



Mahidol University
International College

ICIR 204

Perspectives on International Relations

Course description:

This course examines major perspectives on International Relations such as Realism, Liberalism, Constructivism and Critical Theory. Students will apply different conceptual frameworks to a range of issues in global politics and reflect on the advantages and disadvantages of particular perspectives. Students will examine a range of issues in international relations such as terrorism, weapons of mass destruction, human rights, trade, investment and finance and apply multiple theoretical perspectives to analyze these issues.

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Office: Room 13/SSD (MUIC, Building 2)

Office Hours: TBA (see schedule SSD office)

Course Learning Outcomes

At the completion of the course the student will be able to:

1. awareness of the plurality of possible interpretations of global politics.
2. deepen their understanding of major perspectives in international relations
3. critically discuss the applicability of particular frameworks to selected cases.
4. discuss nuances and differences within major theoretical perspectives.
5. analyze the potential and limitations of different theoretical perspectives on international relations.

Assessment

Assessment	AI Assessment Level*	% Grade
Classroom participation	AI-1	10%
Group presentations (5 total x 10%)	AI-2	50%
Final Exam	AI-1	40%

Course Topics

Topic No.	Topic
1	Introductions
2	Realism I
3	Realism II
4	Liberalism I
5	Liberalism II
6	English School
7	Constructivism
8	Marxism
9	Critical Theory
10	Feminism
11	Post-structuralism
12	Review and Concluding Discussion
13	Final Examination

There are TWO open-source books available that are core readings for this course:

- International Relations Theory (by Stephen McGlinchey) [LINK](#)
 - This will be referred to below as McGlinchey Theory
- International Relations (by Stephen McGlinchey) [LINK](#)
 - This will be referred to below as McGlinchey IR

These books are also available in your Classroom Drive. They provide a solid introductory overview and will be the basic reference texts for the course. Please download the PDF version and make it available on your PC hard drive. Other books from the series will be listed under specific weeks for Realism and the English School.

WEEK 1 Introduction: Perspectives, Levels of Analysis, and Theory

Topic description: This week's class introduces the various elements of understanding and analyzing international relations. Students will learn about the role of perspectives and levels of analysis for the study of global politics and critically examine how causalities are identified and established.

Key questions: What is the use of 'theory'? What are the characteristics of different perspectives on international relations? Can we isolate causes from effects? Should we describe international relations as the logic of consequences or better as the logic of appropriateness? How does critical theory differ from other perspectives on international relations?

Expected learning outcomes:

- Students will be able to compare and contrast different perspectives on international relations
- Students will identify causal arrows, perspectives and levels of analysis underlying selected articles on issues in international relations.
- Students will critically discuss how causality, perspectives and levels of analysis are closely intertwined.

Readings and activities:

- McGlinchey IR, Intro pp1-14
- Bennet, Andrew. 2013. 'The Mother of All Isms: Causal Mechanisms and Structural Pluralism in International Relations Theory.' *European Journal of International Relations*. 19(3): 459-481.
- Cantir, Christian and Juliet Kaarbo. 2012. 'Contested Roles and Domestic Politics: Reflections on the Role of Theory on Foreign Policy Analysis and International Relations Theory.' *Foreign Policy Analysis*. 8(1): 5-24.
- Jepperson, Ronald and John W. Meyer. 2011. 'Multiple Levels of Analysis and the Limitations of Methodological Individualism.' *Sociological Theory*. 29(1): 54-73.
- Wendt, Alexander. 1998. 'On Constitution and Causation in International Relations.' *Review of International Studies*. 24(5): 101-118.

Student activity: Students will reflect on the role of theory AND ideology in international affairs analysis and consider the division between normative vs 'scientific' and ideological approaches to international political affairs.

WEEK 2 Realism I: Anarchy, States and Sovereignty

Topic description: This week's class focuses on understanding major trends in international politics from the Realist perspective. Students will examine unipolarity as a feature of the Post-Cold War world and discuss the view of terrorism and other asymmetric threats as products of a largely unipolar world.

Key questions: What is meant by unipolarity in the current international system and what are its implications? Are institutions essentially "arenas for acting out power relationships"? Does

terrorism constitute a systematic threat to stability in the world? What is a realist approach to managing ethnic conflicts? According to realists, why was the partition of Palestine necessary?

Expected Learning Outcomes:

- Students will be able to critically discuss the importance of power in realist theory.
- Students will be able appraise the significance of unipolarity for international relations
- Students will be able to critically examine the notion of sovereignty and the concept of “failed state”

Readings and activities:

- **McGlinchey Theory Ch1**
- Eriksen, Stein Sundstol. 2011. ‘State failure’ in theory and practice: the idea of the state and the contradictions of state formation.’ *Review of International Studies*. 37: 229-247.
- Fukuyama, Francis. 2004. *State-Building: Governance and World Order in the 21st Century*. Ithaca: Cornell University Press.
- Herbst, Jeffrey. ‘Responding to State Failure in Africa.’ *International Security*. 21(3): 1996-97.
- Ikenberry, John, Michael Mastanduno, and William C. Wohlforth. 2009. ‘Introduction: Unipolarity, State Behaviour and Systemic Consequences.’ *World Politics*. 61(1): 1-27.
- Sambanis, Nicholas. 2000. ‘Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature.’ *World Politics*. 52: 437-83.

Student activity: Student groups will present their application of the week’s theoretical perspective, i.e. Realisms, to a pre-determined case study.

WEEK 3 Realism II: Power, Security

Topic description: Students will be introduced to the debates between classical, structural and neo-classical realists. In the second part of the class, students will examine the realist take on ethnic conflict and proposed solutions for political stability, with particular emphasis on the Arab-Israeli conflict.

Key questions: How do realists view the position of the United States in the post-Cold War world? What are the different assumptions of the power transition and power balancing schools within realism and what are the consequences of those assumption for US policy recommendations?

Expected learning outcomes:

- Students will become aware of debates and controversies within the Realist school of international relations.
- Students will be able to discuss and debate the future of US power drawing from power transition theory and power balancing theory.
- Students will be able to compare power capabilities of major countries in the world.
- Students will be able discuss realist perspectives on conflicts and apply those perspectives to specific cases.

Readings and activities:

- **McGlinchey Theory Ch1**
- Orsi, D, Avgustin, JR and Nurnus, M (2018) *Realism in Practice: an appraisal*, Bristol, UK: E-IR Publishing ([LINK](#)), Ch3, Ch5
- Harris, Peter. 2014. 'Problems with Power-Transition Theory: Beyond the Vanishing Disparities Thesis.' *Asian Security*. 10(3): 241-259.
- Lebow, Richard Ned and Benjamin Valentino. 2009. 'Lost in Transition: A Critical Analysis of Power Transition Theory.' *International Relations* 23(3). pp. 389-410.
- Mearsheimer, John and Stephen Van Evera. 1995. 'When Peace Means War.' *New Republic*. December 18. 16-21.
- Waltz, Kenneth N. 1993. 'The New World Order'. *Millenium: Journal of International Studies*. 22(2): 187-95.

Student activity: Students will develop an infograph indicating dimensions of power and comparing power capabilities of the United States, Russia and China.

WEEK 4 Liberalism I: Interdependence, Collective Security

Topic description: This week's class introduces the liberal perspective to explain and understand major events in international politics since the Cold War. It will show how liberal accounts focus on the integrating dynamics of international institutions and economic interdependence. Students will learn about the differences between different iterations of liberalism in IR.

Key questions: Which factors are most significant for global interdependence? How important are non-state actors in global politics? How do repeated interactions influence international affairs? Are diplomacy, negotiation and bargaining always a better option than the use of force? What makes military intervention legitimate?

Expected learning outcomes:

- Students will understand how liberal perspectives can shape strategies in international relations
- Students will be able to assess the effects of interdependence in global politics
- Students will compare and contrast different schools of thought within the liberal perspective on international relations.

Readings and activities:

- **McGlinchey Theory Ch2**
- Keohane, Robert O. and Joseph Nye. 1989. *Power and Interdependence*. Cambridge, MA: HarperCollins. 20-25.
- Doyle, M (1986) Liberalism and World Politics, *American Political Science Review*, 80 (4), pp1151-1169
- Hurd, Ian. 2007. *After Anarchy: Legitimacy and Power in the United Nations Security Council*. Princeton: Princeton University Press.
- Nicoli, F (2019) Neofunctionalism revisited: integration theory and varieties of outcomes in the Eurocrisis, *Journal of European Integration*

Student activity: Student groups will present their application of the week's theoretical perspective, i.e. Liberalism, to a pre-determined case study

WEEK 5 Liberalism II: Collective Security, International Institutions, and Peacekeeping

Topic description: This week's class further examines liberal perspectives on international relations by exploring the concept of collective security and reviewing in detail major international organizations such as the United Nations, NATO, the European Union and ASEAN. Students will be familiarized with the concept of peacekeeping and peace enforcement.

Key questions: How can international organizations limit conflict according to the liberal perspective? How do international institutions work? How does the liberal perspective understand the role of International Law in world politics?

Expected learning outcomes:

- Students will be able to apply the liberal perspective to explain and understand major events in international politics.
- Students will be able to discuss the growing importance of NGOs and international law in contemporary world affairs.

Readings and activities:

- **McGlinchey Theory Ch2**
- Greig, J. Michael and Paul F. Diehl. 2005. 'The Peacekeeping-Peacemaking Dilemma.' *International Studies Quarterly*. 49: 621-645.
- Mitchell, Ronald B. 2009. 'The Influence of International Institutions: Institutional Design, Compliance, Effectiveness and Endogeneity.' In Helen V. Miker and Andrew Moravcsik (eds.). *Power, Interdependence, and Non-state Actors in World Politics*. Princeton: Princeton University Press.
- Pugh, Michael. 2007. 'Peace Enforcement'. In Thomas G. Weiss and Sam Daws (eds.). *The Oxford Handbook of the United Nations*. Oxford: Oxford University Press.

Student activity: Students will reflect on the movie 'Siege of Jadotville' (available on Netflix) and present their group viewpoint with respect to the following prompt: 'Is UN peacekeeping an effective instrument of collective security?'

WEEK 6 The English School: System, Society and the World

Topic description: This week's class considers the evolution of thinking known as the English School. In trying to bridge the divide between the principle of anarchy (Realism) and institutionalized interstate cooperation (Liberalism) this branch of scholarship offered a middle road between the two traditional theories.

Key questions: How can international organizations alleviate the 'anarchical' aspect of the international order? Does the English School actually offer a useful alternative to either Realism or Liberalism?

- **McGlinchey Theory Ch3**

- Murray, Robert (2015) *System, Society and the World: Exploring the English School of International Relations*, Bristol, UK: E-IR Publishing ([LINK](#))
- Buzan, B (2001) 'The English School: an underexploited resource in IR', *Review of International Studies* 27:3, 474.

Student activity: Student groups will present their application of the week's theoretical perspective, i.e. the English School, to a pre-determined case study

WEEK 7 Constructivism: Identity, Democracy and International Norms

Topic description: This week focuses on explanation of contemporary events from constructivist perspectives. Special emphasis will be on the role of democracy, religion, ethnicity, and human rights-based politics. Students will examine how ethnic, religious and national conflicts are ideationally constructed and how the creation of new norms may provide solutions to these problems.

Key questions: Are social identities primordial or are they constructed? If they are constructed, who constructs them? Is it possible to have overarching solutions to ethnic conflicts? Or does this type of conflict require responses that depend on the individual situation? What is the difference between viewing terrorism as war, terrorism as crime, and terrorism as ideological conflict? What policies are suggested by each of these views? What are human rights? Are human rights universal? If not, can they be human rights?

Expected learning outcomes:

- Students will be able to critically discuss the role of ideas and ideologies in world politics.
- Students will be able to identify and discuss ideational factors that contribute to identity-building.
- Students will reflect on the role of values in the conduct of politics.

Readings and activities:

- **McGlinchey Theory Ch4**
- Onuf, Nicholas G. (1989). *World of our Making. Rules and Rule in Social Theory and International Relations*. London: Routledge.
- Bell, Daniel. 2000. *East Meets West: Human Rights and Democracy in East Asia*. Princeton: Princeton University Press. 1-19
- Checkel, J (1998) The Constructive Turn in International Relations Theory, *World Politics* 50, pp324-348
- Katzenstein, Peter J. (ed.). 1996. *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press.
- Major Alex Osborn. 2006. 'The "Clash of Civilizations" Thesis as a Tool for Explaining Conflicts in the Contemporary World.' *Defence Studies*. 5(3): 394-400.
- Tibi, Bassam. 2012. *Islam in Global Politics: Conflict and Cross-Civilizational Bridging*. Abingdon and New York: Routledge. 1-31.

Student activity: Students will examine and present the case of an ethnic conflict (TBD) and deploy the insights of constructivism to determine both cause and possible solutions to this conflict.

WEEK 8 Marxism: Class, Classes of States and the Politics of Economy

Topic description: This week's class considers the contribution of Marxist thought to international relations. It considers the critiques of the international system offered by traditional Marxist thinking and how that core perspective has created new theoretical insights into international affairs, such as Dependency Theory and World Systems Theory.

Key questions: Has the crisis within neoliberalism projected Marxism back onto the political agenda, given the amount of economic inequality in the world? Will Marxist thought, in its manifestations since the end of the Cold War, continue to exert a relevant critique in international affairs?

Expected learning outcomes:

- Students will be able to critically discuss the central tenets of Marxist thought
- Students will be able to relate these central tenets to key issues in international affairs
- Students will be able to critically assess the role of Marxism in shaping national political orders and its impact on the evolution of the international system since 1945.

Readings and activities:

- **McGlinchey Theory Ch 5**
- Dahrendorf, R (1959) *Class and Class Conflict in Industrial Society*, Stanford, CA: Stanford University Press
- Ferraro, V (2008) 'Dependency Theory: an introduction' ([LINK](#))
- Chiot, D and Hall T (1982) World System Theory, *Annual Review of Sociology*, Vol 8, pp 81-106

Student activity: Students will present a Marxist analysis of a current international issue, drawing on the core tenets of Marxist thought.

WEEK 9 Critical Theory: The Normative Input of the Frankfurt School

Topic description: Critical Theory emerged from Marxist thought via the Frankfurt School, which was established in Germany in the 1930s. It's basic aim is grounded in the concept of 'emancipation' of the human individual from forms of domination and repression evident in political and economic systems. It's application to IR is manifold, but remains rooted in the critical evaluation of international structures, systems and processes.

Key questions: In what ways can CT help us understand international relations? Is CT's normative basis a help or hindrance in such an understanding? Does it, in other words, undermine understanding in favour of a normative stance relative to international affairs?

Expected learning outcomes:

- Students will be able to grasp the fundamentals of the Critical Theory contribution to IR.
- Students will be able to demonstrate sophisticated reasoning skills.
- Students will be able to apply course contents to new case scenarios.
- Students will be able to communicate complex ideas in an oral presentation.

Readings and activities:

- **McGlinchey Theory Ch 6**
- Stanford Encyclopedia of Philosophy (n.d.) Critical Theory ([LINK](#))
- Yalvac, F (2015) Critical Theory: International Relations' Engagement with the Frankfurt School and Marxism ([LINK](#))

Student activity: This week, students will present selected contemporary international relations issues through the various prisms within Critical Theory in small groups.

WEEK 10: Feminism: Mainstreaming Gender in International Relations

Topic description: This week we examine the impact of feminist theory on International Relations. Traditionally, IR theoretical perspectives have largely appeared 'un-gendered' in so far as they claimed to pursue a neutral and value free inquiry into international affairs. In tandem with Critical Theory, feminist thinkers began to highlight blind spots in IR scholarship that expressly excluded the impact of international affairs on women and largely ignored the gender question. With the emergence of war crimes in several late 20th century conflicts that disproportionately impacted women and girls the application of gender sensitive scholarship picked up.

Key questions: How does IR incorporate a gender specific lens on international affairs?

Expected learning outcomes:

- Students will familiarize themselves with the key contributions of feminist theory as it is related to international affairs
- Students will consider the real world policy implications of the feminist perspective on IR issues

Readings and activities:

- **McGlinchey Theory Ch 8**
- True, Jacqui. (2012). *The Political Economy of Violence against Women*. Oxford: Oxford University Press.
- Carpenter, RC (2006) *Innocent Women and Children: Gender, Norms and the protection of civilians* London: Routledge
- Enloe, C (2014) *Bananas, Beaches and Bases: Making feminist sense of international politics* Berkeley: University of California Press

Student activity: Students will examine a conflict from an explicitly feminist/gendered perspective, bringing issues that bear on gendered politics to the fore.

WEEK 11: Post-structural Perspectives on International Relations

Topic description: This week's class will engage with the strand of social theory known as post structuralism (sometimes post modernism). Students will critically interrogate patterns of causality established in mainstream International Relations theories and examine critical perspectives on globalization. It will discuss ways in which globalization and development have resulted from interconnected historical forces and social processes associated with the rise of the West. Students will examine notions of marginality and inequality as they have been articulated in different conceptual frameworks.

Key questions: How can inequality be measured? How important are relative gaps compared to absolute gaps? What governs interpretations and methodological preferences among economists? How valid are notions of neo-colonialism in the current era?

Expected learning outcomes:

- Students will develop a nuanced perspective on the notions of structure and agency.
- Students will be able to conduct discourse analyses of political texts.
- Students will be able to identify, explain and critique different strands of critical theory.
- Students will be able to formulate alternative accounts of globalization.

Readings and activities:

- Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton and Oxford: Princeton University Press. 3-27.
- Foucault, Michel. 1988. *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. Edited by Colin Gordon. New York: Random House. 63-77; 109-134.
- Dillon, Michael and Julian Reid. 2001. 'Global Liberal Governance: Biopolitics, Security and War.' *Millenium: Journal of International Studies*. 30(1): 44-66.
- Miller, Peter and Nikolas Rose. 2008. *Governing the Present: Administering Economic, Social and Personal Life*. Cambridge and Malden: Polity Press. 53-114.

Student activity: Students will present a post structural perspective on a given international issue.

WEEK 12 Review and Concluding Discussion

Topic description: This week's class will review the course material and contents. Students have the opportunity to ask more questions and to discuss the most difficult or challenging issues of the course.

Key questions: TBA, but related to the final exam

Expected learning outcomes:

- Students will consolidate their learning.
- Students will be able to summarize ideas and contents and draw comparisons.

- Students will be able to formulate critical questions and develop argumentative responses.

Readings and activities: TBA

Appendices

*MUIC Policy for AI Use in Assessments

To align with MUIC's AI Policy on Teaching and Learning, this course follows a structured approach to AI usage in assessments to promote responsible engagement with technology while maintaining academic integrity. The permitted level of AI use is specified for each assessment activity:

AI Assessment Level		Description
1	<i>No AI</i>	The assessment is completed entirely without AI assistance in a controlled environment. Students rely solely on their existing knowledge, understanding, and skills.
2	<i>AI Planning</i>	AI is used for pre-task activities like brainstorming, outlining, and initial research. The focus is on using AI effectively for planning, synthesis, and ideation, while students independently refine and develop ideas.
3	<i>AI Collaboration</i>	AI is used to assist in completing tasks, including idea generation, drafting, feedback, and refinement. Students critically evaluate and modify AI outputs to demonstrate understanding.
4	<i>Full AI</i>	AI can be extensively used to complete tasks, with students directing AI to achieve assessment goals. Critical thinking and engagement with AI for problem-solving are essential.
5	<i>AI Exploration</i>	AI is employed creatively to solve tasks, generate novel insights, or explore innovative solutions. This level encourages students and educators to co-design unique AI-driven assessment approaches.

Lecturer's responsibility for course work grading

The responsibility for grading coursework lies solely with the course lecturer. All grades awarded reflect the professional judgment, academic expertise, and independent evaluation of the lecturer to ensure fairness, accuracy, and integrity in the assessment process.

Student's Acknowledgment of AI Use

For any assessment permitting AI (Levels 2-5), students must include an AI Acknowledgment Statement when submitting their work. Failure to disclose AI use where applicable may result in penalties or an F grade:

I acknowledge the use of [provide AI tool used here] to

- *Generate ideas, outline, and for initial research*
- *Data analysis and visualization*
- *Language and grammar assistance*
- *Programming and coding*
- *Design graphics, layouts, or presentations with AI design tools*
- *Generate visual or multimedia elements*
- *Customize content formatting*
- *Create music, sound effects, or other audio elements*
- *Generate citations or bibliographies*
- *Others (please specify)*

..... [Student's Signature]

..... [Student's Full Name]

Assessment Criteria:

1. Classroom Participation 10%

Classroom participation is based on attendance, preparation for class and the quality of students' participation in class discussions.

Assessment Criteria – Participation

<i>The student regularly attends class and can provide relevant documentation for any absences. The student is always prepared for class with assignments and required readings. The student proactively contributes to class on a regular basis by offering ideas and/or asking relevant questions, demonstrating an exceptional understanding of the assigned readings.</i>	9-10 points Excellent (A)
<i>The student regularly attends class and can provide relevant documentation for most absences. The student is often prepared for class with assignments and required readings. The student actively contributes to class frequently by offering ideas and/or asking relevant questions, demonstrating a good understanding of the assigned readings.</i>	8 points Good (B)
<i>The student usually attends class and can provide relevant documentation for some absences. The student is sometimes prepared for class with assignments and required readings. The student occasionally contributes to class by offering ideas and/or asking relevant questions, demonstrating a fair understanding of the assigned readings.</i>	7 points Fair (C)
<i>The student usually attends class and can provide relevant documentation for some absences. The student is only rarely prepared for class with assignments and required readings and does very rarely contribute to class by offering ideas and/or asking relevant questions.</i>	6 points Poor (D)
<i>The student misses class frequently and cannot provide relevant documentation for absences. The student is never prepared for class with assignments and required readings. The student does very rarely contribute to class by offering ideas and/or asking relevant questions.</i>	4-5 points Fail (F)
<i>The student misses most classes and cannot provide relevant documentation for absences. The student is never prepared for class with assignments and required readings. The student does not contribute to class by offering ideas and/or asking relevant questions.</i>	1-3 points Fail (F)
<i>The student is absent from all classes.</i>	0 points

2. Group Presentations 50% (5 x 10%)

Students will present a selected contemporary international relations issue from week 2 through until week 11, applying the corresponding theoretical perspective from that week

as discussed in class. After the presentation, the students are expected to answer questions from the audience and to trigger and moderate a discussion about their presentation topic.

Assessment Criteria – Group Presentations

<i>The presentation clearly and convincingly summarizes the main issues of the assigned case study. The presentation is based on an excellent understanding of the theoretical framework assigned. The presentation is clearly structured and freely delivered in a convincing and confident manner. The handout and the use of visual aids (if any) support the purpose of the presentation and are not distracting. No AI use has been detected.</i>	45-50 points Excellent (A)
<i>The presentation clearly summarizes the main issues of the assigned case study. The presentation is based on a very good understanding of the theoretical framework assigned. The presentation is structured and freely delivered in a convincing manner. The handout and the use of visual aids (if any) support the purpose of the presentation and are not distracting. No AI use has been detected.</i>	40-44.5 points Good (B/B+)
<i>The presentation summarizes the main issues of the assigned case study. The presentation attempts to base the analysis on decent understanding of the theoretical framework assigned. The presentation is mostly well-structured and freely delivered. The handout and the use of visual aids (if any) support the purpose of the presentation and are usually not distracting. No AI use has been detected.</i>	35-39.2 points Fair (C/C+)
<i>The presentation summarizes some of the main issues of the assigned case study. However, the presentation does not base the analysis on a competent understanding of the theoretical framework assigned. The presentation is mostly well-structured and freely delivered. The handout and the use of visual aids (if any) generally support the purpose of the presentation. Occasional AI use has been detected.</i>	30-34.8 points Poor (D/D+)
<i>The presentation fails in its attempt to summarize key issues from the assigned case study. The material presented is off-topic and does not contain relevant factual information. The presentation lacks structure and is fully read-out from a prepared script and delivered in an unsatisfactory manner. No handout has been prepared. Extensive AI use has been detected.</i>	<30 points Fail (F)
	0 points

3. Final Exam 40%

The final exam is a timed examination on Week 13. This will be a written examination without the use of computer. The exam will follow an essay answer format on subject matter encountered throughout the course. This is an individual exercise. The questions encountered will be unseen before the examination.

Assessment Criteria – Final Exam

<i>The written answer demonstrates an exceptional level of awareness of the issues studied in class. It is well structured and written in a clear and unambiguous style of English. Argumentative claims are convincingly substantiated with examples and references to relevant concepts and theories from class and associated readings.</i>	36-40 points Excellent (A)
<i>The written answer demonstrates a reasonably good level of awareness of the issues studied in class. It is well structured and mostly written in a clear and unambiguous style of English. Argumentative claims are often substantiated with examples and references to relevant concepts and theories from class and associated readings.</i>	32-35.6 points Good (B/B+)
<i>The written answer demonstrates a satisfactory level of awareness of the issues studied in class. It is reasonably structured and mostly written in a clear and unambiguous style of English. Argumentative claims are sometimes substantiated with examples and references to relevant concepts and/or theories from class and associated readings.</i>	28-31.6 points Fair (C/C+)
<i>The essay demonstrates only a basic level of awareness of the issues studied in class. However, some attempts have been made to structure the essay and it is mostly written in comprehensible English. There are occasional attempts to substantiate argumentative claims with examples or references to concepts and/or theories from class and associated readings.</i>	24-27.6 points Poor (D/D+)
<i>The essay demonstrates only a vague level of awareness of the issues studied in class and it lacks structure. However, the essay is written in a more or less comprehensible style of English. The essay is mostly descriptive and lacks argumentative qualities.</i>	<24 points Fail (F)
<i>No essay has been submitted.</i>	0 points