

## POLS 240 (Fall 2012): Essay 2

Choose and read one of the news articles provided with this assignment. (Titles are listed below. Go to the course WebCT site or the course website to click through to the articles.) Use the framework of interests, interaction, and institutions to demonstrate your understanding of the event discussed in the news article. Specifically answer the following questions: (1) Who are the key actors in the event? (2) From information from the news article or the textbook, what are the interests of these key actors? (3) What actions are the actors taking? (4) How do each actor's actions contribute to achieving its interests? (5) How do your answers to question 4 help you understand the event?

Your essay should be one page in length, single-spaced in 11 or 12 point font. (Use a simple header for your name that doesn't take much space. For example, "POLS 240 (Fall 2012): Essay 2" on the left-hand side and your name on the right-hand side, all on one line.) Be clear about which article you chose but otherwise assume that the reader has also read the article.

In citing from the chosen article, just put quotation marks around borrowed phrases. In citing from the textbook, use quotation marks around borrowed phrases AND "(FLS xx)" where xx = the page number(s) where you found the phrase. For this assignment, you do not need to bring in other material; however, if you do, please provide a footnote citation that would allow a reader to find exactly what you borrowed. (That is, include author, year of publication, title of article/chapter/entry, publication source--including title and/or web address, volume, issue, and page number(s). For example, Butler, Christopher K. 2007. "Coercive Bargaining and Prospect Theory." *Journal of Conflict Resolution* 51(2): 227-250.)

Your essay will be graded on how well you answer each of the five questions AND how well your essay is written. The attached rubric will be used to calculate your grade.

### Articles for Essay 2:

- Action Plan, But No Action
- France urges UN Security Council meeting on Mali intervention
- Economic development strategies must put people first, Thai leader says at UN debate
- UN meeting debates how to improve multilateral system for sustainable development aims
- Taking steps to improve performance of UN Secretariat, General Assembly adobts resolution on culture of accountability, change management by recorded vote
- Haiti Quake Highlights Need For U.N. Trusteeship
- Nigeria: Bakassi - Jonathan Says Country Committed to ICJ Ruling

(Links available at <http://www.unm.edu/~ckbutler/POLS240/Essay2Articles.htm>)

Rubric for the Essays  
 POLS 240-4: Fall 2012

Learning Objective/ Question	Performance Indicators			
	Exceeds Expectations	Meets Expectations	Benchmark	Missing/ Unacceptable
Summary	(1) Who are the key actors in the event? All key actors correctly identified by type (state, IGO, etc.) and influence. <b>8 points</b>	All key actors correctly identified but shows misunderstanding of actor types and/or gives tangential actors an equal footing. <b>6 points</b>	Merely lists all actors mentioned in the article. <b>4 points</b>	Left implicit (mentioning actors only in passing) or seriously confuses actors by type or influence or missing. <b>0 points</b>
	(2) From information from the news article or the textbook, what are the interests of these key actors? Correctly addresses interests for each actor (either individually or in appropriate groupings) as they apply to the event in question. <b>8 points</b>	Addresses interests for each actor, but may make inappropriate groups or mis-attribute common interests that are inappropriate to the event in question. <b>6 points</b>	Lists interests for each actor without consideration for the event in question, taking interests as verbatim from the article or as just common interests from the textbook. <b>4 points</b>	Left implicit (mentioning interests only in passing) or seriously confuses interests or missing. <b>0 points</b>
	(3) What actions are the actors taking? Correctly summarizes what actions the actors are taking and classifies them as cooperative or hostile as perceived by the other key actors. <b>8 points</b>	Correctly summarizes what actions the actors are taking. May classify actions as cooperative or hostile, but this classification is either incomplete or occasionally incorrect. <b>6 points</b>	Reports only what is already stated in the article. <b>4 points</b>	Left implicit (mentioning actions only in passing) or seriously confuses the classification of actions or missing. <b>0 points</b>
Application	(4) How do each actor's actions contribute to achieving its interests? Answered at "Meets Expectations" plus correctly notes how the actions of at least some of the actors are designed to achieve interests beyond those directly related to the event (such as linkage). <b>26 points</b>	Each actor is considered in turn. Answers appropriately reflect problems of strategic interaction in which actors recognize they can't always get what they want but can still act in ways that make sense given their interests. <b>21 points</b>	Reports only what is already stated in the article and/or assumes that actions are merely a direct reflection of interests. <b>16 points</b>	Does not answer the question for all key actors and/or seriously confuses interests and interests. <b>0 points</b>
Analysis	(5) How do your answers to question 4 help you understand the event? Answered at "Meets Expectations" plus demonstrates genuine self-reflection on the thought process. E.g., reflects on initial or typical understanding and how focusing on strategic thinking changed that understanding. <b>25 points</b>	Demonstrates an understanding of the <i>interactions</i> of the event as more than the actions of each of the actors and/or an understanding of how <i>institutions</i> shaped the actions of the actors. <b>20 points</b>	Merely asserts that the event is understood better than previously. May mention "interactions" or "institutions" but in ways that leave open whether understanding was achieved. <b>15 points</b>	Not mentioned; or left implicit; or takes a persuasive or opinion-based approach rather than an analytical approach. <b>0 points</b>
Communication	Well written. The essay is well written in terms of clarity, spelling/typos, and grammar. Quotations and facts are appropriately cited. <b>25 points</b>	There are some minor writing issues in terms of clarity, spelling/typos, grammar, and/or citations. <b>20 points</b>	The essay is unclear in some places but is comprehensible; or there are several spelling errors, typos, and/or grammar errors; or quotations and facts are not appropriately cited.* <b>15 points</b>	The essay is unclear in many places and/or is not comprehensible; or there are numerous spelling errors, typos, and/or grammar errors. Quotations and facts may be appropriately cited. <b>0 points</b>

\* Essays found to be plagiarized (in whole or in part) will receive a grade of zero. Further action may be taken following policy regarding academic integrity.