

# Syllabus

## PLS455/555 – The Politics of Arms in International Relations

**Instructor:** Dr. Willardson

**Course:** The Politics of Arms in International Relations

**Class:** W 12:00-14:50 8.309

**Office** 8.133

**Office Hours:** MWF 15:00-16:00 and by appt.

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## Course Objectives

In this course you will learn how to synthesize arguments within the study of arms transfers and arms control. You will be able to present your ideas and complex information in the appropriate format. You will be able to describe and interpret quantitative and qualitative data on arms transfers and share your interpretation. You will also learn the foundational literature in arms transfers. Finally, you will be exposed to new ideas and you will learn to be tolerant of different ideas and perspectives. [Course Learning Objectives: 1, 2, 3, 4, 5 and 7]

## Course Description

This class will examine arms in international relations from a number of perspectives and at different levels of analysis. The purpose of the course is to acquaint graduate (and advanced undergraduate) students with the literature, questions, and debates about the role that military equipment and technology plays in international relations. The course has four general topics: 1) theories of power and coercion in international relations, 2) states and the production of arms, 3) military sales and military aid, and 4) arms sales decision-making in the state. The course will be reading and discussion intensive. The course will include numerous writing assignments, presentations, data work, and an extended case study writing assignment.

This course is for both undergraduate and graduate students. The main syllabus is for the undergraduate portions, while [Appendix D](#) describes the elements of the course that are different for graduate students enrolled in the course.

## Required Textbooks

There are no required textbooks for this course. Students will read from a selection of chapters of books (scanned), journal articles, and other sources. Chapters will be available on the course Moodle page. Articles will be referenced such that students can access them via the NU library and Google scholar. I will discuss how to find articles during the first week of class.

## Grading

Individual assignments and exams will be graded according to rubrics and instructions. Your overall grade for the course will be determined by the cumulative points that you earn on those assignments divided by the total number of points possible in the course. Grades are assigned using the following scale:

### Letter Grade Distribution:

$\geq 95.00$	A	65.00 - 69.99	C
90.00 - 94.99	A-	60.00 - 64.99	C-
85.00 - 89.99	B+	55.00 - 59.99	D+
80.00 - 84.99	B	50.00 - 54.99	D
75.00 - 79.99	B-	$\leq 50$	F
70.00 - 74.99	C+		

Table 1 shows the graded items and their total points for the class. A description of these graded items is found in the next section. Your grade will be calculated by totaling the number of points earned by you on each of the graded items and dividing that total number by 500 total points for the course.

### Graded Items

Table 1: All Graded items and Total Points for Course

Item	Due	Points Possible
Participation	Ongoing	50
News Analysis	Ongoing	25
Quizzes (5 @ 10 points each)	Ongoing	50
Short synthesis (2 @ 50 points each)	See Schedule	100
Data Assignment	Sep. 25	50
Case Study Proposal	Oct. 9	25
Case Study Draft	Nov. 11	50
Final Case Study	Nov. 25	150
<b>Total Points</b>		<b>500</b>

## Description of Assignments

### Participation

Student participation in class will consist of multiple measures. The main thing to understand is that you cannot participate if you are not present. This is a seminar class and your prior preparation is key to making the class productive and meaningful. Student participation will be graded on consistency of preparation for discussion and debates. We will also do a number of in-class activities and assignments. Completion and quality of in-class work will count toward your final participation grade as well.

### News Analysis

After the break in each class, one or two students will be responsible for sharing news analysis. The news analysis consists of sharing a news story from the past week that relates to that week's reading in some way. The news analysis leader will explain the news event, the source of the news, and then explain how the event relates to the readings. Each analysis should take 4-5 minutes, after which the student will answer questions from the professor and class about the news item and its relation to the material.

## Quizzes

The course will have five quizzes spaced throughout the semester. These quizzes are worth 10 points each. They will test your knowledge of that week's reading. They are given at the beginning of class. No make-ups will be given for quizzes. If you are late, you miss the opportunity to take the quiz.

## Short Synthesis

The short synthesis is similar to a reaction memorandum for 1 week's reading. It is a bridge between a short reaction paper and a longer literature review. The synthesis is a review essay that is assigned to help students distill the main ideas from a group of readings, to find connections between different topics, and to write an engaging synthesis with an original viewpoint and thesis using evidence from assigned readings. Students are encouraged to also utilize additional readings to help justify the positions that they are taking vis-a-vis the assigned readings in their thesis. A one-page guide to writing the synthesis will be uploaded to Moodle at the beginning of the course. That guide includes a grading rubric for the papers.

## Data Assignment

This assignment is meant to help you learn how to find, analyze, and visualize data that you will use regarding arms transfers for your case studies. A description of this assignment and the steps you will need to complete will be uploaded to Moodle during week 3 of class.

## Case Study

The final paper project for this course is a case study of either a US or Russian arms relationship in the post Cold War. You can also look at a case of arms transfer or right after a civil war, or of a particular weapons system from a state. I will provide a list of potential cases for students to utilize on the Moodle page by week 2 of the semester. This document also contains an outline the required elements of this case study. The case study has four graded elements: 1) a proposal, 2) a draft, 3) a presentation about the case study in class, and 4) a final version that will be turned in during finals week.

## Policies

These are the standard policies for all of my courses. Some wording (as to assignment penalties) may be less applicable to the format of this particular class.

## Attendance

Attendance in this course is necessary for student success. **Any non-excused absence will be grounds for adjusting grades downward.** Excused absences (such as documented illness, university-approved travel, etc.) must be cleared with me as soon as possible. Students are responsible for making up work missed during absence. In-class quizzes and assignments cannot be made up due to an absence of any sort. Late work is penalized. I reserve the right to grant extensions for absences that are **cleared prior to occurring**, or on the same day as class in the case of emergencies, but only in extraordinary circumstances.

## Academic Dishonesty

**Academic dishonesty will not be tolerated in any form or under any circumstances.**

All students have been notified of Nazarbayev University's Student Code of Conduct and you have agreed to follow the university's standards. Plagiarism is defined as "intentionally or carelessly presenting the work of another as one's own." In short, all of the work you turn in for this class is expected to be yours and yours alone. Plagiarized work will receive a zero and students will be reported to the SHSS student discipline committee. Lying about absences, illnesses, or other circumstances will also be considered as academic dishonesty.

Asking for extra points, extra credit, or a higher grade is also a form of academic dishonesty. *This is also something that will ruin your reputation with faculty members.* The time to worry about grades is on each assignment and exam - not at the end of the term when the final tally is made.

## Grade Appeals

Students **earn** grades based on their effort and results. Grades **are not given** by me. Students have the right to question the grading of a particular item, and to make an appeal if they feel a grade for a given assignment was not fair. This should be done within a week of receiving feedback on an assignment. Any appeal to an assignment that occurred earlier in the semester at the end of the term will not be considered. **Your appeal should be based on an argument other than "I feel I deserve a better grade."** I will consider appeals based on sound arguments. However, unless I made an error in grading, I will not change the grade for any assignment.

## Office Hours

I hold regular office hours (indicated on the top of the syllabus). Students are encouraged to come and see me during my office hours. I am also available by appointment, but I prefer that students come see me during scheduled office hours, if possible. I reserve the right to send students away who come and see me outside of office hours without an appointment. **Please be considerate of my time.**

## Writing Center

Writing is a key component of your education at NU. Your grade is dependent on you turning in assignments that convey ideas clearly using standard language, format, citation style, etc. Students are encouraged to work with the writing center to improve their writing. I will use my discretion in requiring students to use the writing center if assignments are consistently poorly written. I will notify you in writing if I will require you to work with the writing center on future papers.

## Extra Credit

I do not provide extra credit assignments for students. On occasion, I may award 2-5 extra credit points for students who are to class on time or who participate in outside class activities suggested by the professor (such as talks and presentations that relate to the course). This little bit of extra credit may amount to 1-2 percent of the total possible points. This allows students who are working hard to move up a grade if they are close to the border. I do not provide extra assignments to make up for missed or late work. Do not ask me about providing you extra credit. **The answer will always be no.**

## Late Work

Work is due at the beginning of the class when it is due (see schedule). Work that is turned in after the beginning of class, later in the day is penalized by 5%. Each following day work is penalized by 15%. This penalty is calculated by taking the earned grade on the assignment and multiplying it by (1-% deducted). For example, a paper turned in on Thursday when it was due on Tuesday will be penalized 35%. If a student earned 85% for the work, the score, with late penalty applied, would be  $\approx 55\%$  ( $.85 * (1 - 0.35)$ ) of the points possible for the assignment. **Turn your work in on time.**

## Course Schedule

Table 2 shows an outline of the topics and deadlines for the course. See the next section *Readings* for each week's reading assignments.

Table 2: Course Schedule by Week

Week	Date	Topic	Deadlines
1	8/14/2019	Intro to Course	
2	8/21/2019	The State	
3	8/28/2019	Power	
4	9/4/2019	Balancing vs. Arms	
5	9/11/2019	Theories of Arms	Response Paper 1
6	9/18/2019	Arms and Aid	
7	9/25/2019	Arms and Policy	Data Assignment
8	10/2/2019	Fall Break	Proj. Memo (Grad)
9	10/9/2019	Arms and Policy II	Project Proposal
10	10/16/2019	Arms Control	Response Paper 2
11	10/23/2019	Global Arms Sales	
12	10/30/2019	Russia and US Bureaucracy	
13	11/6/2019	Cases I	Rough Draft
14	11/13/2019	Cases II	
15	11/20/2019	No Class	

## Course Readings

### Week 2: The State

(126 pages)<sup>1</sup>

Porter, Bruce D. 1994. *War and the Rise of the State: The Military Foundation of Modern Politics*. The Free Press: New York. (Selection on Moodle)

Tilly, Charles. 1990. *Coercion, Capital and European States*. Blackwell: Cambridge. (Selection on Moodle)

<sup>1</sup>The total number of pages for the course is just under 1210. You have readings for 12 weeks, which means an average of 100 pages per week of reading. Some weeks have more reading than others even though I tried to make them as consistent as possible. Thematically, there is variation. The largest reading week is week 4 with 152 pages. The lowest is week 9 with 60 pages.

Suchman, Mark C., and Dana P. Eyre. 1992. "Military Procurement as Rational Myth: Notes on the Social Construction of Weapons Proliferation." *Sociological Forum* 7:137-61.

### Week 3: Review of Power in IR

(93 pages)

Baldwin, David A. 2002. "Power and International Relations." In *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse, and Beth Simmons. London: Sage, 177-91. (Moodle)

Gilpin, Robert. 1988. "The Theory of Hegemonic War." *Journal of Interdisciplinary History* 18(4): 591-613.

Johnson, Jesse C., Brett Ashley Leeds, and Ahra Wu. 2015. "Capability, Credibility, and Extended General Deterrence." *International Interactions* 41(2):309-336.

Lieber, Keir A., and Gerard Alexander. 2005. "Waiting for Balancing: Why the World Is Not Pushing Back." *International Security* 30(1): 109-39.

### Week 4: Balancing vs. Arms

(128 pages)

Kinsella, David. 1994. "Conflict in Context: Arms Transfers and Third World Rivalries during the Cold War." *American Journal of Political Science* 38(3): 557-81.

Morrow, James D. 1993. "Arms Versus Allies: Trade-Offs in the Search for Security." *International Organization* 47(2): 207-33.

Sanjian, Gregory S. 1999. "Promoting Stability or Instability? Arms Transfers and Regional Rivalries, 1950-1991." *International Studies Quarterly* 43(4): 641-70.

Yarhi-Milo, Keren, Alexander Lanoszka, and Zack Cooper. 2016. "To Arm or to Ally?: The Patrons Dilemma and the Strategic Logic of Arms Transfers and Alliances." *International Security* 41(2): 90-139.

### Week 5: Theories of Arms Transfers

(152 pages)

Spindel, Jennifer. 2018. "Beyond Military Power: The Symbolic Politics of Conventional Weapons Transfers." Dissertation, University of Minnesota. Available at: [Link](#) Introduction-Chapter 2. (pp 1-90)

Willardson, Spencer L. 2013. "Under the Influence of Arms: The Foreign Policy Causes and Consequences of Arms Transfers." PhD. Thesis, University of Iowa. Chapters 1-2 (pp. 1-45)(Moodle).

Willardson, Spencer L. 2019. "A Social Theory of Arms Transfers: Understanding the Why of the transfer of Major Conventional Weapons." Working paper. pp. 1-17. (Moodle)

**Week 6: Arms and Aid**

(73 pages)

Blanton, Shannon Lindsey. 1999. "Instruments of Security or Tools of Repression? Arms Imports and Human Rights Conditions in Developing Countries." *Journal of Peace Research* 36(2): 233-44.

\_\_\_\_\_. 2005. "Foreign Policy in Transition? Human Rights, Democracy, and U.S. Arms Exports." *International Studies Quarterly* 49(4): 647-68.

Kinsella, David. 1998. "Arms Transfer Dependence and Foreign Policy Conflict." *Journal of Peace Research* 35(1): 7-23.

Johnson, Richard A.I., and Spencer L Willardson. (2018). "Human Rights and Democratic Arms Transfers: Rhetoric versus Reality with Different Types of Major Weapons Systems." *International Studies Quarterly* 62(2):453-464.

**Week 7: Arms and Policy I**

(70 pages)

Ashkenazi, Michael. 2008. "Kazakhstan: Where Surplus Arms Are Not a Problem." *Contemporary Security Policy* 29(1): 129-50.

Caverley, Jonathan, and Ethan B. Kapstein. 2012. "Arms Away." *Foreign Affairs* 91(5): 125-32.

Qingmin, Zhang. 2006. "The Bureaucratic Politics of US Arms Sales to Taiwan." *The Chinese Journal of International Politics* 1(2): 231-65.

Smith, Ron, Anthony Humm, and Jacques Fontanel. 1985. "The Economics of Exporting Arms." *Journal of Peace Research* 22(3): 239-47.

**Week 8: Fall Break: No Readings****Week 9: Arms and Policy II**

(60 pages)

Berryman, John. 2000. "Russia and the Illicit Arms Trade." *Crime, Law and Social Change* 33(1-2): 85-104.

Kovacic, William E., and Dennis E. Smallwood. 1994. "Competition Policy, Rivalries, and Defense Industry Consolidation." *The Journal of Economic Perspectives* 8(4): 91-110.

Mayer, Kenneth R., and Anne M. Khademian. 1996. "Bringing Politics Back in: Defense Policy and the Theoretical Study of Institutions and Processes." *Public Administration Review* 56(2): 180-90.

Pearson, Frederic S. 1989. "The Correlates of Arms Importation." *Journal of Peace Research* 26(2): 153-63.

## Week 10: Arms Control

(106 pages)

Betts, Richard K. 1980. "The Tragicomedy of Arms Trade Control." *International Security* 5(1): 80-110.

Levine, Paul, and Ron Smith. 1995. "The Arms Trade and Arms Control." *The Economic Journal* 105(429): 471-84.

Müller, Harald. 2002. "Security Cooperation." In *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse, and Beth Simmons. London: Sage, 369-391. (Moodle)

Erickson, Jennifer L. 2013. "Stopping the Legal Flow of Weapons: Compliance with Arms Embargoes, 1981-2004." *Journal of Peace Research* 50(2): 159-174.

Erickson, Jennifer L. 2015. Saint or Sinner? Human Rights and U.S. Support for the Arms Trade Treaty." *Political Science Quarterly* 130(3): 449-474.

## Week 11: Global Arms Sales: Patterns and Data

(122 pages)

Sanjian, Gregory S. 1991. "Great Power Arms Transfers: Modeling the Decision-Making Processes of Hegemonic, Industrial, and Restrictive Exporters." *International Studies Quarterly* 35(2): 173-93.

Gerner, Debbie J. 1983. "Arms Transfers to the Third World: Research on Patterns, Causes and Effects." *International Interactions* 10: 5-37.

Mintz, Alex. 1986. "Arms Imports as an Action-Reaction Process: An Empirical Test of Six Pairs of Developing Nations." *International Interactions* 12: 229-43.

Willardson, Spencer L. 2013. "Under the Influence of Arms: The Foreign Policy Causes and Consequences of Arms Transfers." PhD. Thesis, University of Iowa. Chapters 3-4. (Moodle).

## Week 12: Arms Sales Bureaucracy and Market (US and Russia)

(106 pages)

Blank, Stephen. 2007. Rosoboroneksport: Arms Sales and the Structure of Russian Defense Industry. *Strategic Studies Institute*. [Link to Paper](#).

Kassianova, Alla. 2006. Enter Rosoboronexport. *Institute for European, Russian, and Eurasian Studies*. PONARS Memo. March 22, 2012. [Link to Paper on PONARS site](#).

Willardson, Spencer L. 2013. "Under the Influence of Arms: The Foreign Policy Causes and Consequences of Arms Transfers." PhD. Thesis, University of Iowa. Chapter 5. (Moodle).

**Optional background and detail:** Theohary, Catherine A. 2016. "Conventional Arms Transfers to Developing Nations, 2008-2015." *Congressional Research Service Report*. R44716. [Link to Report online](#).



**Week 13: Arms Sales Cases 1**

(107 pages)

Willardson, Spencer L. 2013. “Under the Influence of Arms: The Foreign Policy Causes and Consequences of Arms Transfers.” PhD. Thesis, University of Iowa. Chapter 6-7. (Moodle).

Spindel, Jennifer. 2018. “Beyond Military Power: The Symbolic Politics of Conventional Weapons Transfers.” Dissertation, University of Minnesota. Available at: [Link](#). Chapter 3. (pp 91-138)

**Week 14: Arms Sales Cases 2**

(67 pages)

Spindel, Jennifer. 2018. “Beyond Military Power: The Symbolic Politics of Conventional Weapons Transfers.” Dissertation, University of Minnesota. Available at: [Link](#). Introduction-Chapters 4 and 6. (pp 139-182 & 227-251)

**Week 15: Last Week of Class**

No Readings for this week.

## Appendix A - News Analysis Description

During the first week of class you will sign up to provide a news analysis during the semester. You will be assigned to provide a news analysis to begin the day. This assignment is designed to do 2 things. The first is to get you reading the news and thinking about the way that what you are learning in the course can help you understand what is going on in the world currently. The second is to help you concisely describe an event and its relationship orally in a group setting.

I will have a list of 3-4 websites you can look at for recent arms news. **When it is your week to provide a news analysis you will be responsible for the following:**

- Find a news article about an arms sale/transfer or other development from the list of websites, or somewhere else reputable.
- Make a PowerPoint Slide with the following information
  - Title of the Article
  - Source of Article
  - Main point of Article
  - Your analysis of how this fits with the course
- You will save the PowerPoint Slide as a PDF (save as in the menu) and send the pdf to Dr. Willardson via email by Wednesday of the week you will present at 09:00.
- At the beginning of class, you will take five minutes to give a brief on the news. I will post your slide, but you are responsible for being prepared to discuss the event coherently, concisely, and precisely for 4-5 minutes.

**I will provide an example slide and brief during the first week of class.**

## Appendix B - Description and Rubric for Synthesis Papers

The essence of the synthesis paper (sometimes called a reaction paper) is to allow you as a student to critically and creatively play with ideas that are generated from a set of readings. This is used as a pedagogical tool by me to 1) assess how well students understood a group of readings, and 2) to help students to move beyond simple reading and learning what others have said and to begin to formulate their own ideas.

A synthesis paper in this class will be around 1000 words in length and no more than 1200 words.

You can approach a synthesis paper from a number of perspectives, but I suggest that you use one of the following:

1. Ask a question you feel is not addressed in the readings
2. Explore an interesting idea raised by an author in more detail
3. Argue against a perspective espoused by an author or multiple authors in the readings
4. Suggest a solution to a problem raised implicitly or explicitly in the readings
5. Explore contradictions between papers

In all cases, you are tasked with demonstrating a **mastery** of the selected readings. You must understand the arguments, nuances, approaches, and evidence of all of the authors of in the week. You will explicitly synthesize arguments and ideas from **all** of the papers in making your own argument. I recommend that you read or re-read Knopf (2005)<sup>2</sup> for ideas about how to treat this synthesis paper.

Your paper should follow APSA formatting for citations, headers, and other relevant information. You can single space the text. Neatness and presentation count, so make sure that you pay attention to the way that papers in political science look - including this syllabus. Each paper should include parenthetical references (author date, page#) and a full list of references at the end. You do not need a separate page for references, just begin the references section after the text ends with the appropriate header.

Each paper is worth 50 points. The rubric below is what I will use to grade the papers along with the point range for the five different elements that I will grade based on how well you address each element.

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<sup>2</sup>Knopf, Jeffrey W. (2006) "Doing a Literature Review." *PS: Political Science & Politics* 39(1):127-132.

Table 3: Rubric for Synthesis Papers

	<b>Poor (0-5 points)</b>	<b>Average (6-7 points)</b>	<b>Good (7-8.5 Points)</b>	<b>Exceptional (8.5-10 Points)</b>
<b>Thesis</b>	No thesis is evident.	There is a thesis, but it is not clear.	Thesis is clear and relevant to the week's reading.	Thesis is clear, concise, and very logical.
<b>Evidence</b>	Evidence from readings is not used, or is used haphazardly.	Evidence from the reading is there, but it is not organized clearly throughout or doesn't clearly support thesis.	Evidence from reading is there, it is organized, and it supports the arguments of the thesis.	Evidence clearly and logically supports the hypothesis.
<b>Understanding</b>	Student demonstrates little understanding of selected readings, or shows a major misunderstanding.	Student demonstrates some understanding of readings. Some small misunderstanding may be evident.	Student demonstrates solid understanding of readings with no or few small misunderstanding.	Student demonstrates exceptional understanding of readings and provides deep insight into the issue.
<b>Originality</b>	Student makes no effort to make an original argument.	Student demonstrates some original thought, but paper is formulaic or rote in tone.	Student demonstrates original thought or original approach to understanding readings.	Student makes exceptional arguments, or points out profound issues/insights with the readings.
<b>Mechanics</b>	Major issues with grammar, style, and references throughout.	Some errors in grammar, style, or references throughout. May have major issues in one area.	Small errors in grammar, style, and references only.	No major and few minor errors in grammar, style, and references.

## Appendix C - Description and Rubric for Case Study

The final paper in this class is a case study that is meant to help you use the tools from the course to apply it to a real case in the real world. It is also meant to help you learn how to write a case study as part of research - one of the forms of qualitative research that is discussed, but not necessarily practiced in other PSIR courses. I provide the potential cases, and provide the basic framework for the case, so you have it framed already, but the way you write your case will depend on what theoretical perspective you take, the issues you choose to focus on, and your own personal interests. It is a chance to be creative within a set of constraints, which is an important way to learn new skills and develop creativity in general.

### Types of Case Study

There are three types of case study that you can write:

1. A case about the relationship between the US or Russia and a new customer, or stopping supplies after the Cold War.
2. A case about weapons transferred to a state that has just come out of a civil war/or arms suppliers during a civil war.
3. A case about the development and sale of a certain type of weapon system by a state or partnership of states.

We will discuss all of these different options in class and address them in readings.

### Description of Requirements

The case study has four graded elements: a proposal and an outline of the project, a rough draft, and a final draft.

#### Proposal:

The proposal is due on 9 October and is worth 25 points. In the proposal you will do the following:

1. Identify the type of case you'll write
2. Identify the main elements of the case based on the theory/question/purpose of your case.
3. Identify 10 initial sources of information for arguments, policy analysis, or a literature review.
4. Identify your main argument or general theory and how your case is structured to answer it.
5. Write 2-3 paragraphs about the case, why you are interested in it, and the challenges you think you'll face while completing it.

I will grade this proposal as follows: Incomplete (60%), meets expectations (75-79%), good (80-84%), great (85-94%), and excellent (95-100%). I will provide feedback about my ideas for the project along with the grade. You are demonstrating to me that you have thought about this project **a lot** by this point in the semester (nearly 2 months worth of class) and that you have an idea about your project. You need to complete the draft of the project by 27 March, so it is important that you've got a good plan by this point.

## **Rough Draft**

The rough draft is due November 6. It is a full draft of your final paper. I expect that it will be the full length, that all arguments will be made, and that you will have performed the analysis that you need.

I will provide thorough feedback on the rough draft and will use the same scale to grade as for the outline: Incomplete (60%), meets expectations (75-79%), good (80-84%), great (85-94%), and excellent (95-100%). I will also provide you with an expected grade if you make the changes suggested and turn the rough draft into a final draft.

As part of the writing process, you will also meet with Kamila before 24 April to go over the draft. She will provide you with additional feedback about the paper.

## **Final Case Study**

The final paper is due on 25 November in lieu of a final exam. This paper will use a similar rubric as that used for the synthesis papers. That modified rubric is shown in the table on the next page.

All papers will use APSA formatting for headings and citations. That means an in-text citation format. You will also provide a full list of references at the end of the paper. On this long paper, that list of references should begin on its own page. Sloppy and lazy citations are graded very harshly, so make sure you are paying attention to this process. I will grade the paper according to the rubric. I will also grade on appearance, so make sure you format your papers correctly.

**The final paper should be between 3000 and 3500 words in length, not including references at the end.**

Table 4: Rubric for Case Study

	<b>Poor (0-12 points)</b>	<b>Average (13-16 points)</b>	<b>Good (17-21 Points)</b>	<b>Exceptional (22-25 Points)</b>
<b>Thesis/ Theory</b>	No thesis is evident. Underlying thesis/theory is unclear	There is a thesis, but it is not clear.	Thesis is clear and relevant.	Thesis is clear, concise, and very logical.
<b>Evidence</b>	Evidence from readings and other sources are weak or nonexistent.	Evidence is there, but it is not organized clearly or doesn't clearly support thesis.	Evidence is there. It is organized and it supports the arguments of the thesis.	Evidence clearly and logically supports the thesis.
<b>Understanding</b>	Student demonstrates little understanding of the project.	Student demonstrates some understanding of project, some small misunderstanding may be evident.	Student demonstrates solid understanding of project with no or few small misunderstanding.	Student demonstrates exceptional understanding of project and provides deep insight into the issue.
<b>Originality</b>	Student makes no effort to make an original argument.	Student demonstrates some original thought, but paper is formulaic or rote in tone.	Student demonstrates original thought or original approach to understanding problem.	Student makes exceptional arguments, or points out profound issues/insights with the problem.
<b>Mechanics</b>	Major issues with grammar, style, and references throughout.	Some errors in grammar, style, or references throughout. May have major issues in one area.	Small errors in grammar, style, and references only.	No major and few minor errors in grammar, style, and references.

## Appendix D - PLS555 Addendum

This course is a dual-enrollment undergraduate/graduate course. Graduate students are expected to be discussion leaders, do all reading, and to do the news analysis assignments as described for the undergraduate students in the syllabus above.

The following are the differences in the class for graduate students.

### Grading

Grades are assigned as letter grades and grade ranges (for example B+/A-) for each assignment. Letter grades below *B+* indicate that you are doing work below what is expected for graduate work. Any grade below a *B-* should be taken to mean that you are well below expectations. The final grade is assigned based on the graded assignments and trajectory of work in class. The final project (see below) carries the largest weight of all the assignments.

### Reaction Papers

Graduate students will write 6 reaction papers during the semester. Write a response for weeks 3, 4, 5, 6, 7, and 10. These reaction papers should be around 750 words in length. They cover the readings for each week. These papers are due at the beginning of each class in hard copy and on the course Moodle site via Turnitin. See [Appendix B](#) for expectations for these papers in general.

### Final Paper

The final paper required of graduate students is longer than the case study required of undergraduate students. I expect a 5000-6500 word research paper, or completed and very polished research design that deals - at least tangentially - with the topic of this course.

Graduate students will write a project memorandum describing their project and it is due when listed on the [course schedule](#). This memorandum should be about 2 pages in length and will outline your research question, how it fits with the scope of the class, and how writing this paper will help you in your thesis preparation. The memorandum will also include as an appendix a list of 15-20 additional sources to read for the preparation and writing of this paper. This reading constitutes the additional reading for the course - and should be significant political science papers from well-ranked journals.

The other deadlines for paper drafts and the final draft are the same for graduate students.

### Other

I expect that graduate students **will come and see me at least every other week in office hours** to discuss progress and questions on their papers and their additional readings.

I also expect that graduate students **will be an example of preparedness** for each week's readings, and for the news item assignment.