

IR 3060 Rebellion and Revolution

Fall 2021

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Lectures: posted by Tue
evening to Moodle

Tutorials:
Fri 11:00-12:00
Fri 12:00-13:00

Office Hours:
Tue 13:00-14:00 online
Tue 14:00-15:00 in person
141 Arts Building

Rebellion is the most prevalent form of conflict in the contemporary world. Mass protests, insurgencies, and civil wars bring with them the potential for transformative revolutions. Recent rebellions have toppled dictators and restored hope for democracy. Rebellions, however, also risk widespread violence and destabilization, resulting in immense destruction for the societies consumed by them. This module takes an historic, comparative approach to understanding the causes, processes, and consequences of rebellions and revolutions as important social phenomena that have been experienced across every region of the world.

We begin by examining the causes of rebellion, including theories of moral economy, ethnic political exclusion, state weakness, and religion. We then analyze scholarly understandings of the dynamics of resistance. What barriers do rebel groups face when organizing collective action and how do they recruit members? Is violent resistance or nonviolent protest more effective? How are guerrilla wars fought? And how do counterinsurgents contend with domestic uprisings?

During the Covid Pandemic

This semester, the pandemic continues to alter the way we deliver teaching. While in-person teaching will slowly return to normal, some elements of the module must remain online and students studying remotely must always be able to participate. This section summarizes important information on how the module will operate given these complex conditions. PLEASE READ CAREFULLY.

Lectures: All lectures will be pre-recorded in Panopto and distributed via Moodle by Tuesday evening. Please listen to the corresponding lecture in advance of your tutorials on Thursdays.

Tutorials: Tutorials will mainly meet in person, assuming government and university policy so allow. Students studying remotely will be brought into tutorials via Microsoft Teams and the hybrid technology in our classrooms. There are, however, some “interactive” elements to the module that cannot work in a hybrid teaching environment or with social distancing rules—such as the simulation. They will most likely be conducted over Microsoft Teams (I’ve gotten good at this). I may also be traveling in mid-October, due to some postponed obligations. These tutorials will also be conducted over Microsoft Teams to minimize disruption to your schedules. I ask for your empathy and patience in coping with these circumstances. More information and a comprehensive schedule will be provided in Week 1 after I know how many remote learners we have in the module.

Tutorials will always meet from 11:00-12:00 or 12:00-13:00 UK time on Fridays. Please be aware that if you opt to study remotely from a distant time zone, you must still be able to make this meeting time. *When meeting in-person, please pay close attention to your personal timetable on MySaint as venues are subject to change.*

Readings: The library has made every effort to provide digital access to all required readings. Search for IR3060 here: <https://sta.rl.talis.com/index.html>. In the rare case that a link doesn’t work or a reading is unavailable, please notify me immediately so that I can fix the problem or send a pdf. If you do wish to purchase books, I recommend these essential texts:

- Erica Chenoweth and Maria J. Stephan. 2013. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press.
- Ron Hassner. 2009. *War on Sacred Grounds*. Cornell University Press.
- Mahmood Mamdani. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Oxford: James Currey.
- James C. Scott. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press.

Other Course Materials: Instructions for assignments, policy workshop and simulation guidelines, reading guides and discussion questions, and all other course materials will be posted to Moodle in appropriately labeled folders.

Submitting Assignments: During the pandemic, you do not need to submit a hard copy of your assignments. Please upload an electronic copy via MMS. You must still fill out a cover sheet and ensure that your student ID number is on it. You have no idea how time consuming it is to dig through MMS and open individual essays in order to figure out whose paper is whose. For group assignments, please ensure that each member submits an identical copy and that all names/ID numbers are listed on the cover page. All deadlines are in UK time. All feedback will be provided electronically through MMS as well.

Office Hours: Drop-in online office hours are on Tuesdays from 13:00-14:00 on Microsoft Teams. Send me a message via chat and I will video call when I’m available. In-person office hours are on Tuesdays from 14:00-15:00, pandemic permitting, and will likely require advance sign-up to space people out. There is a permanent sign-up sheet on Microsoft Teams in the

“Files” area. Please be courteous to your fellow students and only sign-up for one 15 min block of time for the upcoming week.

Contact: Please contact me via email and try to have reasonable expectations about response time, even when you feel anxious over deadlines or life circumstances. I will endeavor to respond as quickly as possible during business hours (M-F, 9:00-17:00) and certainly within two business days. After that feel free to send a follow-up email. Also, it’s easier for me to respond if I can do so quickly. If your email takes more than a few sentences to compose, and you expect that it would take more than a few sentences to answer, then a face-to-face meeting might be a better idea (in-person or via teams). Attend office hours or, in pressing circumstances, email for an asap meeting.

Assignments

Final Mark Breakdown:

- 25% Tutorial Exercises
 - Simulation Strategy Memo (5%)
 - Simulation Reflection (10%)
 - Policy Workshop Memo (10%)
- 30% Conflict Journal
- 45% Research Essay

Simulation Strategy Memo (~800 words): The simulation explores dynamics during “dictator end-games” when mass protests and potential violence threaten to unseat often entrenched autocracies. Your team will represent one of the rebelling groups and play against teams representing the state and its military, drawn from the civil-military relations module. Each team will collectively write a memo outlining their general strategy and potential contingency plans.

Simulation Reflection (~1500 words): After the simulation, you will individually write a reflection of your experience and what you learned from the exercise.

Policy Workshop Memo (~1500 words): This workshop explores a contemporary rebellion, asking you to represent a party to that conflict in potential peace negotiations. You will delve into the history, objectives, ideological commitments, alliances, red lines, and other important dimensions to your actor (individually or in pairs, depending on module size) and write up a memo outlining your position in the peace talks.

Conflict Journal (~500 words per entry): To improve both your empirical and theoretical knowledge, and to bring greater contextual depth to discussions, I will ask you to choose a conflict to become an expert on over the course of the semester. Every week, from weeks 2-10, it is expected that you will do some independent research into your conflict and its dynamics, thinking through how the theoretical material in the readings helps us understand what happened.

Record these reflections in a weekly journal, with proper referencing. Each entry must be posted to Moodle on Wednesday by midnight. Of the entries you post on time, you should select your strongest seven to submit as your final conflict journal for marking. And, of course, I encourage you to bring your insights into our discussions!

Research Essay (5000 words): Write an original research paper that contributes to your knowledge of rebellion or revolution. Develop a compelling research question and then a clear argument (thesis) that answers that question. The best papers will engage with the existing scholarly literature on their topic (why hasn't it answered your question fully?), pay careful attention to evidence, and identify potential counter-arguments to their claims and provide additional evidence against them. You should incorporate at least 15-20 sources into your paper, the vast majority of which should be peer-reviewed books (academic presses) and articles.

Assignment Due Dates

All assignments are due at noon. Marked assignments should be uploaded to MMS. Weekly country journal entries should be uploaded to Moodle.

THR SEP 30 (WEEK 3) Simulation strategy memo

THR OCT 7 (WEEK 4) Simulation reflection

THR OCT 28 (WEEK 7) Policy workshop memo

MON NOV 29 (REVISION WEEK) Conflict journal

THR DEC 9 (EXAMS WEEK) Research essay

Weekly Overview with Required Readings

Week 1: Introduction and Fundamental Concepts

MON SEP 13: Lecture, "Rebellion and Revolution"

Part I: Causes of Rebellion and Revolution

Week 2: Greed and Grievances

MON SEP 20: Lecture, "Why Do Men Rebel? Greed versus Grievance"

THR SEP 23: Tutorial

- James C. Scott. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press. (p.1-240)
- Michael Ross. 2004. "What Do We Know About Natural Resources and Civil War?" *Journal of Peace Research* 41(3): 337-356.

Recommended Readings

- Paul Collier and Anke Hoeffler. 2003. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 663-695.
- Ted Robert Gurr. 1970. *Why Men Rebel*. Princeton University Press. [especially chapter 2]
- Wendy Pearlman. 2013. "Emotions and the Microfoundations of the Arab Uprisings." *Perspectives on Politics* 11(2): 387-409.
- Samuel L. Popkin. 1979. *The Rational Peasant: The Political Economy of Rural Society in Vietnam*. University of California Press. (p.1-267)
- Nicholas Sambanis. 2004. "Using Case Studies to Expand Economic Models of Civil War." *Perspectives on Politics* 2(2): 259-279.
- Ashutosh Varshney. 2003. "Nationalism, Ethnic Conflict, and Rationality." *Perspectives on Politics* 1(1): 85-99.

Week 3: Ethnicity

MON SEP 27: Lecture, "Ethnic Conflict and Exclusion"

THR SEP 30: Tutorial

- Lars-Erik Cederman, Andreas Wimmer and Brian Min. 2010. "Why Do Ethnic Groups Rebel?: New Data and Analysis." *World Politics* 62(1): 87-119.
- Mahmood Mamdani. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Oxford: James Currey. (read in depth chapters 4, 6 & 7; p.103-131, 159-233; skim chapters 3 & 5)
- Kristen A. Harkness. 2018. *When Soldiers Rebel: Ethnic Armies and Political Instability in Africa*. Cambridge University Press. (chapter 1, p.22-54)

Recommended Readings

- Kanchan Chandra. 2012. *Constructivist Theories of Ethnic Politics*. Oxford University Press.
- James Fearon and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.
- James Fearon and David Laitin. 2011. "Sons of the Soil, Migrants, and Civil War." *World Development* 39(2): 199-211.
- Donald Horowitz. 1985. *Ethnic Groups in Conflict*. Berkeley: University of California Press.
- John Mueller. 2000. "The Banality of 'Ethnic War.'" *International Security* 25(1): 42-70.

- Stathis Kalyvas. 2001. “‘New’ and ‘Old’ Civil Wars: A Valid Distinction?” *World Politics* 54(1): 99-118.
- Nicholas Sambanis. 2001. “Do Ethnic and Nonethnic Civil Wars Have the Same Causes?” *Journal of Conflict Resolution* 45(3): 259-282.

Week 4: State Weakness

MON OCT 4: Lecture, “The Structural Origins of Social Revolutions”

During office hours: Optional individual research paper meetings

THR OCT 7: Tutorial

- Theda Skocpol. 1979. *States & Social Revolutions*. Cambridge University Press. (chapters 2-3, p.47-157)

Recommended Readings

- James Coleman. 1990. “Collective Behavior” and “Revoking Authority.” In *Foundations of Social Theory*. Harvard University Press.
- Barrington Moore. 1966. *Social Origins of Dictatorship and Democracy*. New York: Penguin Books.
- Barbara Geddes. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. (part of chapter 3, p.106-114)

Week 5: Environmental Degradation

MON OCT 11: Lecture, “Climate Change, Water, and Conflict”

THR OCT 14: Tutorial

- Vally Koubi. 2019. “Climate Change and Conflict.” *Annual Review of Political Science* 22: 343-360.
- Ole Magnus Theisen, Helge Holtermann, and Halvard Buhaug. 2011. “Climate Wars? Assessing the Claim that Drought Breeds Conflict.” *International Security* 36(3): 79-106.
- Peter H. Gleick. 2014. “Water, Drought, Climate Change, and Conflict in Syria.” *Weather, Climate, and Society* 6: 331-340.
- Tor A. Benjaminsen, Koffi Alinon, Halvard Buhaug, and Jill Tove Buseth. 2012. “Does Climate Change Drive Land-Use Conflicts in the Sahel?” *Journal of Peace Research* 49(1): 97-111.

Recommended Readings

- Rikhil R. Bhavnani and Bethany Lacina. 2015. “The Effects of Weather-Induced Migration on Sons of the Soil Riots in India.” *World Politics* 67(4): 760-794.

- Cullen S. Hendrix and Sarah M. Glaser. 2007. "Trends and Triggers: Climate, Climate Change and Civil conflict in Sub-Saharan Africa." *Political Geography* 26: 695-715.
- Cullen S. Hendrix and Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1): 35-50.
- Clionadh Raleigh and Henrik Urdal. 2007. "Climate Change, Environmental Degradation, and Armed Conflict." *Political Geography* 26: 674-694.
- Ole Magnus Theisen. 2012. "Climate clashes? Weather Variability, Land Pressure, and Organized Violence in Kenya, 1989-2004." *Journal of Peace Research* 49(1): 81-96.

***** Week 6: Independent Learning Week *****

It is recommended that you take this time to conduct a substantial amount of work for your research essay. Aim to read 15+ independent sources (beyond any readings in the module booklet), to know what your critique of the existing literature is, and to have requested any ILL materials. You should also make some progress on your policy workshop memo.

Week 7: Religion and Policy Workshop—Understanding Palestine

MON OCT 25: Lecture, "War over Sacred Spaces"

During office hours: Optional individual research paper meetings

THR OCT 28: Tutorial = Policy Workshop

- Ron Hassner. 2009. *War on Sacred Grounds*. Cornell University Press. (p.1-179)
- independent research for policy workshop

Recommended Readings

- James D. Fearon, 1995, "Rationalist Explanations for War," *International Organization* 49(3): 379-414.
- Michael Hoffman and Amaney Jamal. 2014. "Religion in the Arab Spring: Between Two Competing Narratives." *Journal of Politics* 76(3): 593-606.
- Samuel P. Huntington. 1993. "The Clash of Civilizations?" *Foreign Affairs*. [and commentary on the resulting debate]
- Robert Pape. 2005. *Dying to Win: The Strategic Logic of Suicide Terrorism*. New York: Random House.
- Nil S. Satana, Molly Inman, and Johanna Kristin Birnir. 2013. "Religion, Government Coalitions, and Terrorism." *Terrorism and political Violence* 25(1): 29-52.

Part II: The Dynamics of Violence

Week 8: Guerrilla Warfare

MON NOV 1: Lecture, “How Rebels Recruit and Fight”

THR NOV 4: Tutorial

- Elizabeth Jean Wood. 2003. *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press. (chapters 7-8, p.193-256)
- Jeremy Weinstein. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press. (chapter 3, p.96-126)
- Sarah Elizabeth Parkinson. 2013. “Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War.” *American Political Science Review* 107(3): 418-432.

Recommended Readings

- Patrick Johnston. 2008. “The Geography of Insurgent Organization and Its Consequences for Civil Wars: Evidence from Liberia and Sierra Leone.” *Security Studies* 17: 107-137.
- Macartan Humphreys and Jeremy Weinstein. 2008. “Who fights? The Determinants of Participation in Civil War.” *American Journal of Political Science* 52(2): 436-455.
- Stathis Kalyvas and Mathew Kocher. 2007. “How Free is ‘Free Riding’ in Civil Wars? Violence, Insurgency, and the Collective Action Problem.” *World Politics* 59(2): 177-216.
- Mancur Olson. 1982. *The Rise and Decline of Nations*. New Haven: Yale University Press. (chapter 2, p.17-35)
- Jeremy Weinstein. 2005. “Resources and the Information Problem in Rebel Recruitment.” *Journal of Conflict Resolution* 49: 598-624.
- Mao Zedong. 2000 (Samuel B. Griffith translation) [orig. 1961]. *On Guerrilla Warfare*. University of Illinois Press. (p.1-114)

Week 9: Rebel Governance

MON NOV 8: Lecture, “Rebel Governance and the Treatment of Non-Combatants”

THR NOV 11: Tutorial

- Jeremy Weinstein. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press. (chapters 5-6, p.163-259)
- Amelia Hoover Green. 2018. *The Commander’s Dilemma: Violence and Restraint in Wartime*. Cornell University Press. (chapters 4-5, p.109-169)

Recommended Readings

- Lisa Hultman. 2007. "Battle Losses and Rebel Violence: Raising the Costs for Fighting." *Terrorism and Political Violence* 19(2): 205-222.
- Claire Metelits. 2010. *Inside Insurgency: Violence, Civilians, and Revolutionary Group Behavior*. New York: New York University Press. [chapters 2-3: 15-77]
- Thandika Mkandawire. 2002. "The Terrible Toll of Post-Colonial 'Rebel Movements' in Africa: Towards an Explanation of the Violence Against the Peasantry." *Journal of Modern African Studies* 40(2): 181-215.
- William Reno. 2007. "Patronage Politics and the Behavior of Armed Groups." *Civil Wars* 9(4): 324-342.

Week 10: Civil Resistance

MON NOV 15: Lecture, "Non-Violence as an Alternative Strategy of Resistance"

THR NOV 18: Tutorial

- Erica Chenoweth and Maria J. Stephan. 2013. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press. (chapters 1-5, p.1-146)

Recommended Readings

- Erica Chenoweth and Orion A. Lewis. 2013. "Unpacking Nonviolent Campaigns: Introducing the NAVCO 2.0 Dataset." *Journal of Peace Research* 50(3): 415-423.
- Dennis Chong. 1991. *Collective Action and the Civil Rights Movement*. University of Chicago Press.
- Kurt Schock. 2013. "The Practice and Study of Civil Resistance." *Journal of Peace Research* 50(3): 277-290.
- Sidney Tarrow. 1994. *Power in Movement: Social Movements, Collective Action, and Politics*. Cambridge University Press.

Week 11: Counterinsurgency

MON APR 22: Lecture, "How Governments Resist: Brutality v. Hearts and Minds"

THR NOV 25: Tutorial

- Paul Dixon. 2009. "'Hearts and Minds?' British Counterinsurgency from Malaya to Iraq." *Journal of Strategic Studies* 32(3): 353-381.
- Michael Shurkin. 2020/21. "France's War in the Sahel and the Evolution of Counterinsurgency Doctrine." *Texas National Security Review* 4(1): 35-60.
- Alexander Downes. 2007. "Draining the Sea by Filling the Graves: Investigating the Effectiveness of Indiscriminate Violence as a Counterinsurgency Strategy." *Civil Wars* 9(4): 420-444.

- Jason Lyall and Isaiah Wilson III. 2009. "Rage Against the Machines: Explaining Outcomes in Counterinsurgency Wars." *International Organization* 63(1): 67-106.

Recommended Readings

- David Anderson. 2005. *Histories of the Hanged*. New York: W.W. Norton & Co.
- Ivan Arreguín-Toft. 2001. "How the Weak Win Wars: A Theory of Asymmetric Conflict." *International Security* 26(1): 93-128.
- FM 3-24 2006 U.S. Counterinsurgency Field Manual
- David Galula. 1964. *Counterinsurgency Warfare: Theory and Practice*. Praeger Security International.
- Gian P. Gentile. 2009. "A Strategy of Tactics: Population-centric COIN and the Army." *Parameters* (Autumn): 5-17.
- Stathis Kalyvas. 2006. *The Logic of Violence in Civil War*. Cambridge University Press.
- Andrew Mack. 1975. "Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict." *World Politics* 27(2): 175-200.
- John A. Nagl. 2002. *Counterinsurgency: Lessons from Malaya and Vietnam: Learning to Eat Soup with a Knife*. London: Praeger. [especially chapters 1-2: 3-33; chapters 4-5: 59-111.]

Other Module Policies

Students are responsible for knowing and must adhere to the contents of the School handbook which is available on the School website under Current Students/Undergraduates/Handbooks AND the Student Handbook Webpages, found here: <https://www.st-andrews.ac.uk/education/handbook/>.

Attendance: Tutorial attendance is required. You may miss one tutorial no questions asked. A second tutorial absence will result in an Academic Alert: ABSENCE and must be made up with *written work* (~500 word response essay to the readings). You may be absent from a maximum of two tutorials, regardless of whether a self-certification is made. Missing more than two tutorials will result in the issuance of an Academic Alert: FINAL and failure to complete the module, unless there are exceptional circumstances.

Extensions and Late Assignments: This module is fast-paced and involves nearly weekly written work and deadlines. For your own sake, extensions are not a wise idea. Part of what I want to teach you this semester are good project management skills (which employers love). I am also happy to sit down with you one-on-one, in office hours, and develop a weekly schedule to help you stay on top of things. That being said, unanticipated crises do happen and we live in precarious times. If you cannot meet a deadline, please contact me as soon as possible. True emergencies receive no penalties. Everything else I try to negotiate reasonably, but anticipate

some consequences. That is only fair to those who turn their work in on time (even if they really wanted to squeeze in just one more round of editing but the clock ran out). I can grant extensions up to two weeks, after which I need to consult with and seek the approval of the Director of Student Well-being (see below). You also need to complete an online Self-Certificate for any extension, using the self-certificate task on the ‘my details and development’ page on MySaint.

Academic Integrity: Students are expected to comply with the integrity standards of the University of St. Andrews. You must cite your sources properly and fully acknowledge the origins of all data, facts, ideas, arguments, or interpretations you rely on in your own work. Suspected cases of plagiarism, cheating, or other acts of academic dishonesty will be punished to the fullest extent possible.

Director of Student Well-being: The School of International Relations now has a dedicated Director of Student Well-being, Dr. Ryan Beasley (irwellbeing@st-andrews.ac.uk). If you are facing difficulties at an academic or personal level and would like to discuss them, please get in touch. Any requests for Leaves of Absence must be submitted to the Director of Student Well-being.

Equality and Diversity: The School of International Relations actively strives to create a diverse population within its staff and students and wishes to provide a place of welcome and tolerance for study and research. To foster diversity and inclusion, equal access to opportunity is essential. Academic quality and rigor for all students and staff is linked to the elimination of bias and discrimination. The School works with the University to investigate all cases of discrimination, harassment, and violence, and is committed to diversity and inclusivity, for students and for staff. The School adheres to strict non-discrimination policies, and will not tolerate disrespect, discrimination, harassment, or violence by, or against, any member of our community. If you need to report or talk with someone about these issues, please contact with either the School’s Equality and Diversity Chair, Dr Filippo Costa Buranelli (fc7@st-andrews.ac.uk) or the Head of School, Professor Ali Watson (irhos@st-andrews.ac.uk). Please note that we are willing to help staff and students navigate the University reporting system.

Essay Formatting and Other Rules: Failure to properly format your essay will result in a small deduction to your mark. All assignments must be word-processed (not that your generation would write anything out by hand...) Proofread your writing for typographical, grammatical, and punctuation errors. If you consistently make these kinds of errors, your mark will drop. Word counts are inclusive of endnotes/footnotes, but exclusive of the bibliography. For the policy essay and blogpost, a margin of 5 (five) percent either way is permissible before a penalty is applied. The details of that penalty can be found in the School Handbook which is available on the School website. Also make sure to use:

- Times 12 or its close equivalent (usually the default setting)
- 1” margins all around
- Double-spacing

- Page numbers—if your first page is the cover page, set this page number to 0 (in Word, select “Page Numbers” from the “Insert” menu, and click on “Format”)
- A standard citation style (Chicago, APA, MLA, etc.)
- A standard **cover page**, including the word count, available online or in the school office

Asking for a Letter of Reference: Please see my website (kristenharkness.com), under teaching, for detailed instructions on asking for a letter of reference. I require a minimum of two weeks notice and ask that you compile a packet of relevant information for me.

Grading Standards for Essays

When grading, I evaluate the words on the page before me and do not factor in “improvement” or “effort” or other mushy criteria. Standards are standards.

A paper in the **First range (16.5+)** displays exceptional grace and demonstrates a high degree of mastery over both the substantive content of the paper as well as the fundamentals of academic writing: it advances an interesting, arguable thesis; establishes a clear motive to suggest why the thesis is original or worthwhile; employs a logical and progressive structure; analyzes evidence insightfully and in depth; draws from well-chosen sources; and is written in a clear, sophisticated style.

A **2-1 range (13.5-16.4)** paper resembles a First range paper in some ways, but may exhibit a vague, uninteresting, or inconsistently argued thesis; establish a functional but unsubstantial motive; employ a generally logical but somewhat disorganized or undeveloped structure; include well-chosen but sometimes unanalyzed and undigested evidence; use sources in a correct but limited fashion; or be written in an unsophisticated or grammatically problematic style.

A **2-2 range (10.5-13.4)** paper resembles a 2-1 range paper in some ways, but may also feature a confusing, simple, or descriptive thesis; provide a simplistic motive or none at all; lack a coherent structure; fail to present enough evidence, or present evidence that is insufficiently analyzed; drop in sources without properly contextualizing or citing them; and be written in a generally unclear, simplistic, or technically flawed style.

A **Third range (7.5-10.4)** paper resembles a 2 range paper but may include a purely descriptive or obvious thesis; lack a motive; display an unfocused, confusing, or rambling structure; and draw on under-analyzed evidence and few sources. A 7-8 paper has trouble engaging with the assignment and may not show awareness of the conventions of academic discourse and style. It does, however, show signs of *attempting* to engage with the issues, topics, and sources of the assignment.

A **Failing (below 7.5)** paper is similar to a 7-8 range paper but is significantly shorter than the assigned length and addresses the assignment superficially.

A **0** paper is less than half the assigned length and does not fulfill the basic expectations of the assignment (for example, in a research paper, there is evidence of little or no research). Unlike a Failing paper, a 0 does not count as successful completion of the assignment and may result in an incomplete.

Writing Resources

On MMS: There is a folder on MMS, “Writing Resources” within the “Content” area, which contains handouts and other guides for a wide variety of writing skills—including constructing a good thesis statement, structuring an academic essay, using evidence effectively, and creating compelling introductions and conclusions. While no amount of writing prowess can substitute for skilled analysis and clever insights, problems with the techniques and mechanics of writing often obscure the creativity, persuasiveness, and originality of a paper’s substantive ideas—thereby often doubly-harming the resulting mark.

Online Help with Citations:

University of St. Andrews Library Help for Citing Sources:

<http://www.st-andrews.ac.uk/library/information/furtherhelp/citingreferences/>

American Psychological Association (APA Style) homepage:

<http://www.apastyle.org/>

Chicago Manual of Style homepage:

<http://www.chicagomanualofstyle.org/home.html>