# Putin’s Russia/4850:005 & 5500:007

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TR: 2 – 3.20 PM

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http://en.kremlin.ru/events/president/news/70315/videos

## Course Description, Structure, and Objectives

This is an in-person Spring 2023 semester course, which provides a detailed introduction to the modern Russian politics. Russia is the largest country on Earth by territory, a successor state of USSR and a key geopolitical player in Eurasia. The class primarily focuses on country’s domestic politics, although topics in foreign politics that affected the domestic politics, will be also given attention. Even though Russia took a course towards democratization in 1991, after the USSR’s break-up, it remains to be a politically repressive regime, with numerous instances of human rights violations. After two devastating Chechen Wars, the Russians enjoyed a relatively stable decade of economic growth and stability, until The 2014 Annexation of Crimea. To understand the shift in the Russian foreign policy, which was caused by domestic problems, we will investigate current regime’s political interests, economic miscalculations, and geopolitical concerns. From 2014, the country is also engaged in intense cyberwarfare and media-warfare to legitimate its controversial policies. The course will start with Boris Yeltsin’s departure from presidency and continue into current system under Vladimir Putin and the ongoing war in Ukraine. By the end of the course, students should be able to engage their analytical skills to make sophisticated interpretations of current Russian politics.

## Required Materials

1. Daniel Treisman. *The New Autocracy: Information, Politics, and Policy in Putin’s Russia.* Brookings Institution Press; 2018. ($25-35 on Amazon and B&N)
2. Anna Politkovskaya. *Putin’s Russia.* 2004 ($15-25 on Amazon and B&N)
3. Additional reading materials that will be posted on Canvas

**This course has digital components!**  To fully participate in this class, you will need internet access to reference content on the Canvas Learning Management System. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. Please immediately report any technical problems that are preventing you from accessing the course and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number.

## How to Succeed in this Course

You should be prepared for a bigger reading load and challenging assignments in this upper-level course. If you complete all readings before class, participate in the class and submit all assignments on time, *you will succeed in this class*. The goal of this class is to empower you with new knowledge and experience to do things you can’t yet do. That means every week we will have challenges you don’t yet know how to clear. The schedule and policies in this syllabus are all designed with the purpose of giving you the tools you need to succeed and motivating you to use them to pass each challenge. Every assignment is designed for your focused practice and palpable improvement. Every deadline is in place to support your pacing. Every grading policy is there to encourage and reward you for working up to your own high standards.

If you are struggling for any reason​ please send me an email, talk to me in class or the halls or come by my office ​whether or not we have an appointment​. I want to hear what you’re experiencing, and we will work together to fix it. Depending on your struggle, there might be immediate help from UNT’s Office of Disability Accommodation (info and link below) and/or a medical note from a counselor or therapist that will authorize me to accommodate your needs.​ If your struggle doesn’t match either of these, we will work to find another solution.

I am generally strict about enforcing everything in this syllabus because that strictness usually ​​helps​ my students achieve their goals and they thank me later for the tough love. If for any reason you fall off the train and feel unable to catch up, talk to me right away and we’ll get you back on board.

### Academic Integrity:

We will have written assignments in the class. I am a big believer that each one of you is more than capable of coming up with your own original thoughts. And if you happen to agree with someone else’s – that is fine, too, but you always need to give credits to the creators. Stealing someone else’s hard work or failing to give proper credits to respective authors will never help to pass the assignments and goes against the university’s policy on academic integrity.

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. The Student Standards of Academic Integrity are based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. ([UNT Policy 18.1.16](http://policy.unt.edu/policy/06-003))

Acts academic dishonesty include **cheating, plagiarism, fabrication, forgery, sabotage of other’s works, self-plagiarism, team plagiarism and patch-writing plagiarism (**<https://policy.unt.edu/policy/06-003>). Any attempt to engage in academic dishonesty will result in receiving zero for the assigned items and may get reported to the Dean of Students.

If you would like assistance with expressing your ideas in writing, or just want to refresh your knowledge about proper citation mechanisms (so that you can give proper credits to authors), consider visiting the UNT’s Writing Studio. Also, check [these very helpful handouts on the Writing Center’s website](https://writingcenter.unt.edu/handouts) (<https://writingcenter.unt.edu/handouts>), which can help you with organizing and citing your academic papers.

### ADA accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

### Word on Communication:

For this course, I will check my email at least once per day Monday-Friday during regular business hours, so please remember that you will not necessarily receive an instant reply from me, but I will answer your email within 48 hours. Make sure that you use your UNT email when contacting me. When emailing me, please identify yourself by giving me your entire name, the class you are in, and your specific question. Try to be very specific with your questions, **as the more specific you are, the better I will be able to answer your question.**

## Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Likewise, when others critique your points, don't take them personally but think about what about your and others' arguments could be presented in a more persuasive manner. Remember, you can disagree without becoming disagreeable and in addressing disagreements you will help your own and the class’s learning. In return for your thoughtful engagement with the material and each other, I will work to provide a learning environment that allows you to take intellectual and emotional risks. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (<https://deanofstudents.unt.edu/conduct>).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):

UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## Attendance

Attendance Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (<https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf>.)

If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me! Also, UNT will notify through Eagle Alert of any emergencies or if there is a campus closing that will impact a class in accordance with the Emergency Notifications and Procedures Policy (PDF) (<https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf>).

Please try to arrive before class begins to find a seat, prepare your materials, and connect with your peers. Because this course involves collaboration, participation is essential to everyone’s learning. Our in-class activities require you to be actively engaged in discussions and group work. The beginning of class is especially critical—just like the beginning of a movie or book. Being late to class is sometimes inevitable. **If you are late, know that you are welcome to join the class, but please do so without distracting others.**

### Attendance and COVID-19:

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID per CDC’s website (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>,) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider **PRIOR** to coming to campus.

## Grading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| 90-99% | 80-90% | 70-80% | 60-70% | 0-60%  |

Late work is not accepted, unless there is a **valid reason** for missing the original deadline. Also, if you have an important life event, or an emergency, or any other situation that is preventing you from submitting the work on time – please let me know as soon as possible. Also, you can always ask me to review your grade.

## Assignments

### Extended Outline – 15%

During Week 5, you will be asked to submit an Extended Outline (no more than 3 pages) of the course project you intend to write a final paper on. Your outline should have a clearly stated sections of your upcoming project, e.g. “Introduction”, “Body”, “Conclusion” and etc. The purpose of this assignment is to give you the initial feedback, to assess the direction you are planning to go and to help you with moving to the presentation and to the final paper. The scoring rubric for your outline is attached in the Appendix to this syllabus below.

### Short Critical Essay – 15%

During Week 8, you will write and submit a short paper analyzing the elements of state propaganda in few news articles covering the same topic. The news articles will be from both Russian and non-Russian news agencies, and your task is to critically analyze the rhetoric of the coverage. The essay should be between **2-4** pages. The detailed instructions and relevant articles will be posted on Canvas.

### Presentation – 30%

During Week 11, you will be presenting your upcoming paper project by giving a short presentation (no more than 10 mins) and receiving feedback from your colleagues. The scoring rubric for the presentation is attached in the Appendix.

***\**** *Please note that if you cannot complete this assignment, I will be offering an alternative assignment.*

### Final Paper – 40%

During Week 16, you will submit a final paper, where you will formulate a research question and use secondary sources to try and answer it. You should have clearly stated arguments in the body of your paper and use appropriate academic sources for supporting them. The paper should not exceed 20 pages and be submitted during the last week of the semester. The paper must be double-spaced, Times New Roman 12pt, and have a uniform reference format throughout the entire document. More detailed instructions and the scoring rubric are attached in the Appendix.

## Course Requirements/Schedule

*\* Even though there are two class sessions in one week, and we may leave some readings for the second session – you should still try to read all of the readings before their respective weeks.*

|  |  |
| --- | --- |
| Week 1  | **End of Communism?*** Fukuyama, Francis. "Reflections on the end of history, five years later." History and theory (1995): 27-43.
* Tuminez, Astrid S. "Nationalism, ethnic pressures, and the breakup of the Soviet Union." Journal of Cold War Studies 5.4 (2003): 81-136.
* Treisman book, Chapter 4 “The Siloviki in Russian Politics”
 |
| Week 2  | **Shock Therapy and the First Chechen War** * Huygen, Christopher. "One step forward, two steps back: Boris Yeltsin and the failure of shock therapy." Constellations 3.1 (2011).
* (1999) The succession struggle in Russia, Strategic Comments, 5:7, 1-2, DOI: 10.1080/1356788990571
* 1999 Russian apartment bombings. Why doesn't anyone believe Putin's version? (Youtube Video) <https://www.youtube.com/watch?v=o-tweTFLS2E>
 |
| Week 3  | **Second Chechen War*** Pain, Emil. "From the First Chechen War Towards the Second." The Brown Journal of World Affairs 8.1 (2001): 7-19.
* Dubnov, Vadim. “Chechnya’s New Contract With the Kremlin,” Carnegie Moscow Center, October 27, 2016.
* DW Documentary (Video) <https://www.youtube.com/watch?v=stTgvqF7zxY>
 |
| Week 4 | **Legacy of the Chechen Wars** * Anna Politkovskaya. *Putin’s Russia.* 2004. (All chapters).
 |
| Week 5 | **Wounded Empire** * Jeanne L. Wilson, "The Legacy of the Color Revolutions for Russian Politics and Foreign Policy," Problems of Post-Communism 57.2 (2010): 21-36.
* Scheindlin, Dahlia. "Phantom Referendums in Phantom States: Meaningless Farce or a Bridge to Reality?." Nationalism, Referendums and Democracy. Routledge, 2016. 75-98.
* Ghia Nodia, “The Wounds of Lost Empire,” Journal of Democracy 20.12 (2009): 34-38.
* Why do young people in Russia love the USSR? (Youtube Video) <https://youtu.be/_JHZEQ3YMp0>

**Extended Outline DUE: February 16th, by 11:59 PM**  |
| Week 6  | **Putin’s 2012 Return** * Rogov, Kirill. “Administrative Mobilization and the Dynamics of Electoral Manipulations on Putin’s Presidential election,” PONARS Eurasia Policy Memo No. 537, August, 2018
* Treisman book, Chapters 2, 3, 4, 5
 |
| Week 7 | **Euro-Maidan and The Annexation of Crimea** * John J. Mearsheimer, “Why the Ukraine Crisis is the West’s Fault,” Foreign Affairs 93.5 (September/October 2014): 77-89
* Rotaru, Vasile. "‘Mimicking’the West? Russia's legitimization discourse from Georgia war to the annexation of Crimea." Communist and Post-Communist Studies 52.4 (2019): 311-321.
* Dimitar Bechev, "Understanding the Contest Between the EU and Russia in Their Shared Neighborhood," Problems of Post-Communism 62.6 (2015): 340-349.
 |
| Week 8 | **Looking East: Russia in BRICS, Syrian Conflict and Belt & Road*** Timofeev, Ivan, Yaroslav Lissovolik, and Liudmila Filippova. "Russia's vision of the belt and road initiative: from the rivalry of the great powers to forging a new cooperation model in Eurasia." China & World Economy 25.5 (2017): 62-77.
* Putin, Vladimir. "A plea for caution from Russia." New York Times 11.9 (2013): 13.
* Kofman, Michael, and Matthew Rojansky. "What kind of victory for Russia in Syria?." Military Review 24.2 (2018): 6-23.

**Short Essay DUE: March 9th, by 11:59 PM** |
| Week 9Week 10 Week 11 Week 12  | **Spring Break: 03/13 – 03/18** **Economic Growth, Sochi Olympics and World Cup*** Treisman book, Chapter 6
* Martin Müller (2014) After Sochi 2014: costs and impacts of Russia’s Olympic Games, Eurasian Geography and Economics, 55:6, 628-655, DOI: 10.1080/15387216.2015.1040432
* Human Rights Watch (2018) Russia’s Bloody World Cup <https://www.hrw.org/news/2018/07/13/russias-bloody-world-cup>

**Class Presentations** **Domestic pressures and The 2018 Elections** * Treisman book, Chapters 8 and 10
* Rogov, Kirill. “Administrative Mobilization and the Dynamics of Electoral Manipulations on Putin’s Presidential election,” PONARS Eurasia Policy Memo No. 537, August, 2018
 |
| Week 13 Week 14 | **“Tightening the screws”** * Hutcheson, D. S., & McAllister, I. (2021). Consolidating the Putin Regime: The 2020 Referendum on Russia’s Constitutional Amendments, Russian Politics, 6(3), 355-376. doi: <https://doi.org/10.30965/24518921-00603004>
* Navalnvy (2022) movie

**Propaganda, Kremlin “Pool” and Media Warfare*** Treisman book, Chapter 7
* Vladimir Gel’man, “The Politics of Fear,” Russian Politics and Law 53.5-6 (2015): 6-26.
* Crilley, Rhys, et al. "Understanding RT’s Audiences: Exposure not endorsement for Twitter followers of Russian state-sponsored media." The International Journal of Press/Politics 27.1 (2022): 220-242.
 |
| Week 15 | **The Russo-Ukrainian Conflict (2022 - )** * TBD
 |
| Week 16  | **Final Papers due at May 7th, by 11:59 PM.**  |

***Please note*: (I reserve a right to make amendments to this schedule and should they become necessary – you will be notified well ahead of any deadlines.**

## Additional UNT Policies

### Retention of Student Records:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Access to Information - Eagle Connect:

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

### Student Evaluation Administration Dates:

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13-15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

### Survivor Advocacy:

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

### Use of Student Work:

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

• The work is used only once.

• The work is not used in its entirety.

• Use of the work does not affect any potential profits from the work.

• The student is not identified.

• The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

### Transmission and Recording of Student Images in Electronically Delivered Courses:

No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image.

### Student Support Services:

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

• Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

• Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

• UNT Care Team (<https://studentaffairs.unt.edu/care>)

• UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

• Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### Additional Student Support Services:

• Registrar (<https://registrar.unt.edu/registration>)

• Financial Aid (<https://financialaid.unt.edu/>)

• Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)

• Career Center (<https://studentaffairs.unt.edu/career-center>)

• Multicultural Center (<https://edo.unt.edu/multicultural-center>)

• Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)

• Pride Alliance (<https://edo.unt.edu/pridealliance>)

• UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

• Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)

• Academic Success Center (<https://success.unt.edu/asc>)

• UNT Libraries (<https://library.unt.edu/>)

• Writing Lab (<http://writingcenter.unt.edu/>)

# Appendix: grading rubrics for major assignments

## Scoring Rubric for Extended Outline

Poor Excellent

OUTLINE COMPONENTS 2 4 6 8 10

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the outline have a clear Introduction? , | , | , | , | , |
| Does the outline have a clearly stated research question or topic statement? , | , | , | , | , |
| Are main sub-sections of the main body listed and organized? , | , | , | , | , |
| Do the outline components have appropriate titles and sub-headings? , | , | , | , | , |
|  Is the used language appropriate and discernible? , | , | , | , | , |
| Are externally used sources (if any) properly cited? , | , | , | , | , |
| Is outline engaging and creating to the reader? , | , | , | , | , |
| Does the outline have proper grammar and punctuation? , | , | , | , | , |
| Do the sub-headings clearly signal what the content in them is going to be? , | , | , | , | , |
| Does the outline have a clear Conclusion? , | , | , | , | , |

TOTAL SCORE / 100

## Scoring Rubric for Class Presentation

Poor Excellent

PRESENTATION SKILLS 1 2 3 4 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Were the main ideas presented in an orderly and clear manner? , | , | , | , | , |
| Did the presentation fill the time allotted? , | , | , | , | , |
| Did the talk maintain the interest of the audience? , | , | , | , | , |
| Did the presentation have appropriate and helpful visual aid? , | , | , | , | , |
| Was the used language appropriate and understandable? , | , | , | , | , |
| Was presenter enthusiastic about the topic? , | , | , | , | , |

CONTENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Was relevant background information on the topic given? , | , | , | , | , |
| Was the material selected for presentation appropriate to the topic? , | , | , | , | , |
| Was essential information given to allow the audience to effectively ,evaluate the topic? | , | , | , | , |
| Was irrelevant or filler information excluded? , | , | , | , | , |
| Did the presenter have a clear understanding of the material presented? , | , | , | , | , |
| Did the presenter mention, or have references of, the used sources? , | , | , | , | , |

CRITICAL THINKING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Were the main issues in this area clearly identified? , | , | , | , | , |
| Did the presenter connect his topic to the course? , | , | , | , | , |
| Was any related empirical evidence presented? , | , | , | , | , |
| Was presenter unbiased and objective in the presentation of the information? , | , | , | , | , |
| Did the presenter make recommendations for further work in this area? , | , | , | , | , |
| Did the main conclusions of the presentation follow from the material presented? ... , | , | , | , | , |

AUDIENCE DISCUSSION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Was the presenter responsive to audience questions? , | , | , | , | , |
| Did presenter answer audience questions sufficiently? , | , | , | , | , |

TOTAL SCORE / 100

## Guidelines and Rubric for Final Paper

### General Formatting Guidelines

The paper should be written in the Times New Roman 12 pts font, be double-spaced, and have sub-headings for main sections and a front page. In the front page, write your name and the title of your paper. The paper should be use the same citing format throughout the entire documents, including the in-text citations.

Poor Excellent

INTRODUCTION AND CONCLUSION

 1 2 3 4 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Were the topic and research question stated clearly? , | , | , | , | , |
| Does conclusion clearly sum up results? , | , | , | , | , |
| Does conclusion point to further research or policy implications? , | , | , | , | , |
| Was the used language appropriate and understandable? , | , | , | , | , |
| Is introduction interesting and engaging, and does it contain any attention-grabbing facts? , | , | , | , | , |

LITERATURE REVIEW

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Is there relevant background information on the topic? , | , | , | , | , |
| Is literature review organized and focused on topic? , | , | , | , | , |
| Is irrelevant or filler information excluded? , | , | , | , | , |
| Are main gaps in the literature mentioned? , | , | , | , | , |
| Does literature review contain information that is historically accurate? , | , | , | , | , |

MAIN BODY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Are arguments supported by any evidence or data? , | , | , | , | , |
| Are all arguments logical and compelling? , | , | , | , | , |
| Does every paragraph have appropriate topic sentence? , | , | , | , | , |
| Is the evidence used to support the arguments objective and unbiased? , | , | , | , | , |
| Do paragraphs transition smoothly between each other? , | , | , | , | , |

WRITING MECHANICS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Is entire paper organized appropriately? , | , | , | , | , |
| Is paper proofread and void of spelling and grammar mistakes? , | , | , | , | , |
| Are sentences constructed appropriately? , | , | , | , | , |
| Is paper between 7-12 pages in length? , | , | , | , | , |
| Are all external sources cited appropriately? , | , | , | , | , |

TOTAL SCORE / 100