

Guide to Writing a Co-Curricular Activity Reaction Paper (2 x 10%)

The main purpose of what you're learning about the modern Middle East and its revolutions and counter-revolutions is to improve your ability to apply that knowledge to understanding the world around you by examining your own reactions—your stances and feelings about things happening in the world. In that spirit, you will write two reaction papers—one on campus or in the Austin community that relates to the content of our course, and the other on one of the films in the Middle East Film Series on campus (see the film series flyer on the class blog). The event can be connected to the topics of globalization and societies in transition more broadly, for example, or it could relate more directly to the Middle East and the current revolutions and uprisings. Any of the CULF sponsored co-curricular events is fair game, but do check with me first about outside other off-campus events.

Your reaction paper should be between 1100 and 1250 words and combine a brief description or summary of the event with your own analytical thinking about it along with connections you see to larger themes, such as various economic theories we discuss, theories of the globalization of markets and cultures, attitudes toward governance and ideology, etc. That is, use any of our readings from *Controversies In Globalization*, *Battle for the Arab Spring*, *Diaries of an Unfinished Revolution* or our classroom lectures and discussions to develop a frame in which to analyze the event.

Your reaction papers are due within one week of the film or event.

In composing your reaction, follow this rubric:

A papers make compelling personal reflections on the event or film, using some alternative perspective from readings or lectures in comparison to personal stances and feelings; 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. 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 event or film and how it connects with some of the author's personal stances and feelings and/or the perspectives represented in readings and lectures. 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 film or event, with an unsupportive application of readings or lectures. These papers tend to describe more than they react or analyze. They demonstrate approximately correct proofreading and editing for academic style.

D papers make disconnected and incoherent points, or are overridden by descriptive summarization with no reaction or analysis. D-level papers are substantially shorter than 1100 words and show poor proofreading and editing for style.