



UNIVERSITY OF DUBLIN

M.PHIL. IN INTERNATIONAL PEACE STUDIES

ESSAY ASSESSMENT

Student name: [REDACTED]

Mark: 37 — 1

Course title: The Politics of Peace and Conflict

Essay question: "Assess the merits of pacifism as an ethical response to the problems of war and peace."

Date essay due: April 6, 2011

Date essay submitted: April 6, 2011

Principal marker: Iain Attack
Second marker: Etain Tannam

— 2

Principal marker comments:

Overall summary

This essay shows some understanding of the different pacifist positions, but it is very difficult to discern an argument or hypothesis in response to the essay question. There is a fundamental lack of clarity in the writing style and the way in which specific points contained in each section are expressed that needs to be remedied so that the essay can achieve a passing mark.

Specific comments

The "Introduction" does not make it clear what you see as the distinguishing features of the pacifist position in response to war and armed conflict. Similarly, subsequent sections do not locate specific pacifist arguments in the context of relevant ethical theories, or display a clear understanding of these broader theories (e.g. deontology, consequentialism). It is often unclear whether you are providing arguments for or against pacifism (in connection with nonviolence, for example pp. 6ff), although Section 6.1 does suggest an interesting argument against pacifism as the view of those who are privileged and not vulnerable.

General comments relevant to future essays

You do make reference to relevant literature in the essay (even if the title of Norman's article is given incorrectly in the text of the essay, p. 5). The introduction needs to provide a clear opening argument or hypothesis in response to the essay question, which can then be examined or tested in the rest of the essay. In general, the essay requires much more clarity of expression, both around specific points in each section, and of the basic argument or hypothesis of the essay.

(please see over)

Second marker comments: The essay is very un-clear, both in style and in language. There is no framework and no clear explicit focus, or argument. It is also very hard to understand

37%

1

APPENDIX ONE - B

NOTES

Grade Scale

80+	=	Outstanding
70-79	=	Excellent
60-69	=	Good
50-59	=	Satisfactory
40-49	=	Weak
30-39	=	Very weak - Fail
0-29	=	Highly unsatisfactory - Fail

2

Grade Requirements for Essays and Dissertation

M.Phil. in International Peace Studies students are required to achieve grades of 50 or more in three essays, and 40 or more in the other three essays and the dissertation. Students who have not been awarded grades of 50 or more in three essays by the Court of Examiners will not be eligible for the M.Phil. At the discretion of the Court of Examiners, students who are not eligible for the M.Phil. may instead be eligible for award of the Postgraduate Diploma.

Grades and the Court of Examiners

The assessment grade indicated above is an indication of the grade that will go forward from the principal and second marker to the Court of Examiners. It does not constitute a final grade and is subject to revision up or down by the Court of Examiners at their meeting.

Note:

Students are asked to contact the principal marker as soon as possible if they wish to discuss or clarify the comments above.

4

APPENDIX ONE - C



[REDACTED]@tcd.ie>

10 messages

1

[REDACTED]@tcd.ie>

23 April 2011 19:03

To: Iain Attack <[REDACTED]>

Hi Iain,

I just received my marked essay The Politics of Peace and Conflict. If I understood Grade Requirements for Essays and Dissertation well, I will not be able to continue my studying. I would like to hear your opinion.

Regards,

Iain Attack

26 April 2011 12:02

To: [REDACTED]

Dr Iain Attack
Lecturer
International Peace Studies

Tel. [REDACTED]
Fax [REDACTED]
E-mail: [REDACTED]

From: [REDACTED]@tcd.ie]

Sent: 23 April 2011 19:03

To: Iain Attack

Subject: [REDACTED]

[Quoted text hidden]

6

Iain Attack

26 April 2011 12:04

To: [REDACTED]@tcd.ie>

Cc: Eain Tannam [REDACTED]

3

Dear [REDACTED]

5

4

2

You are entitled to re-submit a revised version of your essay in order to obtain a passing mark. I will be at the ISE next Tuesday (May 3) if you would like to meet to discuss your essay then.

All the best,
Iain.

Dr Iain Attack

or noon (12.00 H) for Conflict Resolution and Reconciliation Studies, on the essay deadline date. The Executive Officer will register the date of submission. Regarding the recommended style for references and bibliography, please see below.

M.Phil Marking Criteria

Essays will be assessed by both internal and external examiners and the marks given will reflect their judgement of four distinct categories of competence:

- 1. Presentation and style.** This refers to both the physical presentation of the essay and the style of writing. It includes: spelling and grammatical competence; the clear, consistent and comprehensive presentation of references and bibliography; the clarity, lucidity and vivacity of a student's writing skills.
- 2. Structure.** This involves the organization of the material into logical and coherent sections for analysis, with a clear thread of argument throughout.
- 3. Argument and critical analysis.** This refers to the way that the argument is advanced and how the analysis is developed according to common academic norms as appropriate to the piece of work. For example: the ability to describe accurately and discuss succinctly relevant information and ideas; the ability to summarise, integrate and evaluate debates found in the academic literature; the ability to understand and reflect on theoretical and/or abstract material; the ability to identify and evaluate assumptions and contextual factors; the ability to manipulate ideas critically; the ability to engage with complex arguments and a variety of viewpoints; the ability to sustain and develop a focused argument; the ability to address issues in fresh ways; the ability to offer original ideas or insightful interpretations.
- 4. Use of sources.** This refers to the judicious and appropriate use of documentary sources or empirical data, which are relevant and adequate to the overall argument, as well as to a variety of academic literature that has a bearing on them and the issues that they raise. Credit can also be given for identifying appropriate sources through personal initiative and using them to make a new or distinctive contribution.

M.Phil. Grade Bands

0-29 Highly unsatisfactory - Fail

30-39 Very weak - Fail

1

40-49 Weak - Pass

2

50-59 Satisfactory

60-69 Good

HANDBOOK
for **APPENDIX ONE - E**
M.PHIL. PROGRAMMES
at
THE IRISH SCHOOL OF

TRINITY COLLEGE, DUBLIN

General Procedures & Regulations	2
Teaching Method	3
Assessment	5
Outlines	11
References	12
Dissertation	15
Graduation Ceremony	18
Additional Remarks	19

NOTE: This Handbook will be required for reference throughout the programme.
It is recommended that you keep it safe.

APPENDIX ONE - F



UNIVERSITY OF DUBLIN
TRINITY COLLEGE

M.PHIL. IN INTERNATIONAL PEACE STUDIES

ESSAY ASSESSMENT

Student name: [REDACTED]

Mark: 38

— 1

Course title: The Politics of Peace and Conflict

Essay question: "Evaluate the merits of either pacifism or just war theory as ethical responses to the problems of war and political violence."

Date essay due: Re-submitted essay

Date essay submitted: Re-submitted essay

— 2

Principal marker: Iain Attack

Second marker: Etain Tannam

— 3

Principal marker comments:

Overall summary

The organisation or structure of the essay does show promise, in the form of an opening discussion of different types of pacifist positions or arguments, followed by an assessment of arguments for and against pacifism. The essay still suffers from a fundamental lack of clarity of expression and coherence of argument that prevents it from attaining a passing mark.

Specific comments

The central types or categories used to analyse pacifism in the early part of the essay do not show a grasp of, for example, deontological or consequentialist ethical arguments, and their relevance to pacifism. Similarly, the arguments both for and against pacifism in the final sections of the essay are not easy to discern or understand. The summary of pacifism, and specific pacifist positions, is clearer in your "Conclusion" than elsewhere in the essay, which also suggests an interesting argument concerning "pragmatic pacifism" and nonviolence.

General comments relevant to future essays

The essay does show some ability to identify and utilise relevant sources, although not all sources are listed in the bibliography (e.g. Keane, Dasgupta). The essay still requires a much clearer focus on a central line of argument, and greater clarity of expression and coherence of discussion in each section.

(please see over)

APPENDIX ONE - G

Title:

Evaluate the merits of either pacifism or just war theory as ethical responses to the problems of war and political violence. (IA)

Student:

Dushko Peulich

Student Number:



International Peace Studies, The Politics of Peace and Conflict

Module Coordinator: Dr Iain Attack

Essay Due Date:

10 May 2011

(Re-submitted essay) — 1

Essay Number in Order of Submission:

2 of 6

Date Submitted:

04 April 2011

Word Count:

3927

APPENDIX ONE - H

[REDACTED]@tcd.ie>

21 June 2011 13:35

To: Iain Atack [REDACTED]

Hi Iain,

I got my re-submitted essay and mark 38. I just would love to know what is my status now after this. That is important to me and I would appreciate I can be explained it.

Regards,

[REDACTED]

[Quoted text hidden]

<https://mail.google.com/a/tcd.ie/?ui=2&ik=e2df777faa&view=pt&search=inbox&th=12ff...> 04/07/2011

APPENDIX ONE - I

Iain Attack

To: [redacted]@tcd.ie>

22 June 2011 12:13

Dear [redacted]

I suggest you contact Etain as Peace Studies coordinator to discuss your status within the programme. I will let her know that you would like to have this clarified.

All the best,
Iain.

Dr Iain Attack
Lecturer
International Peace Studies

Ireland

Tel. [redacted]

Fax [redacted]

E-mail: [redacted]

From: [redacted]@tcd.ie]

Sent: 21 June 2011 13:35

[Quoted text hidden]

[Quoted text hidden]



APPENDIX ONE - J

[REDACTED]@tcd.ie>

3 messages

[REDACTED]@tcd.ie>

To: Etain Tannam [REDACTED]

Hi Etain,

I recently received my re-submitted PPC essay results and the mark was 38. Then I e-mailed Iain and told him I would love to know my status after all of this. Iain suggested me to contact you as you are Peace Studies Coordinator. Etain, this is very important to me and I would plead with you to help me clarify this.

Regards,

[REDACTED]

Etain Tannam [REDACTED]

[REDACTED]@tcd.ie>

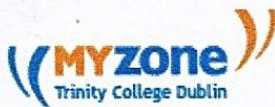
Cc: Gillian Wylie [REDACTED]

Dear [REDACTED]

I'm sorry the grade as disappointing. Would you like to see me tomorrow-12.30? I think in this situation you cannot proceed to dissertation next year, but I will cc Gillian to see what she thinks

Etain

Dr Etain Tannam
Lecturer International Peace Studies and Programme Coordinator, MPhil International Peace Studies



APPENDIX ONE - K

[REDACTED]@tcd.ie>

2 messages

[REDACTED]@tcd.ie>

23 June 2011 14:17

To: Etain Tannam [REDACTED]

Hi Etain,

As we have agreed today, this is my PPC essay and I hope that this time it will be ok. Once more I thank you for everything.

Regards,

 PPC-28.doc
112K

2

Etain Tannam [REDACTED]

23 June 2011 16:36

To: [REDACTED]@tcd.ie>

Thank you an dno problem. We will send it to our external

1

Best wishes

Etain

Dr Etain Tannam

Lecturer International Peace Studies and Programme Coordinator, MPhil International Peace Studies

Trinity College Dublin

From: [REDACTED]@tcd.ie]

Sent: 23 June 2011 14:17

To: Etain Tannam

Subject: [REDACTED]

[Quoted text hidden]

APPENDIX ONE - L



@tcd.ie>

The Politics of Peace and Conflict – Module overall mark

3 messages

To: Etain Tannam @tcd.ie>

7 — 17 August 2011 11:03

Reference: 1. Our talk (23.06.2011)

2. My e-mail with attachment (23.06.2011)
3. Your e-mail (23.06.2011)

1 (b)

Dear Etain,

I have not yet received my overall PPC mark. As mentioned in the assessment section of the Politics of Peace and Conflict Module assessment is by means of essay (85%), a seminar presentation (10%) and attendance at seminars (5%). Recently the Trinity Accountancy posted me the fee payment form saying that the first instalment is due by 1st September 2011. For that I would love to know my overall PPC mark in due course, and whether I can proceed to my thesis.

1 (a)

I wish you all the best

8

Etain Tannam

18 August 2011 15:19

To: @tcd.ie>

6

Cc: Iain Atack

Gillian Wylie

Dear

We are happy to allow you proceed to thesis I will ask Iain to send the overall mark (raised) when he returns from holidays

9

My apologies for the delay

2

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Best wishes

10

Etain

Dr Etain Tannam

Lecturer International Peace Studies and Programme Coordinator, MPhil International Peace Studies

Trinity College Dublin

From:

Sent: 17 August 2011 11:03

To: Etain Tannam

<https://mail.google.com/a/tcd.ie/?ui=2&ik=e2df777faa&view=pt&search=inbox&th=131...> 19/08/2011

Module Coordinator: Iain Attack

Tel. [REDACTED]

E-mail: [REDACTED]

2

Introduction:

Peace Studies is an inter-disciplinary field of study, with a particular concern for developing an understanding of the origins of armed conflicts and possibilities for their resolution, as well as the conditions for building sustainable peace in war-torn societies. As such, there are theories of peace and war and particular issues of special interest to a programme in International Peace Studies. The purpose of this module is to provide an introduction to these issues and theories that would also be useful as a general background to some of the more specialised modules offered as part of the programme. Each student is required to participate in one of the seminar groups attached to the course.

Module aims:

- To provide a background in relevant peace theories
- To examine critical issues in peacemaking and peacebuilding
- To connect Peace Studies to wider issues in other disciplines

Teaching Method:

The teaching method for this module consists of one lecture and one seminar per week. The seminars consist of student presentations followed by discussion on relevant weekly topics (see attached list). Students will be divided into seminar groups at the beginning of term. Attendance at seminars is mandatory and students must be prepared to participate.

Assessment:

1

Assessment is by means of one 4000 word essay (85%), a seminar presentation (10%), and attendance at seminars (5%). The list of essay topics is attached, and the essay is due no later than December 15. The seminar presentation will be assessed by means of a two-page seminar outline, and students must attend a minimum of eight out of 10 seminars.

The essay for this module must be submitted using TurnItIn software, available through the TCD website. The "TurnItIn Student Quickstart guide" (3 pages) is available through the CAPSL (Centre for Academic Teaching and Learning) page on the TCD website.

APPENDIX ONE - N

International Peace Studies Assessment Guidelines/Marking Criteria for Seminars Following Criteria Will be Used in Marking Written Seminar Outline	PPC Week 3 "Just War Theory"
Name: [REDACTED]	To calculate: Mark each component out of 10 and divide total by 3!
Literature Review and Content: accurate understanding of readings (10 marks)	- few specific references to readings: . 5
Research Skills: ability to provide balanced appraisal and not be selective in information provided (10 marks) <i>NB: For research methods seminars, semester 2: inclusion of methodology discussion/section</i>	- discussion of particular just war principles unclear (in outline): 5
Structure: introduce topic, summary of arguments and evidence, concluding questions (10 marks)	- relevance of questions to just war theory not clear: 5
Total Mark for seminar outline (out of 10)	5



APPENDIX ONE - O

RECORD OF STUDIES

Name of student:

[REDACTED]

Year of studies:

2010 - 2012

Programme:

M.Phil. International Peace Studies

Trinity College Dublin

Students are required to take 60 ECTS credits from the taught modules (each module is 10 ECTS) and write a 15,000-20,000 word dissertation worth 30 ECTS credits. Students are required to take the core modules "The Politics of Peace and Conflict" and "Research Methods" and choose four other modules. Modules are assessed through written work, usually 4,000 words long and seminar presentations as appropriate. The postgraduate application diploma as an exit qualification is equivalent to 60 ECTS.

GRADES ATTAINED		Mark
[REDACTED]		
Module 2	Politics of Peace & Conflict	48
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
[REDACTED]		
Dissertation:		
[REDACTED]		

Guide to Grades: Fail – below 40 / Pass 40-69/ Distinction 70 and over



See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/293698726>

Seven Basic Principles of Logical Reasoning

Article in *American laboratory* · August 2008

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SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Physiologic Responses to the elements of music; music therapy; Brain function [View project](#)

Seven Basic Principles of Logical Reasoning



Dr. Schneck is W.S. White Distinguished Professor Emeritus of Engineering Science and Mechanics, Virginia Tech, P.O. Box 396, Christiansburg, VA 24068-0396, U.S.A.; tel.: 540-382-6496; e-mail: adanIELj@vt.edu.

As an "expert" consultant, I am often asked to evaluate the validity of the reasoning used by litigants to justify their claims. In many cases, I find such reasoning to be based on arbitrary axioms (unsubstantiated assumptions taken to be true without proof) and non sequiturs (conclusions that do not follow directly and logically from the arguments that led up to them). In the latter case, to be valid, arguments must be based on the following types of logical reasoning:

1. *Modus Ponens*: From the Latin *pōnere*, meaning "to put," and *modus*, meaning "mode," a method of reasoning based on proposing. In *modus ponens*, a hypothetical proposition—*whether valid or invalid* (the subject of another editorial)—is offered ("set down") first. For example, one might propose an antecedent (literally "go before," hence, by inference, *cause*) of the form: "If A. . ." Next, as a result of "A" having occurred, an effect, or consequent, is presumed to follow, stated as: ". . . then B." Finally, if the antecedent is affirmed, then so is the consequent, i.e., "If A, then B. . . but A is true. . . therefore B is true."

Note: To say "If A, then B" merely asserts that A is a *sufficient* condition for B to occur, but not *inescapably necessary*. For example, it is easy to affirm that, "If your skull is hit hard enough with a hammer (antecedent, A). . . then it will be exposed to a force *sufficient* to crack it open (consequent, B)." However, it does not necessarily follow that, "If your skull was exposed to a force sufficient to crack it open (i.e., 'if B'). . . then it was hit hard enough with a hammer ('then A')"! In other words, the converse—"If B, then A"—of the proposition "If A, then B" is not necessarily true, because in this case the sufficient force might have resulted not from the blow of a hammer, but from a serious automobile accident, or taking a hard fall down a flight of stairs, or many other confounding variables. The only thing you can say is, "If B, then *perhaps* as a result of A, but not *necessarily*." To conclude otherwise, when an inverse, commutative relationship between A and B has not been proven, is called an illogical Fallacy of Affirming the Consequent.

Moreover, it is equally invalid to assume that if your skull was *not* hit hard enough with a hammer (the negation of A), then it was *not* exposed to a force sufficient to crack it open, because, again, that force might have originated from a variety of different sources. The latter is called an illogical Fallacy of Denying the Antecedent, emphasizing again that the antecedent might be sufficient for causing the consequent, but not necessary.

The two fallacies above result from "A" requiring the use of a hammer to supply the blow to the skull. Thus, given the reasonable assumption that the skull needs to be hit hard enough in order for it to crack, one might propose a more general argument that eliminates identifying the source of the blow: "If your skull gets hit *hard enough*, then it will crack open." Getting hit hard enough now becomes necessary *and* sufficient for cracking open (as opposed to sawing or drilling) the skull, because now, "If A, then B" and its converse, "If B, then A," are *both* true. That is, if your skull has cracked open, it is reasonable to presume that it was hit hard enough to do

so, or, stated in negation form, if your skull is *not* hit hard enough, it is likely that it will not otherwise crack open. To prove the concept of "necessary and sufficient conditions for causation," one must prove that a statement *and its converse* are both universally valid.

To say "If A, then B" merely asserts that A is a sufficient condition for B to occur, but not inescapably necessary.

2. The reasoning offered in the next-to-last sentence above goes by the name *modus tollens* (from the Latin for "removing"). It is a

mode ("modus") of reasoning wherein, if the *consequent* is denied (removed, "tollens")—your skull is *not* cracked open—then so is the *antecedent*—the skull was *not* hit hard enough to do so. In other words, "If A (skull gets hit *hard enough*), then B (skull fractures)". . . but. . . "Skull is *not* fractured (B is false). . . thus. . . skull was *not* hit *hard enough* (A is false)."

3. Now consider the case of two *modus ponens* arguments forming a conjunction, i.e., coupled by the word "and": "If your skull is struck hard enough (A), then it will crack open (B)"; *AND* "If the potential blow misses your head completely (C), then you will escape unharmed (D)." This is called a *Constructive Dilemma* mode of reasoning, wherein we have: "If A, then B; *AND* If C, then D." Thus, "If A *OR* C, then B *OR* D," i.e., either your skull is struck hard enough (A), in which case it cracks open (B). . . *OR*. . . the blow misses your head completely (C), in which case you escape unharmed (D).
4. By the same token, we can have a *Destructive Dilemma*, involving a conjunction between two *modus tollens* arguments: "If A, then B; *AND* If C, then D," so, if B *didn't*

happen OR D *didn't* happen, then either A *didn't* happen OR C *didn't* happen—thus, if your skull did *not* crack open (the negation of B), in which case your skull was *not* struck hard enough (the negation of A), OR you did *not* escape unharmed (the negation of D), in which case the blow did *not* miss your skull (the negation of C).

5. *Hypothetical Syllogism*: A syllogism (from the Greek prefix *syn-*, meaning “together,” and *lógos*, meaning “a reckoning”) is a type of reasoning wherein a major premise is coupled with a minor premise to deduce a conclusion drawn necessarily from the two of them. If *both* premises are explicit, and not constrained by qualifying conditions, the syllogism is called *categorical*, the classic example being: “All men are mortal (major premise); Socrates is a man (minor premise); Therefore, Socrates is mortal (conclusion).”

If at least one of the premises is conditional (i.e., constrained by an “If . . .” statement), the syllogism is called *hypothetical*. Thus, in the situation being considered herein, one might offer the major premise: “If your skull is struck *hard enough* (antecedent, A, containing two constraints: *if* your skull is *struck*, and *if* it is struck *hard enough*), then it will crack (consequent, B)”; and the minor premise: “If your skull cracks (B), then you might die (C)”; from which two statements one may logically conclude that, “If your skull gets struck hard enough (A), *then* you might die (C).” Note that the hypothetical syllogism is of the form: “If A, then B; If B, then C; Therefore, If A, then C.” This is quite different from saying: “If A (e.g., ‘If an object is human’), then

B (‘It is an animal’); and “If A (‘If an object is human’), then C (‘It is bipedal’);” Therefore, “If B (‘If an object is an animal’), then C (‘It is bipedal’),” which is clearly not the case! Nor, using converses, is it generally true that: “If B, then A (not all animals are human!), and If C, then A (not all bipedal animals are human!); Therefore, If B, then C (not all animals are bipedal!).” Yet another type of syllogism is the:

6. *Disjunctive Syllogism*: Here, at least one of the premises contains a *disjunctive preposition*, such as “or” (as opposed to the hypothetical “if”). For example, one might say, “The blow to your skull was either on target (A), *or* missed your head completely (B)” (major premise). Followed by: “But the blow did *not* miss your head completely” (minor premise, in the form of the negation of B). Thus, we conclude that, “Therefore, the blow to your skull was on target” (A). This syllogism is of the form: “*Either* A, *or* B; But *not* B, Therefore, A.” Note: In many “and/or” situations where it is possible for *both* A and B to be true simultaneously, a seemingly analogous argument of the form: “A *and/or* B. . . But B exists, so A doesn’t” is not valid, even though attempts are often made to use it!
7. *Proof by Contradiction*: Finally, a type of *modus tollens* argument called proof by contradiction or *reductio ad absurdum* (Latin “reduction to absurdity”) is a method of proving something false by showing that conclusions to which it leads are absurd, or in violation of something known to be true. So, having said that, here is a question: Are you, or are you *not* a Cretan if you say, “I am a Cretan,” given that “All Cretans are liars”?

APPENDIX ONE - Q

Mail - Outlook x +

https://outlook.live.com/mail/inbox/id/AQQkADAwATZiZmYAZC05NzU0LTE1OWYtMDACLTAwCgAQAlnLHHiCyShImcpZNt5Aoe4%3D

Apps Dictionary, Encyclope

Outlook Search

+ New message Reply Delete Archive Junk Sweep Move to Categorize

Favorites

Inbox

Drafts

Archive

Add favorite

Folders

Inbox

Junk Email

Drafts

Sent Items

Deleted Items

Archive

Contacts_0

Conversation Hist...

Upgrade to Office 365 with premium Outlook features

Submit Your Article and Join Our Journal as Editorial Board Members/Reviewers. Dear

JA

Sat 20/10/2018, 03:48

To: @hotmail.com

Psychology and Behavioral Sciences

1

SciencePG

Dear

Greetings from the assistant editor!

We have read about your published precious paper in

, and the topic of the paper has impressed us a lot.

It has attracted widespread attention and interest from researchers and scholars in this field.

2

Invitation to Submit Your Manuscript

Initiated with the aim to promote communications within scientific community, *Psychology and Behavioral Sciences* can make experts in various domains closer to the cutting-edge researches. Due to the advance, novelty, and potential wide applications of your innovation, we invite you with sincerity to submit other unpublished manuscripts of related fields to the journal. Your further research on this article is also welcomed.

Dear [REDACTED]
Greetings from the assistant editor!
We have read about your published precious paper in [REDACTED]
[REDACTED] and the topic of the paper has impressed us a lot.
It has attracted widespread attention and interest from researchers and scholars in this field.

Invitation to Submit Your Manuscript

Initiated with the aim to promote communications within scientific community, *Psychology and Behavioral Sciences* can make experts in various domains closer to the cutting-edge researches. Due to the advance, novelty, and potential wide applications of your innovation, we invite you with sincerity to submit other unpublished manuscripts of related fields to the journal. Your further research on this article is also welcomed.

APPENDIX ONE - R

3/15/2020

Mail - [REDACTED] - Outlook

Dear [REDACTED]: Become Editorial Board Members or Reviewers and Publish Articles -- [REDACTED]

Kylie Brook <[REDACTED]>

Fri 13/03/2020 19:27

To: [REDACTED]@hotmail.com <[REDACTED]@hotmail.com>

Psychology and Behavioral Sciences



Dear [REDACTED],

Greetings.

Your article published in [REDACTED] under the title of "[REDACTED]" has impressed us a lot.

Due to your rich academic experience and excellent research achievements, we would like to invite you to submit papers to our journal and join us as an Editorial Board Member/a Reviewer.

Submit Your Unpublished Papers

Aiming at promoting communications among academic peers, *Psychology and Behavioral Sciences* can make specialists in the related fields closer to the latest scientific research. Due to the novelty, advance, and potential extensive application of your research achievements, **we sincerely invite you to send other unpublished articles of similar themes to the journal.** Further findings on the topic of this paper are also welcomed.

On behalf of the Editorial Board of the journal, it is privileged for us to invite you to join our team as the editorial board member or reviewer. Taking your academic background and rich experience in this field into account, the Board believes that you may be a suitable candidate for this position. We believe that your position as the editorial board member or reviewer will bring benefits to scholars in this field.

Recruiting Editorial Board Member/Reviewer

The title and abstract of your paper are as below:

Title of your research: [REDACTED]

Abstract of your research: [REDACTED]

APPENDIX ONE - S

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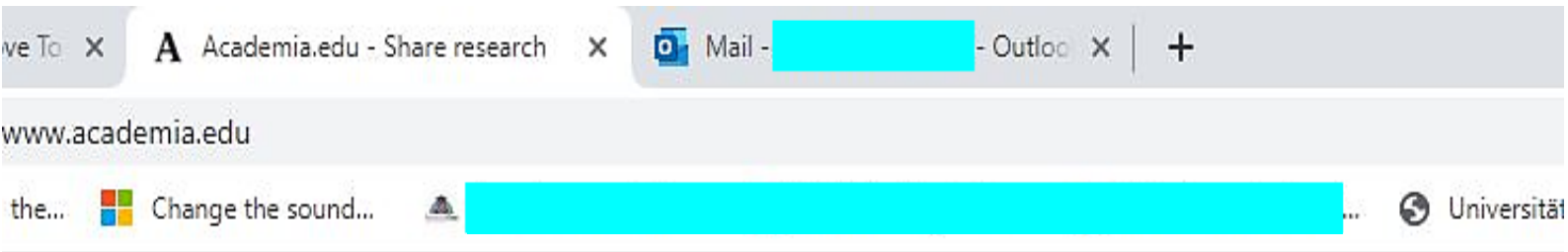
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APPENDIX ONE - T



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APPENDIX ONE - U

[2001.] *Criminal Justice (Theft and Fraud Offences) Act, 2001.* [No. 50.]

(6) A person who is arrested pursuant to this section by a person other than a member of the Garda Síochána shall be transferred by that person into the custody of the Garda Síochána as soon as practicable. Pt.2 S.8

(7) A person guilty of an offence under this section is liable on conviction on indictment to a fine not exceeding £3,000 or imprisonment for a term not exceeding 2 years or both.

9.—(1) A person who dishonestly, whether within or outside the State, operates or causes to be operated a computer within the State with the intention of making a gain for himself or herself or another, or of causing loss to another, is guilty of an offence. Unlawful use of computer.

(2) A person guilty of an offence under this section is liable on conviction on indictment to a fine or imprisonment for a term not exceeding 10 years or both.

10.—(1) A person is guilty of an offence if he or she dishonestly, with the intention of making a gain for himself or herself or another, or of causing loss to another— False accounting.

- (a) destroys, defaces, conceals or falsifies any account or any document made or required for any accounting purpose,
- (b) fails to make or complete any account or any such document, or
- (c) in furnishing information for any purpose produces or makes use of any account, or any such document, which to his or her knowledge is or may be misleading, false or deceptive in a material particular.

(2) For the purposes of this section a person shall be treated as falsifying an account or other document if he or she—

- (a) makes or concurs in making therein an entry which is or may be misleading, false or deceptive in a material particular, or
- (b) omits or concurs in omitting a material particular therefrom.

(3) A person guilty of an offence under this section is liable on conviction on indictment to a fine or imprisonment for a term not exceeding 10 years or both.

11.—(1) A person is guilty of an offence if he or she dishonestly, with the intention of making a gain for himself or herself or another, or of causing loss to another, destroys, defaces or conceals any valuable security, any will or other testamentary document or any original document of or belonging to, or filed or deposited in, any court or any government department or office. Suppression, etc., of documents.

- (2) (a) A person who dishonestly, with the intention of making a gain for himself or herself or another, or of causing loss to another, by any deception procures the execution of a valuable security is guilty of an offence.

(b) *Paragraph (a)* shall apply in relation to—

APPENDIX ONE - U 1

irishstatutebook.ie/eli/2001/act/50/section/10/enacted/en/html#sec10

Home > Acts > 2001 > Criminal Justice (Theft and Fraud Offences) Act, 2001

Criminal Justice (Theft and Fraud Offences) Act, 2001

View by Section

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Bill History ?

Commencement, Amendments, SIs made under the Act ?

Revised Act ?

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False 10.—(1) A person is guilty of an offence if he or she dishonestly, with the intention of making a gain for himself or herself or another, or of causing accounting, loss to another—

(a) destroys, defaces, conceals or falsifies any account or any document made or required for any accounting purpose,

(b) fails to make or complete any account or any such document, or

(c) in furnishing information for any purpose produces or makes use of any account, or any such document, which to his or her knowledge is or may be misleading, false or deceptive in a material particular.

(2) For the purposes of this section a person shall be treated as falsifying an account or other document if he or she—

(a) makes or concurs in making therein an entry which is or may be misleading, false or deceptive in a material particular, or

(b) omits or concurs in omitting a material particular therefrom.

(3) A person guilty of an offence under this section is liable on conviction on indictment to a fine or imprisonment for a term not exceeding 10 years or both.



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(3) A person guilty of an offence under this section is liable on conviction on indictment to a fine or imprisonment for a term not exceeding 10 years or both.

APPENDIX ONE - V

 Cambridge Dictionary

DictionaryTranslateGrammarThesaurusCambridge Dictionary +Plus

misleading

xEnglish



GrammarEng

←

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misleading

adjective

UK  /ˌmɪsˈliː.dɪŋ/ US  /ˌmɪsˈliː.dɪŋ/

B2

causing someone to believe something that is not true:

• *misleading information/statements*

APPENDIX ONE - W

The screenshot shows the Cambridge Dictionary website interface. At the top, there is a navigation bar with links for Dictionary, Translate, Grammar, Thesaurus, and Cambridge Dictionary +Plus. A search bar contains the word 'false'. Below the search bar, the definition for 'false' is displayed. The word is labeled as an adjective (NOT TRUE). A red box highlights the definition: 'not true, but made to seem true in order to deceive people:'. Below this, three example sentences are provided. A 'Thesaurus' section is also visible, showing synonyms, antonyms, and examples. On the left side, there is an 'Ads by Google' section with a button to 'Stop seeing this ad' and a link to 'Why this ad?'. The bottom right corner of the page shows 'Page 1 of 1'.

Cambridge Dictionary Dictionary Translate Grammar Thesaurus Cambridge Dictionary +Plus

false

← Ads by Google
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false adjective (NOT TRUE)

B1 disapproving

not true, but made to seem true in order to deceive people:

- She was charged with giving false **evidence** in court.
- When she was stopped by the police for speeding, she gave them a false **name** and address.
- He assumed a false **identity** (= pretended he was someone else) in order to escape from the police.

+ Thesaurus: synonyms, antonyms, and examples

▶ **under false pretences** disapproving

If you do something under false pretences, you lie about who you are, what you are doing, or what you intend to do, in order to get something:

- He was deported for entering the country under false pretences.
- If you're not going to offer me a job, then you've brought me here under false pretences (= you have deceived me in order to make me come here).

Page 1 of 1

APPENDIX ONE - X

merriam-webster.com/dictionary/deceptive

oned Hill* Co... Новостройки в Кр... Жилой комплекс *... Новостройки в Кр... МК Продажа двухком... Где купить кварти...

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deceptive

Dictionary Thesaurus

deceptive adjective

 Save Word

de·cep·tive | \ di-'sep-tiv \

Definition of *deceptive*

: tending or having power to cause someone to accept as true or valid what is false or invalid : tending or having power to deceive