ICM Election Theory Project **Due Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Assignment: As a two student group, your assignment is to choose a country (other than the United States) and research the voting theory utilized by that country.   You will present your findings as part of a three country panel, moderated by your teacher, where you will present, compare, contrast and/or debate the pros and cons of each method.  The group presentation will be 10-15 minutes in length.

**Research Day**:

**\***Students will choose a country from the attached list.

**\***Students will be introduced to the CIA World Factbook website, the Culture Grams database and Noodletools or Easybib as citation tools.

<https://www.cia.gov/library/publications/the-world-factbook/>

HHS Library Search, Databases, Culture Grams

\* Students will gather background information on their assigned countries in order to properly answer guiding questions.

\*Students will create a works cited page outlining their research

**Debate Day**: Students will participate in a three country panel discussion as assigned by the teacher. At the start of the panel discussion each group will present a 2 – 3 minutes overview of their countries government and voting process. After country’s voting methods will be debated amongst the panel.

**Assessment:** Teacher will assess the panel discussions based on the rubric created for this project.

The following questions can help guide your research:

1. How are the citizens in your country represented in their government?
2. Does this country have an elected Prime Minister, President or Both?
3. How many candidates usually run for this position in an election?
4. How are the final candidates for President / Prime Minister chosen?
5. What type of ballot is used in elections? Paper electronic etc.
6. What election decision procedure is used? How do they count the votes?
7. Does this country have a representative body like Congress?
8. How are representatives elected?
9. Are people represented by geographical area or by party or both?
10. How many parties does the country have?
11. How are representatives apportioned to this congress?
12. What apportionment method is used?
13. Include results from recent elections in your project.

Use the following questions to help you analyze the information you collected.

1. Why do you think people in your country chose the voting and apportionment methods they use?
2. What strengths do these methods have?
3. What problems, if any, do you notice as a result of the methods used in your country?
4. Compare their methods to the US. How are they similar/different? Which do you think is a better method and why?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Country 1 | Country 2 | Country 3 |
| Governing representation: Governing representation: types  Where are they elected from? |  |  |  |
| Types of elected leaders  Number of parties |  |  |  |
| Apportionment method? |  |  |  |
| Ballot types? |  |  |  |
| Who votes? And how do they count the votes |  |  |  |
| Pros? |  |  |  |
| Cons? |  |  |  |
| Debate:  Number of times you gave supporting reasons |  |  |  |
| Debate:  Number of times you tried to cut off someone else’s comment |  |  |  |

Debate Rubric

|  |  |  |  |
| --- | --- | --- | --- |
|  | **4** | **2** | **0** |
| **Country’s Facts** | Clearly stated the governmental structure of the country | Was unsure of parts of the governmental structure | Was unaware of how the government was structured |
| **Voting Method** | Stated both the method of counting votes and the type of ballots used | Stated either the type of ballot or the method of counting votes, but not both. | Stated neither the voting method nor the type of ballot |
| **Viewpoint** | Viewpoints are clear  and organized. | Most viewpoints are  clear. | Viewpoints are unclear  and disorganized. |
| **Use of facts and**  **examples** | Arguments are  supported with facts  and examples. | Most arguments are  supported with facts  and examples. | Arguments lack factual  support. |
| **Relevance of**  **supporting**  **arguments** | All supporting  arguments are relevant. | Many, but not all,  supporting arguments  are relevant. | Few supporting  arguments are relevant. |
| **Strength of**  **arguments** | All arguments are  strong and convincing. | Some arguments are  convincing. | Arguments are not  convincing. |
| **Speaking voice** | Voice can always be  heard. | Voice is heard most of  the time. | Voice is difficult to  hear. |
| **Debate Etiquette** | Never interrupted another speaker | Interrupted less than 3 times | Interrupted 3 or more times. |
| **Preparation** | Student is well  prepared. | Student needs more  preparation. | Student is unprepared  to defend argument. |
| **Teamwork** | Used team member effectively Equal timing | One member does the talking 75% of the time | One member does the talking 100% of the time |
| **Accurately judged other debates** | 4 accurate | 3 accurate | 2 or less accurate |
| **Work Cited** | All sources cited and accurate | Some sources cited and accurate | No work cited turned in |
| **Turned in debate notes** | All information is covered in the notes | Notes are lacking in covering complete content needed | No notes turned in |

Total out of 52 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Afghanistan

Saudi Arabia

Ireland

Germany

\*Cuba

\*Uganda

South Korea

\*North Korea

\*Russia

Israel

South Africa

Norway

\*Greece

Italy

Japan

Mexico

Brazil

\*Monaco

Pakistan

India

\*Nigeria

\*Yemen

Canada

China