

Essay Topic:

Write a brief essay comparing concepts in the classical strategists. Papers should be between 900 and 1200 words (roughly 3 to 4 pages). As the papers are short and space is limited, students should focus the paper on how one concept or theme is dealt with by two, three, or four of the thinkers we've read. For example, a paper might discuss how chance and complexity are handled in Sun Tzu, Thucydides, and Machiavelli. Or, a paper might contrast limited war in Thucydides, Clausewitz, and Corbett. Students are encouraged to ask the instructor if they have questions about which themes and thinkers might be fruitful subjects.

Students are expected to provide page citations in APA format for both ideas and quotations drawn from the texts being discussed. Complete citations will have the author's name, the edition date, and the page. A reference page is required, but does not count toward the page limit. Paper formatting should be regular: 12 point times new roman font, double spaced, inch margins.

This is an opportunity to analyze different aspects of these thinkers' theories. Students may find it most productive to choose a topic that lets them challenge the thinkers' assessments, rather than a topic they broadly agree with. Essays should explain the way the idea was understood by each of the thinkers discussed, and then analyze its strengths and deficiencies of different interpretations.

The paper is valued at 15% of the total class grade. Essays should be submitted to D2L by 2100 on February 14. Students who anticipate difficulties meeting deadlines should consult with the instructor as soon as possible.

The rubric below will be used to assess essays.

	10	8	6	4	2
Argument and Analysis	Clear, easily identifiable logical flow to the argument, which is well-reasoned and well-supported. Weaknesses in argument are addressed.	Argument is generally clear, generally logical, broadly well-reasoned, and mostly well-supported. Some weaknesses in argument are addressed.	Argument is sometimes clear, logical, well-reasoned, and some evidence is cited. Flaws in the logical flow evident. Few weaknesses in argument are addressed.	Argument is confused, or lacking clear reasoning, strong logic, or relevant evidence. Logical flow difficult to discern. Weaknesses in argument abundant and significant.	Essay so poorly argued that no organizing logic evident. No relevant evidence offered to support the argument.
Citations and Evidence	Citations conform to the APA Style Manual, with no errors. Evidence from readings is used extensively and accurately.	Citations generally conform to the APA Style Manual, with one or two errors. Evidence from readings is used regularly and mostly accurately.	Citations somewhat conform to the APA Style Manual, with three or more errors. Evidence from readings is sometimes used, or is generally accurate.	Citations are present, but do not conform to the APA Style Manual. Evidence from readings is often irrelevant, misunderstood, or inaccurate.	Citations are inconsistent, partial, or absent. Little or no accurate or relevant evidence is employed.
	5	4	3	2	1
Thesis	The thesis is clear, specific, original and well placed.	The thesis is generally strong, but lacks one of clarity, specificity, originality, or placement.	The thesis is apparent, but lacks two of clarity, specificity, originality, or placement.	The thesis is lacking or deficient in three aspects of clarity, specificity, originality, or placement.	Thesis is absent or unintelligible.
Structure and Mechanics	Structure clearly consistent with introduction and thesis. Few if any errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure generally consistent with introduction and thesis. Occasional unclear transitions or unfocused paragraphs. Occasional errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure often inconsistent with introduction and thesis. Transitions are abrupt or unfinished. Paragraphs often lack focus. Some errors of grammar, word choice, punctuation, sentence structure, or spelling.	Structure is quite confused. There is little apparent relationship with the thesis. Transitions rarely coherent. Paragraphs poorly structured. Frequent and persistent errors of grammar, word choice, punctuation, sentence structure, or spelling. Frequent fragments or run-on sentences.	No coherent structure discernible in essay or in paragraphs. Mechanical problems dominate essay and impair comprehensibility.