POSC - 1040 - 003
Intro to Comparative Politics
Fall 2025

Instructor Information

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Course Description

This course is an introduction to the study of comparative politics in the post-Cold War era, with emphasis on theories and applications. Topics include democratic and nondemocratic systems; ideology; political culture; party systems; and legislative, executive, and judicial structures.

Course Overview.

After an introduction to the scientific study of politics and the comparative field of study in political science, the course will consist of three main sections: **1)** regime types and **political institutions**; **2) political behavior** and political parties; and **3)** comparative **political economy**. In **section 1**, we will explore questions such as: Is democracy eroding around the world? What is the difference between liberal backsliding and democratic backsliding? What is the difference between illiberal democracies and autocracies? Are parliamentary systems more stable than presidential systems? What is the relationship between capitalism and democracy? Why do some countries have two-party systems while others have multiparty systems?

In **section 2**, we will answer questions like: What type of societal divisions give rise to political parties? How is ideology related to individuals' personality? Is liberalism a left-wing or right-wing ideology? Is conservatism a branch of liberalism? Who is more likely to participate in politics? Do social identities influence people's politics, or do people's politics influence their social identities? Finally, in **section 3**, we will explore questions like: Do countries have different varieties of capitalism? What is the difference between capitalism and socialism? What has been the effect of globalization on global poverty and inequality? What explains the the rise of populist, anti-globalization politics?

While the main purpose of the course is to introduce students to the **theoretical foundations** of comparative politics, the course will also provide **practical lessons** to strengthen students' **quantitative skills**. Students will be introduced to widely used datasets in comparative research and perform basic data analysis and visualization in their two paper assignments. Finally, students will also have an overview of the scientific study of politics, with lessons on how to read political science articles, how to read regression tables, and a basic understanding of the use of experimental methodology in social science.

Course Learning Objectives

By the end of this course, students will be able to:

- Understand the difference between comparative politics as a field and the comparative method of study.
- Compare and contrast regime types and other institutional aspects of political systems around the world.
- Explain how citizens' political attitudes are formed and how elites are affected by–and affect–them.
- Critically evaluate the interactions between different institutions, the role of political and social actors, and the processes shaping citizens' attitudes towards government and society.
- Summarize and assess the basic findings in a scientific article.
- Perform basic data analysis and visualization.

Global Challenge Learning Outcomes (GCLOs):

- Critically analyze contemporary global challenges in comparative politics such as liberal democratic backsliding, autocratization, radicalization, polarization, zero-sum politics, and populism.
- Critically evaluate how and why different political actors influence policies that affect these global challenges.

Topical Outline

Week 1 | Aug 20

- **Topic**: Class introduction. Comparative politics and the scientific study of politics.

  What is comparative politics? Which types of questions do comparativists try to answer?

- **Practical Lesson:** Scientific research in comparative politics (research questions, variables, and units of analysis).
- **Mandatory readings**:
    1. Course syllabus.
    2. **Kopstein & Lichbach (2005).** "What Is Comparative Politics?" (pp 1-8). In *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*.

Week 2 | Aug 25-27

- **Topics**: States and nations. Modernization and post-materialism.

  How did states emerge? What are the main features of a state? What is the difference between a state and a nation? Does economic development cause democracy or vice versa? What are materialist and post-materialist values?

- **Practical Lesson:** How to read a scientific paper
- **Mandatory Readings**:
    1. **North (1979).** "A Framework for Analyzing the State in Economic History." *Explorations in Economic History*.
    2. **Tilly (1985).** "War Making and State Making as Organized Crime." Pp. 169-187 in *Bringing the State Back In*.
- **Optional reading:** Textbook, pp. 406-417, 519-521
- ***Homework 1***

Week 3 | Sept 3 (No class on Sept 1, Labor Day)

- **Topics**: Democracy and autocracy. Backsliding and breakdown.

  What are the main characteristics of liberalism and democracy? What is the difference between liberal and illiberal democracy? Are liberalism and democracy eroding across the world? How do liberal democracies backslide and break down? What is autocratization? What are the different types of authoritarian regimes?

- **Mandatory readings**:
    1. **Zakaria (1997).** "The Rise of Illiberal Democracy." *Foreign Affairs*.
    2. **Bermeo (2016).** "On Democratic Backsliding." *Journal of Democracy*.
- **Optional reading:** Textbook, Pp. 418-428.
- ***Quiz 1***

Week 4 | Sept 8-10

- **Topics**: Democracy, capitalism, and populism.

  Are democracy and capitalism compatible? Can democracy exist without capitalism? Are democracy and populism compatible? What is the relationship between populism and authoritarianism vs. liberalism?

- **Practical Lesson:** Data analysis and visualization using the "Varieties of Democracy" (V-Dem) dataset.

- **Mandatory Readings**:

  1. **Sinanoglu et al. (2025)**. "Can Capitalism Save Democracy?" *Journal of Democracy*.
  2. **Castanho Silva et al. (2017).** "The Elite Is Up to Something: Exploring the Relation Between Populism and Belief in Conspiracy Theories." *Swiss Political Science Review*. **[Special Topic: Populism and Conspiracy Theories]**

- **Optional reading:** Textbook, pp. 302-304

Week 5 | Sept 15-17

- **Topics**: Constitutional Design I: Presidential vs. parliamentary systems. Bicameral vs. unicameral legislatures.

  What are the pros and cons of presidential and parliamentary systems? Which system is more conducive to stability and consensus? What is the purpose of upper chambers? Are upper chambers democratic?

- **Practical Lesson**: How to read a regression table.

- **Mandatory Readings**:

  - **Buchanan & Tullock (1962).** *The Calculus of Consent: Logical Foundations of Constitutional Democracy*. Pp. 212-219.
  - **Linz (1990).** "The Perils of Presidentialism." *Journal of Democracy*.
  - **Russell (2001).** "What are Second Chambers for?" *Parliamentary Affairs*.

- **Optional reading:** Textbook, Chapters 9-10

- *Quiz 2*

Week 6 | Sept 22-24

- **Topics**: Constitutional Design II: Comparative judicial systems.

  Why do countries vary in their levels of judicial independence? What is judicial review?

How is judicial independence related to individual rights? What is the difference between common law and civil law?

- **Mandatory readings**:
  - **Berggren & Gutmann (2020).** "Securing Personal Freedom through Institutions: The Role of Electoral Democracy and Judicial Independence." *European Journal of Law and Economics*.
  - **Voigt et al. (2015).** "Economic growth and judicial independence, a dozen years on: Cross-country evidence using an updated set of indicators." *European Journal of Political Economy*.
- **Optional reading:** Textbook, Chapter 11

Week 7 | Sept 28-Oct 1

- **Topics**: Electoral and party systems.
  Why do some countries have only two political parties while others have multiple parties? How is this related to the type of electoral system a country has? Which systems better reflect voter preferences?
- **Practical Lesson:** Simulation of electoral systems
- **Mandatory Readings**:
  1. **Liñeira & Riera (2024).** "Why do majoritarian systems benefit the right? Income groups and vote choice across different electoral systems. *Political Science Research and Methods*.
  2. **Evans (2009).** "A Protectionist Bias in Majoritarian Politics: An Empirical Investigation." *Economics & Politics*.
- **Optional reading:** Textbook, pp. 254-255, 282-284, 245-246
- ***Homework 2***
- ***Quiz 3***

Week 8 | Oct 6-8

- **Topics**: Political institutions and democratic performance.
  What is the difference between majoritarian and consensus models of democracy? Which types of institutions are associated with each model? Which type of democratic institutions lead to better democratic quality and effectiveness?
- **Mandatory Readings**:

- **Lijphart (2012).** *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*.
  - Ch 1. (pp. 1-4)
  - Ch. 2 (pp. 9-20)
  - Ch. 3 (pp. 30-40)
  - Ch. 16 (pp. 274-294).

- **Midterm Exam** (Weeks 1-7) **–** *Mon, Oct 6*

Week 9 | Oct 15 (No class on Oct 13, Fall Break)

- **Topics:** Public opinion. Ideology (I).

  How is public opinion measured? What is the difference between operational and symbolic ideology? Is the left-right ideological dimension the best way to measure ideology across the world?

- **Practical Lesson:** U.S. vs. international ideology quiz.

- **Mandatory Readings**:
  1. **Malka et al. (2019).** "Are Cultural and Economic Conservatism Positively Correlated? A Large-Scale Cross-National Test." *British Journal of Political Science*.

- **Optional reading:** Textbook, pp. 156-163

- *Homework 3*

- *Quiz 4*

Week 10 | Oct 20-22

- **Topics:** Ideology (II).

  Are economic and cultural ideology separate dimensions? Is liberalism a left-wing or right-wing ideology? Is conservatism a universal ideology or a disposition? What is the difference between socialism and social democracy? Is authoritarianism left-wing or right-wing? What is green politics? Are personality and political ideology related?

- **Practical Lesson:** Big 5 Personality Traits and Ideology.

- **Mandatory Readings**:
  - **Fatke (2017).** "Personality Traits and Political Ideology: A First Global Assessment." *Political Psychology*.
  - **Manson (2020).** "Right-wing Authoritarianism, Left-wing Authoritarianism, and pandemic mitigation authoritarianism. *Personality and Individual Differences.*

- **Optional reading:** Textbook, Chapter 3
- *Homework 4*

Week 11 | Oct 27-29

- **Topics**: Political parties and party families.

  Why do people develop a partisan identity? Which demographic, economic, and cultural factors are related to partisan identification? What are party families? What is the difference between mainstream, catch-all, radical, and niche parties? Where do party families fit in the multidimensional ideological spectrum?

- **Practical Lesson:** Data analysis and visualization using the "Chapel Hill Expert Survey" (CHESS) dataset.
- **Mandatory Readings**:
    1. **Marks et al. (2006).** "Party Competition and European Integration in the East and West." *Comparative Political Studies*.
    2. **Honeker (2024).** "Do Parties Matter? Party Positions and European Voters' Attitudes toward Economic and Political Globalization." *Foreign Policy Analysis*.
- **Optional reading:** Textbook, pp. 243-248.
- **Data Analysis Paper – DUE Oct 29**

Week 12 | Nov 3-5

- **Topics**: Electoral and non-electoral participation.

  What makes people more likely to vote? What is the median voter theorem? Who is more likely to protest? Are victims of crime more likely to participate in politics? Which institutions and rules lead to more political participation? What is radicalization?

- **Mandatory Readings**:
    1. **Bateson (2012).** "Crime Victimization and Political Participation." *American Political Science Review*.
    2. **Zúñiga et al. (2025).** "People don't change. Are you sure? Deradicalization of opinion among young people." *Political Psychology*. [Special Topic: Radicalization]
- **Optional reading:** Textbook, pp. 138-155. 248-258
- *Quiz 5*

Week 13 | Nov 10-12

- **Topics**: Social and group identities. Identity politics.

  Which group and social identities are important in politics? What makes a social identity stronger? Can partisanship influence religious and ethnic identities? What is "identity politics"? How do left-wing and right-wing identity politics differ?

- **Mandatory Readings**:
    1. **Fukuyama (2018).** "Against Identity Politics: The New Tribalism and the Crisis of Democracy." *Foreign Affairs*.
    2. **Foreign Policy (2020).** "Immigrants Are Big Fans of Germany's Anti-Immigrant Party."
- **Optional reading:** Textbook, pp. 156-157, 171-176

Week 14 | Nov 17-19

- **Topics**: Comparative political economy: Varieties of capitalism, welfare states, and economic freedom.

  Why do some countries have a larger welfare state than others? What is the difference between liberal market economies and coordinated market economies? What is the effect of zero-sum beliefs on economic policy views? What is the fixed pie fallacy? What is the effect of political elites' zero-sum rhetoric on voters' policy attitudes?

- **Practical Lesson**: Zero-sum beliefs and political attitudes.
- **Mandatory Readings**:
    1. **Hall & Soskice (2001).** "An Introduction to Varieties of Capitalism."
    2. **Davidai & Tepper (2023).** "The psychology of zero-sum beliefs." *Nature Reviews Psychology*. **[Special Topic: Zero-sum thinking]**
- **Optional reading:** Textbook, pp. 509-511
- *Homework 5*
- *Quiz 6*

Week 15 | Nov 24 (No class on Nov 26, Thanksgiving Holiday)

- **Topics**: International political economy: Globalization.

  What has been the effect of globalization and free trade on economic growth, global poverty, and income inequality? Who are the winners and losers of globalization? What is

the effect of globalization on domestic politics and vice versa?

- **Mandatory Readings**:

    1. **Blinder (2019).** "The Free-Trade Paradox: The Bad Politics of a Good Idea." *Foreign Affairs*.

- **Optional reading:** Textbook, pp. 521-524
- **Party System Paper – DUE Nov 24**

Week 16 | Dec 1-3

- **Topics**: International political economy: Populist backlash.

    What explains the rise of populist, anti-globalization politics? What are the consequences of protectionism on economic prosperity? Which party families are the main drivers of the populist backlash?

- **Mandatory Readings**:

    - **Wu (2022).** "Misattributed blame? Attitudes toward globalization in the age of automation." *Political Science Research and Methods*.

- **Course recap.**

Week 17 | Dec 8-12

- **Final Exam** (Weeks 8-15) – *Thu, Dec 11, 3:00-5:30 pm*

Course Information

Course Modality: In-person.

Mandatory Reading Materials: All mandatory reading materials will be posted by the instructor on Canvas. The following textbook is optional (recommended for students who need to re-enforce concepts learned in class) and freely available online:

- Rom, Hidaka, & Bzostek Walker (2022). "Introduction to Political Science." OpenStax. Available at: https://openstax.org/details/books/introduction-political-science.

Global Challenges: This course fulfills the University's Crossings competency for Global Challenges. Students will be presented with a variety of global challenges through the lens of comparative politics, including political institutions, political behavior, and political economy. Students will complete their own analyses of these global issues through the Data Analysis assignment.

Grading Policies: I do not round up grades. Regrade requests must be made within three days after your graded assignment has been returned and must be submitted with a written statement of at least 150 words via email. This statement should explain why you think the grade should be changed. Remember that, after re-evaluating your work, your grade may remain unchanged or be adjusted in either direction. There will be no grade changes after the final exam.

Late Assignments: Late assignments will be penalized with a 5% reduction in the grade per day unless you provide a documented medical excuse.

Classroom Conduct: Students are expected not to engage in any behavior that may disrupt the learning process. Students are encouraged to actively participate in an environment of free and open exchange of ideas and mutual respect. Any kind of disrespect towards another individual will not be tolerated.

Course Grading Scheme and Grading Policies

Course Grading Policies.

Your grade will consist of the following components:

1. Participation **15%**
2. Quizzes **15%**
3. Data Analysis Paper **25%**
4. Party System Paper **15%**
5. Midterm Exam **15%**
6. Final Exam **15%**

1. Participation. Your participation grade will be based on:

- **Engagement (10 points):** You are expected to read the assigned materials before each week so you can actively participate in class, asking and answering questions during lectures. Engagement is worth 10 points or 10% of your participation grade.
- **Attendance (40 points):** There will be 8 random attendance checks during the semester. Each attendance check will be worth 5 points or 5% of your participation grade. Excused absences should be notified to me before class in order to avoid losing points.
- **Homework (50 points):** There will be 5 homework assignments throughout the semester (see schedule) consisting of completing surveys, watching videos, and answering questions. Each homework is worth 10 points or 10% of your participation grade.

2. Quizzes. There will be 6 quizzes during the semester over the assigned articles (denoted as "mandatory readings" in the course outline above). Quizzes will be delivered on Canvas. Each quiz is worth 3% of your course grade (the lowest quiz grade will be dropped). See outline above for quiz weeks and the assignments page on Canvas for due dates.

3. Data Analysis Paper. You will use one or more of the datasets used in the practical lessons in class and compare two countries. Specifically, you will generate 3 graphs or figures comparing 3 aspects between the two countries (e.g., level of democracy, individual rights, judicial independence, economic freedom, etc.). One of these aspects should be related to a contemporary global challenge (e.g., liberal democratic backsliding, autocratization, polarization, etc.). You will use the datasets and visualization tools used in class during our practical lessons. You will need to turn in a short paper (4-5 pages) including the 3 figures and a description of what they show (along with a paragraph introduction and a paragraph conclusion). I should be able to replicate the graphs you made with the dataset. A more detailed description of this assignment will be provided on Canvas. For this paper, you will work in groups of 3 or 4 students. The paper is due on October 29.

4. Party System Paper. You will work in the same groups as in the previous assignment. You will compare the party system and political parties of two countries. Specifically, you will generate 3 graphs or figures comparing 3 aspects between the two countries' political parties (e.g., economic or cultural ideology, party positions on specific issues, evolution in issue positions by party, etc.). You will use the datasets and visualization tools used in class during our practical lessons. You will need to turn in a short paper (3-4 pages) including the 3 figures and a description of what they show (along with a paragraph introduction and a paragraph conclusion). I should be able to replicate the graphs you made with the dataset. A more detailed description of this assignment will be provided on Canvas. The paper is due on November 24.

5. Midterm Exam. There will be a midterm exam covering the content from the first half of the semester (weeks 1-7). The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The exam will take place on October 6.

6. Final Exam. There will be a final exam covering the content from the second half of the semester (weeks 8-16). The exam will consist of multiple-choice, short-response, and/or fill-in-the-blank questions. The exam will take place on December 11.

Grading Scheme.

Letter grades will be determined in the following way:

A = 90-100

B = 80-89.99

C = 70-79.99

D = 60-69.99

F = <60

Office Hours

Office: 231A Bracket Hall

Office Hours:

- Mon/Wed 12:00-1:30 pm
- Tue/Thu 3:45-4:30 pm
- If these times do not work for you, please send me an email and we can find another time to meet.

Course Absence/Attendance Policy

Students are expected to attend all classes unless they have an excused medical or academic absence, which must be communicated to the instructor in advance. As noted above, random attendance checks will take place during the semester. To avoid losing participation points, students should notify me of excused absences before class.

AI Policy

The use of artificial intelligence (AI) tools is not permitted for writing papers or completing assignments, quizzes, and exams. The skills and knowledge we are building in this class are meant to come from your own thinking and effort, not AI, in order to support your mastery of course material. Concerns regarding potential violations of this policy will be reviewed fairly through the appropriate university academic integrity process.

Fall 2025 Academic Calendar

August

- Wednesday, August 20: Classes Begin
- Tuesday, August 26: Last day to register or add a class or declare Audit

September

- Monday, September 1: Labor Day (University closed, classes do not meet)
- Wednesday, September 3: Last day to drop a class or withdraw from the University without a W grade

October

- Friday, October 10: Last day for instructors to issue midterm evaluations
- Mon-Tues, October 13-14: Fall break (University Open, classes do not meet)
- Tuesday, October 28: Last day to drop a class or withdraw from the University without final grades

November

- Wednesday, November 5: Registration for spring term begins
- Wed-Fri, November 26-28: Thanksgiving holidays (Classes do not meet, University closed Thu/Fri)

December

- Thu-Fri, December 4-5: Classes meet; exams permitted in labs and one-hour courses only
- Mon-Fri, December 8-12: Examinations

*Academic Calendar dates are subject to change as conditions warrant.

University Policies

You can find information about campus wide policies, including student affairs information and accessibility services, by clicking on [Clemson's University Policies Page](#). There, you can find information about academic integrity, access and equity (including student accessibility and Title IX info), student financial services, emergency planning, and more. My expectation is that you will review these policies carefully and be responsible for them this semester.

Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in

[Student Accessibility Services](#) as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [CUSAS@clemson.edu](#), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to [request, obtain, and send these](#) to their instructors via SAS as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

Title IX

The Clemson University Title IX statement: Clemson University is committed to creating and continuously fostering a caring community based on the core values of integrity, honesty and respect. Sexual discrimination, which includes sexual harassment, sexual violence, stalking and domestic and/or relationship violence, is unacceptable and has no place in Clemson's community. Consistent with its Title IX obligation, the University prohibits discrimination, including sexual and gender-based harassment and violence, in all its programs and activities, including academics, employment, athletics, and other extracurricular activities. This [Title IX policy](#) is available online. Katherine Weathers is the Clemson University Title IX Coordinator and VP of Inclusive Excellence. She can be reached at (864) 656-3413 or via email at [kweath3@clemson.edu](#). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Using materials generated using artificial intelligence (AI) that are turned in without attribution is considered plagiarism.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form. See the following resources:

- [Undergraduate Academic Integrity Policy](#)
- [Graduate Student Handbook](#)

Tech Support

If you have trouble with Canvas or another university system, check here first: [Clemson System Status](#). There, you can see if there is a current issue and when it might be resolved. If there's no current issue listed, try logging out and quitting your browser before trying again. You can also look in the [Canvas Help Guides](#) for more information.

The CCIT Support Center at Clemson offers a wide range of support options and hardware repair with several contact methods to help you answer your questions as quickly as possible:

- Phone: (864) 656-3494
- Email: ITHelp@clemson.edu
- Entire catalog of IT services, including an online chat and the Knowledge Base at: [IT Help and Support](#)

Officially, Canvas supports all the major web browsers: Chrome, Firefox, Edge, and Safari. However, Safari is not fully compatible; images often do not show up in Safari, so Clemson Online recommends against using it with Canvas.

Canvas also has mobile apps available for teachers, students, and parents, all of which can be found in your mobile device's app store. These apps are convenient, but do not necessarily display or connect to every component of a Canvas site. They are good for assignment reminders, announcements, and messaging, but not as good for reading materials, taking exams, or building elements.

Emergency Preparedness Statement

[Emergency procedures](#) can be found on the Clemson University Emergency Management website and in the purple-covered flipbooks located in offices and classrooms through campus. Students and employees should ensure they are signed up to receive [CU Alert](#) text messages, familiarize themselves with emergency procedures and follow all directions from emergency responders in the event of an emergency. More information about safety resources available at Clemson University can be found at [Clemson.edu/CUSafety](#).

Academic Success Center

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that include:

Mastery of course content:

- Tutoring – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, and master course concepts. Tutors do not help with homework or other class assignments.
- Peer-Assisted Learning (PAL) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments.

Learning and Success Strategies:

- Academic coaching – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- Success strategy workshops – students can expect 30-45 minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.
- CU 2100 (Academic Resilience and Success Skills Course) - students experiencing academic difficulty can expect a course focused on academic and personal skill building to help them improve their academic standing.

ASC services are designed to equip students with strategies and resources they can use to:

- Succeed in their courses
- Become more confident, independent, and skillful learners
- Engage in more productive and effective study and learning strategies
- Manage their time more effectively

Location: The Class of 1956 Academic Success Center building is located in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

Clemson Writing Lab

The Writing Lab's goal is to support all members of the Clemson community to become more confident and effective writers. For whatever you are working on, we can help you find the most effective way to communicate your message. Writers need feedback, sounding boards, and other

people to coach them while they compose. At the Writing Lab, trained peer consultants will help you brainstorm, draft, and revise your projectscan help you with any kind of writing assignment. You can schedule a face to face, Zoom, or email appointment with a trained peer consultant. Contact the Writing Lab at: writinglab@clemson.edu

Clemson Libraries

Do you need academic sources but don't know where to start?
Don't spend hours searching on your own -- ask a librarian! The Libraries provide time saving [online guides for subject areas](#) that can help you articles, databases, books and more find. Personalized research assistance with [librarians who specialize in subject areas](#) is available by appointment. Help is available in person at each of our [four campus locations](#) and you can also chat with a librarian live from our [website](#), or text [864.762.4884](#).

Do you need to verify a book, article, or data set suggested by AI to support your research or paper?
You can check out the [online catalog](#), use the [Libraries AI Research Assitant](#), use verified AI research tools embedded in databases like [JSTOR](#) and [MEDLINE](#), or chat with a librarian for quick help. There is also an online guide about [AI Tools for Research](#) and a [10 Step AI Challenge](#) that you can explore to find out more about AI tools.

Not sure how to cite a source properly in your bibliography?
There are [online guides](#) to help you with any citation style as well as citation management tools available for Clemson students: [RefWorks](#) & [Endnote](#). There are also [interactive online courses](#) with tips to help you understand and avoid plagiarism.

Working on a creative project like creating a video or 3D object?
For assistance with digital and hands-on creative projects, the [Adobe Studio and Makerspace](#) is located on the 5th floor of Cooper Library and is staffed with experts who can help turn your creative ideas into reality. You can even [check out many different kinds of equipment](#) like high resolution cameras, green screens, and projectors from our library services desk in Cooper Library.

Need help making a chart or graph to help visualize your data?
The [Data Visualization Lab](#) on the 4th floor of Cooper provides support for data visualization, data analysis, and digital research methods.

No matter what your research needs, check out what the Clemson Libraries have to offer! www.libraries.clemson.edu