

Comparative politics is a field that analyzes differences among the political institutions, political behavior, and public policies of the countries. This is an upper-level course that introduces students to the principal concepts and theories in the field and provides the basic tools for political inquiry. The course is organized thematically and covers the most relevant questions of comparative politics. Students completing this course will be able to discriminate among different political regimes and institutions and apply new analytical tools to any other upper-division political science course.

Format

This is a HyFlex course, and students are free to choose the delivery mode that fits their learning style, health concerns, and schedule. Each lecture will be delivered face-to-face on campus and online. Class lectures will also be recorded. All assignments for the class will be available on Blackboard. It is expected that students keep current on readings, lectures, and assignments.

The content of the class is organized into weekly modules. There are assigned readings for each module, and students are expected to come to each class having read all the required material. The material reviewed in class will complement the reading material, so lectures are not a substitute for the readings or vice versa. You are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment.

Expectations

Similar to speaking a foreign language, riding a bike for first time, or learning to play a musical instrument, exposure to new vocabulary and concepts used in comparative politics may prove a challenging task. On top of that, the current Covid crisis adds an additional obstacle for a successful learning. Facing those challenges, the following are the minimum expectations that both instructor and students need to have in this course.

On the one hand, I will be available for assistance throughout the semester. I will promptly answer your e-mails (within the next 24 hours within Monday to Friday). Lectures will begin on time and will be uploaded as soon as they end. The examinations will be a fair evaluation of the material covered in lectures and assigned readings. Grading standards are transparent. You will know from the first day of class the purpose, task, and criteria of each assignment and evaluation. All the work you submit will be turned back no later than a week after its deadline.

On the other hand, after making an informed choice to join this class, you are ready to learn and not just enrolled to earn a certain grade or requirement. A successful online learning means that you assume greater responsibility for your own learning outcomes. You need to come to class prepared, having both read the assigned material and letting me know when you need help with the material. Also, you have to be aware of the deadlines of the class and be responsible of submitting assignments on time.

Virtual Office Hours and Contact Resources

Tuesday and Thursday 1:30-2:30 p.m. [via Zoom](#). Please send me an email (fcantu10@uh.edu) to schedule a meeting at any of those times. We can also arrange a meeting outside those hours if they do not work for you.

Teaching Assistant

Huseyin Tunc (htunc@uh.edu). Send him an email to schedule a virtual meeting on Tuesdays.

Readings and material for the class

The course requires the following textbook:

Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press.

The textbook should be available at the <https://www.bkstr.com/houstonstore/home>. Please let me know in the first week of class if you cannot afford to buy or rent the required textbook.

Book chapters, academic and news articles are available on Blackboard. Also, we will use *Socrative* (<https://www.socrative.com/>), a classroom response system that requires you to use your electronic device.

There is an average of 25 pages of text to read for each lecture. Depending on your reading skills, you should complete the assigned readings in no more than three hours. Reading the assigned material before coming to class is a very important part of the work you will be doing. At the beginning of every class, I expect that you understand the basic argument of the readings, gain some familiarity with new concepts, and be aware of the parts of the topic in which you need more attention or assistance.

Course Requirements

Reading quizzes: Before every lecture, there will be a quiz based on the assigned reading material for that day. The purpose of these evaluations is to help you being on date with the readings and being familiar with the most important concepts we will discuss in class. Each evaluation will consist of a five-minute quiz with a few questions regarding the assigned material for the week. You are allowed to use your notes and textbook when answering the quiz. Each evaluation is due at 5 pm on the day of class.

There will be 24 reading quizzes along the semester. 25% of your final grade will be calculated on the basis of your 18 highest quizzes and any grade from the other six will be used as bonus points (up to 3% of your final grade). That means that you can miss up to six quizzes without hurting your grade. This is planned to give you some buffer for any inconvenient it may arise this semester. Be wise on using those six opportunities.

Assignments: There will be weekly assignments, which goal is to reinforce what you have learned in the week and apply it to a concrete problem. Assignments are due on Saturday at midnight.

The points you can earn in each assignment vary depending on its length and difficulty. At the end of the semester, there will be 160 points available for successfully completing all assignments. You will get full credit on the assignments (35% of your final grade) once you get 120 points. Any extra points you make will count as bonus points (up to 7% of your final grade). Similar to the reading quizzes, there is some space to miss a few assignments without hurting your final grade. The assignments are listed below.

- **Assignment # 1 [10 points]** (Deadline: August 29): Describe in your own words the following policies from the syllabus:
 - Where can you find the reading material from the course?
 - What is the late-submission policy in this class?
 - How many quizzes and assignments you can miss without hurting your final grade?
- **Assignment # 2 [10 points]** (Deadline: September 5): Find the equilibrium outcome(s) of the following games.
- **Assignment # 3 [15 points]** (Deadline: September 12): Read the article below (available in Course Reserves) and summarize in a page the reasons for why Sudan and Afghanistan are consider weak states.

“Conquering chaos; Why states fail and how to rebuild them.” (2017, Jan 07). *The Economist*, 45-48.

- **Assignment # 4 [15 points]** (Deadline: September 19): Pick a country and check how its political regime is classified by Przeworski et al., the Freedom House, and the Polity project. Compare the corresponding values and discuss their differences.
- **Assignment # 5 [10 points]** (Deadline: September 26): Watch the documentary “Please, Vote for Me”. Use the selectorate theory to identify the residents, selectorate, and winning coalition for the class monitor election.
- **Assignment # 6 [15 points]** (Deadline: October 3): Compare the similarities and differences between the economic and cultural explanations for democracy.
- **Assignment # 7 [10 points]** (Deadline: October 17): Review the film we watched in class by reporting anything that struck you about the film, including the most relevant thing you learned, what surprised or confused you, or how and why it reminded something else you have previously read in the course.
- **Assignment # 8 [10 points]** (Deadline: October 24): Describe two original examples of delegation problems. One of them should correspond to an adverse selection problem and the remaining one to a moral hazard issue.
- **Assignment # 9 [10 points]** (Deadline: October 31): Pick a country classified as a democracy (it has to be considered as a democracy by at least one of the classifications you reviewed in week 4). Describe the electoral rules to select the members of the legislative and executive power. Are legislators elected by majoritarian or proportional rules? How do legislative seats are distributed? How many legislators can be elected in a district? If there is a president, how is (s)he elected? Is there a runoff election? If so, how can a candidate avoid a second round?
- **Assignment # 10 [15 points]** (Deadline: November 7): Estimate the Effective Number of Electoral Parties (ENEP) and the Effective Number of Legislative Parties (ENLP) of the country of your choice (it has to be considered as a democracy by at least one of the classifications you reviewed in week 4). Discuss in a paragraph what is the relationship between the electoral system and the party system in your case study.
- **Assignment # 11 [15 points]** (Deadline: November 14): Consult the Constitute Project (<https://www.constituteproject.org/>) and describe whether the country of your choice has a presidential, parliamentary, or mixed system. What specific articles of the Constitution gave you a hint for your answer?
- **Assignment # 12 [10 points]** (Deadline: November 21): Compare and discuss two advantages and two disadvantages of the parliamentary system over the presidential system.
- **Assignment # 13 [15 points]** (Deadline: November 28): Describe the main partisan and institutional veto players in the country of your choice.

With the exception of the first assignment, the expected length is about 750 (+/- 100) words. What we are looking for in these assignments can be summed up into four criteria, which we will weigh in roughly equally:

- **Argument:** Does the assignment respond to the instructions? Is there an argument effectively identified early in the paper? Is the argument well-supported throughout the paper? Does the end of the paper convincingly sum up the argument?
- **Structure:** Is the assignment well-organized? Does each point follow logically from the previous point? Are the transitions smooth and effective? Is it concise and consistently on-topic?
- **Coherence:** Does the assignment make its point clearly? Is it carefully proofread and free from errors? Does it follow the guidelines for length and format?

- **References:** Does the assignment cite all the relevant sources? Are the sources used effectively to support the central argument? Are quotations handled and cited properly, and used effectually? Is there an appropriate number of cited quotations (no more than two sentences)?

Essay evaluations: There will be two take-home essays. The goal of these essays is to give you the opportunity to apply the concepts and analytical tools you learned into a concrete case. The essay will be graded on your skill in developing an argument and in using the materials covered in the course to support this argument. You should write an essay of no more than five typewritten, double-spaced pages (there is a tolerance of half-page below or above this limit). The standards for grading the essay are provided at the rubric at the end of this syllabus. Your best essay will count 20% of your final grade, and the remaining essay will count 15%.

Essays are due on October 12 and December 7 at 5:30 pm. The essay questions are the following:

- **Essay Evaluation # 1** (Deadline: October 12): Can we use the existing theories of democratization and transitions to explain the current democratic backlash in the world? Discuss and analyze both the advantages and limitations of these theories to understand the current erosion of democratic regimes.
- **Essay Evaluation # 2** (Deadline: December 7): The United States has a presidential, federal political system of government with two main political parties and a majoritarian electoral system. Propose two institutional changes for the political system in the country and assess its implications on the rest of the institutions. Evaluate the advantages and disadvantages of such changes.

Participation: Class participation means that you are fully present during lectures and other class activities. I grade students' participation across the whole semester. The grade represents my overall assessment of your participation in the class. Lower scores are for students deriding others' contributions in a discourteous way or engaging in distracting behaviors online and in the classroom.

Grading

Partial Evaluations	20% + 15%=35%
Assignments	35%
Reading evaluations	25%
Participation	5%
Total	100%

Final letter grades will be calculated in an absolute scale as follows: A (94-100%), A- (90-93.9%), B+ (87-89.9%), B (84-86.9%), B- (80-83.9%), C+ (77-79.9%), C (74-76.9%), C- (70-73.9%), D+ (67-69.9%), D (64-66.9%), D- (60-63.9%), F (0-59.9%).

Deadlines and extensions

There are no make-up quizzes and assignments. All the deadlines and instructions for the assignments are already available in this syllabus, and I encourage you to plan in advance. Also, the course leaves you some buffer to miss some assignments and quizzes, so use those opportunities wisely. Essay examinations submitted late will be penalized 20% penalty plus an additional 10% for every 24 hours after the deadline.

Files uploaded close to the deadline risk being marked as not submitted, so please try to submit your work early. Corrupted files will not be graded, and you are responsible for checking your file thoroughly before uploading. Screenshots will not be accepted as proof.

Disabilities

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments and auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, the University of Houston strives to provide reasonable academic adjustments/auxiliary aids to students who

request and require them.

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both me after you contacted the Center for Students with DisAbilities (CSD).¹

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.²

Academic Integrity

There will be a zero tolerance policy for plagiarism in any of the required activities for this course, and any violation will be penalized in the terms cited by the UH’s Academic Dishonesty Policy.³ Violations include: cheating, fabrication, plagiarism, and complicity in academic dishonesty. This course will not accept any previously submitted work as new work without instructor’s approval. Feel free to consult with me before submitting your essay if you have concerns about the correct way to reference the work of others.

Face Covering Policy

To reduce the spread of COVID-19, the University requires face coverings on campus including classrooms for both faculty and students. Face coverings must cover your mouth and nose and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is discouraged and is not an excuse for removing the face covering for any extended length of time. Failure to comply with the requirement to wear a face covering in class will result in your being asked to leave the classroom immediately and a disciplinary referral through the Dean of Students Office. Requests for accommodations relating to the face covering policy may be directed to the Center for Students with DisABILITIES (CSD).

Required Daily Health Self-Assessment

Your presence in class each session means that you have completed a daily self-assessment of your health/exposure and you:

- Are NOT exhibiting any Coronavirus Symptoms
- Have NOT tested positive for COVID-19
- Have NOT knowingly been exposed to someone with COVID-19 or suspected/presumed COVID-19

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see COVID-19 Diagnosis/Symptoms Protocols for what to do if you experience symptoms and Potential Exposure to Coronavirus for what to do if you have potentially been exposed to COVID-19. Consult the <http://catalog.uh.edu/content.php?catoid=36&navoid=13956> for information regarding excused absences due to medical reasons.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Undergraduate Excused Absence Policy⁴ for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and

¹<http://www.uh.edu/csd/>

²http://www.uh.edu/caps/outreach/lets_talk.html

³<http://www.uh.edu/academic-honesty-undergraduate> and <http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>

⁴<http://catalog.uh.edu/content.php?catoid=36&navoid=13956>

educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

Interim Undergraduate Grading Policy

Due to the unique and unprecedented challenges associated with the COVID-19 pandemic, the University of Houston has implemented an Interim Undergraduate Grade Policy for undergraduate grades which applies to all undergraduate students in courses offered in all sessions during fall 2020. Under this policy, students have the option of converting final assigned letter grades to S (Satisfactory, applicable to any letter grade from A to D-) or NCR (No Credit Reported COVID-19, applicable to grades of F) on their transcripts. Please visit <https://uh.edu/provost/policies-resources/covid19/> for additional information.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Center for Students with DisABILITIES. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and note-taking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through e-mail (via your UH email account) and Blackboard.

Schedule

Week 1 (August 24-30). Introduction and Tools to Succeed in Class

- August 29: [Assignment # 1](#)

Week 2 (August 31-September 6). What do we mean by Comparative Politics?

- August 31:
 - [Reading quiz # 1](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 13-31.
- September 2:
 - [Reading quiz # 2](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 33-52.
- September 5:
 - [Assignment # 2](#)

Week 3 (September 7-13). The State

- September 9:
 - Last day to drop a course without receiving a grade
 - Reading quiz # 3
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 53-69.
- September 12:
 - Assignment # 3

Week 4 (September 14-20). Political Regimes I: Democracy

- September 14:
 - Reading quiz # 4
 - Dahl, R. (1971). *Polyarchy*. Yale University Press: 1-16.
 - Przeworski, A. (2018). *Why Bother with Elections?* Polity: 13-27.
- September 16:
 - Reading quiz # 5
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 71-75.
 - Munck, G. (2009). *Measuring democracy: a bridge between scholarship and politics*. The Johns Hopkins University Press, Baltimore: 13-37.
- September 19:
 - Assignment # 4

Week 5 (September 21-27). Dictatorships

- September 21:
 - Reading quiz # 6
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 155-179.
 - “Monarchy; Sovereign immunity.” (2019, Apr 27). *The Economist*, 52-54.
- September 23:
 - Reading quiz # 7
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 179-194.
 - “Popular culture; Star wars.” (2020, Jul 4). *The Economist*, 35.
- September 26:
 - Assignment # 5

Week 6 (September 28- October 4). Economic and Cultural Determinants of Democracy

- September 28:
 - [Reading quiz # 8](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 71-95.
 - Boix, C. (2006). The roots of democracy. *Policy Review*, (135):1–19
- September 30:
 - [Reading quiz # 9](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 97-122.
 - “Some numbers behind the rage; Arabs are losing faith in religious parties and leaders.” (2019, Dec 7). *The Economist*, 52.
- October 3:
 - [Assignment # 6](#)

Week 7 (October 5-October 11). Democratic Transitions and Backsliding

- October 5:
 - [Reading quiz # 10](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 123-154.
 - “Coups data; Where’s next?” (2019, Apr 20). *The Economist*, 56.
- October 7:
 - [Reading quiz # 11](#)
 - Bermeo, N. (2016). On democratic backsliding. *Journal of Democracy*, 27(1):5–19.
 - “Covid-19 and autocracy; Protection racket” (2020, Apr 25). *The Economist*, 49-51.

Week 8 (October 12-18). Film: The Lives of Others (Florian Henckel von Donnersmarck, 2006)

- October 12:
 - [Essay Evaluation # 1](#)
- October 17:
 - [Assignment # 7](#)

Week 9 (October 19-25). Political Delegation and Social Choice

- October 19:
 - [Reading quiz # 12](#)
 - Taylor, S. L., Shugart, M. S., Lijphart, A., and Grofman, B. (2014). *A Different Democracy. American Government in a Thirty-One-Country Perspective*. Yale University Press, New Haven: 1-24.
- October 21:

- [Reading quiz # 13](#)
- Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 195-215.
- October 24:
 - [Assignment # 8](#)

Week 10 (October 26-November 1). Electoral Systems

- October 26:
 - [Reading quiz # 14](#)
 - “Engines of Our Ingenuity (No. 2427): Arrow’s Paradox” (Houston Public Radio) http://www.kuhf.org/programaudio/engines/eng2427_64k.m3u
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 253-261.
- October 28:
 - [Reading quiz # 15](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 261-287.
 - “Tactical voting; Nigel Farage’s Christmas present” (2019, Nov 16). *The Economist*, 53.
- October 31:
 - [Assignment # 9](#)

Week 11 (November 2-8). Parties and Party Systems

- November 2:
 - [Reading quiz # 16](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 289-308.
 - “A new world” (2020, Jul 4). *The Economist*, 46.
- November 3:
 - [Last day to drop a course or withdraw with a ‘W’](#)
- November 4:
 - [Reading quiz # 17](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 308-319.
 - “Anti-EU parties cluster at ideological extremes, whereas pro-EU ones are centrists” (2019, Jun 1). *The Economist*, 81.
- November 7:
 - [Assignment # 10](#)

Week 12 (November 9-15). Systems of Government (I)

- November 9:
 - [Reading quiz # 18](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 217-227.
 - “Israeli politics; back to the ballot box” (2019, Jun 1). *The Economist*, 37-38.
 - “Spain; stumbling towards a government” (2019, Jul 20). *The Economist*, 43-44.
- November 11:
 - [Reading quiz # 19](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 227-252.
 - “Empty empires” (2020, Jun 6). *The Economist*, 36.
- November 14:
 - [Assignment # 11](#)

Week 13 (November 16-22). Systems of Government (II)

- November 16:
 - [Reading quiz # 20](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 379-392.
 - “Cleaning up Latin American democracy” (2015, Mar 18). *The Economist*.
- November 18:
 - [Reading quiz # 21](#)
 - Borgen (2010), Season 1, Episode 1 (<https://youtu.be/xqeB5r4JkQ0>)
- November 21:
 - [Assignment # 12](#)

Week 14 (November 23-29). Veto Players

- November 23:
 - [Reading quiz # 22](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 321-350.
- November 28:
 - [Assignment # 13](#)

Week 15 (November 30-December 6). Consequences of Political Institutions

- November 30:
 - [Reading quiz # 23](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 351-364
 - Colomer, Josep (2019, Dec 17). “The British institutional dilemma” (<https://jcolomer.blogspot.com/2019/12/britain-either-change-party-system-or.html>).
- December 2:
 - [Reading quiz # 24](#)
 - Clark, W. R., Golder, M., and Golder, S. N. (2018). *Foundations of Comparative Politics*. CQ Press: 364-379
 - “The fear of majority rule” (2003, May 29). *The Economist*.
- December 7:
 - [Essay Evaluation # 2](#)

Essays Rubric	Excellent	Good	Satisfactory	Below expectation
Thesis (4 points)	The essay... <ul style="list-style-type: none"> Has a well-crafted thesis that responds to the prompt (4 points). 	The essay... <ul style="list-style-type: none"> Has as purposeful thesis but does not directly responds to the prompt (3-2 points). 	The essay... <ul style="list-style-type: none"> Contains a thesis of some sort (1 point). 	The essay... <ul style="list-style-type: none"> Does not contain a thesis statement (0 points).
Development (4 points)	<ul style="list-style-type: none"> A clear structure to the essay is evident, and has been clearly established early in the paper (4 points). 	<ul style="list-style-type: none"> Maintains the same framework for answering the question throughout the essay, though it is not always clearly established at the beginning (3 points). 	<ul style="list-style-type: none"> Has an unclear framework for answering the question and the essay sometimes wanders (2 points). 	<ul style="list-style-type: none"> The essay does not have a framework or structure for answering the question, and veers off topic (1 point).
Incorporation of other authors and their theories (4 points)	<ul style="list-style-type: none"> Provides a clear and accurate discussion of theories discussed in class/reading. Points to parallels and alternatives in the theories discussed in lectures and encountered in the readings (4 points). 	<ul style="list-style-type: none"> Provides a mostly clear discussion of ideas discussed in class and readings. It misses a few parallels and alternatives to the theories proposed (3-2 points). 	<ul style="list-style-type: none"> Discussion of theory is not always accurate or clear. Provides unclear explanations that do not always support the thesis (1 points). 	<ul style="list-style-type: none"> Major problems in interpreting and discussing theory (0 points). Uses quotes for more than three sentences in the paper (-3 points).
Empirical evidence to substantiate claims (4 points)	<ul style="list-style-type: none"> Supporting evidence and/or examples vividly illustrate or add depth to the points the author is trying to make. The answer is based on the reading material and the lectures notes and the sources are correctly referenced (4 points). 	<ul style="list-style-type: none"> Evidence and/or examples support the points the author is trying to make. The answer is based on the reading material and the lectures notes but the sources are incorrectly referenced (3 points). 	<ul style="list-style-type: none"> The answer is based only on the lecture notes. There is not enough evidence supporting the major claim. Some evidence but explanations/examples are sometimes unclear and do not always support the point (1 point) 	<ul style="list-style-type: none"> The answer is based neither on the reading material nor on the lecture notes (0 points).
Style/Mechanics (3 points)	<ul style="list-style-type: none"> Sentences are simple, clear and descriptive. Transitions between paragraphs are easy to follow. The essay is free from typos and major grammatical errors (3 points). 	<ul style="list-style-type: none"> Sentences are fairly easy to follow, though they can sometimes be confusing. Transitions are generally easy to follow, though paragraphs occasionally do not relate to one another. The essay contains almost no typos or grammatical errors (2 points). 	<ul style="list-style-type: none"> Sentences are not always easy to follow. They sometimes become choppy or contain too many words or redundancies. Transitions between sections of the paper are sometimes abrupt, or disjointed The essay contains a few typos and grammatical errors (1 point). 	<ul style="list-style-type: none"> Sentences are not clear or easy to follow. The essay as a whole does not flow together. Transitions between paragraphs and sections of the paper are abrupt The essay contains many typos and grammatical errors (0 points).
Outline (1 point)	<ul style="list-style-type: none"> The essay includes an outline about what the author wrote in the essay indicating the thesis and key propositions. This outline is submitted on a separate page. (1 point). 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> It does not include an outline (0 points).