PAPER I
DUE AT THE START OF CLASS ON JANUARY 23, 2017
(BRING 2 COPIES OF YOUR PAPER)

Paper Prompt

How is human trafficking, which is referred to as modern day slavery, similar to or different from slavery of the past (e.g., legally sanctioned slavery in the 1800s)? Rather than providing a laundry list, explore one or two similarities or differences.

1) This paper should have a clear thesis.
2) As opposed to conducting extensive research, the purpose of this assignment is to share your current opinion and clearly argue the basis of your opinion. However, I do expect you to conduct some background research, and cite at least 5 articles/book. Please refer to the notes below on “Structure of the Papers” on citations.

Structure of the Papers

• Length: 4 double-spaced pages

• Your paper should adhere to the format required for all papers in political science courses. Formatting guidelines for papers in political science courses can be found on a handout I will provide in class or on the web page for the Department of Political Science (the APSR citation format): http://www.vanderbilt.edu/political-science/includes/PAPERFORMAT20122.pdf.

  o For more information on citations, refer to the “APSR Citation Guidelines” shared in Class 1.
  o For more information on what materials need to be cited, and how best to paraphrase, refer to the “Anti-Plagiarism Guidelines” shared in Class 1.

Seeking Feedback

• Writing Studio: In addition to meeting with me during office hours to discuss coursework, I strongly encourage you to take advantage of the services at the Writing Studio; getting feedback benefits writers at all skill levels. Studio consultants can offer a fresh perspective on any of your writing projects. For more information and to schedule an appointment, visit http://vanderbilt.edu/writing.
Grading Criteria for Papers

I hope that these descriptions will help convey to you my expectations for the writing assignments in this class. First (in all courses that I teach), I begin with the assumption that each paper I receive is in the B-/C+ range. I don’t do this because I am harsh or evil, but because it is logical to assume, in the absence of other evidence, that all papers are “average.” In your paper, you must present evidence (through the quality of your writing, organization, theoretical insights, etc.) that your paper merits a grade of B or better.

I am happy to discuss these criteria and how they apply to something you have already written, or to something you are currently writing. One of my goals for the course is that everyone in the class will become a more effective writer over the semester.

A: Papers in this range are truly a pleasure to read, for a variety of reasons. The thesis or main argument is clear and carried through the paper, and the writer provides convincing legal, economic, political, and/or sociological support for her/his argument (through illustrations, examples, and linking these to what we have discussed in class or have read). I often think to myself “Now, I hadn’t thought of it this way; that’s a sophisticated observation” when reading ‘A’ papers. The paper is well-organized and contains a variety of sentence structures, but few or no spelling and grammatical errors.

B: I often describe ‘B’ papers as solid but not inspired. The writer’s thesis or argument, while clearly stated, is often less complex or challenging (of the writer and the audience) than those of better papers. Examples or illustrations are often correct, but the writer may overlook more powerful material. While fundamentally correct, writing in these papers is more likely to be mechanical (e.g., subject-verb-object, subject-verb-object) and to contain minor grammatical or spelling errors.

C: These are average papers. The writer usually has a thesis or central argument in mind, but fails to convey it effectively to the reader. A variety of problems may get in the way of a convincing argument: limited detail (in particular, leaving terms unexplained or un-illustrated, or missing opportunities to provide examples), haphazard organization (there is often no clear reason that the paragraphs in the paper appear in the order they do), examples that are not pertinent to the thesis. I often have the sense that there is a better paper hidden within a ‘C’ paper; it is not, however, my responsibility to dig it out. Papers in this range often have significant and/or numerous writing errors.

D: Here, I wonder if a student has written a paper in haste (or while sleeping!), or has misunderstood the assignment. Paragraphs are largely unrelated to each other; there is no clear thesis or theme, and no transition from one paragraph to the next. Often, these papers are written with almost no examples or illustrations drawn from the material (e.g., the diary, scholarly sources, class readings, etc.). ‘D’ papers are usually rife with spelling and grammatical errors.

F: This is a paper that is almost wholly disconnected from the assignment, or is plagiarized (in whole or in part). If I suspect the latter, I will refer the matter to the undergraduate Honor Council.

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1 This grading criteria was originally created by Katherine Campbell.
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<sup>2</sup> This grading rubric is courtesy of Graziella Pagliarulo McCarron.