

## Guide to Writing the Syria Simulation Reflection Paper (10%)

**Due by email before class on 11/14.** For three class days you inhabited the role of a stakeholder in the Syria conflict. You will now write between 900 and 1100 words reflecting on the events and outcomes of our simulation. Choose one of these chapters from *Controversies in Globalization*—“Terrorism and Security,” “Nuclear Weapons,” “International Conflict”—to find and reflect on a controversy relevant to your experience in the game. Such reflections are crucial to personal and collective interventions in global problems.

Remember to provide numerous examples, compare and contrast viewpoints, and demonstrate and explain relevant historical contexts. Think also in terms of basic perspectives on globalization: **realism, liberalism, idealism, radicalism and cosmopolitanism.**

**Given the controversy you see as most relevant to your experience in the simulation, which viewpoint seems to offer the better prediction or explanation of how events unfolded?**

*Ex. of a descriptive statement: “John Mueller says that more often than not ‘terrorist acts’ receive an exaggerated overreaction on the part of the United States government.”*

*Ex. of an analytical statement: “Although clearly international terrorism is a concern, as no one wishes innocent lives to be lost, I see myself siding more with Mueller in regards to this controversy as it played out in the game. In our rebel alliance, our intentions were mostly peaceful.”*

### **In composing your reflection paper, follow this rubric:**

**A papers** make compelling analytical connections between the simulation and one of the three assigned chapters; they articulate insights into global interdependence and power relations; they address ethical problems from multiple standpoints; and relate these standpoints to the student’s knowledge and experience in the simulation. These papers obey a focused, coherent purpose and are written in perfect academic style with no errors in grammar or spelling.

**B papers** make coherent points about the simulation and how it connects with one of the three assigned chapters. These papers are well focused with a recognizable thesis statement, and are generally well proofread and edited for academic style.

**C papers** make a number of disconnected points about the simulation, with an unsupportive application of one of the assigned chapters. These papers tend to describe more than they analyze. They demonstrate approximately correct proofreading and editing for academic style.

**D papers** make disconnected and incoherent points, or are overridden by descriptive summarization. D-level papers are substantially shorter than 750 words and show poor proofreading and editing for style.