



**Course Subject, Number, and Title:**

v. 1/24/23

Political Science 182: Introduction to Comparative Politics (Honors)

**Meeting Time and Location:** Spring 2023, Tuesdays 1:20 PM - 3:15 PM, in Van Hise 399

**Canvas Course URL:** <https://canvas.wisc.edu/courses/340761>

**Credits:** 3

**Course Designations and Attributes:** Seminar

Breadth - Social Science, Level – Elementary, Honors - Honors Only Courses (H)

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Requisites:** Declared in an Honors program. Not open to students with credit for Poli Sci 120

**Instructional Mode:** In-Person

**How Credit Hours are met by the Course:**

Traditional Carnegie Definition – This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 7 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**Regular and Substantive Student-Instructor Interaction:** 1) Participation in regularly scheduled learning sessions (in-person class meetings); 2) Personalized comments on individual student assignments (paper proposals, presentation slides, and a final paper)

**Instructor Title and Name:** Yoshiko M. Herrera, Professor, Department of Political Science

<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>

**Instructor Availability:**

Drop-in office hours: Tu 3:30-4:30, W 3:30-4:30 or by appointment via Calendly:

<https://calendly.com/ymherrera/office-hours>. Meet in in 316 North Hall, unless you prefer

Zoom, in which case sign up on Calendly to reserve time slot and then email me to get a Zoom link. No need to ask permission to drop-in or schedule, but do email me if you need to meet at times other than drop-in times or those available on Calendly.

**Instructor Email/Preferred Contact:**

yherrera@wisc.edu

**Course Description from the Guide** [http://guide.wisc.edu/courses/poli\\_sci/](http://guide.wisc.edu/courses/poli_sci/):

Introduction to Comparative Politics, one of the four sub-fields in Political Science, which involves the comparative analysis of political institutions, processes, and outcomes at the national level. Examines how to usefully compare politics in a variety of countries and makes comparisons explicit and systematic in order to determine how governments work, how power is organized and contested at the national level, and how people can participate and pursue their interests in different political settings. Includes key concepts, theories, methods, and country case studies.

**Additional Course description:**

This course is an introduction to some of the key concepts and theoretical approaches in the comparative politics subfield of political science, and to politics in select countries.

Comparative politics is the study of politics *within* countries (whereas international relations is the study of interactions *between* countries). Prompted by real-world events and puzzles, comparativists investigate broad theoretical questions such as: How and why do countries democratize (or not)? What are different ways that states organize politics, i.e., how do they differ in terms of party systems, electoral rules, presidential powers, etc.? What is the relationship between the economy and the political system?

We will spend about half of the semester focusing on key concepts in comparative politics, and the final half studying those concepts in a sample of countries. The seven countries that we will study in depth are the United Kingdom, India, Mexico, South Africa, Iran, China, and Russia. These represent many regions of the world and range from authoritarian regimes to newly democratic states and long-established democracies. The overall objective of the course is to give students grounding in the basic tools of comparative political analysis so that you can better understand world events and politics in countries around the world.

This is an honors course and it will be based on student-centered discussion rather than lectures. Reading is essential for full participation in discussions and students will be asked to explain concepts from the readings in class. In addition, students will work on a series of assignments related to an original final research paper and presentation. Finally, students will write and submit discussion questions each week, take online readings quizzes each week, and take a mid-term exam.

**Course Learning Outcomes:**

Learning outcomes for this course correspond to the five Political Science B.A. Learning Outcomes <https://guide.wisc.edu/undergraduate/letters-science/political-science/political-science-ba/#learningoutcomestext>:

1. Develop an understanding of and appreciation for the methods and approaches of diverse subfields in Political Science—American Politics, Comparative Politics, International Relations, and Political Theory—and their relevance to important theoretical and pragmatic questions.

2. Analyze different forms and practices of governance both democratic and non-democratic.
3. Argue effectively and defend propositions with intellectual integrity, while considering a range of alternative points of view and evidence.
4. Analyze relations among individuals, civil society, political institutions, and states.
5. Analyze the motivations and consequences of political decision-making and activities.

## REQUIRED TEXTBOOK & OTHER COURSE MATERIALS

- O'Neil, Patrick, Karl Fields, and Don Share. **2020**. *Cases and Concepts in Comparative Politics, Second Edition*. W.W. Norton and Co.
  - This book can be purchased in 2 ways via the Norton website (or paperback should be available at University Bookstore):
    - <https://wnorton.com/books/9780393532890/overview>
    - Paperback: 978-0-393-53289-0 (\$98.75)
    - Ebook with InQuizitive: 978-0-393-53291-3 (\$41.95)
- In addition to this book, all assigned articles are available on the Canvas. Films will also be available online.

## GRADING

Summary of course requirements and grading (see details below)

I.	Class Participation (4 x 3.75%)	15%
II.	Discussion Questions (11 x 0.17%)	2%
III.	Reading Quizzes (11 x 2.55%)	28%
IV.	Mid-term Exam	20%
V.	Final Paper (including 3 paper proposals and presentation)	30%
VI.	Final Presentation	5%
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Grade scale:

A	100% to 95%	B	<89% to 83%	C	<77% to 70%	F	<60% to 0%
AB	<95% to 89%	BC	<83% to 77%	D	<70% to 60%		

Grades are not curved.

## ABSENCE, MAKE-UP, AND LATE-WORK POLICY

Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Absence must be excused: Contact me by email as soon as possible if you anticipate missing a class or assignment and I will confirm in writing that the absence is excused.
2. With an excused absence, missed class participation will be excluded from final grade total.

3. Online quizzes and other assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g. medical reason). In this case, an alternative assignment will be accepted up to one week beyond the excused absence period. Any work not turned in by one week beyond the excused period will not be accepted.
4. Late assignments will be marked down one full grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Political Science department is located in North Hall. This building is not accessible to individuals with mobility disabilities and does not have an elevator or accessible restroom. The department is committed to equal opportunity for all students to attend office hours, advising, and other department-related events. Please contact me if North Hall presents a disability-related barrier to you, and I will work with you to ensure access. If you require a disability-related accommodation for the academic requirements of this course unrelated to North Hall, please see this site: <https://guide.wisc.edu/courses/#SyllabusAccommodations>.

### ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions (<https://conduct.students.wisc.edu/academic-misconduct/>) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### DIVERSITY & INCLUSION STATEMENT

Diversity (<https://diversity.wisc.edu/>) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### ACADEMIC POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for information on the following:

- Teaching and Learning Data Transparency Statement
- Privacy of Student Records and the Use of Audio Recorded Lectures Statement,

- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students' Rules, Rights and Responsibilities
- Academic Calendar and Religious Observances

### SUMMARY CLASS SCHEDULE

Week	Date	Tuesdays*	Date	Fridays at 12:00 pm
1	Jan-24	Introduction		
2	Jan-31	What is Comparative Politics? and States		
3	Feb-7	Nations and Society and Political Violence	Feb-10	Proposal 1: topic/concept + country + type of question
4	Feb-14	Democratic Regimes and Non-Democratic Regimes		
5	Feb-21	Political Economy and Communist Countries		
6	Feb-28	Developed and Developing countries		
7	Mar-7	Mid-term Exam	Mar-10	Proposal 2: causal research question and hypotheses
8	Mar-14	Spring break – no class		
9	Mar-21	UK & India		
10	Mar-28	Mexico		
11	Apr-4	South Africa	Apr-7	Proposal 3: data and sources
12	Apr-11	Iran		
13	Apr-18	China		
14	Apr-25	Russia		
15	May-2	Student Paper Presentations; slides due at noon	May-5	Final Paper due at noon

\* For each course meeting between Jan. 31 and April 25,

- Discussion questions are due online at 12:00 pm on the day of class
- An online reading quiz via Canvas will be due before the start of each class.

## Course Readings and Assignments

### Week 1. Tues., Jan. 24: Introduction to the course

Introductory discussion of course objectives and assignments

### Week 2. Tues., Jan. 31: What is Comparative Politics? and States

- Textbook: ch. 1, Introduction, 2-23.
- Textbook: ch. 2, States, 24-53.
- Green, Amelia Hoover. "How to Read Political Science: A Guide in Four Steps," (2013): <http://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>
- Erk, Jan, and Lawrence Anderson. "The paradox of federalism: does self-rule accommodate or exacerbate ethnic divisions?" *Regional & Federal Studies* 19.2 (2009): 191-202.

### Week 3. Tues., Feb. 7: Nations and Society, and Political Violence

- Textbook: ch. 3, Nations and Society, 52-87.
- Textbook: ch. 5, Political Violence, 124-151.
- Laitin, David D. *Nations, States, and Violence*. Oxford University Press, 2007: ch. 1, 1-27.

Proposal 1: concepts + country + question, due Friday, Feb. 10 at noon on course website
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### Week 4. Tues., Feb. 14: Democratic and Nondemocratic Regimes

- Textbook: ch. 6, Democratic Regimes, 152-187.
- Textbook: ch. 8, Nondemocratic Regimes, 360-389.
- Svobik, Milan W., Elena Avramovska, Johanna Lutz, and Filip Milacić. "In Europe, Democracy Erodes from the Right." *Journal of Democracy* 34.1 (2023): 5-20.

### Week 5. Tues., Feb. 21: Political Economy and Communism

- Textbook: ch. 4, Political Economy, 88-123.
- Textbook: ch. 9, Communism and Postcommunism, 390-425.
- Sant'Anna, André Albuquerque, and Leonardo Weller. "The Threat of Communism during the Cold War: A Constraint to Income Inequality?" *Comparative Politics* 52:3 (2020), 359-393.

### Week 6. Tues., Feb. 28: Developed and Developing Countries

- Textbook: ch. 7, Developed Democracies, 188-217.
- Textbook: ch. 10, Developing Countries, 482-513.
- Przeworski, Adam, and Fernando Limongi. "Modernization: Theories and facts." *World Politics* 49.2 (1997): 155-183.

### Week 7. Tues., Mar. 7: Paper discussion and midterm week

- Midterm exam, online, no assigned readings.

Proposal 2: Causal research question and hypotheses, due Friday Mar. 10 at noon on Canvas

Week 8. Tues., Mar. 14 – No Class – Spring Break

**Week 9. Tues., Mar. 21: United Kingdom and India**

- Textbook: United Kingdom, 218-249.
- Textbook: India, pp. 514-543.
- Menon, Anand. "How Britain Stumbled: Brexit, Tory Incompetence, and the Hard Road Ahead," *Foreign Affairs*, November 14, 2022: <https://www.foreignaffairs.com/united-kingdom/how-britain-stumbled>.
- Varshney, Ashutosh. "How India's Ruling Party Erodes Democracy." *Journal of Democracy* 33.4 (2022): 104-118.
- Carreras, Miguel, Yasemin Irepoglu Carreras, and Shaun Bowler. "Long-Term Economic Distress, Cultural Backlash, and Support for Brexit." *Comparative Political Studies* 52:9 (2019), 1396-1424.
- Film: *Gandhi* (1982)

**Week 10. Tues., Mar. 28: Mexico**

- Textbook: Mexico, 570-599.
- Dresser, Denise. "Mexico's Dying Democracy: AMLO and the Toll of Authoritarian Populism." *Foreign Affairs* 101:6 (2022): 74-90.
- Flores-Macías, Gustavo A., and Jessica Zarkin. "The militarization of law enforcement: Evidence from Latin America." *Perspectives on Politics* 19.2 (2021): 519-538.
- Film: *The Perfect Dictatorship* (2014)

**Week 11. Tues., Apr. 4: South Africa**

- Textbook: South Africa, 628-659.
- Rapley, John. "Ramaphosa's Last Chance: Can the ANC Root Out Corruption and Save South Africa—and Itself?" *Foreign Affairs*, January 10, 2023 <https://www.foreignaffairs.com/south-africa/ramaphosas-last-chance>.
- Lieberman, Evan, and Rorisang Lekalake. "South Africa's Resilient Democracy." *Journal of Democracy* 33.2 (2022): 103-117.
- De Kadt, Daniel, and Evan S. Lieberman. "Nuanced accountability: Voter responses to service delivery in southern Africa." *British Journal of Political Science* 50.1 (2020): 185-215.
- Film: *Long Night's Journey into Day* (2000)

Proposal 3: Annotated bibliography, due Friday, April 7 at noon on Canvas

**Week 12. Tues., Apr. 11: Iran**

- Textbook: Iran, 544-569.
- Asadzade, Peyman. "Iran Erupts." *Journal of Democracy*, September 2022, <https://www.journalofdemocracy.org/iran-erupts/>

- Boroumand, Ladan. "Why Women Are Leading the Fight in Iran" *Journal of Democracy*, September 2022, <https://www.journalofdemocracy.org/why-women-are-leading-the-fight-in-iran/>.
- Shahi, Afshin, and Ehsan Abdoh-Tabrizi. "Iran's 2019–2020 demonstrations: the changing dynamics of political protests in Iran." *Asian Affairs* 51.1 (2020): 1-41.
- Film: *Persepolis* (2007)

#### Week 13. Tues., Apr 18: China

- Textbook: China, 450-481.
- Greitens, Sheena Chestnut. "After a Wave of Protests, China's Silent Crackdown." *Journal of Democracy*, December 2022, <https://www.journalofdemocracy.org/after-a-wave-of-protests-chinas-silent-crackdown/>.
- Xia, Cai. "The Party That Failed: An Insider Breakers with Beijing." *Foreign Affairs* 100:1 (2021): 78-96.
- Pei, Minxin. 2020 "China: From Tiananmen to Neo-Stalinism." *Journal of Democracy* 31:1, 148-157.
- Film: *Last Train Home* (2009)

#### Week 14. Tues., Apr. 25: Russia

- Textbook: Russia, 426-449.
- Milov, Vladimir. "The Sanctions on Russia Are Working: Slowly but Surely, They Are Weakening Putin." *Foreign Affairs*, January 18, 2023, <https://www.foreignaffairs.com/russian-federation/sanctions-russia-are-working>.
- Barany, Zoltan. "Armies and Autocrats: Why Putin's Military Failed." *Journal of Democracy* 34.1 (2023): 80-94.
- Robertson, Graeme, and Samuel Greene. "The Kremlin Emboldened: How Putin Wins Support." *Journal of Democracy* 28.4 (2017): 86-100.
- Film: *Navalny* (2022)

#### Week 15. Tues., May. 2: Student Paper Presentations

- In-class student presentations

<p>Presentation slides, due Tuesday May 2 at noon on Canvas Final Paper due Friday May 5 at 12:00 pm</p>
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## EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

### Discussion Questions and Class Participation

#### I. Class Participation (4 x 3.75%=15% of final grade):

- This is a discussion-based online class and active participation is essential. Attending class is the first step and is important, but is not full participation. Active participation means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material. Students should have the readings nearby and available in order to aid in the online discussion.
- I may call on a few students during each class meeting; you should be prepared to answer questions about each of the assigned readings.
- Students are expected to attend for the full class period; arriving late or leaving the session early will result in a lowered participation grade. If you have a medical reason for needing to leave class, please let me know.

Class participation grades will be given 4 times during the semester, taking into account the previous few weeks of participation.

Grading rubric for each participation grade:

Attended each class during evaluation period	65%
Arrived on time, did not leave room during class	10%
Actively participated by asking questions and participating in group discussions or chats	20%
Seemed in command of readings and material; able to explain concepts	5%
	100%

#### II. Discussion questions (12 x .17% = 2% of final grade):

Each week students should post 1 question, of no more than 50 words, for discussion to the course website, by 12:00 pm on Tuesday. We will discuss a selection of these in class.

- Questions should directly pertain to the course material.
- Discussion questions are credit/no credit. If they are posted on time and contain required content as noted above students will receive credit.

#### III. Reading Quizzes (11 x 2.55% = 28% of final grade):

- Each week students will complete online reading quizzes, which will be done via the Canvas course website.
- Quizzes related to the textbook will be via InQuizitive and can be taken until the target points are reached. There is no time limit, but the quiz has to be completed before the relevant class. The InQuizitives constitute ½ of the quiz grade, 14% of the final grade.
- Quizzes on other readings and films are timed, 10 minutes, and can be taken anytime within 24 hours before the start of class on Tuesday, 1:20 pm. Once you begin the quiz you have 10 minutes to complete it. For these supplementary reading quizzes, the lowest quiz grade for each student will be dropped.

- Quizzes are open book. The best way to prepare for the quizzes is to do the readings and watch the films, take notes on the main arguments of each article, and take the online practice quizzes for the textbook material.
- The grading rubric for quizzes is based on percent of correct answers, and uses the grade scale noted above.

#### IV. Midterm Exam (20% of final grade):

- The midterm exam will be held on **Tuesday March 7th**, online via Canvas.
- The exam is cumulative and will consist of questions similar to those on the weekly quizzes.
- The grading rubric for the mid-term exam is based on percent of correct answers, and uses the grade scale noted above.

#### V. Final Paper and Paper Proposals (30% of final grade)

The goal of this assignment is an original research paper that connects the theoretical material from the first half of the course with the case studies, and *presents a casual explanation of an outcome*.

The paper must be structured to address *one* of the following two types of questions:

- a) A causal question in the form of “why did X happen,” e.g. Why did South Africa democratize in the 1990s? or why did the UK vote in favor of Brexit?
- b) A causal question in the form of “what are the effects of X on Y,” e.g. What are the effects of electoral rules in Mexico? What are the effects of protests on politics in Iran?

Students will work on the paper through a series of structured proposals and a final paper:

Proposal 1: Topic/concept, country, and type of question	1%
Proposal 2: Causal research question and hypotheses	4%
Proposal 3: Annotated bibliography	5%
Final Paper	20%
Total percent of course grade:	30%

Requirements of the paper and all proposals:

- On every document you turn in, include your name, the date, the class name, and a title for the assignment.
- Use 12-point font, 1-inch margins, double-spaced
- All parts of paper should be posted as a PDF on the course website.

#### 1. Proposal 1: Topic/concept, country, and type of question (1% of course grade)

Length: ½ to 1 double-spaced page, due **Feb.10th at 12:00 pm** via Canvas

This is to get you thinking early about your paper.

1. Choose one of the topics or concepts covered in course readings (e.g. elections, states, political economy, democracy, nationalism, etc.);

2. Choose one of the seven country cases;
  3. Choose one of the two types of research questions.
  4. Write a paragraph or two describing the question and topic/concept, and country you plan to study
  5. Include a substantive title that describes the project.
2. Proposal 2: Causal research question and hypotheses (4% of course grade)  
 Length: 1½ to 2 double-spaced pages, due **March 10th at 12:00 pm** via Canvas  
 Develop a specific research question. Proposal should explicitly include the following sections:
1. A descriptive title
  2. An analytic research question (of 1 of the 2 types noted above)
  3. A paragraph on the outcome for type 1 (e.g. the level of nationalism in India) or 2 (e.g.the Brexit vote in the UK)
  4. **2-4 numbered hypotheses, which are some possible answers to your question, with a paragraph to describe each one. These may change later after you do more research.**
  5. A bibliography for any sources cited (does not count as part of page limit); use APA citation style: <http://researchguides.library.wisc.edu/c.php?g=177820&p=1170265>.

Examples:

Q1 What explains the rise nationalism in India?

Outcome: rising level nationalism in India (need data to establish this is happening)

Hypotheses:

1. Media manipulation of popular opinion;
2. Growing economic inequality between Muslims an Hindus;
3. Prior patterns of violence;
4. Polarization of the electorate and electoral politics.

Q2 What is the effect of the economy on the Brexit vote in the UK

Outcome: percent of people in the UK who voted for Brexit (later need data on income/wealth of those who voted)

Hypotheses:

1. Wealthy people supported Brexit; or conversely poor individuals supported Brexit;
2. Regions with high unemployment supported Brexit
3. Regions with high trade in EU did not support Brexit
4. Economic factors plus other non-economic factors (e.g. attitudes toward migrants or non-whites)

3. Proposal 3: Annotated bibliography (5% of course grade)  
 Length: 2 to 3 double-spaced pages, due **April 7th at 12:00 pm** via Canvas
- Students should develop a list of 7 academic political science sources, namely **journal articles** or **books** found in the UW-Madison library system
    - No book reviews, newspaper articles, dissertations, unpublished manuscripts, or

websites allowed for this part of the assignment, though those can be included in the final paper

- You can use Google Scholar, <https://scholar.google.com/> to find sources, but make sure that your sources are in the UW library. Look for “Find it at UW” on the right.
- The sources should be organized according to the sections of the paper in Proposal 2, e.g. question, outcome, hypothesis 1, hypothesis 2, etc.
- This annotated bibliography must include full citations and 1-2 sentences following each source to explain why it is useful for the paper.

4. The final paper is due on **May 5th at noon** (20% of final grade)

- The final paper should be approximately 12 double-spaced pages, excluding citations.
- Include a title page with your name, date, and a title; use appropriate style for the title page. Also, include page numbers on the paper.
- Use APA citation style (see above).
- Include a minimum of at least 7 academic political science sources (they can be different from the paper proposal).
- Sections should be labeled with sub-headings; suggested divisions are below:
  1. Introduction, stating the research question, a summary of possible different explanations (i.e. hypotheses) and a brief summary of the argument (1-2 pp.)
  2. Discussion of the outcome (what happened) or evidence to establish the question. This section will be short if the outcome is very easy to establish (e.g. the UK voted for Brexit), or longer if you need to present evidence, e.g. the rise of nationalism in India. (1-2 pp.)
  3. Evidence for and analysis of different explanations, i.e. pros and cons based on evidence for each possible explanation (7-9 pp.)
  4. Conclusion (1 p).
  5. Bibliography (not annotated) and any data appendices. Figures/tables don't count toward page limit.

Grading rubric for the final paper:

The paper adheres to requirements on the syllabus; contains title page, all 5 sections with headings, and is within page limit (12 double-spaced)	30%
Each element demonstrates thoughtful effort; no typos or errors; correct citation of sources, good word choice and tone	20%
The research question is clear and related to the course material	5%
Organized, analytical, discussion of relevant scholarly literature on the research question, which includes at least 7 academic political science sources	40%
Thoughtful use of evidence to support argument	5%
	100%

Late assignments will be marked down one grade if posted late by up to 24 hours after the due date/time, and one additional grade down every 24 hours after that.

## VI. Final Paper Presentation (5% of final grade):

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills.

- Presentations will be in class on last day of class; **slides are due by noon on May 2.**
- Presentations should consist of 5 slides:
  1. Title slide (includes paper title plus full name(s), date, course name & number)
  2. Research question (and data on the outcome and/or background info)
  3. Hypotheses (possible explanations/answers to the question)
  4. Evidence for and against hypotheses
  5. Conclusion and summary of your argument
- Slides should use consistent style.
- You should add images or other relevant visual design elements where appropriate

Grading rubric final paper presentation & slides:

Content: Captures main points of research paper (question, hypotheses, and findings)	2
Visual display of information: slide format, graphics, picture placement, text size, etc.	1.5
Speaking: Engagement with audience & speaking style (audible, clear, eye contact with audience)	1
Presentation length & errors: Contains 5 slides as noted in syllabus and no major typos or errors	.5
Points (5% of total grade)	5

## GROUP WORK:

Students may choose to work in groups of up to 3 students on the proposals, the final paper, and the presentation. If you are interested in working in a group, indicate that in the survey that will be distributed.

If you choose to work in a group:

- For the Paper Plans 2 and 3, add an additional section to discuss how work will be divided by each student
- The final paper length will be longer (by 5 pages per additional person, i.e. 17 or 22 pages total); the additional pages will be in the hypothesis and evidence sections.
- Make sure the final paper is integrated, even though the paper has different sections, and different people might do more work on one or another of them. Make sure all sections are connected; each group member should read the entire paper to make sure all sections are integrated.

- In a separate document for the final paper, each group member should turn in a one-half page description of their own individual contribution and evaluation of others' contributions to the research paper.