UNIVERSITY OF CALGARY

DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 569.1 Seminar 01
Selected Topics in Middle East Politics - World Politics & Arab States
Winter 2021

INSTRUCTOR: Tareq Y. Ismael
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EMAIL: tismael@ucalgary.ca
OFFICE HOURS: R 14:30 – 15:30 or by appointment via Zoom
Office hours will be 'open', therefore in an effort to not conflict with other students please email prior to the scheduled start time (14:30) so as to secure a time slot within the hour
COURSE DAY/TIME: W 15:00 - 17:45 (synchronous participation is required)
DELIVERY METHOD: Web-Based
COURSE PRE-REQUISITES: Political Science 369 and 3 units of Courses Constituting the Field of Political Science in Comparative Politics or International Relations at the 400 level.

COURSE DESCRIPTION

'World politics & Arab states' is an examination of the elements and structure(s) of foreign-policy development and its contemporary application in the states of the Middle East region, including their connection with international relations as well as global (non-state) political actors. Designed as a seminar focused on the contemporary Middle East and its interactions with global political actors the content is designed for advanced undergraduate and graduate level students with previous scholarly study of the region. With the end of the Cold War and the 1991 Gulf War the Middle East region was widely recognized by scholars and analysts alike as embarking into a period of hegemony under the United States. Most regional states were active partners of the United States, while those regional states opposed to U.S. designs had lost their Soviet patron and were assumed to face greater pressure in the face of global neoliberalism and U.S. designs on regional security. Using this period as our departure, the core thematic foci of the course will be twofold: (1) direct intervention into Arab states, whether using overt or covert forces, and (2) the axis along which regional political actors compete for influence and rule within an authoritarian political regime type.

This will allow our examination of the repeated penetration of the region by powerful global- and regional actors, with special focus on the direct interventions that followed 1991 as well as the expected ideational power accompanying the supposed triumph of capitalism and liberal democracy in the Cold War. The impacts of these interventions on state and national sovereignty, political violence and its attendant humanitarian consequences, including human rights abuses and catastrophic loss of life, retardation of social and economic development, as well as the increasing

outflow of migrants and refugees that in turn are impacting other regional politics will all come under scrutiny for their connection to intervention. Broad so-called 'soft' interventions in the economic and social realms that came to be guided by neoliberalism and international organizations as well as private power, will be accompanied by examination of the overt 'direct' interventions in Iraq and Libya as well as similar 'covert' interventions in Syria and Yemen. The second theme, examining Arab and other regional perspectives on rule will highlight the role(s) of secularism, sectarianism and the clash between popular opposition (progressive and Islamist) and monarchical rule that have animated contemporary political competition amongst elites and regional publics since 1990. Each phenomenon will be engaged in depth and the interconnections explored through class discussion, assignments and the required reading / screening of relevant scholarly literatures.

Structured as a pro-seminar, students will be expected to be both well prepared for class sessions and to engage in the seminar format through contributing to group discussion as both participant and leader. Student participation will be expected, focused on the two thematic foci, through the concentrated application of the scholarly materials and media assigned, which touch topical empirical events in real time. It requires the student to think analytically and conceptually about politics in the region, thus the expectation is that students will have completed POLI 369 as an introduction to the field of study as well as having attended an additional four-hundred level political science course in comparative politics or international relations as a prerequisite.

COURSE OBJECTIVES & LEARNING OUTCOMES

The objectives of the course are for students to further develop habits of mind that exhibit critical thinking about sources of information, assumptions within descriptions and analysis of politics by scholars and media, and to thereby question the agenda-setting and framing of politics by the mainstream media, academics and political actors alike. In this way, there is no expectation that students will arrive – or acquire – the domain expertise of 'middle east expert', nor that they hold regional language skills requisite for primary research. Rather, the classroom sessions and written assignments are meant to provide opportunity for exercising a critical faculty towards politics and political content (readings, films, lectures etc.) as well as a mindfulness that demonstrates a student's ability to study the subject without being subsumed by any one perspective alone.

Upon completion of the course students should be familiar with and able to demonstrate the ability to actively and skillfully conceptualize their own positions, applying, analyzing, synthesizing, and/or evaluating information gathered from class sessions and required scholarly and analytical readings and research that will allow them to generate observation(s), bring to bear their own experience, reflections and reasoning, all in an effort to communicate with others on the subject at hand. In class discussions, presentations as well as written assignments students will be expected to demonstrate accuracy, breadth, clarity, consistency, depth, fairness, good reasoning, precision, relevance, and the deployment of sound evidence.

This will require the student to exhibit facility in critically evaluating and distinguishing media and other sources of information, as well as confidence in discussing ideas freely within the pro-seminar classroom setting with the instructor and your fellow students. In doing so, you are

expected to demonstrate both competencies with the basics of contemporary Middle East politics as well your own critical thinking capabilities. Critical thinking is *differentiated from simple criticism and even critique*, rather it <u>demonstrates a habit of mind</u> and should be found within both oral and written work. This will include an ability to analyze and debate political events in a coherent manner, the ability to form individual conclusions, as well as an ability to think systematically in an effort to construct logical arguments about Middle East politics, all while engaging in a collegial and supportive manner with the rest of the seminar attendees.

REQUIRED TEXTBOOK(S)
There is no required text for this course – required readings will be assigned as designated in the 'Course Schedule & Topics' section below. Students can access each item variously via the library's electronic catalogue or reserve, on D2L, or available freely online.

RESERVE READINGS
Tareq Y. Ismael, Jacqueline S. Ismael. *Iraq in the Twenty-First Century: Regime Change and the Making of a Failed State*. Routledge, 2015. ISBN-10: 1138831336 | ISBN-13: 978-1138831339 [on reserve]

Alfred W. McCoy. *In the Shadows of the American Century: The Rise and Decline of US Global Power*. Haymarket Books, 2017. ISBN-10: 1608467732 | ISBN-13: 978-1608467730 [on reserve]

Anoushiravan Ehteshami, Amjed Rasheed and Juline Beaujouan, Islam. *IS and the Fragmented State: The Challenges of Political Islam in the MENA Region*. Routledge, 2020. ISBN-10 : 0367234866 | ISBN-13 : 978-0367234867

Please note: with all the readings available on reserve or electronically via the university library, it would be best practices to ensure that you can access them well in advance of your needing them. Some books and journal articles will have limits on the number of library users who can access them within a given time window etc.; while there are not enough of us in POLI 569.01 to trigger such breaks on access, we will be unaware if these same resources may at the same time be used by other patrons or other classes – 'plan accordingly' would be prudent advice. Another issue you may come across is that a set number of pages will be available in an ebook for a given time period (usually 24 hours). In this case the library recommends that you download the required pages ahead of the class date in order to avoid access issues. Finally, with us all now remotely accessing such resources we have learned that internet access can interfere with any last-minute needs if left to the night before – again, it is advised to plan - and read! - ahead.

CURRENT AFFAIRS SOURCES

In both participation and leading discussions, students are responsible for addressing current affairs. In particular, students should pay attention to the nature of media coverage by comparing 'western' reports on current affairs in the region with those provided by 'indigenous' sources. While there is no expectation you will access sites and content in Arabic, Hebrew, Iranian etc., the

growth in English-language media provided by state-sponsored media from the region, as well as English-language delivered sites focussed on the Middle East that are based outside the region (primarily London, New York and Los Angeles) have grown in number each year since 2006. To this end the following sites are recommended:

Al-Jazeera (Qatar): https://www.aljazeera.com/
Al-Arabiya (KSA): https://english.alarabiya.net/
Al-Ahram (Egypt): http://english.ahram.org.eg/
Haaretz (Israel): https://www.haaretz.com/
Arutz Sheva (Israel): https://www.israelnationalnews.com/
Jordan Times: http://www.jordantimes.com

Asian Times Online: https://asiatimes.com/
BBC: https://www.bbc.com/news/world/middle_east
The Guardian (UK): https://www.theguardian.com/world/middleeast

Scholarly sites and leading journals

Middle East Studies Association (USA): https://mesana.org/
World Congress for Middle Eastern Studies (WOCMES): [new site for 2022]
BRISMES (UK): https://www.brismes.ac.uk/index.php
Middle East Journal: https://www.mei.edu/education/middle-east-journal
Arab Studies Quarterly: https://www.jstor.org/journal/arabstudquar

The Independent (UK): https://www.independent.co.uk/news/world/middle-east
New York Times: https://www.nytimes.com/section/world/middleeast
Washington Post: https://www.washingtonpost.com/world/middle-east/
Los Angeles Times: https://www.latimes.com/world-nation
Middle Easy Eye (UK): https://www.middleeasteye.net/
Al-Monitor: https://www.al-monitor.com/pulse/home.html

International Journal of Middle East Studies: https://www.cambridge.org/core/journals/international-journal-of-middle-east-studies
MERIP: https://merip.org/
The Journal of Contemporary Iraq & the Arab World (UK): https://www.intellectbooks.com/journal-of-contemporary-iraq-the-arab-world
Jadaliyya: https://www.jadaliyya.com/

REQUIRED TECHNOLOGY
Computer device with internet connection to allow access to D2L and Zoom applications.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Class Participation	15%	
Reading Inventories	20%	Weekly submission(s)
Seminar Leadership	15%	Scheduled by student
Research Essay Proposal	10%	February 5, 2020
Research Essay Presentation	10%	Week(s) 07-10
Research Essay	30%	April 7, 2020
Total	100%	

If you anticipate having problems meeting a given due date or miss a required course component deadline, please get in touch the instructor as soon as possible. It is better to arrange permission than to beg forgiveness ☺

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
WK01 January 13	From Gulf Wars to the end of the Arab state - introduction	Thomas Gift and Jonathan Monten, 'Who's Out of Touch? Media Misperception of Public Opinion on US Foreign Policy,' Foreign Policy Analysis (August 2020). Available via the library: https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/fpa/oraa015 'Andrew Bacevich: US Troops Leaving Middle East Doesn't Mean End Of Conflict,' *Boston Public Radio* (September 10, 2020). Link: https://www.wgbh.org/news/international-news/2020/09/10/andrew-bacevich-us-troops-leaving-middle-east-doesnt-mean-end-of-conflict Andrew Bacevich, Paul Pillar, Annelle Sheline and Trita Parsi, 'Greater Middle East,' in *A New Direction: A Foreign Policy Playbook on Military Restraint for the Biden Team* (December 2020), pp. 10-18. Link: https://quincyinst.org/2020/12/03/a-new-direction-a-foreign-policy-playbook-on-military-restraint-for-the-biden-team/ Film: All Governments Lie: Truth, Deception, and the Spirit of I.F. Stone (2016) (93 minutes) https://ucalgary.kanopy.com/video/all-governments-lie https://allgovernmentslie.com/
WK02 January 20	Cold War foundations of Western intervention	(over) Vincent Bevins, 'How 'Jakarta' Became the Codeword for US-Backed Mass Killing,' The New York Review of Books (May 18, 2020). Link: https://www.nybooks.com/daily/2020/05/18/how-jakarta-became-the-codeword-for-us-backed-mass-killing/ Odd Arne Westad, 'The Gorbachev withdrawal and the end of the Cold War,' and 'Conclusion: Revolutions, interventions, and great power collapse,' The Global Cold War: Third World Interventions and the Making of Our Times. (New York: Cambridge University Press, 2005/2007), pp. 364-407. TFDL - General Collection, Taylor Family Digital Library - Main, D843 .W47 2005 Link: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=380&docID=1103797&tm=1512491647404

		Roel Meijer, 'Active and Passive Citizenship in the Arab World,' *Middle East Journal* Volume 73, Number 4 (Winter 2019). Link: Film: Blood and Oil: The Dangers & Consequences of America's Growing Dependence on Foreign Petroleum (2008) (52 minutes) https://www.kanopy.com/product/blood-and-oil-dangers-consequences-america
WK03 January 27	Covert conflict and proxy relations	Jacob Mundy, 'The Oil for Security Myth and Middle East Insecurity,' MERIP (06.9.2020). Link: https://merip.org/2020/06/the-oil-for-security-myth-and-middle-east-insecurity/ Alex Marshall, "From civil war to proxy war: past history and current dilemmas," Small Wars & Insurgencies. Volume 27, 2016 - Issue 2 (2016), pp. 183-195 Link: https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09592318.2015.1129172 Film: Iraq's sectarian war | James Steele: America's mystery man (2013) (51:07 minutes) Guardian Investigations https://www.youtube.com/watch?v=_ca1HsC6MH0&t=27s
WK04 February 3	Regime change and global order	Ismael, 'Introduction: Iraqi ruination - the humanitarian costs of an imposed state,' and 'The hallmark of the new state: political corruption,' Iraq in the Twenty-First Century. Yoav Di-Capua Reviews Fawaz Gerges 'Making the Arab World: A Review,' *Marginalia - LA Review of Books* (April 12, 2019). Link: https://marginalia.lareviewofbooks.org/making-the-arab-world-review/ Film: Part 1: Overthrow: 100 Years of U.S. Meddling & Regime Change, from Iran to Nicaragua to Hawaii to Cuba (21:59) https://www.youtube.com/watch?v=f9Q19QJpJ4s Film: Part 2: Web Bonus: Stephen Kinzer on America's History of Regime Change and Mark Twain's Anti-Imperialism (17:24) https://www.youtube.com/watch?v=9esMpuO-RHQ
WK05 February 10	Humanitarian intervention and global order	Mieczysław P. Boduszyński, 'From R2P to Reticence: U.S. Policy and the Libyan Conflict,' POMEPS Studies 42: MENA's Frozen Conflicts, (2020). Link:

		https://pomeps.org/from-r2p-to-reticence-u-s-policy-and-the-libyan-conflict
WK05 (con.)		Poorvi Chitalkar and David M. Malone, 'The UN Security Council and Ghosts of Iraq,' and Coralie Pison Hindawi, 'Irag: Twenty Years in the Shadow of Chapter VII,' in Karim Makdisi and Vijay Prashad (Editors), Land of Blue Helmets: The United Nations and the Arab World. (University of California Press, 2016). eBook: Full Text online Link: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4689385

Marc Lynch and Laurie Brand, 'Refugees and Displacement in the Middle East,' Adam G. Lichtenheld, 'Beyond Ethno-sectarian 'Cleansing': The Assortative Logic of Forced Displacement in Syria,' and Kelsey P. Norman, Lisel Hintz and Rawan Arar, 'The Real Refugee Crisis is in the Middle East, not Europe,' in POMEPS Studies 25: Refugees and Migration Movements in the Middle East (March 2017). Link: https://pomeps.org/2017/03/29/refugees-and-migration-movements-in-the-middle-east/

Film: Film: Losing Iraq (PBS Frontline) (2014) (86 minutes) https://www.kanopy.com/product/losing-iraq https://www.pbs.org/wgbh/frontline/film/losing-iraq/ |
WK06 February 17	Term Break, no classes	
WK07 February 24	Research presentation(s)	
WK08 March 03	Research presentation(s)	
WK09 March 10	Research presentation(s)	
WK10 March 17	Research presentation(s)	Film: Homeland (Iraq Year Zero Part I) (2015) (2 hrs 40 mins) https://www.imdb.com/title/tt4413794/
WK11 March 24	Intervention and global consequences	Stephen M. Walt, 'Countries Should Mind Their Own Business: Two cheers for a classic idea that's been out of fashion for too long: state sovereignty.' Foreign Policy online (July 17, 2020). Available online or via the library: https://foreignpolicy.com/2020/07/17/sovereignty-exceptionalism-countries-should-mind-their-own-business/

Rami Khouri, 'The Implications of the Syrian War For |

		New Regional Orders,' *Middle East and North Africa Regional Architecture* (MENARA) Working Papers, No. 12 (2018). Link: https://www.belfercenter.org/publication/implications-syrian-war-new-regional-orders Film: Constructing the Terrorist Threat (2017) (55 mins) https://www.kanopy.com/product/constructing-terrorist-threat
WK12 March 31	Destruction of the state in the Arab world	Ehteshami et. al., 'De-regionalization of the Regional Order,' and 'The Erosion of State Power,' in Islam, IS and the Fragmented State. Lisa Hajjar, 'The Battle for Truth about CIA Torture,' (01.17.2020). Link: https://merip.org/2020/01/the-battle-for-truth-about-cia-torture/ (over)
WK12 (con.)	For interest (not assessment) see: Scott Anderson, Photographs by Paolo Pellegrin, 'Fractured Lands: How the Arab World Came Apart,' The New York Times. (2016). Link: https://www.nytimes.com/interactive/2016/08/11/magazine/isis-middle-east-arab-spring-fractured-lands.html	Jessica Barnes, 'Water in the Middle East: A Primer,' *Middle East Report*. Issue 296 'Nature and Politics' (09.15.2020). Link: https://merip.org/2020/09/water-in-the-middle-east-a-primer/ Lucia Pradella & Sahar Taghdisi Rad, 'Libya and Europe: imperialism, crisis and migration,' Third World Quarterly. Volume 38, 2017 - Issue 11 (2017): 2411-2427. Link: https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01436597.2017.1350819
WK 13 April 7	Vision, interpretation and the future	Chantal Berman, Killian Clarke and Rima Majed, 'Patterns of Mobilization and Repression in Iraq's Tishreen Uprising,' POMEPS Studies 42: MENA's Frozen Conflicts, (2020). Link: https://pomeps.org/patterns-of-mobilization-and-repression-in-iraqs-tishreen-uprising Ehteshami et. al., 'The State Fights Back,' and 'Conclusion' in *Islam, IS and the Fragmented State*. Annelle Sheline and Kristian Coates Ulrichsen, 'Why MBS is keeping visit by Netanyahu and the Mossad on the down-low,' *Responsible Statecraft* (November 25, 2020). Link: https://quincyinst.org/2020/11/25/why-mbs-is-keeping-visit-by-netanyahu-and-the-mossad-on-the-down-low/

WK14 April 14	Regional order and populism under hegemonic retreat	Joseph S. Nye, Jr, 'The rise and fall of American hegemony from Wilson to Trump,' International Affairs, Volume 95, Issue 1 (January 2019), pp. 63–80 Available via the library: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=133950385&site=ehost-live Nadia Schadlow, 'The End of American Illusion: Trump and the World as It Is,' Foreign Affairs. (September/October 2020) Available via the library: https://link.gale.com/apps/doc/A632961652/EAIM?u=ucalgary&sid=EAIM&xid=30c75dc3
WK14 (con.)		(over) Richard Falk, "Rethinking the Arab Spring: uprisings, counterrevolution, chaos and global reverberations," Third World Quarterly. Volume 37, Issue 12 (2016), pp. 2322-2334. Link: https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01436597.2016.1218757 Film: Hegemon: American Territorial Expansion and the Creation of the Liberal International Order (59:21 | Cato Institute) (2020) Available online: https://www.cato.org/events/hegemon-american-territorial-expansion-creation-liberal-international-order

Please note that the above schedule is tentative and may change as the need arises.

ASSIGNMENTS

Class participation (15%) - your participation will be assessed across three components:

1. Attending class (via Zoom)
2. Being prepared by demonstrating you have read assigned work
3. Participating in class discussions in a collegial and constructive manner

I keep careful track of participation because of points one through three above. If you miss a class session, it is your responsibility to check with your classmates - or to meet with me during office hours - so that you can participate effectively in future seminars.

Reading inventory (20%) - for each class, students are to prepare a 'Reading Inventory', not to exceed 2 pages (double spaced, standard 12-pt font). For each session, the inventory should

identify and define three (3) of the major concepts/issues introduced in the assigned readings and explain their significance to the larger course objectives. They are due ***prior*** to class (submitted as Word or PDF document to info@iames.net) and will not be accepted for assessment thereafter.

As you prepare your reading inventory you should attempt to have it:
- demonstrate that you have completed the readings;
- serve as a short-form record for you to reference in future;
- initiate a conversation over the content of the readings;
- identify how they inform the course themes;
- identify what the author(s) aim(s) were and who their audience was meant to be;
- suggest how they were persuasive - or unpersuasive (from your perspective)

With its pro-seminar format POLI 569 makes demands on you to attend and participate fully, including sound preparation for each class session, participation in the discussions and the development of skills by which to positively engage with your classmates in a collegial environment that promotes an intellectually safe learning environment will be our overriding goal. The Reading Inventory serves as your first stab at demonstrating initiative each week, while also ensuring that each of you is afforded the opportunity to speak in your own voice without concern about equitable time being provided to everyone in the *virtual* (!) room. In this manner, should the inevitable occur and you not find yourself afforded opportunity to speak on each topic, or in each Zoom session, you can be sure that the instructor will be well aware that you arrived prepared and that you had engaged the materials thoroughly. Moreover, it also allows for you to raise issues directly with me that we may not have time for in class.

> ***Note***: There are seven weeks with assigned readings (Weeks 1, 2, 3, 4, 5, 6 and 15); it is expected that you will complete five Reading Inventories out of these seven opportunities.

Seminar Leadership (15%): weekly seminar leadership, where a designated student (or, depending on class size, pair of students) will introduce and then lead discussion on the readings assigned for that week, providing context, identifying limits, interrogating its assumptions, assessing author's persuasiveness, expanding the scope of the conversation and tying them to the weekly theme, course objectives etc. (see descriptive handout on D2L)

> **Writing Statement**: Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at http://www.ucalgary.ca/ssc/writing-support.

RESEARCH ESSAY ASSIGNMENT(S)
The research essay assignment is comprised of three distinct assignments that will be assessed separately. There will be a proposal allowing you to put forward what you plan to achieve, based on the resources available and setting the topic within the course itself. This will then lead to a

presentation of your – at this stage tentative – findings to the class. Finally, you will submit your research essay itself. This step-by-step approach is meant to allow you to walk through the project, receiving feedback at each stage, as the term unfolds. Each assignment has an assessment rubric uploaded to the D2L site, so that you can examine the parameters and composition of the assessment process.

General Writing and Topic Guidelines

Topic choice: For your essay you are free to choose any topic you wish, as long as it relates to the (the many) broad themes of the course and adopts an international relations or comparative politics approach, research design and methodology. However, if you are looking for suggestions be sure to approach me as early as you are able – I prefer to have a short brainstorm session with you as then we'll settle on something you're interested in. Beyond topic, ensure that you have a thesis or argument forming as you work through your project proposal. The assignment is not to be seen as a 'research paper', but rather as a critical / argumentative essay that exhibits what research you managed to accrue to support *your* thesis.

Documentation and Style: Please feel free to utilize any recognized citation and style guide or method you are comfortable with (MLA, American Psychological Association etc.). What is important is that it is consistently used, that it is clear you are following a system, and that ideas and quotes are noted so as to avoid plagiarism. Probably the most widely used style guide – The Chicago or Turabian style – is available on a website provided by the University of Wisconsin-Madison Writing Center (https://writing.wisc.edu/handbook/documentation/docchicago/), or – if you prefer – you may access it online from its homepage (https://www.chicagomanualofstyle.org/home.html). If you would like further online guides simply search on google, visit the Writing Support page of the UofC's Student Success Centre (https://www.ucalgary.ca/student-services/student-success/writing-support), or ask me for further information.

Essay proposal (10%)

Prior to starting your essay, you must submit an essay proposal (due by 11:59 p.m. MST **February 5, 2020** via email attachment to info@iames.net). It is an explanation of what you intend to do. Many people can be intimidated by such an assignment – especially if you have not completed one before. However, recognise that whatever the future has in store for you, that you will be making many proposals – grant applications, project or even sales proposals etc. in the private or public sectors. Being able to quickly assess where you mean to go, to get started, is a skill and this is a first approximation, on an assignment you are already quite familiar with: writing an essay in the social sciences. The point of doing the proposal is:
- first, to clear the topic with me: to make sure it is focused enough, relevant enough to the course, and that enough sources are available to you etc.
- second, researching and writing the proposal should serve to get you started with your research reading, in time to recall sources that have been checked out of the library, find sources that are lost, and to access inter-library loan sources that are unavailable in the library;
- the proposal also gives me an opportunity to provide you with important feedback, primarily regarding arguments within the academic literature and bibliographic

suggestions to reference sources and additional indexes you should consult, as well as books and articles you should be sure to investigate;

***Your proposal should be no longer than three (3) pages long,
and have an appended one-page bibliography.***

Your proposal should be in prose (i.e. not in bullet points) and address your current state of engagement with the three following areas:

Definition of topic – <u>including its relevance to this class</u>. You must narrow your topic down to a 'do-able' level of specificity. A survey of the treatment of women in the history of the Middle East is just too broad to do a good job of in 7-10 pages. Can you focus in on a few locations, historical/temporal periods, or experiences in particular? One way to do this is to define your topic in terms of research questions you want to answer or an thesis argument you'd like to make. You can narrow either temporally (time period), perspective utilized (especially for theory-oriented essays), geographic location or the political phenomenon being investigated and highlighted.

The thesis – generally a sentence or two, which comes after the introductory material and states the main point(s) in your paper. It <u>need NOT be in the form of a question</u> – though many find it useful to frame it in such a manner initially.

Approach to the subject of the essay: Try to envision a logical way in which to present your material (how do your sources do so? Is there an agreed formula in 'the field'?). In what order will you present your material to best address the issues? Will you have to define any terms? If so, which ones? Will you have to clarify terms and concepts for your reader? How will you select opposing viewpoints for inclusion? What 'debates' emerge from your reading of the sources? Will you discuss the pluses and minuses of different positions? Will you be comparing and contrasting? Will you be categorizing some information? Perhaps you will be using a number of these approaches in your paper. Let me know where you think you are headed. The critical questions are to address it all <u>with a reader in mind</u> – who is your reader / audience? – and to ***situate yourself*** amongst the sources you have uncovered in your research.

In addition, your proposal should address as many of the following areas as you find relevant, arranged however you find most useful (note: ***<u>you could not possibly address all of the following</u>***, the point is to start the process and identify problematic issues as early as possible):

Keywords and sound sources – This is part of the research process. What are the keywords that you are discovering are central to your topic (i.e. result in a high number of 'good' materials)? Under what subject terms/keywords do you find references in search engines or specialized bibliographies (e.g. OpenSource like Google Scholar (http://scholar.google.ca/schhp) or proprietary like those provided by the University Library)? See the library's resource page for political science for help (https://library.ucalgary.ca/c.php?g=711528) or request the assistance of a reference librarian (online or in person). What words in a title let you know that an article will be

relevant to your topic? What journals tend to publish articles on your topic – have you found a handful that seem to keep appearing? Who are the most important experts (note: often you can find this through review articles or by tracing citations – see the 'Social Science Citation Index' now available as the 'Web of Science')?

Status of bibliographic search – Here you must tell me basically where you are in the research process. What did you start out knowing about the topic? Where did you go from there? You will need to have looked up the topic in several search engines, indices, or bibliographies and to have seen that there are enough books and articles about your topic available to conduct research. Are there enough resources in the University library for you to work with? Do we have the books and the periodicals containing articles you need to consult? Can you order them through inter-library loan or find them online (most academics maintain a webpage that will list their publications or current research)? If the books are part of the University collection you should have probably already gone to the library stacks - ebooks are easily accessed online - and actually put your hands on the sources that look most central. Do these sources have bibliographies or references that you can also use (footnotes, endnotes and indexes list further sources)?

> *Note*: You should have <u>ten (10) to fifteen (15) separate sources</u> listed in a bibliographic format as a separate page included with your essay proposal. This information should be on a separate page from your three written (or prose) pages comprising the proposal. The sources should be varied – not all books, not all research papers, nor all think tank or civil society research reports, for example – and be appropriate for a post-secondary level research paper.

Show me that you know how to find and can analyze data from sources within your discipline as well as an openness to inter-disciplinary research. At the point of turning in your proposal, you probably will <u>not have found everything you are going to find on your topic</u> (the research process needn't "end"); but, you should have made a good, solid start – your bibliography needs to list at least 10 sources since a fair number of these are going to turn out to be irrelevant or not available.

Note: you needn't have read them all yet … just scouted or scoped!

What are you going to contribute? What is your essay going to add to the total sum of human knowledge on this subject? Or to sound less intimidating, how are you going to twist, combine, or add to your sources? What is your slant? This is an issue which stumps many ~~undergraduate~~ writers. Writing is an engaged activity, hard work for many, so do this to get started and begin to think through the issues involved. Writing an academic essay requires doing enough research to be able to **"situate" what you are writing within a broader discussion** – or within the 'literature in the field'. By demonstrating that you know where you stand (at least at the time of writing the proposal ☺), and demonstrating that *it is your own argument/position*, it is **by definition 'original'**.

Anticipated Problems and Next Move – Where do you think you are going to have the most trouble doing this project (knowing what you know now)? What's going to get you hung up? Are you going to be able to deal with these problems? How so? Where are you going to go from here? What other sources are there that you haven't yet consulted? What other aspects of the topic do you need to take into consideration?

I must approve your topic and sources. I will not accept any essays that have major changes in topic (from the proposal to the final submission) without my prior approval. However, while committed to a topic, you are ***not committed to your 'working' thesis*** … it may change as you see fit between the proposal and the submission of the essay itself. Remember, your essay must be your original work – so choose wisely.

Research presentation (10%) - The purpose of the presentation is to elaborate - not just summarize! - on the theme of your research project by utilizing the scholarship you have found through your own research as well as the assigned materials from earlier in the term (the required readings from the syllabus). You may also provide an 'update' on your topic if current events suggest that to be a good idea, with the key being to integrate your work to the theme(s) identified within the course objectives.

Each presentation will be allotted 20-minutes in which to present your research and should be aimed at integrating the following:

1. clearly identify the topic of your research and its relevance to the course
2. the research items you have identified as useful to your project
   - this is to consist of three-to-five (3-5) items - either monographs/books, peer reviewed journal articles, or chapters from scholarly books (such as edited collections) - they should be 'current' (published in the last five years) or if older a reason provided for their inclusion;
   - any readings assigned earlier in the term that are also pertinent to the presentation and topic);
   - also note how the assigned readings relate to the course objectives.
   - the full citation for each article is to be provided in the presentation hand-out.
3. identify the approach and aims of each author - especially where they agree and disagree with one another.
   - this could include the author's orientation or ideological position, their methodology, their disciplinary perspective etc.
   - do the readings suggest different 'schools' of thought exist on the topic of your research?
   - where are these differences of opinion and approach found - or how would you identify the 'debate' the writers/ authors are having?
   - where do they agree in spite of differences?
4. 'situate' yourself between the various authors so as to make plain to your audience / readers where you have come to stand on the topic you have researched.
   - you could see this as a way to honestly appraise the impact of the research and writing exercise on how you have come to understand your chosen topic;

Each presentation will be followed by a 15-20-minute discussion period where you can exchange ideas with your fellow students as well as the course instructor. You may facilitate this discussion by providing questions or prompts at the end of your presentation, by distributing a handout prior to the presentation through which to spur interest and engagement and by tying your presentation to the broader themes and earlier discussions from the course so as to ensure an inclusive and engaging atmosphere. The discussion segment of the presentation should remain relevant,

interesting, and participatory – but, its purpose is to help you with your project, so we all should approach these as a collegial support for each other's research.

Research Essay (30%) - each student will craft and write an original research essay on a topic of their choosing as identified in the essay proposal. This project will lead to both the presentation outlined above as well as a written essay of seven to ten (7-10) pages. The topic should fall within the primary thematic foci of the course and be informed by library/resource research as well as sources provided in class (relevance and utility to be determined by your own assessment).

The essay (due **April 7, 2020**) as an email attachment to info@iames.net) is what it says. It presents your original research, formulating your findings as an analytical and/or interpretive contribution to your chosen topic. The research puts you in the position of being a political scientist and the argumentation allows you to establish your own position on a given issue. The essay should demonstrate your application of course materials and available resources to analyze the politics of the Middle East.

Your final product will be assessed on how well you succeed in producing a well thought out and clear essay which shows you can interpret and intelligently discuss the issue and how well you can support your findings with evidence. If you can't find sufficient sources, you may have to rethink your subject. This assignment is designed to help serve the overall goals of the class: developing critical reading, thinking, and research skills through the examination of salient international political ideas and issues related to the politics of the contemporary Middle East.

Remember, your aim is not simply to "report" what happened, but to analyze and interpret. You must develop a central argument or thesis and support it. Explain the significance and implications of your topic; fit it into what we have examined in class. Your argument may be based on research in primary sources, but it is assumed you will predominantly use secondary sources.

Keep in mind your intended audience: Your reader(s) should not be expected to be specialists in this field. Assume that your readers have, in general, your level of education, but are not necessarily majoring in the same subject area. You will have to define terms and explain concepts based on the general level of expected knowledge as you have witnessed in the class. Write for your peers – not for the academy (your Professor(s)).

Your essay does not have a chance to be substantive unless you have substantive sources. Out of the minimum 10-15 required sources you identified in your proposal, as well as those discovered following its submission, you may well have read portions or the entirety of dozens of works that show promise based on their title or indexed keywords alone, with you settling on a smaller number useful to your writing and research in the essay. Your selection of sources demonstrates your research skills as well as discernment as to quality, utility and the persuasiveness they each provide in support of your project.

Remember … The essay is used to assess your mastery and comprehension of course and course-related material. The essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay. Demonstrate where you stand relative to the readings assigned in class as well as the evidence and arguments your research uncovered, and you will produce an original piece of writing that conveys your position.

******Please examine the 'Essay Evaluation Form' (or rubric) which will be
utilized when grading your written work in this course.******

A note on the length of written submissions: I tend to provide page length for each written component as a way to keep things flexible within a coherent range. I am not overly concerned with minimums or maximums. Aim for the pages identified, but I would prefer that you do not focus on length (whether page- or word-count). I keep my expectations flexible as I am more concerned with the quality of your writing, analysis, argumentation and research rather than focusing on arbitrary limitations.

I understand your desire for a concrete limit on the assignment, but it is my experience that keeping some amount of flexibility allows the wide differences in students and their approaches to their schoolwork - some people want concrete minimums and maximums, others find that constricting.

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES
All assignments submitted via info@iames.net email address (presentation slides and handouts (if used) and the proposal and research essay) will be deducted 10% per day they are late without prior communication with the instructor.

Email Policy:

Email should be treated as a professional communication. Basic rules of grammar and etiquette apply. Emails that do not follow this will not be answered. Emails will be answered in due course as they are the primary means of communication while remote teaching is in place.

If you have questions regarding class material, please raise them in class whenever possible; it is often to the benefit of others as you will most likely be thinking something that others are also questioning – more importantly, it allows the answer to heard by everyone and keep us all on the same page. Office hours are for questions relating to the course mechanics and should not be seen as an opportunity for a private 'tutorial'. Moreover, it is my preference that grades will not be discussed over the phone or by email. Students are encouraged to use the office hours and class time for such purposes.

INSTRUCTOR GUIDELINES
Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an

appointment. It is to the student's advantage to keep such appointments. <u>All meetings will be held virtually</u>.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, <u>to be held virtually</u>.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

> Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

> Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

> Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

Absence From a Mid-term Examination
Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination
Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made

travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at
https://www.ucalgary.ca/registrar/exams/deferred-exams.

Appeals
If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations
Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at
www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at
http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Plagiarism and Other Forms of Academic Misconduct
Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology
Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation
As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.).

Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."
https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf and https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives
 Phone: 403-220-6551
 Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
 Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
 Phone: 403-220-5997
 Email: askgsa@ucalgary.ca
 URL: www.ucalgary.ca/gsa

Student Ombudsman
 Phone: 403-220-6420
 Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: http://www.ucalgary.ca/wellnesscentre/

Student Wellness Services:
https://www.ucalgary.ca/wellness-services/services/mental-health-services

Campus Mental Health Strategy website: https://www.ucalgary.ca/mentalhealth/.

POLI 569 Presentation Rubric (10% of final grade)

	0–Unsatisfactory	2–Satisfactory	3–Proficient	4–Outstanding
Organization Is the presentation easy to understand?	Presentation has no sequence. Audience cannot follow the material.	Presentation has limited organization. Beginning, middle, and end are present, but unclear. Audience has difficulty following the presentation.	Presentation has a logical, interesting sequence. Order of presentation makes sense. Beginning, middle, and end are obvious. Most details are in the right place.	Presentation has a logical, interesting sequence. Clear direction moves audience through the presentation. Beginning gains attention. Details fit and build to main point. Provokes thought.
Subject Knowledge Does the presenter have a clear understanding of their subject?	Limited or no grasp of subject. Can provide only vague or no answers to questions.	Student has limited knowledge, is uncomfortable with material. Provides only limited answers to questions.	Demonstrates clear knowledge of material. Elaboration or explanation may be limited. Can answer questions when asked.	Demonstrates full knowledge of subject (more than required). Explanations are thorough and clear. Provides excellent answers to questions.
	0–Unsatisfactory	**1–Satisfactory**	**2–Proficient**	**3–Outstanding**
Support Materials Did the electronic or paper support materials enhance the presentation?	No or limited materials. Poorly selected information. Materials are unclear. Sloppy work.	Materials connected to presentation, but may lack clarity, be too limited, or lack insight. Editing may be needed.	Materials reinforce presentation and generally effective. Information presented provides insight and informs audience. Graphics are appropriate. Limited editing needed.	Materials reinforce presentation and are visually pleasing. Information presented provides insight and informs audience. Graphs and charts are appropriate.
Delivery Was the presentation effective? Did the presenter engage the audience?	No connection to material or audience.	Limited connection to material or audience. Indifferent. Presentation is flat, stiff.	Personality, flavor, style of presenters show sometimes. Pleasant and acceptable. Connection with audience more less clear.	Confident, honest style gives viewer a clear sense of presenters' convictions. Engages audience with eye contact, an engaged voice, and positive body language.

Language Use Did the presenter use clear, correct, appropriate English?	Language detracts from the presentation. Language may be inappropriate.	A mixture of effective and ineffective language. May use slang or jargon. May use too complex language for the audience.	Presented in generally effective language. Only minor problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.	Presented in natural, smooth language. No distracting problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.
Classroom Discussion Did the presenter engage students, ask penetrating questions, and link material to contemporary examples?	Classroom discussion was brief, lacked substance, and failed to engage students.	Limited success engaging students in discussion and keeping it topical. Discussion questions demonstrate weak understanding of central concern of reading. Weak link between reading and contemporary concerns/issues.	Classroom discussion on topic and sustained. Discussion questions demonstrate and understanding of the reading. An effort was made to link the reading to contemporary concerns/issues.	Classroom discussion was engaging and lively. Questions challenged students to think deeper about the material and their own perspectives. Presenter linked the discussion questions to contemporary examples, moral dilemmas, or public policies. A true exchange of ideas was evident.

POLI 569 Research Essay Evaluation Rubric (30%)

	Highly Competent (5 points)	Competent (4 points)	Minimally Competent (2-3 points)	Not Competent (0-1 points)
Introduction and Conclusion (5 points)	Research question / purpose statement is clear and its relevance identified in relation to the chosen topic. The research question is unambiguous, framed in a manner to be 'falsifiable' and its significance clearly identified. <u>Conclusion</u> 'speaks' to the introduction, re-stating the thesis / research question / purpose statement within aspects relevant to the chosen topic and its relationship to the course. The research question is provided *an* answer as supported by the findings and its persuasiveness coherent and significance made clear.	Research question / purpose statement is present and its relevance somewhat related to the chosen topic. The research question is present, though the essay is not always in conformity with its design or significance. <u>Conclusion</u> 'speaks' only to portions of the introduction or introduces new material, with the purpose statement not always framed within the chosen topic or the course. The research question is provided an unclear answer, unsupported by the findings and its importance or persuasiveness not consistently clear.	Research question / purpose statement is not consistently present and its relevance only somewhat related to the chosen topic or course. The research question is uncertain and its significance not clearly discerned. <u>Conclusion</u> does not speak to the introduction, introduces new material and the research question / thesis / purpose statement is not always maintained with the framing or made relevant to the chosen topic or the course. The research question is not provided an answer, or one unsupported by the findings.	Research question / purpose statement is not present and its relevance not consistently related to the chosen topic or course. The research question is ambivalent and its significance not discerned. <u>Conclusion</u> does not speak to the introduction, introduces new material and the research question / thesis / purpose statement is not maintained with the framing or made relevant to the chosen topic or the course. The research question is not provided an answer.
Sources and Research (5 points)	Research items clearly identified and their argument(s) / thesis and contribution provided for the reader as well as the writer's assessment of their persuasiveness. Essay incorporates references to sources as appropriate to support argument; recognizes when assertions / points / assumptions require references to sources; makes use of appropriate, legitimate sources; interprets sources correctly; cites sources consistently and correctly; distinguish between paper writer's voice and sources' voices	Research items clearly identified and their argument(s) / thesis and contribution provided for the reader, though the writer's assessment of their persuasiveness is not determined or engaged critically. Consistently supports points with references to sources and interprets them correctly; careful use of a range of suitable sources on multiple (both!) sides of the issue raised by the research question / purpose; thorough, consistent citations (not just for direct quotations); always distinguishes between author's voice and sources'	Most research items clearly identified and their argument(s) / thesis and contribution provided for the reader; the writer's assessment of their persuasiveness is not determined or engaged critically. Makes accurate references to sources through most of paper, though some issues raised should have cited sources - or made note of when they were raised in required readings; use of limited but appropriate sources; consistent citations for quotations and some other material; generally makes clear when expressing own view versus that of sources.	Research items not identified and their argument(s) / thesis and contribution are not always provided for the reader; the writer's assessment of their persuasiveness is not determined or engaged critically. Citations deployed only for quotations; presents opinions without support from sources; inconsistent citation format and demonstrates poor judgment in use of sources, failing to recognize source bias; often muddles author's voice and source.

	Highly Competent (5 points)	Competent (4 points)	Minimally Competent (2-3 points)	Not Competent (0-1 points)
Organization (5 points)	Essay presents focused response to research question / purpose statement in standard essay form; organized as assignment prescribes; uses clear transitions to connect parts of essay; groups research material into coherent paragraphs with topic sentences; responds to all parts of question / purpose; avoids digressions and irrelevant information	Focused, logical approach overall - clear opening that states what essay reader should expect and frames full response to question, body paragraphs in order implied by question (argument, counter argument, and rejoinder), and brief conclusion; transitions make structure clear; sound paragraph construction; complete response; no digressions	Generally clear structure, with defined opening that identifies proposed thesis / purpose and previews some of what follows; structure and order generally corresponds to what question requires; most paragraphs well constructed; includes all required parts of assignment, though some may be underdeveloped; usually on point.	Essay structure is unclear - opening fails to state point and offers poor preview of argument, sometimes fails to distinguish between research question and argumentation or opposing position(s), no conclusion or one poorly connected to what preceded it; few transitions between paragraphs and sentences; fails to answer significant part of question; some irrelevant material
Writing (5 points)	writing communicates clearly allowing essay to be understood by appropriate reader; appropriate social science terminology; follows appropriate language conventions (spelling, punctuation, capitalization, word choice, etc.)	Meaning is generally clear to informed reader, but poor writing sometimes impedes comprehension or proves distracting; frequent misuse of political science terminology; language is often too vague, imprecise, or casual.	Communicates clearly; lapses in certain conventions rarely impede comprehension; social science terminology generally used correctly but sometimes not employed where appropriate; occasional vague or imprecise language.	Meaning is generally clear to informed reader, but poor writing sometimes impedes comprehension or proves distracting; frequent misuse of social science terminology; language is often too vague, imprecise, or casual.
	Highly Competent (9-10 points)	Competent (7-8 points)	Minimally Competent (5-6 points)	Not Competent (0-4 points)
Analysis and Argumentation (10 points)	Clearly frames the problem to be addressed - thesis statement or research question - unambiguously; claims are stated; assumptions and arguments are consistent and openly acknowledged; evidence is employed appropriately to support claims; competing viewpoints are presented fairly; critical thinking is demonstrated through evaluation of arguments and questioning of the assumptions and implications of the position(s) asserted and recognition of the limits or flaws in evidence.	Frames the problem to be addressed in assignment and - thesis statement or research question is present but not always fully formed; executes consistent argument throughout; supports argument with appropriate evidence that is on point; presents both own and opposing position effectively and fairly; careful to recognize problems with assumptions, arguments, and evidence.	Identifies the problem to be addressed in assignment - thesis statement or research question is not consistent - even vague; generally consistent argument but occasional lapses; most evidence is appropriate but sometimes not directly on point or of suspect quality; defends own position well but may present caricature or simplified view of opposing position; shows some critical thinking by questioning assumptions, arguments, and/or evidence.	Opening talks around the problem to be addressed in assignment - doesn't identify position; offers points as arguments that would not persuade reader who did not share author's position; evidence often missing, inappropriate, or suspect; opposing view mischaracterized or given scant treatment; no rejoinder to opposing view; superficial critical awareness shown in use of evidence and discussion of assumptions and arguments.