

## INS 340 Assignment Information and Assessment Criteria: Final Project and Paper

Due dates (will sign up for one):

- Proposal (fill out Google Sheet and wait for approval before beginning project): February 28 at 11:59 PM
- Project: May 4 or 9 before you arrive to class
- Written explanation of project (1200-1400 words): May 4 or 9 before you arrive to class
- Presentation of project: May 4 or 9 in class

Weight in final grade: 40%

- Project: 10%
- Written explanation of project: 20%
- Presentation of project: 10%

### **Prompt:**

You are tasked with educating a (hypothetical) public audience about one core concept of our course on fascism and the radical right in Europe, on which you will expand by conducting additional research. What lessons does this concept have for us as humans living in any society, including outside of Europe? Examples might include consequences of dehumanization, importance of minority rights for a specific group, the impact of extreme or radical actors on mainstream political actors, effects of collective memory, etc. You should look over the topics on the syllabus for ideas and are encouraged to read ahead if a particular topic interests you. I suggest first consulting the references in the texts on the syllabus to get your research started.

Use a medium of your choice to communicate your concept to a public audience. This is your opportunity to be creative! You can create visual art, music, poetry or short fiction, a video or podcast, a series of educational social media posts<sup>1</sup>, or something else that you propose. You will propose the concept and the medium in a Google Sheet that I will provide, and you should wait for approval before beginning your project.

### **Important notes**

- Do not post your project on public spaces on the internet, given how the groups we are studying use the internet.

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<sup>1</sup> You can construct the content design (for example, a series of stories for Instagram or a video for TikTok) without actually posting the content to your social media accounts. Given the nature of the course content, please avoid posting your project in spaces where it may be risky to do so, especially because some of the groups we will study use social media for recruitment and misinformation.

- If you are using images or symbols, do so in a way that is ethical. That means avoiding dehumanizing images of victims of fascism.
- You may not promote discrimination or conspiracy theories related to a group of humans in your project.

### **Project assessment (10% of your final grade)**

I understand that assessment of art is subjective. You will be assessed on the quality of effort to communicate the course concept. You will be graded on the following:

- Does the project effectively communicate a core course concept?
- Does the final product reflect effort, neatness, and attention to detail?
- Does the project fit the proposal and criteria that were approved earlier in the semester?

### **Written explanation of your project (1200-1400 words)**

The primary part of your grade will be the written explanation of your creative project. For this paper, you will discuss how the elements of your project educate a (hypothetical) public audience about a core course concept. You will synthesize the main ideas of the concept you select using course materials and go deeper into the concept using additional research. What are the main ideas that an audience should take away from your project? Finally, in your conclusion you will reflect critically on the concepts and what lessons they have for societies outside the European context.

- Format:
  - Word document with 1200-1400 words of text (excluding bibliography)
  - Meaningful title
  - Header with your name, INS 340, and the date at the top of the first page
  - Bibliography that contains:
    - At least 6 scholarly sources (peer-reviewed articles or academic books; you may use syllabus items to start)
    - Any other credible sources needed for your paper (e.g. journalism, reputable think tanks, government websites, public opinion firms)
    - I do not care what citation style you use—pick one and be consistent. If you’re not sure what to use, APA is a good choice (here is a style guide from the AUS Library: <https://aus.libguides.com/apa7th>).
  - You MAY write in first person (e.g. “I argue that....”)

## **Paper assessment (20% of your final grade)**

The written explanation of your project and critical reflection on the course concepts is the primary part of your overall project grade. You will be graded on the following:

- Does the paper effectively link the elements of the project (e.g. lines of a poem, points in a video, aspects of a drawing, etc.) to specific course concepts or your reflection on those concepts?
- Does the paper accurately discuss relevant facts and concepts using evidence from course materials such as readings, lectures, and class discussions?
- Does the paper use additional research to expand the topic beyond the in-class discussion?
- Does the paper move beyond synthesis of relevant facts and concepts and contain your thoughtful, critical reflections on what these concepts mean for societies outside of Europe, for humans more broadly?
- Does the paper cite sources where necessary (i.e. readings or any outside research you conduct)?
- Does the paper contain a bibliography for all sources used? I do not care what citation style you use—pick one and be consistent. If you’re not sure what to use, APA is a good choice (here is a style guide from the AUS Library: <https://aus.libguides.com/apa7th>).
- Is the paper written in complete, effective sentences and free from grammatical errors and typos? Does it reflect efforts to revise and edit the writing, i.e. it is not a first draft?

## **Presentation**

On May 4 or 9, you will sign up to present your project. The day you present, you will bring your project to class and submit your paper on iLearn before class begins. The presentations will not be in front of the whole class at once. Instead, we will set up stations around the classroom. Those who are not presenting that day will rotate through the stations, and you will have paired discussions about your project. You should be prepared to give an elevator pitch about your project, but this is not meant to be a stressful or super formal one-sided presentation. On the day you do not present, you should be prepared to actively engage in meaningful discussions with your classmates about their projects and the concepts we have discussed in class. I will also rotate through the stations and ask you to explain your project orally to me. Discussions will be 5-10 minutes depending on the size of the class (I will assess this and inform you of the expected time).

You should bring the necessary materials to present your project. That means a computer to show any form of digital project (you can play video or audio at a low volume), physical art, a print-out or digital copy of poetry or fiction, etc. I will write what each of you need to bring to present your project in the same Google Sheet where I have approved your proposal.

### **Presentation Assessment (10% of your final grade)**

Again, this is meant to be a discussion more than a formal or stressful presentation. As adults in an upper-level course, I expect you to engage actively in course conversations such as this for the goal of learning through both course content and your peers. You will be assessed on the following criteria:

- Have you brought all the necessary materials to present your project?
- Do you effectively explain the core concepts and elements in your project?
- Do you actively engage in meaningful discussions relevant to your project by listening to questions and comments from your classmates?
- Do you actively engage in meaningful discussions relevant to your classmates' projects by listening to their explanations, posing questions, and adding your own thoughts to the conversation for the entire class period?
- Are you on time and present for the entire duration of both presentation days?