

## SECINTEL Dissertation Feedback & Mark Sheet

<b>Student Matriculation No.</b>	Glasgow 2284502	Charles 56543466
<b>Dissertation Title</b>	Influencing the Course of the Events: The NATO Military Intervention in Libya and the Expansion of the Islamic State in the Country	

### INDIVIDUAL INSTITUTION GRADING

<b>Glasgow Marker</b> <i>Office Use</i>	<b>Charles Marker</b> <i>Office Use</i>	<b>Charles Additional Info</b> <i>Please advise ranking</i>
<b>Late Submission Penalty</b> no penalty	<b>Word Count Penalty</b> (1 UofG grade point per 750 words below/above the min/max word limit +/- 10%) Word Count: no penalty	

### JOINT GRADING (subject to agreement of the external examiner and approval at Joint Exam Board)

**Final Agreed Mark. Markers should make reference to the Joint Charles University-University of Glasgow Grade Conversion Table**

**Before Penalty** B1 [17]    B [Very Good]    **After Penalty** Glasgow Scale    Charles Scale

### DISSERTATION FEEDBACK

Assessment Criteria	Rating
<b>A. Structure and Development of Answer</b>	
This refers to your organisational skills and ability to construct an argument in a coherent and original manner	
• <i>Originality of topic</i>	Very Good
• <i>Coherent set of research questions and/or hypothesis identified</i>	Excellent
• <i>Appropriate methodology and evidence of effective organisation of work</i>	Very Good
• <i>Logically structured argument and flow of ideas reflecting research questions</i>	Very Good
• <i>Application of theory and/or concepts</i>	Very Good
<b>B. Use of Source Material</b>	
This refers to your skills to select and use relevant information and data in a correct manner	
• <i>Evidence of reading and review of published literature</i>	Excellent
• <i>Selection of relevant primary and/or secondary evidence to support argument</i>	Excellent
• <i>Critical analysis and evaluation of evidence</i>	Very Good
• <i>Accuracy of factual data</i>	Excellent
<b>C. Academic Style</b>	
This refers to your ability to write in a formal academic manner	
• <i>Appropriate formal and clear writing style</i>	Excellent
• <i>Accurate spelling, grammar and punctuation</i>	Excellent
• <i>Consistent and accurate referencing (including complete bibliography)</i>	Excellent
• <i>Is the dissertation free from plagiarism?</i>	Yes
• <i>Evidence of ethics approval included (if required based on methodology)</i>	Not Required

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- *Appropriate word count*

Yes

### ADDITIONAL WRITTEN COMMENTS

#### **Glasgow Marker**

This dissertation relies on an unconventional (for political scientists, at least) scenario-forecasting software to analyse the link between NATO's military intervention in Libya and the expansion of the Islamic State in the country. Overall, the study addresses a timely topic, clearly lays out the research objectives, is well written and well structured, and engages with a range of theoretical arguments. The student displays a very good awareness of the international relations literature on third-party interventions (although it was not entirely clear to this marker why so many pages were dedicated to previous works on diplomatic interventions which are not the primary focus of the study). The factors that affect military interventions in civil wars are thoroughly discussed (pages 15-19). The Libyan case study is descriptively rich. That said, several issues required attention. First, I would have liked to see a stronger rationale for why Libya is an ideal case for analysing the effect of third-party military interventions on the growth of radical insurgent groups. Second, I would have liked to see greater involvement with the terrorism literature which offers several accounts of how external interventions radicalise local insurgents and push them towards the adoption of extreme tactics. Third, the methodology - based on a scenario forecasting software (ScenarioWizard) - was novel but a stronger rationale was needed for why this methodology is best suited for answering the research question. I have yet to be persuaded by the comparative advantage of this software over more conventional theoretical frameworks which produce testable implications. Finally, there seemed to be a disjuncture between the theory and the method: how does the theory inform the method? how are the assumptions and parameters underlying the model informed by the theory? A good chunk of the project focused on technical detail; the descriptors that went into the model needed to be better located in theory (see pages 36-40).

#### **Charles Marker**

The dissertation represents a testament to the possibilities of employing computer-supported methods to the analysis of conflicts – as well as the limits thereof. The author must be unambiguously credited for devising a coherent research design, starting with a robust literature review on third-party interventions in civil wars through the formulation of a clear methodology to an ingenious use of various databases and programmes to analyse the effects of the NATO intervention in Libya in 2011 on the subsequent rise of the Islamic State in the country. Apparently, much energy has been invested in the thesis, and the result does convey the author's understanding of the field in its conceptual as well as empirical aspects.

However, I am not convinced the analysis did actually manage to present novel findings on the case. I believe the results too often end up stating conclusions that are rather obvious and have been noted previously (such as the summarization of findings on p. 81). The author begins his quest for a better understanding of the linkages between the intervention and the civil wars/activities of terrorist groups by claiming that the analysis of civil wars (and interventions therein) tends to reduce the complexity of the phenomenon. While the dissertation purposefully strives to avoid such a failing (which, to some extent, I regard as being rather a straw man than a real problem), its 'cure' in the form of covering several categories of relevant aspects remains too crude to understand the dynamics (and much less microdynamics) of the conflict – and thus address the 'how' at the beginning of the research question.

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As noted above, the author’s collection of relevant sources and their critical reflection is admirable, and so is the level of quality of the dissertation’s formal aspects. The language of the text is generally acceptable and only a handful of mistakes or other lapses are to be found in it. Generally, I view the dissertation as a heroic – but ultimately not fully satisfying - attempt to refine our understanding of civil war and military intervention dynamics with the help of progressive programming tools. While the result is far from perfect, the rigorousness of the approach and thematic insight of the author still make it a valuable contribution to the academic debate.

### Charles University > University of Glasgow Grade Conversion

CU General Grade	Grade Specification for Conversion	Percentage	UoG equivalent
<b>A - excellent</b>	Excellent upper (1)	100 – 96	22 (A1) Excellent
	Excellent lower (2)	95 - 91	19 (A4) Excellent
<b>B – very good</b>	Very good upper (1)	90 - 86	17 (B1) Very Good
	Very good lower (2)	85 – 81	16 (B2) Very Good
<b>C - good</b>	Good upper (1)	80 – 76	15 (B3) Very Good
	Good lower (2)	75 – 71	14 (C1) Good
<b>D - satisfactory</b>	Satisfactory upper (1)	70 – 66	13 (C2) Good
	Satisfactory lower (2)	65 – 61	12 (C3) Good
<b>E - sufficient</b>	Sufficient upper (1)	60 - 56	11 (D1) Satisfactory
	Sufficient lower (2)	55 – 51	9 (D3) Satisfactory
<b>F - fail</b>		50 – 0	8 (E1) Weak

### University of Glasgow > Charles University Grade Conversion

UofG General Grade	Grade Specification for Conversion	Percentage	CU equivalent
<b>A1-A3</b>	Excellent upper (1)	100 – 96	A - Excellent
<b>A4-A5</b>	Excellent lower (2)	95 - 91	A - Excellent
<b>B1</b>	Very good upper (1)	90 - 86	B – Very Good
<b>B2</b>	Very good lower (2)	85 – 81	B – Very Good
<b>B3</b>	Good upper (1)	80 – 76	C - Good
<b>C1</b>	Good lower (2)	75 – 71	C - Good
<b>C2</b>	Satisfactory upper (1)	70 – 66	D - Satisfactory
<b>C3</b>	Satisfactory lower (2)	65 – 61	D - Satisfactory
<b>D1</b>	Sufficient upper (1)	60 - 56	E - Sufficient
<b>D2-D3</b>	Sufficient lower (2)	55 – 51	E - Sufficient
<b>E1-H</b>		50 – 0	F - Fail

## SECINTEL Dissertation Feedback & Mark Sheet

**Notes for Markers:** When grading the SECINTEL Dissertation markers are asked to reflect upon the aims and learning outcomes for the dissertation. Each dissertation should also adopt a clear security focus reflecting the relevant programme pathway

**Aims:** The course aims to provide students with independent research opportunities. It will include engagement with research methods training leading up to a period of independent research and the production of a substantial dissertation that builds upon themes and issues covered within the MSc International Security, Intelligence and Strategic Studies. Students will be encouraged to develop their own ideas and demonstrate their capacity for original thought and independent research. The dissertation element aims to enable students to identify and research particular issues or problems, linked to security, intelligence and strategy, at a deeper level than is possible within assessed essays and to develop a critical analysis of the existing body of academic work relating to their topic of choice. Students taking this course will be prepared for further research, study or professional careers through the development of their skills in data collection and analysis, use of original and secondary sources and the conducting and writing up of a detailed research project.

**Intended Learning outcomes:** By the end of the dissertation, students will be able to:

- > Devise a realistic programme of research on a topic reflecting the main themes of the programme;
- > Collect, select and critically analyse relevant background literature and arguments of a range of scholars;
- > Understand and select the appropriate methodology for dealing with information sources and data;
- > Apply these methods to gather and interrogate data in an open-minded, rigorous and undogmatic manner;
- > Be able to critically evaluate competing theories and apply relevant theoretical frameworks to guide the study
- > Organise the data collected and analyse the findings in a competent manner that allows for a fluid and logical argument to be presented;
- > Be reflexive and self-critical about findings and the limitations of analysis;
- > Work independently, organising and maintaining own programme of study to meet academic deadlines so as to produce work containing a substantial element of originality.

### **Word Count:**

Dissertations should be 20,000 words in length for students undertaking work-placement as part of the independent study portfolio and 22,000 words in length for standard dissertation students. Word counts exclude the title page, abstract, contents, bibliography and appendices). There is a 10% leeway for words above and below the required length. All dissertations must display an accurate word-count including the citations, footnotes/endnotes and chapter/section titles. One point (on the Glasgow 22-point scale) will be deducted for each 750 words under the minimum/maximum including 10% leeway.

### **Language:**

The dissertation **must** be written in British English. A Czech Language cover page / abstract may be included

### **Late Submission Penalty:**

Dissertations that do not have an extension or are submitted after an extension deadline are subject to a penalty of 2 secondary bands per day (this includes weekends and holidays) on the Glasgow grading Scale.

### **Plagiarism:**

Dissertations which suffer from excessive (e.g. serious and/or deliberate) plagiarism will be subject to a grade of 0/Fail and be referred to the appropriate authorities at both universities. Dissertations that contain some elements of plagiarism, but which are deemed not to be excessive (e.g. minor instances that are not considered deliberate) based on consultation of both internal markers, should be graded accordingly and will be subject to scrutiny from the external examiner and could still result in a mark of 0 as well as referral to appropriate authorities for disciplinary action.

### **Consultation prior to final grading:**

First marking by both institutions should be completed blind with no prior consultation. Once both markers have graded the dissertation and provided written comments, they should consult on the grading and come to a joint final grade, taking into consideration any late submission or excessive word count penalty. It is the responsibility of the Glasgow marker to oversee this. Where markers cannot come to a joint agreement then the dissertation should be referred to the Programme Convenors at Glasgow and Charles (Dr. Eamonn Butler & Dr Vít Střítecký). The external examiner will be used to moderate any dissertation in this position and the comments referred back to the internal markers for confirmation.