigeria;
 - Functions of traditional authorities in contemporary urban Nigeria.
- Brokering, hybrid governance, and service provision: better understanding the ways in which state and nonstate actors interact in real-world governance, and particularly in providing important service (education, health care, food security, etc.). Part of this project is conceptual, but it also has empirical sub-projects (e.g. on traditional authority, religious leaders, and sharia implementation).
- Teaching about Africa, and in particular religion.
- Religion and interfaith relations
- Inequality, prejudice, and conflict.

Examples of previous Capstone projects

1. Views on an institution in process: the impact of employee representatives' mandate type on their vision of the European Works Council.
2. Institutional determinants of gender quota effectiveness in Latin American parliaments.
3. The role of Nigerian traditional authorities in public health interventions.
4. Violent protest in #FEESMUSTFALL.
5. Systematic review of the literature on the poverty reduction effectiveness of conditional cash transfer programmes.
6. Colonialism and the functions of village panchayats in Maharashtra, India.

More info

See [here](#) for more details and feel free to drop by (or an email) with questions or ideas!

Dr. Patsy Haccou

Research topics of interest

- Ecological dynamics;
- Evolutionary dynamics;
- Evolutionary game theory;
- Bio-economic dynamics;
- Invasion processes;

Background

My main research interests and specialization are, on the biological side, behavioural biology, evolutionary biology, and ecology. On the mathematical side my background and main interest lies in probability theory, especially the theory of stochastic processes.

My research focuses on modelling dynamics of evolutionary and ecological processes. Mathematical modelling involves not only a translation of concepts into mathematics and vice versa, but also choosing the right simplifications, preserving essential aspects of the studied system in a model. Sometimes existing mathematical results can readily be used to study biological problems. More often, however, proofs have to be generalized, and new results derived.

Current projects

- Modelling invasions in spatial and temporally varying environments;

Examples of Bachelor and master projects supervised at IBL:

Literature studies:

1. The Ideal Free Distribution and its application to the North-Atlantic cod
2. Within-Host Evolution of HIV
3. Evolution of altruism

Modelling projects:

1. Influence of highly-degenerate binding sites on facilitated diffusion near the specific binding site
2. Consumer migration in consumer-resource systems
3. Dynamics of connected Predator-Prey Systems

More info

Publication list:

<https://www.universiteitleiden.nl/medewerkers/patsy-haccou/publicaties#tab-3>

Dr Sarah Hinman-Doe

Research topics of interest:

- Geographic Information Systems;
- Urban Planning;
- Urban-Environment Interaction;
- Health and Environment;
- Urban Green Space

Background:

My research has grown from an interest in how changes to the physical environment impact the use urban space. This resulted in research on connections between urban land use and public health in historical context, with an emphasis on exploring local level statistical patterns of infant mortality and/or the locations of cases of infectious diseases such as typhoid fever. My methodology of choice is geographic information systems, but I am open to supervising other types of projects.

Current projects:

- Exploring the location and demographic composition of infant mortality hot spots in Baltimore, Maryland;
- Comparing the locations of different disease hot spots in 1909 Washington, DC;
- In development: exploring questions of origins and equality of urban green spaces in Europe

Dr. David Zetland

Research topics of interest

The political economy or institutions affecting food/agriculture, environment, the commons, development and/or markets. Entrepreneurship in any form. Propaganda, marketing, and/or corruption. I often use "analytical narrative," i.e., the evolution of institutions over time.

NB: I expect you to have your own topic but I will help you develop the Capstone to explore it. I do not provide topics.

Background

I do most of my research on markets and institutions affecting sustainability (water, the environment and climate change) and collective action (the commons, mechanism design, community resilience)

Current projects

Papers on the development of the Dutch drinking-water sector and teaching the commons. A book collecting my 6,000 posts on aguanomics. A blog on "no brainer" economics.

Examples of previous Capstone projects

Water boards and preparation for climate change, cultural support for nuclear power, Argentina's economic history, Dutch housing policy, irrigation in Malaysia, FDI in Burundi, public opinion and political outputs, political mismanagement and food security in Venezuela, the evolution of food security in the Netherlands, youth obesity in the US, taxing sugar to fight obesity in Czech, a comparison of innovation clusters in Silicon Valley and elsewhere, the evolution and performance of "green care farms" (as a means of improving health and mental status) in the Netherlands, exploring Pakistan's development, priming people to "care" about the environment, the promise-performance gap of international water agencies.

More info

I do not commit to students earlier than Block 1 of your capstone year, but I'm happy to discuss your potential topics.

Dr. Brandon Zicha

Research topics of interest

- Constitutional and Political Institutions
- How to formal institutions shape preferences, informal institutions (culture), and particularly those relevant for strong civic and democratic institutions.
- Comparative public policy formation, specifically agenda setting, mass-mediated political discourse, and policy representation through political parties and elections.
- Comparative party politics
- Micro-politics and institutions of civic organizations
- Measurement of socio-political phenomena.

Background

I attended a Liberal Arts College (Grinnell College) for my Bachelor's degree in Economics, earned my MA and PhD in political science at Binghamton University (SUNY), held a postdoc on comparative agenda setting at the University of Antwerp in Belgium, and a postdoc on media politics in the Netherlands at the Free University of Amsterdam before taking a position at the Leiden University College in 2011. Methodologically my approach is a blend of political and social theory/concerns meeting formal analytical theory and either high structured case studies or 'large-N' quantitative research. I am broadly trained and practiced in statistical methodology, but sometimes prefer purely theoretical projects and particularly those that draw on rigorous deductive models that inform key philosophical points relevant across disciplines. I am open to supervising capstones outside of my expertise, but always give priority to proposals that are closer to my concerns and current projects.

Current projects

Currently I am continuing to work on dynamic computer simulation of veto player policy games, applications of this modelling to testable policy areas like the U.S. minimum wage and comparative immigration policy, and ongoing project on party system structures and policy dynamics, and general projects dealing with agenda setting, political discourse, and policy representation. Most currently, I am beginning on a project looking at educating citizens and the value of 'citizen skills and norms' for the function of political institutions both at the local and micro level and aggregate levels. This project is evolving into a more general programme on the effects of formal institutions and policies on system reinforcing, versus system degrading preferences and norms.

Examples of previous Capstone projects

Modelling the trade-off between maximizing epistemic versus rational representational democracy embodied in Condorcet's Paradox and Jury Theorem; Explaining freedom of religion through Church and State relations in comparative perspective; Institutions of corporate governance; Party representational versus international common pool resource drivers of climate change policy; Framing the abortion debate in the United States; Explaining Finnish support for NATO using media coverage of Russian foreign policy; Exploring the impact of party defined dimensionality on voter choice; Using selectorate theory to explain the timing of Egypt's revolution. Norm enforcement and ethical drift in micro-political settings. Role of regime characteristics on social trust and trust in democracy.

More info

Generally, unless a project contains a great deal of data-collection, I begin to actively supervise in person at the beginning of the semester (August for winter capstones or January for Summer), and prefer to focus before then on narrowing down research topics by e-mail or google doc. Please contact me at any point up until the supervisor form deadline to discuss supervision.

Dr. Lucie Zicha

Research topics of interest

Educational research:

- Economics of education
- STEM research
- Experimental research (specifically with regards to education of STEM subjects)

Comparative politics:

- Representation in democracies
- Democratic representation in international institutions
- Compliance issues in international institutions

Examples of previous Capstone projects

Ability Grouping and Gender Mathematics Gap, Using Crowdsourced data to Help Disaster Relief, Do teachers underestimate students with low socioeconomic status? Evidence from The Hague, Higher education and happiness: the Impact of tuition fees on students' self-reported well-being, A Question of Political Legitimacy: China's Resilient Authoritarian Model and Performance Legitimacy in the Post-Reform Era, Lying politicians: exploring the relationship between journalistic scrutiny and how politicians cope with facts, Explanations of government instability: A literature review, Developing a new measure of the resource curse: The resource curse index.

More info

For summer graduates, I start accepting requests for supervision in September. I supervise projects that are quantitative or qualitative, theoretical or empirical.