INTL 8223: International Interventions and Human Security

Thursdays, 3:55 pm - 6:45 pm
Candler Hall 214

Fall 2024

Dr. Amanda Murdie
Email: murdie@uga.edu
Drop-In Office Hours: 9:00 to 11:00 am Thursdays, and by appointment, in Candler Hall 220

Course Description and Objectives

Billions of dollars have been spent by the international community on efforts to help human security. Sometimes, these efforts are heralded as successful; sometimes, these efforts produce devastating consequences. Using an attrcicy prevention lens, this course looks at the causes of various types of interventions and the consequences these interventions have on human security outcomes (i.e., peace and conflict, human rights violations, development, and mass atrocities). In particular, we will focus on both military and civilian interventions, including kinetic military action, peacekeeping, foreign aid, sanctions, intergovernmental structural adjustment programs, and efforts by international non-governmental organizations. Special attention will be paid to the underlying theoretical logic that governs human security outcomes and how these various intervention types fit within our theoretical understanding of how human security improvements occur. Additionally, we will focus on the process that leads to the involvement of certain interventions in particular situations.

This is a graduate course designed to make students both consumers and producers of state-of-the-art research in this area. As such, the focus will be on the social scientific study of these phenomena. The course is not a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization or discussion of these events. Instead, the focus will be on understanding the underlying interests of important actors for human security, the arenas in which these actors interact, and the rules which govern their interactions. At the end of this course, students should be prepared for comprehensive exam questions relating to the topic and/or to begin dissertation or thesis on the topic. They will also have expertise which will be essential in policy or practitioner employment in this area. Students will produce first drafts of empirical papers that could be submitted to academic journals or be incorporated into their dissertations/theses.

Grading

Your course grade is calculated from the following components:

• 55% - Extension and Application Essays - three times during semester
Extension and Application Essays

The overarching goal of this course is to give you experience with the academic research on human security and interventions so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students) or an outside academic article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source can draw on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. **Essays must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 11th. Your second essay must be completed by October 16th. Your final essay is due November 20th. You can complete all essays before these due dates.** A rubric is attached to this syllabus.

Group Discussion Leader Presentation

Each week, three to four students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. As the instructor, I might have my own presentation on key concepts each week, but your presentation will serve as our opening discussion. **We will get a schedule of presenters together during the first class. Presentation slides must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC).** A rubric is attached to this syllabus.

Research Paper

Peer-reviewed publications are increasingly required to get an academic or even non-academic research-related jobs. In order to improve the likelihood of you having a publication when you finish your degree, I’m going to require you to prepare a 3,500 to 8,000 word (~15 pages - ~25 pages double-spaced) empirical paper draft this semester. These papers can be similar to the requirements of a “Research Note” at [ISQ](https://isqjournal.com) or at [IPQ](https://isqjournal.com). This final project will be due December 5th at 11:59 pm (uploaded to assignment drop in eLC).

The project can be on any topic related to our class and has to include: (1) a 150-200 word abstract, (2) statement of the research question, (3) a brief review of the existing literature on the topic, (3) your theoretical argument, (4) at least one hypothesis that flows from this argument, (5) an empirical evaluation of this hypothesis (quantitative or qualitative), (6) a conclusion that states how your project adds to what we know about the topic. I am not teaching this course as a methods course, but I do expect you to consult with me as to your choice of methods and your data sources, etc. We’ll have some small meetings throughout the semester during the last 30 minutes of class so you can get some feedback.

Most work in political science is coauthored. Coauthored work also typically gets placed in higher research outlets. As such, I am fine with your research paper being coauthored. The overall level of the final product must meet a slightly higher standard, reflective of the joint effort.
Please note: if you are using this paper for another class or if this paper comes from something you worked on in another class, please let me know so we can discuss options. Since the goal is to have something that could be sent out for peer review, I want to see a semester’s worth of progress, BUT I am ok with you continuing on with a project that fits the class topic.

To ensure that you don’t procrastinate in this process, on the following dates, you are required to email me with information as to your research paper. I will offer you feedback at each of these junctures. Feel free to come see me or email me your concerns prior to these dates as well.

- September 5: A general topic (1 to 2 sentences is fine) - *Review of International Organizations, International Organization, or International Studies Quarterly* are great journals to look in for topics
- September 26: A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- October 10: A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis)
- October 31: A brief statement on how you will empirically evaluate your hypotheses (identify the dependent and independent variables, list how you will measure these variables and the method to be used)
- December 5: Final Project Due by 11:59 pm

I will provide feedback but not grade the content at each of these steps. Your final project grade will be graded solely on your completed research proposal, in accordance with the rubric.

**Active Participation**

I have also allotted 10% of your grade to participation. To receive full credit for the participation component of this grade, simply come to class after having completed all the readings for the week and offer your insights and questions during the class. You will receive full credit for this portion of your grade if it is clear that you actually read and reflected on the readings. Offering tangential or off-topic comments will harm your grade. Feel free to come see me as to your participation grade.

**A note on participation:**

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but careful reading of the materials assigned for this course and concentrated thinking about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

**Grading Scale:**

Your final grade will be calculated on the following scale:

- 94 to 100 - A
- 90 to 93.9 - A-
- 87 to 89.9 - B+
- 83 to 86.9 - B
- 80 to 82.9 - B-
- 77 to 79.9 - C+
- 73 to 76.9 - C
- 70 to 72.9 - C-
- 67 to 69.9 - D+
- 63 to 65.9 - D
- 60 to 62.9 - D-
- Below 60 - F
Useful Information and University Policies

Attendance and Makeup Policy

I realize you are adults with rich and full lives outside of class. As such, I do not have an attendance policy, per se. You are solely responsible for getting any materials you miss. However, it’s very hard to get the participation points if you aren’t in class. Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. Extensions or makeup assignments are generally not permitted. If you think you have an exceptional circumstance, please discuss it with me outside of class.

Please refer to the UGA class attendance policy: [LINK](#).

Preferred Name and Pronouns

The following is taken verbatim from [LINK](#):

“Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.”

Prohibition on Recording Lectures

The following is taken verbatim from [LINK](#):

“In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
• Will erase/delete all recordings at the end of the semester.

• Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.”

University Honor Code and Academic Honesty Policy

The following is taken verbatim from [LINK]

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

I expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please email me with any questions.

Changes to the Syllabus Could Occur

The following is taken verbatim from [LINK]

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

The Use of AI for Coursework Policies

Artificial Intelligence (AI) tools are now widespread. At UGA, the default rule for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by the course instructor before turning it in. The International Studies Association (ISA)- the professional association most in line with this course material - has recently issued a detailed statement on the use of AI in publishing: [LINK] Full disclosure: I am an author of that statement and am currently the Publications Committee Chair of the Association.

In this class, in line with both UGA policy and ISA guidance, a detailed statement of the exact use of AI tools must be disclosed when you submit your assignment. Like stated in the ISA policy, “Such statements should include information on the exact AI tool and where it was used in the creation of the manuscript (for example, were AI tools used in word choice, coding, or in citation generation?). Cover letter statements should also outline rough percentages of reliance on AI tools in writing (for example, were AI tools responsible for 5% of the writing?). This information should also be in the manuscript itself; the Methods or Acknowledgements section of a manuscript will likely be the most appropriate place to include such a statement.” Of course, AI tools cannot be a coauthor of your work and are highly vulnerable to inaccuracies and bias. Use with the utmost caution.

FERPA Statement

The following is taken verbatim from [LINK]

“The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar’s explanation at www.reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.”
Disability Services

The following is taken verbatim from LINK:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting http://drc.uga.edu”

I want to help all students succeed in this course!

Mental Health and Wellness Resources

The following is taken verbatim from LINK:

UGA Well-being Resources UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu

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Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting [https://well-being.uga.edu](https://well-being.uga.edu)

Course Readings

No book purchases are necessary for this class. All of the readings come from academic journal articles and book chapters. If the readings cannot be easily downloaded from Google Scholar on campus, readings can be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** coming to each week's class. When doing all of your readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too.
Class Outline

Class 1 (August 15th): Introduction to Course and Course Set Up

Required Readings:


Recommended Readings:


Class 2 (August 22nd): Theoretical Building Blocks for Various Human Security Outcomes and the Atrocity Prevention Lens

Required Readings:


Recommended Readings:


**Class 3 (August 29th): Military Interventions (Usually during conflict)**

**Required Readings:**


**Recommended Readings:**


**Class 4 (September 5th): Peacekeeping (Usually after conflict)**

**Required Readings:**


Recommended Readings:


Class 5 (September 12th): Mediation

Required Readings:


Recommended Readings:


Class 6 (September 19th): Diplomacy

Required Readings:


Recommended Readings:


Class 7 (September 26th): Foreign Aid

Required Readings:


Recommended Readings:

Class 8 (October 3rd): Sanctions

Required Readings:


Recommended Readings:


Class 9 (October 10th): Structural Adjustment Programs

Required Readings:


**Recommended Readings:**


**Class 10 (October 17th): NGOs - Human Rights/Conflict Related Outcomes**

**Required Readings:**


**Recommended Readings:**


**Class 11 (October 24th): Dr. Murdie will be in Brussels. Research Paper Workday #1. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.**

**Class 12 (October 31st): NGOs - Development-Related Outcomes**

**Required Readings:**


Recommended Readings:


Class 13 (November 7th): Dr. Murdie will be at the Peace Science Society Meeting. Paper Workday #2. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.

Class 14 (November 14th): Transitional Justice

Required Readings:


Recommended Readings:


Class 15 (November 21st): ICC

Required Readings:


Recommended Readings:


Extension and Application Essays Instructions and Rubric

Instructions: The overarching goal of this course is to give you experience with the academic research on human security and interventions so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students) or an outside academic (peer-reviewed from within political science) article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source could draw more on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. Essays must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 11th. Your second essay must be completed by October 16. Your final essay is due November 20th. You can complete all essays earlier than these due dates.
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<thead>
<tr>
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<th>Unacceptable (0 Points)</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent Full Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and Outline an Outside Source Related to the Week's Readings</td>
<td>fails to provide an outside source related to the week's readings</td>
<td>an outside source is provided, but not outlined or outlined incorrectly</td>
<td>an outside source is provided and outlined, some small errors in outline</td>
<td>an outside source is provided and outlined sufficiently</td>
</tr>
<tr>
<td>(5 points)</td>
<td>0 POINTS</td>
<td>2 POINTS</td>
<td>4 POINTS</td>
<td>5 POINTS</td>
</tr>
<tr>
<td>Synthesis - Connections to Week's Readings (5 points)</td>
<td>the essay shows a limited understanding of the week's readings</td>
<td>weak connections to the week's readings, at least one of the readings is missed</td>
<td>the essay provides connections to each of the week's readings in a somewhat superficial or unconnected way</td>
<td>the essay connects the news story to each of the week's readings in a way that illustrates that the readings were sufficiently understood and synthesized</td>
</tr>
<tr>
<td>Application-Discussion of at Least One Way Outside Source Could Draw More on Lessons Learned from the Readings (5 points)</td>
<td>no application of lessons learned provided in the essay</td>
<td>an application of lessons learned is attempted but incomplete</td>
<td>the essay provides a concrete application of the readings to the outside source, application may be weak or underspecified</td>
<td>the essay provides a concrete application of the readings to the outside source, application shows deep understanding and ability to apply the lessons from the scholarly literature</td>
</tr>
<tr>
<td>Application-Discussion of at Least One Unanswered Question from the Outside Source for Future Research/Literature Review (5 points)</td>
<td>no question for future research is provided</td>
<td>a question is attempted but incomplete</td>
<td>the essay provides a question for future research, although the question may be underdeveloped</td>
<td>the essay provides a thoughtful and thorough question for future research that draws on the outside source and week's readings</td>
</tr>
<tr>
<td>Content &amp; Vocabulary (3 point)</td>
<td>vocabulary for course missing</td>
<td>vocabulary for course only “name-dropped”</td>
<td>vocabulary presented but not discussed sufficiently</td>
<td>vocabulary presented in a coherent manner</td>
</tr>
<tr>
<td>Mechanics (2 point)</td>
<td>distracting errors and/or completely too long or too short</td>
<td>a few overlooked errors and/or slightly too long or too short</td>
<td>writing style could improve and/or slightly too long or too short</td>
<td>well-written and correct length</td>
</tr>
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Group Discussion Leader Presentation Instructions and Rubric

**Instructions:** Each week, three to four students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. **Presentation slides must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC).**

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<tr>
<td><strong>Review of Readings and Identification of Lessons Learned (10 points)</strong></td>
<td>Significant failure to identify or understand reading</td>
<td>Attempts to outline readings, but serious issues/inaccuracies identified</td>
<td>Presents the readings; some minor issues with understanding</td>
<td>Students shows advanced understanding of readings for the week</td>
</tr>
<tr>
<td></td>
<td>0 POINTS</td>
<td>4 POINTS</td>
<td>8 POINTS</td>
<td>10 POINTS</td>
</tr>
<tr>
<td><strong>Discussion Questions and Answers to Any Questions from Professor and Class (3 points)</strong></td>
<td>Unable to answer basic questions from professor and/or class as to the readings; discussion questions either not provided or completely off topic</td>
<td>Discussion questions or answers to questions from professor and/or class show some serious issues with understanding the reading</td>
<td>Discussion questions provided, answers to questions from professor and/or class show some minor issues with the reading</td>
<td>Provides thoughtful discussion questions for the class and clear, answers to any questions asked</td>
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<td>2 POINTS</td>
<td>3 POINTS</td>
<td></td>
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<tr>
<td><strong>Presentation Skills (2 points)</strong></td>
<td>Presentation seriously distracts from content</td>
<td>Presenters have major presentation issues to work on</td>
<td>Professional presentation is attempted but minor issues remain</td>
<td>Professional presentation, all group members involved, does not go over 15 minutes and is not under 13 minutes</td>
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<tr>
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Research Paper - Rubric

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<th>Comments on Component</th>
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<tr>
<td>Motivation/Intro</td>
<td>5 = paper’s opening presents a “puzzle” or story that helps with the identification of the research question and states the importance of the project</td>
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<td></td>
<td>4 = a full introduction is provided are there but underdeveloped</td>
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<tr>
<td></td>
<td>3 = introduction is missing key parts necessary for published work</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2 = the paper’s topic is unclear or muddled</td>
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<tr>
<td></td>
<td>1 = complete failure at a social science introduction</td>
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<tr>
<td>Statement of the Research Question</td>
<td>5 = clearly identifies a research question that is consistent with the identified topic, research question is concise and insightful</td>
<td>4 = acceptably identifies a research question consistent with topic</td>
<td>3 = somewhat difficult to identify what the research question is and/or how it relates to the identified topic</td>
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<tr>
<td>Literature Review (can be combined with theoretical argument section)</td>
<td>5 = outlines the existing social scientific literature on the topic, using at least 10 different academic sources, shows how question has or has not be addressed in the existing literature, discusses the literature in a coherent, integrated, and connected manner</td>
<td>4 = uses the required source materials but treatment somewhat lacks connection and integration (ie literature review could be provided only in a chronological way, major connections are inadequately addressed)</td>
<td>3 = does not use the required number of academic sources but does attempt to connect the literature</td>
</tr>
<tr>
<td>Theoretical Argument</td>
<td>5 = provides a clear and logical theoretical argument that could be used to justify an answer to the research question, connections are made to existing literature and potential counterarguments are anticipated and addressed</td>
<td>4 = theoretical argument presented but underdeveloped</td>
<td>3 = theoretical argument is provided but justifications are weak and unclear</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>5 = fully provides testable and falsifiable statements of empirical expectation(s) which are consistent with the theoretical argument provided it is easy to determine a dependent variable and an independent variable from all hypotheses, NOTE: only 1 hypothesis is required</td>
<td>4 = adequately provides statements of empirical expectation(s) consistent with theoretical argument</td>
<td>3 = provides empirical expectation(s) but not clear how expectations are consistent with theoretical argument</td>
</tr>
<tr>
<td>Empirical Research Design</td>
<td>5 = clearly and completely outlines a quantitative or qualitative way to evaluate each hypothesis</td>
<td>4 = adequately outlines a quantitative or qualitative way to evaluate hypotheses</td>
<td>3 = a research design is attempted but incomplete</td>
</tr>
<tr>
<td>Empirical Research Presentation</td>
<td>5 = empirics conducted in a reasonable way and presented in line with discipline standards</td>
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<td></td>
<td>4 = empirics show some serious flaws</td>
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<td>1 = complete failure in providing empirics</td>
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<tr>
<td>Mechanics</td>
<td>5 = writing style adds to the overall quality of the paper, citation style is consistent, correct length</td>
<td></td>
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<td></td>
<td>4 = minor problems with citation, spelling, grammar, or sentence structure, correct length</td>
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<td></td>
<td>3 = writing mechanics detract from the quality of the paper, correct length</td>
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<tr>
<td></td>
<td>2 = serious writing and citation errors</td>
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<td>1 = writing and citation errors too numerous for college work</td>
<td></td>
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<tr>
<td>Followed all feedback during semester</td>
<td>5 = Yes</td>
<td></td>
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<tr>
<td></td>
<td>1 = No</td>
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</tr>
</tbody>
</table>

Additional Comments:

Final Grade: 24