

POLS 4325 – INDIGENOUS LAW AND POLITICS

Online Course

Nonmandatory class meetings: Wednesdays 10:30 am and Thursdays 1:30 pm

INSTRUCTOR: Dr. Rebecca A. Reid
PHONE: (915) 249-7328
EMAIL: rareid@utep.edu
OFFICE: 307 Benedict Hall
OFFICE HOURS: By appointment

LAND ACKNOWLEDGMENT

We, the UTEP Department of Political Science, acknowledge that we are in the unceded territories of the Indigenous Peoples who, along with countless generations of ancestors, are the guardians and keepers of this land, both throughout history and more contemporary times: the Tigua, Mansos, Sumas, Ndé, the Piros, Mescalero Apache, Chiricahua Apache, Tarahumara, Yaqui, Jumano, Comanche, Kiowa, Rarámuri, Tohono O’odham, Yaqui, Kickapoo, Diné, Hopi, Zapotec, Mixtec, Aztec-Nahua-Mexica, Huichol, Tepehuan, Coahuilteco, Chichimeca, and the other Native communities who comprise our multinational region. As scholars and people who reside and work in these lands, we respect and honor the millennia-long history of Native peoples on this land and their ongoing presence today.

COURSE DESCRIPTION

This course offers an interdisciplinary approach to historical and contemporary indigenous affairs and law in North America. The course discusses indigeneity, (de)colonization, and sovereignty as well as offers a legal history of indigenous policies within the United States, Canada, and Mexico--as well as within international law. This course thus offers comparative analyses to address the possibilities of First Nation sovereignty and legal pluralism across legal systems, emphasize contemporary advocacy and engagement, and highlight diversity across First Nations and their experiences. This course employs antiracist and intersectional approaches to introduce students to indigenous law and politics as lived experiences through the voices and art of Indigenous Peoples.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including 1) communication through class discussion and debate, 2) problem-solving and critical thinking through the class discussion, teaching modules, and weekly assignments, 3) social responsibility by practicing how to reform real world policies and anti-racist civic engagement, 4) global awareness through comparative approach to indigenous law and policy, and 5) leadership by fostering analytical and creative skills to accomplish a common task. Student teaching modules incorporate student research and application across these areas and challenge students to think in innovative ways to analytically evaluate policies and difficult contemporary issues, providing viable solutions and unique perspectives.

LEARNING OUTCOMES

Over the course of the semester students will have:

- An understanding of the key elements of indigenous law and politics.
- The skills necessary to understand and evaluate contemporary political events and problems.
- The ability to think analytically about political issues and articulate arguments with (empirical) justification.
- Developed active citizenship skills.
- Addressed and debunked prominent stereotypes across minoritized communities.
- Explored structural racism and how political processes, institutions, and policies create and maintain inequalities.
- Developed practices for engaging in anti-racism.
- Developed writing skills to communicate their arguments, evaluations, and policies.
- Developed skills for collaborative work by learning to hold space for others, demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.

REQUIRED READING

- Buchanan, Shonda. 2019. *Black Indian: A Memoir*. Wayne State University Press.
- Terán, Víctor, and David Shook. 2020. *Like A New Sun: New Indigenous Mexican Poetry*. Deep Vellum.
- Sinclair, Sara, ed. 2020. *How We Go Home: Voices From Indigenous North America*. Haymarket Books.

COURSE REQUIREMENTS AND GRADING

Evaluation in this course will be based on the following components:

Critical Reflections	15%
Reading Comprehension and Analysis	20%
Comprehension Questions	20%
Teaching Module	20%
Final Exam	25%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Reading Comprehension and Analysis

These assignments are a short series of questions that evaluate student comprehension of assigned readings. These assignments thus allow the instructor to evaluate and remedy any confusion in a timely manner. Students are evaluated by the completion of the assignment and engagement/quality of thought.

Comprehension Questions

Comprehension Questions are a short series of questions that evaluate student comprehension of class material. These assignments thus allow the instructor to evaluate and remedy any confusion in a timely manner. Students are evaluated by the completion of the assignment and quality of answers. Incorrect answers are not penalized, as the questions are designed to ensure the correction of misunderstanding, but failure to complete the assignment or answer questions will have points deducted. Students should respond to the questions in their own words.

Critical Reflections

Critical Reflections are short written assignments that ask students to develop, communicate, and reflect upon their opinions. These ask normative, 'big' questions and then ask the student to critically evaluate their responses by identifying the assumptions used to generate that response, the appropriateness of these assumptions, and the implications of these assumptions. These assignments thus engage students in a process of identifying, questioning, and assessing their deeply-held values and assumptions and how they perceive events, issues, policies, and actions. As such, critical reflections are an extension of critical thinking. These assignments are evaluated based upon quality of student engagement (i.e. the level of self-analysis conducted by the students), not by the content of the answers.

Teaching Module

Students are required to develop a one teaching module for their classmates focusing on one theme pertaining to Indigenous Peoples. The selected theme is the student's choice, but must be confirmed by the instructor. The goal of each module is that other students gain an understanding of each topic, related laws/policies, political context(s), and implications or effects. While some introductory material is provided in *How We Go Home*, modules should include additional resources to offer a deep investigative dive into the theme. Students are encouraged to be creative and innovative in how they wish to teach. These teaching modules are not required to follow a set format. Modules can be in the form of pdf or document files, video presentations, Powerpoint, Prezi, storytelling, and other options (as well as in combination). References must be included at the end of the module so that students can access the same materials used in the module for further inquiry. Students are evaluated by the completion of the module and its appropriate treatment of the topic, including the level of in-depth information and understanding as well as quality of (often sensitive) topic discussion.

Themes

1. Indigenous Peoples and COVID
2. Indigenous Peoples and Health
3. Indigenous Peoples and Violence Against Women
4. Indigenous Peoples and Women's Rights
5. Indigenous Peoples and LGBTQ+

6. Indigenous Peoples, Police, and Prison System
7. Indigenous Peoples: (Debunking) Myths and Stereotypes
8. Indigenous Peoples and Legal Pluralism
9. Indigenous Peoples, Sovereignty, and Decolonization
10. Indigenous Peoples and Economic Status
11. Indigenous Peoples and Family Separation
12. Indigenous Peoples, Human Rights, and Social Movements
13. Indigenous Peoples and the Environment
14. Indigenous Peoples and Democratic Representation
15. Indigenous Peoples and Academia/Education

All modules are due April 5th. You may turn in your module early, and I am happy to provide feedback or revisions. If there is a topic you wish to research that is not represented in the above list, contact the instructor for permission.

Final Exam

The final exam will be a take-home exam, due May 10th by 7 pm, in the form of short answer and essay questions.

SPECIAL ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

ACADEMIC DISHONESTY

Absolutely no form of academic dishonesty will be tolerated. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. *Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.* Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean

of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

UNIVERSITY WRITING CENTER

The University Writing Center is a useful tool each of student should take advantage of in for all written/paper assignments. While not required, your paper will be improved following a consultation with the staff. The staff sees students through appointments or walk-ins, though appointments are preferred. For more information, go to: <http://uwc.utep.edu/index.php/hours-location>. For appropriate assignments, **I offer up to 10 points extra credit** if you consult the writing center. *In order to be eligible for this credit, you must show evidence of your consultation and evidence of the revisions suggested and those you made. You must also provide a reflection as to what you learned from the experience* (for instance, what types of errors do you systematically make and how can you correct them). Hence, credit will only be possible with adequate evidence and thoughtful reflection of the writing and revision process.

COUNSELING AND PSYCHOLOGICAL SERVICES

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

ADELANTE CHILD DEVELOPMENT CENTER

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more information, please call: **915-532-1114** or **contact: studentaffairs.utep.edu/childcare**. If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

GENERAL EXPECTATIONS

I expect all students to behave professionally in this class. You will be held responsible for all material covered in the textbooks, articles, videos, and the class discussions. If you miss a class, you are still responsible for the content of that day's information. I will not tolerate disruptive behavior, including (but not limited to) inappropriate computer use, reading newspapers, talking during lectures, using cell phones or pagers, and disrespecting classmates or the instructor. Additionally, I expect all students to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are

not prepared to participate in the class discussion. I allow the use of laptops for class purposes only; however, should laptop usage become disruptive, I reserve the right to prohibit laptops and other electronic devices.

This class is designed to provide information and challenge students with new, and sometimes controversial, ideas and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. However, safe does not always mean comfortable. This class does not *give* you knowledge—i.e. knowledge and understanding is not transfused to students by simply sitting in class. Learning is an interactive process, requiring engagement with the material. Assignments are designed to assist you in learning processes, which consist of understanding material, remembering material, and being able to clearly (and correctly) communicate that material. Learning also entails developing your own insights, and applying them to better your own livelihood and authentic self.

As a general policy, I do not offer incompletes, and **I will not change final grades for the course under any circumstances**, with the single exception of where an error occurred on my part.

CIVILITY AND RESPECT

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, but courteous behavior and responses are expected. Our campus community reflects and is a part of a society comprising all races, genders, ethnicities, creeds, sexualities, and social circumstances. It is fundamental to our mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, heterosexism, and discrimination against those with disabling conditions.

During discussions and in assignments, students must show an awareness of diverse audiences, which means that ALL identity groups (genders, sexualities, gender identities, races, ethnicities, colors, nationalities, creeds, religions, socioeconomic classes, etc.) must be discussed with respect. Any comments that reveal intolerance of any (majority or minority) identity group are unacceptable; that is, statements or arguments that are rooted in any identity group being less than (less valuable, less human, less dignified, less good, etc.) than another identity group are illogical and offensive. Nonproductive and/or offensive comments will be diplomatically addressed and used as a learning tool for the class; however, a student who fails to treat others respectfully will be dismissed from the course after one formal warning.

COVID STUDENT RESPONSIBILITIES

You must STAY AT HOME and REPORT if you (a) have been diagnosed with COVID19, (b) are experiencing COVID-19 symptoms, or (c) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

- Complete self-screening (screening.utep.edu) prior to every campus visit.
- Complete COVID-19 student training at [this site](#).
- Contact instructor if temporary accommodations due to COVID-19 are needed (i.e.,

- due to positive COVID-19 test, symptoms, or exposure).
- If unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from [Center for Accommodations and Support Services \(CASS\)](#) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

COURSE SCHEDULE

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. Literature not included in the textbook but listed on syllabus are the responsibility of students to locate (online) and read. Academic articles can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles.

While I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced. *Readings due* and *Watch* are homework assignments due prior to class that day.

Week 1

(January 19- 22)

Introduction

Online class meeting

- Welcome to course, requirements, and expectations
- Obtain required textbooks and begin reading: *Black Indian: A Memoir*
- Set reading schedule so as to finish book by end of Week 3
 - Some of the content in the memoir may be triggering. Skip these sections if necessary.

Assignments Due Friday, Jan 22nd by 7 pm:

- **Critical Reflection #1**, responding to:
 1. Who are you? What defines you, as a person?

Week 2
(January 25- 29)

Indigenous Peoples

Online class meeting: Discussion

Continue reading *Black Indian: A Memoir*

Assignments Due Friday, Jan 29th by 7 pm

Critical Reflection #2, responding to:

1. What do you know about Indigenous Peoples?
2. Where and when did you learn about Indigenous Peoples?
3. What are common assumptions, stereotypes, or myths pertaining to Indigenous Peoples?
4. How do you define justice? How do you know justice has been achieved?

Week 3
(February 1- 5)

Identity and Indigeneity

Online class meeting

- Discussion
 - What is an identity(s)? What is intersectionality? Are identities relative or absolute, static or dynamic?
 - What is indigeneity?
 - Do identity(s) require validation?
 - Authenticity as protective or oppressive

Assignments Due Friday, Feb 5th by 7 pm

• **Reading Comprehension and Analysis #1**, responding to:

1. What are the main themes of the memoir? Did anything resonate with you or surprise you? What are your reactions to the memoir, and why?
2. What does being Black and Indigenous mean for Shonda? How do other people respond to her identity(s)?
3. On page 84, Shonda writes that, “My assimilation is showing. An inheritance of anger. Of violence.” What does she mean by this? How does she respond to this “inheritance”, and how is it linked to intergenerational trauma and resilience/adaptation?
4. How has law affected the lives, experiences, and identity of Shonda and her family? What laws and policies does she reference, and how do they link to her experiences or story?
5. How does law affect your life, experiences, and identity(s)?

Please be specific and detailed in your answers.

Week 4
(February 8- 12)

Colonization and Colonialism

Online class meeting: Discussion

Read: Tuck and Yang (2012) “Decolonization is not a metaphor”
<https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554>

Assignments Due Friday, Feb 12th by 7 pm:

- *Watch*: Columbus in America
<https://www.zinnedproject.org/materials/columbus-in-america-2/>
- **Comprehension Questions #1**, responding to:
 1. What is settler colonialism?
 2. Explain how colonization is a structure rather than an event.
 3. What are some countries that are settler colonies? What are some examples of extractive colonies?
 4. What is racialization and genderization?
 5. What is the relationship between colonization, racialization, and genderization?
 6. Explain intersectionality
 7. What are the pros and cons to nationally recognizing Indigenous Peoples’ Day? What is your position, and why?

Week 5
(February 15- 19)

Indigenous Peoples and the United States

Read *How We Go Home*, pages 1-94

Online class meeting: Discussion

Assignments Due Friday, Feb 19th by 7 pm

- *Watch*: <https://www.youtube.com/watch?v=UGqWRyBCHhw>
<https://www.youtube.com/watch?v=HOKtqY5wY4A>
- **Critical Reflection #3**, responding to:
 1. Is the Constitution a “living document”?
 2. What does the Constitution mean for those excluded by it?
 3. What were the driving forces and motivations for laws and policies pertaining to First Nations in America?

Week 6
(February 22- 26)

Indigenous Peoples and the United States

Read *How We Go Home*, pages 94-174

Online class meeting: Discussion

Assignments Due Friday, Feb 19th by 7 pm

- *Watch:* https://www.youtube.com/watch?v=GHDW_LVfn28
<https://www.youtube.com/watch?v=ib0GDAPeymo>
<https://www.youtube.com/watch?v=GRGHsNLI34o>
- **Comprehension Questions #2**, responding to:
 1. Explain the concept of sovereignty.
 2. How has law and policy impacted First Nations within the US? How has law impacted individual indigenous persons?

Week 7
(March 1-5)

Indigenous Peoples and Canada

Read *How We Go Home*, pages 175-256

Online class meeting: Discussion

Assignments Due Friday, March 5th, by 7 pm

- *Watch:* <https://www.youtube.com/watch?v=X-zwP6q1GkM>
<https://www.youtube.com/watch?v=icE-xPDDDKM>
<https://www.youtube.com/watch?v=7uNgg7raxk4>
- **Comprehension Questions #3**, responding to:
 1. How are Canadian indigenous experiences and law/policy similar to American experiences? In what ways do they differ?
 2. What roles have treaties played in the United States and Canada, respectively?

Week 8
(March 8- 12)

Indigenous Peoples and Canada

Read *How We Go Home*, pages 256-321

Online class meeting: Discussion

Assignments Due Friday, March 12th, by 7 pm

- *Watch:* <https://www.youtube.com/watch?v=m9Lsda4IDoo>
https://www.youtube.com/watch?v=_sDpINbfgv0
- **Comprehension Questions #4**, responding to:
 1. What is legal pluralism?
 2. How does legal pluralism work in Canada? To what extent does it protect indigenous rights?
 3. Is there a legal equivalent in the United States?

March 15- 19

Spring Break

Week 9

(March 22- 25)

Indigenous Peoples and Mexico

Read Terán and Shook (2020) *Like A New Sun* (due April 1st)

- Supplemental info: <https://poets.org/text/how-read-poem-0>

Online class meeting: Discussion

Assignments Due Friday, March 25th, by 7 pm:

- *Watch:* <https://www.youtube.com/watch?v=Q87o4dJ2fic>
<https://www.youtube.com/watch?v=vEu8UmzK1ZQ>
(can use transcript button for English translation)
<https://www.youtube.com/watch?v=lfe8O6Es3vo>
- **Comprehension Questions #3**, responding to:
 1. How are Mexican indigenous experiences and law/policy similar to American and Canadian experiences? In what ways do they differ?
 2. Explain the practice of *usos and costumbres*.
 3. How do different political systems affect indigenous rights?

Week 10

(March 29- April 1)

Indigenous Peoples and Mexico

Online class meeting: Discussion

Assignments Due Friday, April 1st, by 7 pm:

- Finish Terán and Shook (2020) *Like A New Sun*
- *Watch:* https://www.youtube.com/watch?v=bbCMI8g7_F8
<https://www.youtube.com/watch?v=L29VtpfFyeI>
<https://www.youtube.com/watch?v=7VHW6a0ddbY>
<https://www.youtube.com/watch?v=Q0h0IuNnfLo>
https://www.youtube.com/watch?v=34c_ZCsH-3Q
- **Reading Comprehension and Analysis #2**, responding to:
 1. Why is language preservation important? How is language related to assimilation, modernity, and identity?
 2. Which poem(s) was your favorite(s), and why?
 3. Are there any common themes across the poems or authors?
 4. Explain the relationship(s) between language and law.
 5. Using the above linked videos, what are your impressions of how this set of indigenous languages sound or feel?

Week 11
(April 5- 9)

Indigenous Peoples and International Law
Online class meeting: Discussion

Assignments Due Friday, April 9th, by 7 pm:

- Watch: <https://www.youtube.com/watch?v=-Tq7Mnlavqs>
- **Comprehension Questions #4**, responding to:
 1. What are the main international laws pertaining to Indigenous Peoples?
 2. What are the limitations in these laws in effectively supporting indigenous rights? How might these limitations be overcome?

Week 12
(April 12-16)

Teaching Module Presentation(s)

Week 13
(April 19- 23)

Teaching Module Presentation(s)

Week 14
(April 26- 30)

Teaching Module Presentation(s)

Week 15
(May 3- 6)

Decolonization and Indigenous Rights
Online class meeting: Discussion

Assignments Due May 10th, by 7 pm:

- Final Exam (turn in via email)

Final Exam

Answer each of the following questions in short answer or short essay format. There is no length requirement for any question, but ensure that you fully answer each question and include explanation and references. References can include class materials as well as outside resources, all of which should be cited in text as well as included in a References section at the end of your exam.

1. Define sovereignty and how it relates to Indigenous Peoples in North America.
2. What has been the role of treaties for securing indigenous rights? How has this changed over time, and to what degree(s) have they been effective and/or guided law and policy?
3. How has the relationship between Indigenous Peoples and settler colonies evolved over time? How has law perpetuated or remedied colonization?
4. What is needed to successfully decolonize North America? What problems does such a movement face, and how might these problems be ameliorated?
5. Describe the relationship(s) between human rights, civil liberties and civil rights, and indigenous rights. Can human rights and civil rights movements accomplish indigenous goals? Why or why not?
6. What role(s) has law and policy had on the survival, identities, and well-being of Indigenous Peoples? What is the role of law in producing intergenerational trauma, and what might law's role be in remedying it?
7. What are your role(s) in promoting anti-racism, equality, and equity? What are your social or political goals in these areas, and how can you support these goals through active participation and/or leadership?

Grading Rubric for Written Assignments

Student's Name: _____

Date: _____

Assignment: _____

Course: _____

4=A 3=B 2=C 1=D 0=F

Writing Characteristic	Performance Descriptions	Performance Level
Follows Directions	4= responds fully and appropriately to the assignment in timely fashion 3= responds reasonably well to assignment in timely fashion 2= responds acceptably to assignment in timely fashion 1= some significant failure to respond to assignment, or untimely 0= wholly fails to respond to assignment, and/or untimely	
Thesis	4= easily identifiable, clear and concise, insightful, and appropriate for assignment 3= identifiable, clear, and appropriate 2= somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment 1= very difficult to identify, unclear, and/or inappropriate for assignment 0= unidentifiably, unclear, and/or wholly inappropriate for assignment	
Use of Evidence	4= appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing. 3= appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing 2= sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing 1= very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing 0= wholly failures to use sources appropriately	
Analysis, Logic and Argumentation	4= all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material 3= thesis is generally supported by logically compelling assertions and appropriate connections 2= insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive 1= lacks support for arguments, unfocused, uses irrelevant information to support thesis 0= wholly fails to related evidence to thesis statement	
Organization	4= coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions 3= mostly coherent, generally supports thesis, good transitions 2= often lacks coherence, mixed support for thesis, transitions often missing or weak 1= incoherent, lacks support for thesis, transitions weak and often missing 0= wholly incoherent, unsupportive of thesis and lacking in transitions	
Clarity and References	4= excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format 3= good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format 2= generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format 1= weak use of language, poor grammar, and numerous mechanical errors undermine coherence, weak citation format 0= extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence, improper citation format	
Grade		/24
Additional Comments:		

