



Mahidol University
International College

ICIR 305 Conflict Resolution

Course Description & Aims:

This lectured-based course seeks to explore and review Development of the studies of peace, war and conflict. Philosophical, legal and political questions related to peace. Concepts and theories of conflict, war and peace. The course will introduce students to concepts and theories of peace and conflict as well as approaches and challenges in handling them. It looks at peace and conflict both as an outcome as well as an approach or process. The course looks also at philosophical, legal, and political questions related to peace and conflict and examines underlying assumptions and implications of peace in our attempt to understand various social phenomena. Case studies of conflicts will be examined to highlight the progress of conflict and the challenges in transforming and resolving them. The course is comprised of origins and methods of conflict resolution; typologies and historical trends of conflict and violence; conflict prevention and containment; negotiation and international agreements; cessation of hostilities and durable standards for the implementation of conflict settlements; terrorism, justice, and the rule of law; modern warfare dynamics and ways to counter internecine conflict cycles. Students will analyze, examine and critically assess why some methods of conflict resolution are more effective than others.

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Office Hours: TBA (see schedule SSD office)

Course Learning Outcomes

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

1. comprehend and analyze the key practical and theoretical concepts of managing and resolving conflicts
2. analyze and describe the nature of small and large-scale conflicts
3. articulate the practical components of negotiation and mediation and explain the link between effective negotiation skills and effective leadership
4. assess the efficiencies of the different types of conflict management styles
5. Evaluate the importance of good communication skills and analyze the influence of gender and cultural differences, persuasion, perception and power in conflict resolution

Assessment	AI Level	% overall grade
Participation & Activities	AI-1	10%
Midterm Assessment	AI-1	20%
Group Conflict Resolution Analysis	AI-2	30%
Final Exam	AI-1	40%

Course Topics

Topic No.	Topic
1	Introduction & Course Orientation Conflict Literacy & Key Issues in Peace and Conflict Studies
2	Introducing the Illustrative Case Study: N Ireland as a Violently Divided Society Understanding Track I: Primary Actor Engagement
3	Militant v Moderate Engagement Consolidation Session
4	Militant and Mainstream Constituency Linkages: Terrorists versus Moderates
5	Understanding Track II & Backchannel Contacts Consolidation Session
6	Track III: Grassroots and Interface Engagement Regional Politics & Globalization
7	Midterm Assessment (Progress report)
8	Stalemates and De-legitimization of Violence Consolidation Session
9	Recognition of State Failure in Policy & Practice
10	Opportunities for Political Innovation Consolidation Session
11	Group Conflict Resolution Analysis (Updated Progress & Scroll-through)
12	Review & Submission of Group Projects
13	Final Exam

Class will be supported through the use of Google Classroom, where announcements will be made and resources uploaded. Students are required to provide the tutor with an email address so that you can be added

Some key resources for this course of study are included below.

[CAIN: Northern Ireland Conflict, Politics, and Society. Information on 'the troubles'.](#)

[Home – Peace Research Institute Oslo \(PRIO\)](#)

[United States Institute of Peace](#)

[Berghof Foundation](#)

Assessment Methods & Criteria

1. Group Conflict Resolution Analysis 30%

WEEK 1 Introduction: Course Orientation, Conflict Studies Literacy

Topic description: In W1 we consider the general topic of peace studies and conflict resolution. Students will be introduced to key terms, frameworks and ideas that will be dominant throughout the course.

Expected learning outcomes: Students are expected to become familiar with key Peace & Conflict terms, major frameworks of analysis and key thinkers

Sources & Readings

- Bright, J., & Gledhill, J. (2018). A Divided Discipline? Mapping peace and conflict studies. *International Studies Perspectives*, 19(2), 1-20.
- Jabri, V. (2007). *War and the Transformation of Global Politics*. Basingstoke: Palgrave Macmillan
- McGinty, R. (2006). *No War, No Peace: The rejuvenation of stalled peace processes and peace accords*. Basingstoke: Palgrave Macmillan
- Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. London: Routledge.
- O'Day, A. (Ed.). (1997). *Political Violence in Northern Ireland: Conflict and Conflict Resolution*. Westport, CT: Praeger.

Activities: Students will participate in class discussion to answer questions derived from lecture. These questions are designed to help students understand this week's concepts and express their understanding in their own words. Students' contribution will be counted toward their overall participation credits.

WEEK 2: Case Study Outline & Primary Actor Engagement

Topic description: Throughout this week students will be introduced to the key issues faced by peaceseekers in conflict resolution. We will also commence our exploration of the ways in which primary actors to a conflict might be both enabled and constrained in their ability to engage with one another. We consider the importance of historical engagement and the constraints or obstacles to continuing dialogue.

Expected learning outcomes: Students are expected to grasp the fundamentals of inter actor engagement and the processes operative in real world and normative manifestations of such.

Sources & Readings:

- Konnikova, M. (2002). Emerald Trials: Northern Ireland's Struggle for Peace. (World in Review). *Harvard International Review*, 24(2), 36.
- Chenoweth, E., & Lawrence, A. (2010). *Rethinking Violence: States and non-state actors in Conflict*. Cambridge, MA: The MIT Press.
- Geis, A., Clement, M., & Pfeifer, H. (2021). *Armed non-state actors and the politics of recognition*. Manchester: Manchester University Press.
- Ghimire, S. (2019). *The Politics of Peacebuilding: Emerging actors and security sector reform in conflict-affected states*. London: Routledge.
- Miodownik, D., & Barak, O. (2014). *Nonstate Actors in Intrastate Conflict*. Philadelphia: University of Pennsylvania Press.

Activities: Students will participate in class discussion to answer questions derived from lecture. These questions are designed to help students understand this week's concepts and express their understanding in their own words. Students' contribution will be counted toward their overall participation credits.

WEEK 3 Militant versus Moderate Engagement

Topic description: Throughout this week students are introduced to the variations in political mobilizations between militants and moderates within constituency domains. We explore the issue of radicalization and the question of political legitimacy for both moderate actors and those who espouse violence.

Expected learning outcomes: The student will be able to understand the various complexities in issues around 'actor' mobilization and the impact this has on possibilities for conflict resolution.

Sources & Readings:

- Harish, S. P. (2006). Ethnic or Religious Cleavage? Investigating the Nature of the Conflict in Southern Thailand. *Contemporary Southeast Asia*, 28(1), 48.
- Jackson, B. A. (2007). Counterinsurgency Intelligence in a "Long War" British Experience in Northern Ireland. *Military Review*, 87(1), 74.
- Chenoweth, E., & Lawrence, A. (2010). *Rethinking Violence: States and non-state actors in Conflict*. Cambridge, MA: The MIT Press.

Activities: Students will undertake a comparative review of several developing economies through the prism of mainstream development indicators.

WEEK 4 Militancy, Violence, and Legitimacy

Topic description: This week we examine the question of whether and in what ways violence is seen as legitimate by constituencies. This is a morally ambiguous area and subject to fluctuation over time. Nevertheless, as peace seekers we cannot assume the veracity of dominant narratives regarding militant actors. Conversely, we must not always assume the legitimacy of violence simply because grievance is legitimate.

Expected learning outcomes: Students will get a better grasp of the nuances and complexities around the use of violence by non state and state actors in divided societies.

Sources & Readings

- Chalk, P. (2008). *The Malay-Muslim Insurgency in Southern Thailand: Understanding the Conflict's Evolving Dynamic*. Santa Monica, CA: Rand.
- Harish, S. P. (2006). Ethnic or Religious Cleavage? Investigating the Nature of the Conflict in Southern Thailand. *Contemporary Southeast Asia*, 28(1), 48.
- Jerryson, M. K. (2011). *Buddhist Fury: Religion and Violence in Southern Thailand*. New York: Oxford University Press.

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies. Students' contribution will be counted toward their overall participation credits.

WEEK 5 Track II & Backchannel Contacts

Topic description: This week we explore the critical dimension of secret contacts between conflict actors, a look at their history, their functions, and their risks or drawbacks. We also explore the wider Track II dimension to inter-actor communication. As this kind of contact usually happens out of the public realm it is important to understand that each manifestation in specific contacts can take many forms. It is a highly fluid and dynamic world, involving intelligence agencies and non-state actors.

Expected learning outcomes: Students will grapple with the risky and very complex groundwork done by backchannel and Track II contacts.

Sources & Readings

- BBC (2008) The Secret Peacemaker, BBC Documentary by Peter Taylor, broadcast 26th March, retrieved from <https://www.youtube.com/watch?v=LHCF4iz9vUM> (Part 1 of 6 parts)
- Fitzduff, M. (2002). *Beyond Violence: Conflict Resolution Process in Northern Ireland*. New York: United Nations University Press.
- Mallie, E, and McKittrick, D. (1996) *The fight for peace: the secret story behind the Irish peace process*. London: Heinemann.

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

WEEK 6a Track III: Grassroots and Interface Engagement

Topic description: A key dimension to sustaining a peace process and transforming a divided society is to embed the work of peace activists and political elites by bringing the factions of divided societies together and transforming narratives and attitudes within wider populations. This is difficult, delicate and painstaking work.

Expected learning outcomes: Students will gain an insight into the less attention grabbing work of Track III interface and cross community-building efforts within peace processes.

Sources & Readings

- Irwin, C. (2002). *The People's Peace Process in Northern Ireland*. New York: Palgrave.
- Joll, C. M. (2010). Religion and Conflict in Southern Thailand: Beyond Rounding Up the Usual Suspects. *Contemporary Southeast Asia*, 32(2), 258.
- McDowell, S., & Braniff, M. (2014). *Commemoration as Conflict: Space, memory and identity in peace processes*. Basingstoke: Palgrave Macmillan.
- Brewer, J. D. (2008). From Ecumenism to Community Relations: Inter-Church Relationships in Northern Ireland, 1980-2005. *The Catholic Historical Review*, 94(3), 601.
- Horstmann, A. (2004). Ethnohistorical Perspectives on Buddhist-Muslim Relations and Coexistence in Southern Thailand: From Shared Cosmos to the Emergence of Hatred? *SOJOURN: Journal of Social Issues in Southeast Asia*, 19(1), 76.
- Khareng, M., & Awang, J. (2012). Cultural Socialization and Its Relation to the Attitude of Religious Tolerance among Muslim and Buddhist Students in Prince of Songkhla University. *International Journal of Islamic Thought*, 2, 12.

Activities: Students will participate in group discussion and plenary discussion following consideration of key questions about the topic of the week.

WEEK 6b Regional Politics & Globalization

Topic description: Nation-states remain primary actors in the political sphere. Consequently the relationships between them are often determinative of successful peace process outcomes. This is the case not only for directly involved state actors, but also larger secondary actor nations and sponsor states.

Expected learning outcomes: Students will gain a better comprehension of the precise role of state actors in peace processes, beyond merely those of antagonist.

Sources & Readings:

- O'Day, A. (Ed.). (1997). *Political Violence in Northern Ireland: Conflict and Conflict Resolution*. Westport, CT: Praeger.
- Smith, A. (2012). Mapping National Anxieties: Thailand's Southern Conflict. *New Zealand International Review*, 37(5), 26.
- Arthur, Paul, (20XX) *Special Relationships: Britain, Ireland and the Northern Ireland Problem*, Belfast: The Blackstaff Press

Activities: Students will review the case study and, in both group and plenary session, reflect and articulate answers to preset questions.

WEEK 8 Stalemates and De-legitimization of Violence

Topic description: Without doubt one of the major developments throughout the second half of the twentieth century has been the increasing interdependence of nation states, both within regional groupings and also through globalization and connectivity. This has dramatically challenged the concept of sovereignty and nationhood. This has been both a positive and negative with respect to violent conflict.

Expected learning outcomes: Students will get a clearer understanding of the role of globalization, late capitalism and regional interdependence in conflict resolution and peace processes.

Sources & Readings

- Arthur, P. (2010) The Role of the European Union as a Peace Builder: Northern Ireland as a Case Study, *Peace, and Conflict Studies*: Vol. 17: No. 1, Article 6.
- Acharya, A. (2001). *Constructing a Security Community in Southeast Asia: ASEAN and the Problem of Regional Order*. London: Routledge.
- Buszynski, L. (2014). ASEAN Regionalism: Cooperation, Values, and Institutionalization. *Contemporary Southeast Asia*, 36(1), 162.
- Mabry, T. J., McGarry, J., Moore, M., & O'Leary, B. (Eds.). (2013). *Divided Nations and European Integration*. Philadelphia: University of Pennsylvania Press

- Morada, N. M. (2012). Europe and Southeast Asia: ASEAN-EU Interregionalism between Pluralist and Solidarist Societies. *Review of European Studies*, 4(3), 89.
- Bush, K & Houston, K (2012) The Story of Peace, Community Relations Council and INCORE, Belfast
- Haagerup, N.J. (1984). Report drawn up on behalf of the Political Affairs Committee on the Situation in Northern Ireland, 19 March 1984, European Parliament Working Documents 1983-1984, Document 1-1526/83, (Rapporteur: Mr N.J. Haagerup; the Haagerup Report). Strasbourg: European Parliament Working Documents.
- Sidaway, J. D. (2002). *Imagined Regional Communities: Integration and Sovereignty in the Global South*. New York: Routledge.

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

WEEK 9 Recognition of State Failure in Policy & Practice

Topic description: This week we examine the issue of actor perceptions of conflict phases and the critical point at which actors consider entering negotiations. We also look at the processes by which violence as an option comes to be considered counterproductive or ethically problematic.

Expected learning outcomes: Students are expected to acquire familiarity with conflict stalemates and de-escalation phases.

Sources & Readings

- Bloomfield, K. (2007). *A Tragedy of Errors: The Government and Misgovernment of Northern Ireland*. Liverpool, England: University of Liverpool Press.
- Power, M. (Ed.). (2011). *Building Peace in Northern Ireland*. Liverpool, England: Liverpool University Press.
- Zartman, I W. (2000) "Ripeness: The Hurting Stalemate and Beyond," in Paul Stern & Daniel Druckman, eds., *International Conflict Resolution after the Cold War*. Washington: National Academy Press

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

WEEK 10 Opportunities for Political Innovation

Topic description: This week we consider the innovations in political practice that have emerged in the context of our core case study. We consider the ways in which peaceful coexistence has been embedded in that context and how (and whether) such innovations could be transferred to other divided societies.

Expected learning outcomes: Students will acquire a firm grasp of political innovations emerging from peace processes and understand the mechanics of creating more inclusive and less divided societies.

Sources & Readings

- McEvoy, J. (2015). *Power-Sharing Executives: Governing in Bosnia, Macedonia, and Northern Ireland*. Philadelphia: University of Pennsylvania Press.
- McGarry, J. (Ed.). (2001). *Northern Ireland and the Divided World: The Northern Ireland Conflict and the Good Friday Agreement in Comparative Perspective*. Oxford, England: Oxford University Press
- McGarry, J., & O'Leary, B. (2004). *The Northern Ireland Conflict: Consociational Engagements*. Oxford: Oxford University Press.
- Bush, K & Houston, K (2012) *The Story of Peace*, Community Relations Council and INCORE, Belfast
- Vatikiotis, M. (2006). Resolving Internal Conflicts in Southeast Asia: Domestic Challenges and Regional Perspectives. *Contemporary Southeast Asia*, 28(1), 27.

Activities: Students will participate in class discussion to answer a list of questions derived from lecture and case studies.

WEEK 11 Progress Reports (all students)

Topic description: Throughout this week, the class groups will present their cumulative findings on the application of the various stages in Conflict Resolution to the selected case study.

Expected learning outcomes: Throughout the course students will build on their insights and understanding to create a comprehensive conflict resolution strategy. This week, students will present their strategies to their peers for reflection. This will allow students to develop their strategic and critical thinking skills and hone their presentation skills.

Sources & Readings n/a

Activities: Students will participate in brainstorming exercise and class discussion to answer a list of questions related to advocacy strategies of CSOs. Advocacy documents will be prepared and available for designated groups in Google Docs

WEEK 12 Class Review & Discussion

This final week will see the result of the advocacy strategies of each group. The designated groups will present **three deliverables** for assessment. Topics will be decided before time. The deliverables are as follows.

Remarks

All the documents will be monitored through [G Suite](#). That means that I will create each group's document set (in [G Docs](#) and [G Slides](#)) and add individual students in as collaborators. This will allow me to monitor the group activity and input. Groups will be graded collectively, and the grade allocated will be awarded to each student individually as a member of the group. This is an important exercise, not only in terms of advocacy and applied study, but also interpersonal negotiation and intra-group dynamics.

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. Midterm Assessment: 20%

Students will revise and reflect on content covered up to Week 6. The assessment will comprise an evaluation of topics covered and will require students to draw on their own insights, which should be informed through lectures, course readings and personal research.

<i>Student has demonstrated excellent knowledge of key concepts and processes relative to conflict analysis and resolution processes.</i>	18-20 points Excellent (A)
<i>Student has demonstrated very good knowledge of key concepts and processes relative to conflict analysis and resolution processes.</i>	16-17.8 points Good (B/B+)
<i>Student has demonstrated fair to adequate knowledge of key concepts and processes relative to conflict analysis and resolution processes.</i>	14-15.8 points Fair (C)
<i>Student has demonstrated poor knowledge of key concepts and processes relative to conflict analysis and resolution processes.</i>	12-13.8 points Poor (D)
<i>The student has demonstrated inadequate knowledge of key concepts and processes relative to conflict analysis and resolution processes.</i>	<12 points Fail (F)
<i>The student did not sit the midterm examination</i>	0 points

3. Group Reports 30%

Students are required, using the general framework of the course, to apply the insights they have gained throughout the course to a real-world conflict (TBD). This will be a group effort in terms of compiling an oral report to peers and a written submission to the tutor

Assessment Criteria – Group Reports

<i>The project report clearly and convincingly summarizes the main issues of the assigned case study. The report 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>	27-30 points Excellent (A)
<i>The project report clearly summarizes the main issues of the assigned case study. The project 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>	24-26.7 points Good (B/B+)

The project report summarizes the main issues of the assigned case study. The project 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.

21-23.7 points

Fair

(C/C+)

The project report summarizes some of the main issues of the assigned case study. However, the project 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.

18-20.7 points

Poor

(D/D+)

The project report fails in its attempt to summarize key issues from the assigned case study. The project 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.

<18 points

Fail

(F)

0 points

4. Final Exam 40%

The final exam is a timed examination one 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.

Assessment Criteria – Final Exam

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.

36-40 points

Excellent

(A)

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.

32-35.6 points

Good

(B/B+)

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

28-31.6 points

Fair

sometimes substantiated with examples and references to relevant concepts and/or theories from class and associated readings. **(C/C+)**

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. 24-27.6 points
Poor
(D/D+)

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. <24 points
Fail
(F)

No essay has been submitted. 0 points