



## 2017-2018 Academic Year — Winter 2018 Course Outline

### UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE

<b>Poli 283-L02</b>	<b>Issues and Trends in World Politics (Block Week)</b>
Instructor	Tareq Y. Ismael — SS 746 Ph. 220-5928
E-mail	<a href="mailto:tismael@ucalgary.ca">tismael@ucalgary.ca</a>
Office Hours	F 1:00 - 2:00 or by appointment
Class Time	TWRFS 09:00 - 17:00 (January 2-6, 2018)
Class Location	ST 141
Teaching Assistant	Ryan Dean ( <a href="mailto:ryan.dean@ucalgary.ca">ryan.dean@ucalgary.ca</a> )

### Course Description and Objectives

Using four case studies from contemporary world politics - the conflict in Afghanistan, migration / refugees as well as non-state actors such as pirates off the coast of Somalia, an examination of Iraq following the Anglo-American invasion and occupation (2003-2011), and the efforts of Canadian NGOs alongside an examination of Canadian foreign relations - this course will focus on the nature and trends found in contemporary world politics and their impact(s) on society. Over the course of five days students will investigate patterns of international interaction in the world by focusing on issues of conflict and reconstruction, the utility of military intervention, illicit trade and the impacts of ecological change, the global political economy and mobility on refugees, migrants and stateless peoples and how Canadians make a difference in the world beyond the official efforts made by their government(s).

Based upon the background materials presented through the course readings, lectures, and documentary films, students will be encouraged to join in class discussions to examine trends in international politics. In doing so, the objectives of the course are for students to begin to develop habits of mind that exhibit critical thinking about sources of information, assumptions within descriptions and analysis of global politics, and to thereby question the agenda-setting and framing of politics by the mainstream media, academics and political actors. The course is meant to encourage a critical faculty towards politics and a mindfulness that allows students to begin their study of politics without being subsumed by any one perspective.

Upon completion of the course students should be familiar with and able to demonstrate an active interest in global politics, critically evaluate and distinguish media and other sources of information, as well as confidence to discuss ideas freely within classroom discussions with the instructor and graduate T.A. as well as other students. In this experience the ability to demonstrate their own facility with *critical thinking as a habit of mind* should emerge. This will include, an ability to analyze and debate political events in a coherent manner, and form individual conclusions as well as an ability to think systematically in an effort to construct logical arguments about global politics.

**Course Requirements & Grades** (*tentative and subject to change*)

Mid-term Exam 1	Wednesday, January 3 <sup>rd</sup>	30%
Mid-term Exam 2	Friday, January 5 <sup>th</sup>	30%
Final exam (Take Home) (due electronically on Friday January 19, 2018)		40%

The first and second Mid-term Exams will take place at the beginning of each day’s class session. Each will be comprised of thirty (30) multiple-choice questions based on the required readings, the associated class lecture, and the documentary film(s) shown.

*Make Up Exam(s) – Are only possible if a student has an acceptable excuse (as outlined in the University of Calgary Calendar) and provides necessary documentation. Make up quizzes/exams are administered and scheduled by the department; the schedule will be made available on Desire2Learn. Arrangements for any make-up **must** be approved by the instructor prior to the in-class exam day.*

Note: Make ups may be in an alternative format (such as a short essay).

**\*\*\*\*\*All assignments must be completed in order to complete the course.\*\*\*\*\***

	<b>Readings</b>	<b>Lecture(s)</b>	<b>Film(s)</b>
Mid-term 1 30%	Wilkinson, “States,” and “Non-States”; Kaldor, ‘Five Meanings of Global Civil Society’; “Sovereignty,” and “Nationalism,” from the Stanford Encyclopedia;	Tuesday	‘Merchants of Doubt’
Mid-term 2 30%	Rubin and Rashid. “From Great Game to Grand Bargain”; Siddique, “The Pashtun question”; Hiltermann, “Iraq: What Remains” Khedery, “Iraq in Pieces”; Hinnebusch, “The US Invasion of Iraq”;	Wednesday and Thursday	‘Dirty Wars’ and ‘The Child Soldier’s New Job’

The Final Exam (40%) will be a take home assignment and be due Friday January 19, 2018. It will be cumulative (assessing all the materials from the course) and comprised of two (2) essay responses, not to exceed 1500 words each, to a selection of prompts/questions. Your response(s) are to be based on the required readings assigned, the lectures and the documentary films.

Critical Thinking skills and assessment of alternative sources is both of paramount importance for the student of politics and exceedingly difficult to assess in assignments of sufficient length in an undergraduate course setting. The Take Home final exam will provide students with two weeks to reflect on the block week course sessions, to revisit the required readings and documentary films, and then respond to two essay questions/prompts provided on the final day of class.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric attached below, you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in while also recognizing the influence of the context on different stakeholders and the issue itself; iii) present your own perspective and position related to the issue; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources); v) identify and evaluate the key assumptions behind the claims and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

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*\*\*Note: The Take-Home Final Exam, due **Friday 19 January 2018**, is to be submitted electronically to the course D2L site prior to 11:59 p.m.*

**Grading System**

A percentage grading system is used in marking, based upon the percentage weights of exams. These grades will be added together to obtain the final letter grade.

<b>Grade</b>	<b>Percentage</b>	<b>Grade Description</b>
A+	96-100	<i>Excellent</i> <ul style="list-style-type: none"> <li>• all the below achieved at a level of “excellence”</li> <li>• clear evidence that the student has initiated an approach to the topic</li> </ul>
A	90-95	
A-	85-89	
B+	80-84	<i>Above Average</i> <ul style="list-style-type: none"> <li>• all the “C” requirements, but obviously at an above level</li> <li>• a demonstrated critical-evaluative capacity, that is, the ability to place differing degrees of value upon a variety of elements within an analysis, rank them in priority, and attempt to justify and show their importance in terms of their effect</li> <li>• the ability to demonstrate a position taken with regard to an issue, and a related ability to defend the position with reasonable logical, historical, political, and social evidence</li> </ul>
B	75-79	
B-	70-74	
C+	65-69	<i>Satisfactory</i> <ul style="list-style-type: none"> <li>• demonstrated knowledge of basic facts relevant to the area</li> <li>• demonstrated capacity to apply a variety of political science concepts</li> <li>• an ability to apply abstract models to an issue so as to increase one’s understanding of the area</li> <li>• a beginning ability to make evaluative statements about materials that are primarily descriptive</li> </ul>
C	60-64	
C-	55-59	
D+	53-54	
D	50-52	
F	0-49	

***A note on grades***

I do not negotiate grades; however, I am available for clarification. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty's formal appeal process.

***The Use of Electronics:***

Laptops are not allowed in class. Cell phones should be turned off, and are not to be used in class for any reason.

***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 time, but not always immediately. If you have questions regarding class material please raise them in class, it is often to the benefit of others. Office hours are for questions relating to the course mechanics and should not be seen as an opportunity for a private 'tutorial'. Moreover, grades will not be discussed over the phone or by emails. Students are encouraged to use the office hours and class time for that purpose.

**Current Events**

Students are expected to stay up to date with current affairs as such events relate to the course content. The topics examined in class will be investigated in a scholarly manner using concepts, theories and tools associated with the social sciences broadly and political science in particular. With the fast moving events of contemporary global politics, especially with regard Afghanistan, Iraq, the greater Middle East region and the emergence of non-state actors, the empirical material for your analytical exploration and learning of political science will always be expanding. Therefore, it is a good habit of mind to become acquainted and knowledgeable with credible information sources that challenge assumptions and bring new data to your attention in a timely manner. Students should pay attention to the nature of media coverage by comparing Western reports on current affairs with Middle Eastern and non-Western coverage (even if English language sources are all that are accessible to you).

With no preference or endorsement the following list may serve as a starting point:

Al-Jazeera: <http://english.aljazeera.net>  
Al-Ahram Weekly: <http://weekly.ahram.org.eg/>  
Al-Monitor: <http://www.almonitor.com/>  
Haaretz: <http://www.haaretz.com/>  
Jordan Times: <http://www.jordantimes.com>  
Japan Times Online: <http://www.japantimes.co.jp/>  
Asian Times Online: <http://www.atimes.com/>  
BBC: <http://www.bbc.co.uk/>  
CBC: <http://www.cbc.ca/>  
New York Times: <http://www.nytimes.com/>  
Fox News: <http://www.foxnews.com/>  
Wiki Leaks: <http://www.wikileaks.org>  
Foreign Policy, Middle East Channel: <http://mideast.foreignpolicy.com/>  
The Economist, Middle East and Africa: <http://www.economist.com/world/middle-east-africa>  
The New Yorker: <http://www.newyorker.com/>  
The Guardian (UK): <http://www.theguardian.com/uk>  
The Independent (UK): <http://www.independent.co.uk/>  
LA Times: <http://www.latimes.com/>  
Toronto Star: <http://www.thestar.com/>  
RT: <http://rt.com>

## Required Readings (subject to change)

### Tuesday readings:

Paul Wilkinson, "States," and "Non-States" from his *International Relations: A Very Short Introduction*. (Oxford Paperbacks, 2007).

UofC Library: JZ1305 .W545 2007 [Available online and on reserve]

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=415446>

Mary Kaldor, 'Five Meanings of Global Civil Society,' in Manfred B. Steger (ed). *The Global Studies Reader*. 2nd Edition (Oxford University Press, 2014).

UofC Library: JZ1318 .G55894 2015 [on reserve]

"Sovereignty," *Stanford Encyclopedia of Philosophy* (Stanford, CA: 2003), <http://plato.stanford.edu/entries/sovereignty/>

"Nationalism," *Stanford Encyclopedia of Philosophy* (Stanford, CA: 2005), <http://plato.stanford.edu/entries/nationalism/>

### Wednesday readings:

Geoffrey Swenson, "Why U.S. Efforts to Promote the Rule of Law in Afghanistan Failed," *International Security*. Volume 42, Issue 1 (Summer 2017): 114-151

doi: 10.1162/ISEC\_a\_00285 Link: <http://muse.jhu.edu.ezproxy.lib.ucalgary.ca/article/667393>

Geoffrey Swenson, "Trump says 'our troops will fight to win' in Afghanistan. Here's why peace and stability are so elusive." *Monkey Cage*. August 22 [PDF on D2L]

<https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/22/trump-says-our-troops-will-fight-to-win-in-afghanistan-heres-why-peace-and-stability-are-so-elusive/>

Alfred McCoy, "Washington's Drug of Choice in the War on Terror," *Tomgram*. November 12, 2017.

[http://www.tomdispatch.com/post/176350/tomgram%3A\\_alfred\\_w.\\_mccoy%2C\\_was\\_hington%27s\\_drug\\_of\\_choice\\_in\\_the\\_war\\_on\\_terror/](http://www.tomdispatch.com/post/176350/tomgram%3A_alfred_w._mccoy%2C_was_hington%27s_drug_of_choice_in_the_war_on_terror/)

### Thursday readings:

Ussama Makdisi, "The Mythology of the Sectarian Middle East," Baker Institute - Rice University - Occasional Papers (February 2017)

<https://scholarship.rice.edu/bitstream/handle/1911/94091/CME-pub-Sectarianism-021317.pdf>

Danny Sjursen, "How We Got Here: The Misuse of American Military Power and The Middle East in Chaos," *TomDispatch*. February 21, 2017

[http://www.tomdispatch.com/blog/176245/tomgram%3A\\_danny\\_sjursen%2C\\_mission\\_unaccomplished%2C\\_15\\_years\\_later](http://www.tomdispatch.com/blog/176245/tomgram%3A_danny_sjursen%2C_mission_unaccomplished%2C_15_years_later)

Zaid Al-Ali, "Here's what old constitutional debates tell us about the new crisis in Iraqi Kurdistan." *Monkey Cage*. October 30 [PDF on D2L]

<https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/30/heres-what-old-constitutional-debates-tell-us-about-the-new-crisis-in-iraqi-kurdistan/>

Raymond Hinnebusch, "The US Invasion of Iraq: Explanations and Implications," *Critique: Critical Middle Eastern Studies*. Volume 16, Issue 3 (2007), pp. 209-228.

Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10669920701616443>

### **Friday readings:**

New Challenges to Human Security: Environmental Change and Human Mobility  
Institute for the Study of Diplomacy - Working Group Report (April 2017)

[https://isd.georgetown.edu/New\\_Challenges\\_to\\_Human\\_Security](https://isd.georgetown.edu/New_Challenges_to_Human_Security)

Kelly M. McFarland and Vanessa Lide. "The effects of climate change will force millions to migrate. Here's what this means for human security." *Monkey Cage*. April 23

<https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/23/the-effects-of-climate-change-will-force-millions-to-migrate-heres-what-this-means-for-human-security/> [PDF on D2L]

Justin V. Hastings and Sarah G. Phillips, "Maritime piracy business networks and institutions in Africa," *Social Sciences African Affairs*. Volume 114, Issue 457 (2015), pp. 555-576. Link:

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=110104187&site=ehost-live>

### **Saturday readings:**

Stephen M. Saideman. "What the Afghanistan mission teaches Canada." *International Journal: Canada's Journal of Global Policy Analysis*. Vol. 72, Issue 1 (2017) [PDF on D2L] Link: <http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020702017694616>

Clark Soriano and Rhonda Gossen. "The changing nature of UN peace operations." *OpenCanada.org* (CIC). November 15, 2017

<https://www.opencanada.org/features/changing-nature-un-peace-operations/>

Shaughn McArthur. "Five steps to move Canada's feminist development policy forward." *OpenCanada.org* (CIC). September 15, 2017

<https://www.opencanada.org/features/five-steps-move-canadas-feminist-development-policy-forward/>

**POLI 283 Block course ~ Winter 2018 (9:00 – 5:00) ~ Daily Schedule**  
**(tentative and subject to change)**

	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
Topic:	<i>Global Politics: contemporary challenges</i>	<i>Afghanistan</i>	<i>Iraq</i>	<i>Somalia and non-state actors</i>	<i>Contemporary global politics and Canadian foreign policy</i>
9:00-10:00	Intro to course	Mid-term Exam 1	Lecture on Iraq as location of geopolitics	Mid-term Exam 2	Lecture on the Middle East, media and global politics
10:00 – 10:15	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>
10:15 – 11:30	Lecture on the study of I.R.	Lecture on conflict & adjustment & Afghan wars	Lecture on occupation and the Iraq wars	Lecture on migration/refugees and political violence	Lecture on Canada and world politics
11:30-1:00	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
Documentaries:	Merchants of Doubt (96 minutes)	Dirty Wars (86 min)	The Child Soldier's New Job (48 min)	Stolen Seas (90 min)	"Switching Rhythm! The Guyana Program to Advance Cardiac Care (GPACC)"
Documentary Website	<a href="http://www.merchantsofdoubt.org/">http://www.merchantsofdoubt.org/</a>	<a href="http://dirtywars.org">http://dirtywars.org</a>	<a href="https://www.aljazeera.com/programmes/specialseries/2017/04/child-soldiers-reloaded-privatisation-war-170424204852514.html">https://www.aljazeera.com/programmes/specialseries/2017/04/child-soldiers-reloaded-privatisation-war-170424204852514.html</a>	<a href="http://stolenseas.com">http://stolenseas.com</a>	
at end film	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>
~2:10/2:55 to 4:30	Summative Discussion	Summative Discussion	Summative Discussion	Summative Discussion	Summative Discussion



**POLI 283-L02, Winter 2018**

1	<p>Paul Wilkinson, "States," and "Non-States" from his <i>International Relations: A Very Short Introduction</i>. (Oxford Paperbacks, 2007). UofC Library: JZ1305 .W545 2007 Available online</p>	<p>Why U.S. Efforts to Promote the Rule of Law in Afghanistan Failed Geoffrey Swenson <i>International Security</i>. Volume 42, Issue 1 (Summer 2017): 114-151 doi: 10.1162/ISEC_a_00285</p>	<p>Ussama Makdisi, "The Mythology of the Sectarian Middle East," February 2017 <a href="https://scholarship.rice.edu/bitstream/handle/1911/94091/CME-pub-Sectarianism-021317.pdf">https://scholarship.rice.edu/bitstream/handle/1911/94091/CME-pub-Sectarianism-021317.pdf</a></p>	<p>New Challenges to Human Security: Environmental Change and Human Mobility Institute for the Study of Diplomacy - Working Group Report (April 2017) <a href="https://isd.georgetown.edu/New_Challenges_to_Human_Security">https://isd.georgetown.edu/New_Challenges_to_Human_Security</a></p>	<p>What the Afghanistan mission teaches Canada Stephen M. Saideman <i>International Journal: Canada's Journal of Global Policy Analysis</i> Vol. 72, Issue 1 (2017)</p>
2	<p>Mary Kaldor, 'Five Meanings of Global Civil Society,' in Manfred B. Steger (ed). <i>The Global Studies Reader</i>. 2nd Edition (Oxford University Press, 2014). UofC Library: JZ1318 .G55894 2015</p>	<p>Trump says 'our troops will fight to win' in Afghanistan. Here's why peace and stability are so elusive. Geoffrey Swenson <i>Monkey Cage</i>. August 22 <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/22/trump-says-our-troops-will-fight-to-win-in-afghanistan-heres-why-peace-and-stability-are-so-elusive/">https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/22/trump-says-our-troops-will-fight-to-win-in-afghanistan-heres-why-peace-and-stability-are-so-elusive/</a></p>	<p>Danny Sjrursen. "How We Got Here: The Misuse of American Military Power and The Middle East in Chaos." <i>TomDispatch</i>. February 21, 2017 <a href="http://www.tomdispatch.com/blog/176245/tomgram%3Adanny_sjrursen%2C_mission_unaccomplished%2C_15_years_later">http://www.tomdispatch.com/blog/176245/tomgram%3Adanny_sjrursen%2C_mission_unaccomplished%2C_15_years_later</a></p>	<p>Kelly McFarland and Vanessa Lide, "The effects of climate change will force millions to migrate." <i>Monkey Cage</i>. April 23 <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/23/the-effects-of-climate-change-will-force-millions-to-migrate-heres-what-this-means-for-human-security/">https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/23/the-effects-of-climate-change-will-force-millions-to-migrate-heres-what-this-means-for-human-security/</a></p>	<p>The changing nature of UN peace operations Clark Soriano and Rhonda Gossen <i>OpenCanada.org</i> (CIC). November 15, 2017 <a href="https://www.opencanada.org/features/changing-nature-un-peace-operations/">https://www.opencanada.org/features/changing-nature-un-peace-operations/</a></p>
3/4	<p>"Sovereignty," <i>Stanford Encyclopedia of Philosophy</i> (Stanford, CA: 2003), <a href="http://plato.stanford.edu/entries/sovereignty/">http://plato.stanford.edu/entries/sovereignty/</a>  "Nationalism," <i>Stanford Encyclopedia of Philosophy</i> (Stanford, CA: 2005), <a href="http://plato.stanford.edu/entries/nationalism/">http://plato.stanford.edu/entries/nationalism/</a></p>	<p>Washington's Drug of Choice in the War on Terror Alfred McCoy <i>Tomgram</i>. November 12, 2017. <a href="http://www.tomdispatch.com/post/176350/tomgram%3Aalfred_w_mccoy%2C_washington%27s_drug_of_choice_in_the_war_on_terror/">http://www.tomdispatch.com/post/176350/tomgram%3Aalfred_w_mccoy%2C_washington%27s_drug_of_choice_in_the_war_on_terror/</a></p>	<p>Raymond Hinnebusch, "The US Invasion of Iraq: Explanations and Implications," <i>Critique: Critical Middle Eastern Studies</i>. Volume 16, Issue 3 (2007), pp. 209-228.  Zaid Al-Ali. "Here's what old constitutional debates tell us about the new crisis in Iraqi Kurdistan," <i>Monkey Cage</i>. October 30 <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/30/heres-what-old-constitutional-debates-tell-us-about-the-new-crisis-in-iraqi-kurdistan/">https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/30/heres-what-old-constitutional-debates-tell-us-about-the-new-crisis-in-iraqi-kurdistan/</a></p>	<p>Justin V. Hastings and Sarah G. Phillips, "Maritime piracy business networks and institutions in Africa," <i>Social Sciences African Affairs</i>. Volume 114, Issue 457 (2015), pp. 555-576.</p>	<p>Five steps to move Canada's feminist development policy forward Shaughn McArthur <i>OpenCanada.org</i> (CIC). September 15, 2017 <a href="https://www.opencanada.org/features/five-steps-move-canadas-feminist-development-policy-forward/">https://www.opencanada.org/features/five-steps-move-canadas-feminist-development-policy-forward/</a></p>

POLI 283 – Take Home Final Exam Essay Evaluation Form – Due Friday January 19, 2018 | **Essay One** – (/20 = %)

<i>Area</i>	<b>Portion of Grade</b>	<b>Definition</b>
<b>General Presentation</b>	<b>6 points</b>	
	0.0	<ul style="list-style-type: none"><li>○ Sufficient coverage of course materials/content?</li><li>○ Grammar, spelling, punctuation, citations, references and bibliography.</li><li>○ Are quotations clearly demarcated.</li></ul>
<b>Organization and Effective Argumentation</b>	<b>7 points</b>	
	0.0	<ul style="list-style-type: none"><li>○ Is the argument clearly and logically laid out? Is what you are saying clear?</li><li>○ Are relevant terms, dates, and issues, clarified and defined when necessary? Is plain English or technical jargon used? Be precise. Be clear.</li><li>○ Is the argument thorough and substantiated by sufficient evidence and support? Are ideas developed in a structured manner and focus maintained without monotony and unnecessary repetition?</li></ul>
<b>Critical Analysis</b>	<b>7 points</b>	
	0.0	<ul style="list-style-type: none"><li>○ Are interesting or original ideas presented.</li><li>○ Where appropriate, are sources and arguments found in the assigned literature critically evaluated and engaged.</li><li>○ Is the argument persuasively presented and not a simple summary of the cited material.</li><li>○ Is the argument engaging the material or providing a narrative.</li></ul>

**Scoring Rubric for Essay Questions**

<b>Level of Achievement</b>	<b>General Presentation</b>	<b>Effective Argumentation</b>	<b>Critical Analysis</b>
<b>Exemplary</b> (>6 pts)	<ul style="list-style-type: none"> <li>• Provides a clear and thorough introduction and background</li> <li>• Addresses the question / prompt</li> <li>• Presents arguments in a logical order</li> <li>• Uses acceptable style and grammar (no errors)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an accurate and complete understanding of the question</li> <li>• Uses several arguments and backs arguments with examples, data that support the conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all seven habits of mind associated with critical thinking;</li> <li>• Provides assessment of conclusions, argumentation and consequences of assigned materials;</li> </ul>
<b>Quality</b> (5-6 pts)	<ul style="list-style-type: none"> <li>• Combination of above traits, but less consistently represented (1-2 errors)</li> <li>• Same as above but less thorough, still accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only one argument and example that supports conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits several of the habits;</li> <li>• Accurate application of more than one habit;</li> </ul>
<b>Adequate</b> (3-5 pts)	<ul style="list-style-type: none"> <li>• Does not address the question explicitly, though does so tangentially</li> <li>• States a somewhat relevant argument</li> <li>• Presents some arguments in a logical order</li> <li>• Uses adequate style and grammar (more than 2 errors)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal understanding of question, still accurate</li> <li>• Uses a small subset of possible ideas for support of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidences only one critical thinking habit;</li> <li>• Does not apply exhibited habit to sources;</li> <li>• Presents application of habits to the identified topic / issue;</li> </ul>
<b>Needs improvement</b> (2-3 pts)	<ul style="list-style-type: none"> <li>• Does not address the question</li> <li>• States no relevant arguments</li> <li>• Is not clearly or logically organized</li> <li>• Fails to use acceptable style and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate understanding of the question, inaccurate</li> <li>• Does not provide evidence to support response to the question</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal acknowledgment of one (or more) habit;</li> <li>• No application of habits to sources or the topic identified;</li> </ul>
<b>No Answer</b> (0 pts)			



## **IMPORTANT POLICIES AND INFORMATION**

### **Absence From a Mid-term Examination:**

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

### **University Regulations:**

Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://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/](http://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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

## **POLI 283-L02, Winter 2018**

### 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 will be destroyed after three months; final examinations are destroyed after one year.

### Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

### Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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] or visit their office in the MacKimmie Library Block.

### Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)