

Final Presentation

1. *Purpose:* The main purpose of the final presentation is to give you feedback and suggestions for your project as you put in the finishing touches. Therefore, the presentation doesn't have to be "final" in the sense that the project is already complete. However, it should be useful to you to take stock of the project at this point and see what shape it is in. If there are aspects of the project that you are wrestling with or particularly would like feedback and advice on, please note that at an appropriate point in the presentation, to guide the feedback. Although the most important part of the presentation is to convey clearly the research question, design and methods, findings and conclusions of the project thus far, it is also important to present it well. As you can see below, the grade for your presentation depends partly on your presentation skills, including delivery and visuals. Communicating effectively is a critical skill, and the presentations you do in this class are designed in part to help you practice these skills.
2. *Format:* Presentations will take place in class on Thursday, December 8th, 2016 from 1-5 pm. Each student will have 15 minutes to present their research project, with 8 additional minutes for Q&A. You are required to use Powerpoint (or similar) to organize and present the material. Please upload your final presentation file on the course website by 12:30pm on Thursday, Dec. 8th. Hopefully, we will use the files there to run the presentations in class. In addition to a PPT file, you may upload a link to a Google Slides, Prezi, or the like.
3. *Content:* Your presentation should identify the research question and its relevance, briefly discuss the methodology, and offer your argument, findings or conclusions up to that point. Since the audience will already know something about the research project, you only need to discuss the significance and methods to the extent necessary to contextualize your research question, and help the audience evaluate the appropriateness of the method. Unlike the paper, the presentation should not extensively treat design and methodology issues.
4. *Feedback:* Students will receive peer feedback forms and written feedback from the instructor on the presentation as soon as possible. Peer presentation feedback forms, while hopefully helpful to the presenter, will not affect the grade for the presentation.

Submission of the Final Paper

- Final Papers are due by **2 pm Thursday, December 15th** online.
- Lateness and extensions: 1/3 letter grade will be taken off for each day past the deadline. So for example, a paper originally meriting an A- that is turned in between 2 pm on the 15th and 2 pm on the 16th would receive a B+, if turned in by 2 pm on the 17th, a B, etc. No exceptions will be made without prior arrangement or proof of illness. If you have a reason to need more time, please talk to the instructor **before** the assignment is due.

Components of the Final Paper

Your final paper will build upon your proposal and the memos you have been writing throughout the semester. Feel free to recycle what you have already written, so long as it is still appropriate and up-to-date.

1. **Question, Context, and Motivation:** Your paper should begin by stating your research question and situating it in both the empirical context of the case, and in the broader context of questions, gaps, debates, etc. in the secondary literature(s). In short, tell us why this question is interesting or important in a way that is both grounded in the specific case (place, time), and in a larger academic picture. In order to contextualize the research question, you will need on the one hand to describe the setting or case, and its background. On the other hand, you will need to sketch out one or more academic fields in order to situate your question in the secondary literature. Expect to reference no less than 10 secondary works.
2. **Discussion of Research Design and Methods:** Succinctly describe the approach you took to answering the question, and discuss in depth your reasons for this approach as well as its strengths and limitations. What kind of primary data did you rely on and how did you gather them? By what criteria did you select cases, fieldwork sites, interviewees, textual sources, or statistical data? In what ways are the selected data either representative of a larger population or strategic sources of information for your question? What perspectives might you be missing, what kinds of bias might exist in your sources, or what might your interviewees not be telling you? Treating this as a pilot study, what have you learned about a more ideal way to answer your question with more time or resources? This section of the paper should be longer than usual for class papers and should frankly and seriously reflect on the design and methodological decisions and implications of your project as well as challenges and lessons. No one will have a perfect research design, so I am looking for an honest and thoughtful discussion of these issues. If you conducted interviews or participant observation, this section should include a brief discussion of research ethics and confidentiality. Specifically, you should let us know up front whether you are using real names or pseudonyms. If you only had key informant interviews (whether you use real names or not), you probably don't need to say anything more other than that. If there are some issues of risk or sensitivity, discuss those succinctly.
3. **Findings and Analysis:** Describe what insights you have gained into the research question. When appropriate, draw on conceptual frameworks, categories, or terminology from secondary literature to make sense of your data. Provide evidence from your primary data to support these points. These points should build into a coherent argument about the question you focused on.
4. **Conclusion:** End by recapping your question and findings, and then provide some further reflections about how your research adds to larger conversations about the topics at hand. What have we learned in a broader sense? You may also make some methodological reflections about how future research (your thesis or hypothetical other studies) might build on or learn from your project.

5. **Bibliography and Citations:** Make sure to properly cite your sources of information, including primary sources and secondary sources (including online). All citations included in the text must have an accompanying entry in a separate bibliography at the end of the paper. You are required to follow the format of the ASA Style Guide (on the front page of the course website) for citation and bibliography formatting. Following that guide, use in-text citations and footnotes only for substantive points.
6. **Miscellaneous:**
 - a. The paper should be able to stand alone from the final presentation and all other work in the class – it should be intelligible to an unfamiliar reader.
 - b. Don't forget a title page and page numbers (really - page numbers are my pet peeve).
 - c. To give a rough idea, final papers should be in the range of 20 to 30 (double-spaced) pages, not including bibliography.

Evaluation of the Assignments

The *final presentation* is worth 10% of your course grade. The grade is broken up as follows:

Delivery: volume, intelligibility, poise, pace, use of time	30%
Use of Visuals: design of slides, effective graphical presentation of material ¹	20%
Content: clear presentation of research question, methods, and conclusions	50%

The *final paper* is worth 30% of your course grade. The grade is broken up in the following way:

Clear statement of the research question, context and motivation	20%
Methodology: describes and justifies the choice of strategies employed, thoughtfully discusses pros and cons of approach	20%
Findings and Conclusions: explains what insights the research provided to the research question; provides convincing evidence from analysis of primary data to support the argument and conclusions.	50%
Overall structure and clarity of the paper including citations and writing mechanics	10%

¹ An important thing to keep in mind is to use text sparingly. There should never be text on a slide that you do not read or refer the audience to read themselves in your oral presentation, and you should give them time to read it. You don't want the audience reading one thing while you are saying something else.