

## Guidelines for G9208 Presentations

Following these guidelines is necessary but not sufficient for an effective presentation.

- The purpose of the presentations is not to determine whether you have completed and understood the readings, but rather to facilitate a robust class discussion and to help you develop your skills in the art of live scholarly argumentation. Thus, you are expected to go beyond mere summary. You should critically analyze the week's readings from the perspective of theory, logic, design, method, evidence, conclusions, relationships to other works, and/or contribution to the development of knowledge. It is fine to focus on a subset of the readings if you think that they deserve more attention than others, but all readings should be addressed.
- Try to bring coherence to the set of readings for a given week, making connections to the general themes of the course. New themes may emerge as we progress through the semester, and you should feel free to bring in themes that in your view demand more attention.
- Avoid a laundry list of criticisms. If you are critical about a work, think carefully about its deficiencies. Focus on one or two main issues and do more than just point out flaws. Organize your criticisms thematically and use them to make your point. Be constructive through your criticism. For example, you might try to make a case for how the work could be changed to remedy its shortcomings, or you might generalize to larger or more fundamental problems with the way certain topics have been addressed in the field.
- Feel free to discuss technical aspects of the readings if your training in formal theory and/or statistics enables you to. If you do not understand some of the details of formal models or quantitative analysis, raise questions during your presentation. I expect to bear more of the burden in class discussions regarding the details of this material, but you are still responsible for facilitating discussion in terms of the general arguments and conclusions of the work.