# The New Norway

## National Identity, Globalization and the Politics of Belonging

### Fall 2018

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program overview, structure, pedagogy</td>
<td>2-3</td>
</tr>
<tr>
<td>Program staff roles</td>
<td>3</td>
</tr>
<tr>
<td>Semester outline</td>
<td>3-4</td>
</tr>
<tr>
<td>Course credits, class schedule</td>
<td>4-5</td>
</tr>
<tr>
<td>Overview of assignments and assessment criteria for</td>
<td></td>
</tr>
<tr>
<td>--The Scandinavian Welfare States</td>
<td></td>
</tr>
<tr>
<td>--Challenges of Globalization and Mass Migration in Scandinavia</td>
<td></td>
</tr>
<tr>
<td>--Scandinavian Art, Film, and Literature</td>
<td>5-12</td>
</tr>
<tr>
<td>Norwegian Language Classes</td>
<td>12</td>
</tr>
<tr>
<td>Independent Study Project</td>
<td>12-14</td>
</tr>
</tbody>
</table>
Program Overview

The New Norway (TNN) program examines the contemporary challenges and opportunities for the Scandinavian welfare states in an age of globalization and mass migration. In order to contextualize the development of the Scandinavian welfare states, we will critically analyze a wide range of topics, including theories of nation-building and national identity, globalization and multiculturalism, histories of racialization, the rise of the populist/far-right, international aid politics, the politics of integration, and gender.

Several broader questions underpin our study of contemporary Scandinavia:

- How might Norway and the other Scandinavian welfare states adapt to the challenges of multiculturalism, European integration and globalization?
- What factors have made possible the rise of populist / far-right parties in Scandinavia and what has been their impact on politics and society more generally?
- How does the form of the state relate to its ability to foster a multicultural society?
- How have film, literature and social movements challenged conventional understandings of what it means to be Norwegian/Scandinavian? How has national identity in Norway been shaped by/reflected in art, film, literature, and political and social movements?

Program Structure

TNN has one curriculum, with several components and modes of learning:

- The **Reading Seminar** is the locus of most theoretical work.
- The **Field Seminar** is where theory and practice meet. In the Field Seminar, you will hear from experts and practitioners and visit organizations and community programs. As part of the Field Seminar you will also volunteer with a community or governmental agency on a designated day each week (from the third or fourth week of the semester).
- The **Integration Seminar** represents the culmination of the week, where theory from the Reading Seminar, practical insights from the Field Seminar, language courses and independent study projects come together.

The Pedagogy

There are four components to the HECUA pedagogy:

- It is an *interdisciplinary* program where elements of philosophy, sociology, political science, political economy, anthropology, gender studies, history, cultural studies, literature, popular
culture, and planning and urban development are utilized to demonstrate the contemporary socio-economic and cultural challenges facing Scandinavia.

- It is integrated in that theory is directly linked and related to practice and vice versa.
- It emphasizes experiential learning; students are called upon to explore key socio-economic and cultural issues in Scandinavia using personal, professional and academic lenses.
- It concentrates on a holistic approach to learning. In other words, you are encouraged to wrestle with questions facing contemporary Scandinavia not simply as an impartial observer, but as actor and a stakeholder whose unique values, perspectives and choices can have a profound influence on the world around you.

**Program Staff Roles**

The Program Director has responsibility for the academic and administrative oversight and organization of TNN. The Program Director is responsible for most teaching and grading, and ensures that TNN is delivered in accordance with HECUA and the University of Oslo’s guidelines.

The Program Assistants support the Program Director. Their responsibilities include assisting the Program Director in the execution of preparation work and program management. They are intended to be a resource to TNN students on matters ranging from campus life, to life in Oslo, to sorting out everyday logistics. They will take part in selected class and field seminars and will be on hand for the entirety of the field trip to Stockholm or Copenhagen.

**Semester Outline**

The order in which the curriculum unfolds is meant to be cumulative. That is, each new topic is intended to serve as a jumping-off point for understanding topics taken up in subsequent days and weeks. Needless to say, this is not always a linear process. Each of these topics relates to the others in a complex web. For example, as you study issues of gender you may begin to better understand issues explored in previous sections on racialization and the welfare state. Moreover, the readings and field seminars for each topic are deliberately designed to play up contrasts and contradictions, with the aim of fostering a dialogue among different theoretical stances and encouraging you to critically evaluate the complex dynamics of globalization and multiculturalism.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Norway, HECUA and each other</th>
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<tr>
<td>Week 2</td>
<td>Norway: National Identity and National History</td>
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<tr>
<td>Week 3</td>
<td>The Nordic Welfare State</td>
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</table>
Week 4  Politics in the Norwegian Welfare State  
Week 5  Services of the Norwegian Welfare State  
Week 6  Gender Equality in the Public Imagination and in Practice  
Week 7  Norway’s Relationship to the World  
Week 8  Fall break—no TNN classes  
          Norwegian classes will likely be held; please check with your language instructor  
Week 9  Globalization, Multiculturalism and Diversity  
Week 10  Immigration and the Politics of Belonging in Norway  
Week 11  The Introduction Program: Integration and Assimilation in the Norwegian Welfare State  
Week 12  Scandinavian Contrasts: Considering Sweden (Field Trip to Stockholm or Copenhagen)  
Week 13  Studies in Identity and Belonging  
Week 14  Far Right Populism Pushes Back  
Week 15  Bringing It Home  

Course Credits

TNN is made up of four courses comprising reading, field, and integration seminars:

--The Scandinavian Welfare States (4 credits) – first half of semester  
--Challenges of Globalization and Mass Migration in Scandinavia (4 credits) – second half of semester  
--Scandinavian Art, Film, and Literature (4 credits) – throughout whole semester  
--Norwegian Language OR Independent Study Project (4 credits) – throughout whole semester  

The four courses are designed to form an integrated whole and successful completion of the term gives a semester’s worth of credit. Two intensive courses The Scandinavian Welfare States and Challenges of Globalization and Mass Migration in Scandinavia provide the foundation for The New Norway.

The Scandinavian Art, Film and Literature course employs art, film, and literature to examine the development of national identity, the welfare state, and the challenges and opportunities of increased cultural and ethnic diversity in Scandinavia.

Norwegian language study is organized through the Department of Linguistics and Scandinavian Studies and the International Summer School at the University of Oslo. The Independent Study Project (ISP) can be taken as an alternative to language study. The ISP is a project on a topic of the student’s choice that relates to the TNN curriculum and is primarily supervised by the Program Director.
Class schedule

Classes will generally be held Monday to Thursday. Wednesdays are reserved for volunteer placements beginning in week 3 or week 4. Norwegian language classes will generally be held in the late afternoon several days a week; the precise meeting schedule will be determined by the Department of Linguistics and Scandinavian Studies or the International Summer School. Fridays (with the exception of orientation week and the Week 12 field trip to Stockholm or Copenhagen) are free days.

Most Reading and Integration Seminars will be held in the TNN Classroom located at the Blindern campus of the University of Oslo. Our primary classroom is located in Georg Morgensternes hus, Room 207. You will be notified in advance of any class sessions that are scheduled to be held in a different location.

The locations of field seminars are given throughout the course schedule and will be communicated in class ahead of time. Field seminars will generally be held off campus at the offices of community, non-governmental and governmental organizations in Oslo. It is a TNN requirement that you show up to field seminars on time, as lateness may jeopardize your ability to participate in that day’s session. Please set aside sufficient time to ensure that you arrive punctually to field seminars.

Overview of assignments and assessment criteria

<table>
<thead>
<tr>
<th>The Scandinavian Welfare States</th>
<th>Challenges of Globalization and Mass Migration in Scandinavia</th>
<th>Scandinavian Art, Film and Literature</th>
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<td>%</td>
<td>%</td>
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<tr>
<td>One-on-one assignment</td>
<td>10 \textit{Mid-semester placement presentation}</td>
<td>5 \textit{Reflection on relationship with art, film, literature}</td>
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<tr>
<td>Response papers (two, 25% each)</td>
<td>50 Placement Handbook</td>
<td>10 Response paper (one)</td>
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<tr>
<td>Photo Essay</td>
<td>10 Response paper (one)</td>
<td>25 Review/blog post of a Scandinavian film, work of literature or art exhibit from outside the course</td>
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<tr>
<td>Participation</td>
<td>20 Participation</td>
<td>20 Participation</td>
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<tr>
<td>Discussion facilitation</td>
<td>10 Discussion facilitation</td>
<td>10 Discussion facilitation</td>
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<tr>
<td>Stakeholders Analysis</td>
<td>30 Film notes (1-page reviews of 4 films shown in class, 5% each)</td>
<td>30</td>
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<tr>
<td>Total for the course</td>
<td>100 Total for the course</td>
<td>100 Total for the course</td>
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The Scandinavian Welfare States:

One-on-one Assignment 10%

A “one-on-one” is a meeting, usually around 20-30 minutes, the purpose of which is to uncover the passions, concerns, and motivations of a fellow community member. This is a tool that is at the core of community organizing and its use is based on the assumption that in order to organize effectively for social change, members of a community must build trust and relationships with one another. Due to the amount of time that we will be spending together, the intensity of the experiences that we will encounter, and the controversial nature of the subjects with which we will be dealing, it is essential that we make a deliberate effort to learn about one another so that we can collectively create a space where all of the participants can challenge others, be challenged, and reach a greater collective understanding of the issues that we will grapple with this semester. One-on-ones are also envisioned as a way for you to gain clarity about what you can contribute to and gain from this course. You will be required to have one-on-ones with every member of the course, including the instructors.

This 3-4 page assignment will be graded pass/fail based on the completion of your one-on-ones and how well you answer the questions below.

- What are the most surprising things that you’ve discovered about the other members of your learning community (including the instructors)?
- What did you learn about yourself during the process of conducting one-on-ones?
- In what ways do your interests and the interests of your fellow learning community members overlap?
- What is at least one specific thing that you can do to enrich your learning experience during this course? What is at least one specific thing that you can do to help enrich the learning experiences of your classmates?

Response Papers (two, 25% each) 50%

Response papers ask you to utilize theory to think critically about a question or problem raised in TNN. You are expected to integrate theory and practice by drawing on all elements of the program: reading and film Seminars, fieldwork (field Seminars and volunteer work), integration seminars, your ISP / Norwegian class, and your day-to-day life in Norway.

The most successful response papers will demonstrate the following:

- A clearly formulated framing question(s) that highlights a paradox, contradiction or complex aspect of a class topic introduced or developed over the previous few weeks. Your primary aim as you write should be to engage in a fruitful discussion of the topic you have selected – not necessarily to try to answer the question you have posed completely.
- Clearly structured arguments that demonstrates analytical skills and thoughtful consideration of theories, concepts, case studies and insights encountered in course readings, class lectures, class discussions, film and field seminars, your volunteer placement and your experiences living in Norway.
Critical engagement with texts assigned for this course. You are expected to discuss, critique and contrast arguments made by authors we have read, and not simply reproduce their arguments. Your analysis should rely primarily on assigned readings, with other course components (and any additional outside sources) supplementing your discussion.

Include citations and complete bibliography encompassing all texts and other resources you rely on while writing your papers. Please consult www.uio.no/english/studies/summerschool/guidelines/citing-references/index.html for examples of acceptable citation formats.

Writing style that conforms to academic standards -- use of the first-person is fine when drawing on your own personal lens and experiences, but avoid informal language, contractions and slang.

Papers should be submitted electronically to the Program Director by 11:59pm on the day they are due. They should be 5-6 pages in length (12-point font, double-spaced). Papers will be graded on an A, A-, B+, B, etc. basis. Late submissions will only be accepted with the prior permission of the Program Director.

Photo essay

In 2017, Norway was named the happiest country in the world, according the World Happiness Report. The Nordic countries featured prominently at the top of each year’s list. One of the major factors accounting for such high levels of “happiness” in Norway is the social support provided by the welfare state, support that is most often universal (for everyone) and not selective (targeted). In fact, social support is one of the six variables measured in the Happiness Report and one of the two variables directly related to social capital.

Your assignment will be to photographically capture physical representations of social support, in other words, representations of social capital. You will select 10 photos to present to the class: photos that you believe represent physical manifestations of social support in Norway. You will present your photo collection (with oral explanations) to the class at the end of the first half of the semester. You can include some written explanations on the PowerPoint slides, but the written information should be minimal.

Daily participation and attendance

Attendance is expected at all sessions except in cases of medical or other emergencies. An excused absence is one that has been approved by the Program Director in advance. More than one unexcused absence will result in the loss of an ‘A’ for this part of your grade. Subsequent unexcused absences will further reduce your potential participation grade.

Please be on time. Notify the Program Director by phone or by e-mail if you are going to be late. Lateness will count against your grade.

You must contribute to group work and be actively engaged with other students. Students are expected to engage one another with questions and comments.

You are expected to contribute to a positive, supportive and non-judgmental group dynamic.

You are encouraged to practice active listening – that is, drawing out other members of the group and attempting to understand other people’s points of view.

Throughout the semester, we will have the chance to hear from experts and practitioners and visit organizations and community organizations. When the floor is open to questions, you are...
expected to engage the speakers in productive dialogue. Remember, Q&A is not only a good way to ask for clarification and further examples, but also to initiate a comparative analysis with the U.S. and, no less importantly, a sign of respect and recognition for the speakers.

**Discussion facilitation**

Students will lead Thursday integration seminars in pairs. The most successful integration seminars will promote deeper understanding of key themes taken up during that week’s reading and field seminars, draw connections with topics studied in previous weeks and create a space for questions and input from fellow students. Facilitators should feel free to make use of a wide range of pedagogical methods as they lead integration seminars and are encouraged to run ideas past the Program Director as they prepare to facilitate a discussion seminar. Facilitations can take the form of games, role playing, presentation and discussion of parallel case studies, or other types of exercise. Over the course of the semester, students will co-facilitate two integration seminars (one – two hours in length).

**Challenges of Globalization and Mass Migration in Scandinavia:**

**Volunteer placement mid-semester presentation**

Mid-semester presentation. Just after Fall Break, students will deliver a 5-minute oral presentation about their experience to date at their volunteer placement site. In this presentation, students will briefly introduce the mission and target audience of their host organization, summarize the kind of work they have done, reflect on challenges they have encountered and draw some tentative conclusions about the insights they have gained and the skill sets they have developed in the course of their work. Students interning in pairs should prepare a somewhat longer presentation (approx. 8 minutes) that includes both joint and individual portions.

**Placement handbook**

Placement handbook. Students will prepare a 2-3 page “handbook” intended to acquaint future HECUA students with some of the challenges and rewards of interning with the organization where they have just completed their placement. In preparing their handbook, they should include any and all information they think will be of use to future students (an overview of the organization’s mission, structure and day-to-day work, challenges encountered, and insights gained). They should highlight at least two specific examples of experiences that proved especially challenging or rewarding.

**Response Paper (one)**

Response papers ask you to utilize theory to think critically about a question or problem raised in TNN. You are expected to integrate theory and practice by drawing on all elements of the program: reading and film Seminars, fieldwork (field Seminars and volunteer work), integration seminars, your ISP / Norwegian class, and your day-to-day life in Norway. See guidelines and suggestions in the description of assignments in The Scandinavian Welfare States above.

**Stakeholder analysis presentation**

During week 15, students will hold a longer presentation (approx. 20 minutes) in which they discuss how a particular group within Norwegian society defines itself and its mission, what it regards as its primary challenges and opportunities in the context of the welfare state, and how members of this group view ‘the good society.’ Students should base their analysis on a political party, NGO, community organization or
other organized outfit based in Oslo and should prepare their presentation primarily on the basis of personal interviews and direct contact with members of the group they select, with secondary sources supplementing the perspectives and insights they gather from interviews and conversations. The most successful presentations will feature sophisticated analysis, faithful representation of the chosen group’s values and viewpoints, and connections made with topics encountered over the course of the semester. Students are encouraged to invite community members, colleagues and other interested parties to attend their presentations.

**Daily participation and attendance** 20%
Expectations are as listed for *The Scandinavian Welfare States* above.

**Discussion facilitation** 10%
Students will run the student-led discussion seminars that typically take place Tuesday mornings (approximately one hour in length). Successful discussion seminars will promote deeper understanding of the key themes in specific readings. Facilitators should prepare a short introduction to the reading(s) and prepare discussion questions and/or additional case studies to compare or contrast. Facilitations can take many forms, but should focus on key issues, concepts or vocabulary from the text. Over the course of the semester, students will co-facilitate two discussion seminars.
Scandinavian Art, Film, and Literature:

Reflection on my relationship with art, film, literature 10%

In this assignment, you will explore your relationship with art, film and literature, and you will identify the ways in which they have been influential in your own construction of identity and presentation of self. Not only do we consume and interact with art, film and literature, but we use these cultural products to tell something about ourselves. In some cases, they may articulate views or beliefs that we hold. They may portray experiences with which we identify. Some may be cautionary tales that reveal our fears. Some may be aspirational in character. In some cases, we may just be demonstrating our preferences and tastes through consumption of cultural artefacts, which also can show something about ourselves.

In a 3 – 4-page paper (double-spaced), you will explore the themes above: how have art, film and literature informed your understanding of the world (and your place in it) and how have you used art, film and literature to articulate your views or identity. How has what you watch, read, and appreciate made you who you are? You will be expected to articulate your relationship to art, film and literature, and reflect on the potential power of art, film and literature for the production of identity. The paper will be graded on a 0 – 10 scale.

Response Paper (one) 25%

Response papers ask you to utilize theory to think critically about a question or problem raised in TNN. For the response paper linked to Scandinavian Art, Literature and Film, students are expected to focus on the novels and films in the curriculum. You should tie themes or unresolved questions about the work of art to larger societal issues. You many focus on one work of art or several together that demonstrate certain commonalities or contrasts. You are encourage to integrate theory from other elements of the program. See guidelines and suggestions in the description of assignments in The Scandinavian Welfare States above.

Review or blog post on a Scandinavian film, work of literature, or art exhibit from outside the program 15%

Students will engage one Scandinavian film, work of literature or art exhibit from outside of the program and provide a review or blog post about that work or collection of works. This assignment is also an opportunity to expand upon your approach to and understanding of artistic production developed in your Reflection on Art, Film and Literature.

This assignment should be 2 -3 pages in length, double-spaced. Successful reviews/blog posts will demonstrate a thoughtful approach to the work of literature, film or art exhibit and analyse/review that work in terms of what it attempts to say about society.

Discussion facilitation 10%

Students will lead most Thursday integration seminars in pairs. The most successful integration seminars will promote deeper understanding of key themes taken up during that week’s reading and field seminars, draw connections with topics studied in previous weeks and create a space for questions and input from fellow students. Facilitators should feel free to make use of a wide range of pedagogical methods as they lead integration seminars and are encouraged to run ideas past the Program Director as they prepare to facilitate a discussion seminar. Facilitations can take the form of games, role playing, presentation and
discussion of parallel case studies, or other types of exercise. Over the course of the semester, students will co-facilitate one integration seminar and one discussion seminar.

**Film notes (1-page reviews of 4 films shown in class, 5% each)  20%**

Over the course of the semester, students will write 4 one-page reviews of the films screened in class. Review should be at least one complete page in length, double-spaced. Students should engage the films in terms of content, genre, themes, clarity, social significance, etc.

**Daily participation and attendance  20%**

Expectations are as listed for *The Scandinavian Welfare States* above.
Due Dates for Assignments

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<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>AUGUST</td>
<td>23 August</td>
<td>Reflection on relationship with art, film, literature</td>
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<tr>
<td>SEPTEMBER</td>
<td>30 August</td>
<td>One-on-one assignment</td>
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<td></td>
<td>6 September</td>
<td>First response paper</td>
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<td></td>
<td>18 September</td>
<td>Film Note #1</td>
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<td></td>
<td>25 September</td>
<td>Second response paper</td>
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<td></td>
<td>27 September</td>
<td>Photo essay</td>
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<tr>
<td>OCTOBER</td>
<td>9 October</td>
<td>Review/blog on Scandinavian art, literature or film</td>
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<td></td>
<td>16 October</td>
<td>Film Note #2</td>
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<td></td>
<td>TBA</td>
<td>Volunteer placement progress reports</td>
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<tr>
<td></td>
<td>25 October</td>
<td>Third response paper</td>
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<td></td>
<td>30 October</td>
<td>Film Note #3</td>
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<tr>
<td>NOVEMBER</td>
<td>8 November</td>
<td>Fourth response paper</td>
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<td></td>
<td>13 November</td>
<td>Film Note #4</td>
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<td></td>
<td>19 November</td>
<td>Stakeholder analysis oral presentation</td>
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<td></td>
<td>20 November</td>
<td>Volunteer placement handbook</td>
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Norwegian language classes

Norwegian language classes are organized by the Department of Linguistics and Scandinavian Studies or the International Summer School. Classes are intensive, challenging and demanding, and include 6 hours of class time each week throughout the semester (8 hours a week for Level 3). Instruction is largely in Norwegian, even at the beginning level. Students electing to take Level 1 will take an abbreviated 60-hour course (6 hours a week for 10 weeks). The grading system in Norwegian universities is typical of those used in Europe and may seem harsher than those employed at U.S. colleges and universities. HECUA will take this into consideration when awarding final grades. For further information about course requirements, please contact your Norwegian teacher.

Attendance at Norwegian classes is compulsory. Moreover, once students have registered for Norwegian classes, they are obligated to take the exam.

Independent study project (ISP)

The Independent Study Project (ISP) allows you to tailor The New Norway to your learning and career objectives. You can pursue a research question about a particular issue relevant to the program using academic works accessible through the UiO library system, as well as other print and human resources in the Norwegian capital city. Your topic must be approved by the Program Director. Because the ISP corresponds to a full course credit, the most successful projects will demonstrate evidence of steady progress and commitment over the course of the semester.

Students engaging in an Independent Study Project will be required to produce original research. In order help students succeed in this goal, a series of seminars on research goals and methodologies will supplement group meetings and individual advising.
The grade for the Independent Study Project breaks down as follows:

Proposal (3-4 pages) 10%

There are three parts to the proposal:

1. Question/Problem-Focus

Outline the question or problem you would like to explore. Regardless of the type of project you do, it is best to frame your topic in the form of a critical/analytic question.

2. Significance

Make a case for why you think this is an important and relevant question or problem on which to focus. As you prepare this section, answer the questions below:

- What is the significance of your project for yourself and others?
- Why would anyone interested in program themes and Scandinavia want to know about the information you will assemble or the perspective you will offer?
- Who is your audience?
- What implications might your research have for future students/researchers/community members?

3. Project organization and methodology

Explain how you will organize your ISP and how you will approach the question or problem you have chosen.

There are three main components to the methodology part:

- **Experiential component** – Examples of experiential methods include but are not limited to: participant observation (for example, at your volunteer placement), meetings you schedule with organizations or community actors, interviews with people in the community that you arrange, etc. Be specific and include names of people and specific organizations.
- **Literature Survey** – Investigate what other research has been done on your topic (do not try to reinvent the wheel!). It is important that at least some of the authors on whom you primarily rely in your final paper have made original contributions to the question or debate you are studying. In other words, you will want to be sure that the secondary sources you use in your work have been chosen thoughtfully, and not at random. You should mention at least five sources you have identified in your initial project proposal.
- **Theory** – What theoretical approach will guide your study? What author(s) have produced theory on your topic? What might be some of the strengths of their theoretical approach(es) and what might be some of the limits?

Mid-Term Progress Report (2-3 pages) 5%

Your Mid-term Progress Report should consist of:
- A clearly formulated research question. You are expected to have refined your question in light of comments on your proposal, discussions with the Program Director, your research, and your field experiences.

- A preview of the original argument you will make about your topic. This argument does not need to be totally refined, and can change somewhat between now and the submission of your final (though it should not change dramatically). Your aim should be to give your reader a sense of the original spin you intend to apply to your topic.

- A detailed outline of your project. How do you expect to present the research you have been doing and the arguments you will make in an organized, readable format?

- An annotated bibliography. You should have at least 8 sources with brief summaries of key information contained in these sources and how you will integrate them into your original arguments. Your 8 sources must include at least five books and/or academic journal articles.

- A detailed timeline for the completion of your project. Your timeline should include a rough draft that you will submit at least two weeks before the final due date.

**Rough Draft**

Students must submit a rough draft approximately 10 days before the due date for the final report. The program director will offer suggestions within 3 days of your submission. You will then have one week to construct the final draft.

**Final Report**

The final report must conform to traditional academic standards (citations, bibliography, well-defined thesis, methodology, sound argument, etc.). The paper should be between 15-20 pages in length, double-spaced and in 12-point font.

**Class Presentation**

Together with your final written report, your presentation to the class serves as a capstone of your ISP experience, and a way of integrating your own research experience into the group’s collective experience. Your presentation represents an opportunity to teach the class about your chosen topic, your findings, and your conclusions. Be as creative and innovative as you like. Presentations should not take more than 20 minutes.