

POSC 170-00: INTERNATIONAL RELATIONS & WORLD POLITICS

Syllabus

Tuesday and Thursday: 10:10 a.m. – 11:55 a.m.
January 6 – March 16, 2022

Weitz WCC235
The Department of Political Science
Carleton College, Northfield, MN

Tun Myint
Willis 403
Office Hours: T, TH 12:30p.m – 1:30p.m and by appointment.
P: 507-222-7170, and 507-222-4117
E: tmyint@carleton.edu

COURSE GOALS

How does Covid-19 pandemic reshape world politics and international relations? What are the challenges of climate change on world politics? What does “the rise of China” mean to international relations and world politics? How can we understand the rise of violent non-state actors? How can we theorize the influence of non-violent non-state actors in world politics? How does WikiLeaks challenge states and statecentric international politics? How are multinational corporations influential in shaping world politics? Can universal peace be attained? Can nuclear-free world polity be achieved? Should the whole world be democratic? Can poverty be eradicated? Are human rights universal? How can humanity address the issues of global environmental changes? Is climate change a national security threat? What does globalization mean to you? How do your daily livelihoods influence international relations and world politics? How do the contents of your breakfast define international relations? These enduring questions are a source of motivation for the international relations scholars. As such, we will examine how the theories of international relations and world politics provide conceptual and theoretical tools to understand these questions.

This course introduces students to the practices and theories that explain and predict the origin, dynamics, and the future of international relations and world politics. Mainstream theories of international relations (IR) and world politics focus on explaining and predicting statecentric world politics. While the dominant theories of IR are powerful in explaining the origin and dynamics of world politics as long as states are central players, they are insufficient in explaining and predicting both the statecentric (monocentric) world politics and multi-actor-centric (polycentric) world politics.

In this course, it is important then to consider the subject of international relations and world politics from both monocentric and polycentric theories and concepts. With this premise, the course's goals are: (1) to understand historical background of mainstream theories of international relations and world politics; (2) to analyze the validity and insufficiencies of the mainstream scholarship in explaining and predicting the phenomena of world politics; and (3) to prepare students for the challenges in the practice of world politics and to advance the scholarship of theory building on evolving world politics and international relations. To achieve these goals, the course will follow the outline below.

COURSE OUTLINE

- WEEK 1: SOCIETY OF STATES
- WEEK 2: THEORETICAL LENSES
- WEEK 3: EPISTEMIC AND ONTOLOGICAL CHALLENGES
- WEEK 4: DEMOCRACY AND GLOBALIZATION
- WEEK 5: INTERNATIONAL INSTITUTIONS
- WEEK 6: INTERNATIONAL AND GLOBAL SECURITY
- WEEK 7: DYNAMICS OF WORLD POLITICS
- WEEK 8: NON-STATE ACTORS
- WEEK 9: YOUR FINDINGS
- WEEK 10: CONCLUSION

Required Texts:

John Baylis, Steve Smith, and Patricia Owens, *The Globalization of World Politics*, first to 6th Edition., Oxford University Press, 2012-2

In addition to some chapters of this text, there will be e-reserve readings at the library and Course folder. I may also use visual materials such as movies, news clippings, and documentary videos that will serve as illustrations to the theories, concepts, and puzzles we struggle with in the course. Occasional handouts will accompany the flow of discussion.

In addition to above materials, you are required to read your colleagues' critical thinking essay that is described in assignment #3 below.

IMPORTANT: This is a provisional syllabus and subject to change depending on the ebb and flow of the course and surrounding worlds.

ASSIGNMENTS, EXPECTATIONS, AND GRADE

There are five components for the course assignments. These five components will be used to evaluate your performance in this course. The percentage of each assignment for your final grade is in parentheses. The details are as follow:

- (1) **Participation (20%):** Your participation in this course begins with reading assigned materials before the day of class for which readings are assigned. Raising questions, reflecting on lectures and your colleagues' discussion in class are all counted as participation. This course will be conducted mostly in interactive lecture style. There will also be group-led and group-based discussion sessions. What this means is that you will have many opportunities to participate during the lecture. To be an effective participant, paying attention to current day world affairs and thinking about them along with the readings will be important. This requires you to read news in hard and soft media. Visiting local, national, and international news websites regularly and seeking news on world politics will be helpful. Bring news reports and cases from these sources to class discussion. In sum, to be a good standing citizen of this course, you are required to: (1) have good attendance; (2) read assigned materials before the class; (3) have timely notification and communication with me when you have to be absent or if you need to request an extension for assignments with personal reasons; (4) exercise self-respect and responsibility as a student for the success in learning mission of this course and Carleton College as a whole; and (5) exercise your intellectual freedom in class discussions and assignments for the course. **Your participation in the group project described in the assignment #4 below is worth 5%** of the total course grade. Thus, your participation grade is a combination of participation in the course (15%) and participation in the group project (5%).
- (2) **Active reading questions (ARQs, 5%):** Every Friday, you will receive active reading questions related to the following week's readings. There will be two sets of active reading questions per week – for Tuesday and Thursday respectively. You are required to answer three sets of active reading questions during the term. Your answer to each question with the set should be two to three paragraphs. No more than one page if you must write more. **Your answer must be submitted to the entire class by mid-night on the day before the class** by sending to: posc170.group@carleton.edu You should select **at least two ARQ before and after the mid-term**. You cannot select a set of questions for the readings that had been discussed in class. For example, if you select to respond to a set of questions for Tuesday, January 11, your responses to those questions have to be submitted to class listserv by 10:00p.m. on Monday, January 10. Do not wait to answer ARQs until week eight.
- (3) **Critical thinking essay (20%):** Each student is required to complete one critical thinking essay during the term. The due date for the essay is to be self-assigned on Tuesday, January

10 when I will have a sign-up sheet. For this essay, you can pick a topic out of my suggested list in Appendix A. Please be advised that the topics in the Appendix A are broad and you should consult with me if you are unsure about the focus for your thesis statement. You can also come up with your own topic and consult with me before writing the essay. The goal of this assignment is to give you the opportunity to engage theories and concepts you learned from the assigned readings, interactive lectures, and the discussion of current world politics. **This essay must be a thesis driven or argumentative piece with a clear statement of position or a well-defined thesis.** I encourage you to be specific in argument and illustration with examples drawn from credible sources including those from your life experiences and worldviews. The length of the essay should be between 1800 and 2000 words. **Your essay must be submitted to the listserv of the class on your self-selected due date by 5:00p.m.** The address for the listserv is: posc170.group@carleton.edu. I may also use your essay for the illustrations and discussion in class as appropriate. You are required to read these essays and treat them as assigned readings for the course. See Appendix B for the guideline, expectation, and grading rubric for the essay.

- (4) Group Project (35%): A group of three to four students will select one of eight case studies that will be discussed in throughout the term. These eight cases will be introduced to the class on the first day of class when I ask you to fill out my survey for your interest in taking the course. The group members will collaborate in each process of the project which includes: (1) selection of topics and generating research questions; (2) outlining group paper and conducting research; (3) drafting the first version of group paper; (4) writing the final draft of group paper; (5) conducting group presentation in class; and (6) writing final polished paper for the term. The groups will be established by January 18. The paper should be between 6000 and 8000 words on double spaced pages. More details about the process and assignment guidelines for the project will be distributed by January 18 after we have established groups. The proposal and outline of the group paper is **due on January 31 at 5:00p.m. (5 points)**. The first draft of the group paper is **due on February 20 (5 points)**. The final draft of the group paper is **due at 10p.m. on March 2 (10 points)**. You will submit the **final polished version of the group paper on March 15 at noon (15 points)**. The hard copy of final paper which includes a cover page with the title, names of group members, and date is required to be submitted to me. At the end of the course, you will evaluate the participation of your group members throughout the project. I will use your evaluation of your group members as advisory opinion to assess 5% of their course participation grade for the course which is explained in assignment #1 above.
- (5) Group Presentation (20%): Each group will present the findings in class on March 3, 8, and 10. Each group is required to submit powerpoint slides before the day of presentation to me by email. Your presentation is evaluated based on: (1) control of contents as you select what to present from a research paper to powerpoints in a given time slot; (2) control of language and narrative; (3) eye-contact and connection with the audience; (4) professionalism, professional posture, and level of confidence; (5) organization of the presentation and narrative; (6) appearance of powerpoint slides and visual aid; (7) quality of connection, collaboration, and coherence among presenters; (8) level of authority you project by using credible sources and evidences; (9) connection between your paper and presentation; and (10) your creativity to motivate your audience and making your presentation humanly interesting. Based on your team presentation and my reading of your final draft of the paper,

I will provide written comment on your final draft submitted to me on March 2. Your presentation and my comments should prepare you to write the final-polished paper which is due at noon on March 15.

NOTE: All written assignments should be double-spaced pages with 12-point Times New Roman font and page numbers inserted properly. Your four responses to active reading questions and your critical thinking essay have to be submitted to class listserv address: posc170.group@carleton.edu

Schedule of Assignments and Due Dates

- 1/6 - Course Overview
- 1/11 - Sign up for the due dates for the critical thinking essay assignment (**graded**)
- 1/18 - Distribute assignment details and guidelines for group project
- 1/25 - First team meeting should be conducted by today (**team participation grade begins**)
- 1/27 - Library Research Guide Session at LIBE 306
- 1/31 - The detailed outline of group paper is due at 5:00p.m. (**graded**)

2/5 – 2/7 MID-TERM BREAK

- 2/20 - The first draft of group paper is due (**graded in combination with the outline**)
- 3/2 - The final draft of group paper is due (**graded**)
- 3/3 - Group presentations ... (**graded**)
- 3/8 - Group presentations ... (**graded**)
- 3/10 - Group presentations ... (**graded**)

3/15 - FINAL GROUP PAPER IS DUE at noon (graded)

COURSE CONDUCT

The key for you to be successful as a student and for me as a teacher in this course is timely and effective communication between you and me. In addition, Carleton offers numerous resources for you to excel in your learning. If you do not know them, do not be shy to ask. Make good use of resources on campus. For all writing assignments, I highly recommend you seeking the help of The Writing Center on campus even if you consider yourself to be the best writer in the world.

a. **Attendance:** Attendance for all classes is required for this course. If you need to be absent from the class, it is your responsibility to notify me in advance. When you are absent, it is to your benefit to borrow notes from your classmate or ask your classmates to learn what you

missed. Your participation grade will be substantially affected if you are absent more than three classes without prior notification in person or without notification from the Wellness Center.

b. Plagiarism: I have **zero tolerance for plagiarism**. You have to cite sources of ideas, facts, and analyses including the opinion of classmates you read in their critical thinking essays. For example, if you take an idea from one of the critical thinking essays of your classmate, cite his or her essay. A summary of the College's policy on plagiarism states: "At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College." For more information on Carleton's policy on academic honesty, please consult http://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21359

c. Late assignments: Assignments are due on the dates specified in this syllabus or in the assignment sheet. There will be half point reduction per late day for late work. If you are unable to complete an assignment on time due to illness or personal emergency, you can request an extension with the supporting documents such as a medical note from a doctor or the Wellness Center.

d. Special needs: If you require special accommodation due to a documented physical or medically classified different learning capacity, please come to see me or inform The Wellness Center during the first week of class or any time throughout the semester to discuss how I might best assist you in meeting the objectives and requirements of this course.

In addition, Carleton's Coordinator of Disability Services has this statement:

Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process. Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students.

SCHEDULE OF READINGS

WEEK 1: SOCIETY OF STATES

January 6: World Politics

This syllabus

Course Survey

WEEK 2: THEORETICAL LENSES

January 11: Sovereignty of States

Hobbes, Thomas. [1651] 1982. *Leviathan*, Penguin Books.

Part I: Of Man, pp. 183–239

January 13: Realism and Evolution of International Society

David Armstrong, “The evolution of international society” in *The Globalization of World Politics*, p. 35-48.

Tim Dunne and Brian C. Schmidt, “Realism,” in *The Globalization of World Politics*, p. 85-98

WEEK 3: EPISTEMIC AND ONTOLOGICAL CHALLENGES

January 18: Liberalism and Contemporary Approaches

Tim Dunne, “Liberalism” in *The Globalization of World Politics*, p 101-112.

Steven Lamy, “Contemporary mainstream approaches: neo-realism and neo-liberalism” in *The Globalization of World Politics*, p. 115-128.

Barack H. Obama “Remarks by the President at the Acceptance of the Nobel Peace Prize,” December 10, 2009, available

https://www.nobelprize.org/nobel_prizes/peace/laureates/2009/obama-lecture_en.html

Donald Trump’s first foreign policy speech given in his first trip as President of the United States and his major foreign policy speech made at the Center for the National Interest at the links below:

<https://www.cnn.com/videos/politics/2017/05/19/donald-trump-entire-saudi-arabia-speech-arab-islamic-american-summit-sot.host-tv>

<https://www.cnn.com/videos/politics/2016/04/27/donald-trump-foreign-policy-speech-entire-sot.cnn>

January 20: Constructivism and Systemic Views

Bstan-'dzin-rgya-mtsho, Dalai Lama XIV. 2005. *The Universe in a Single Atom: The Convergence of Science and Spirituality*, Morgan Roads Book.

Chapter 3: Emptiness, Relativity, and Quantum Physics, pp. 43–69

Milton Friedman, “Free to Chose: The Power of Market” [no reading for this but will watch a video clip online at: <http://www.youtube.com/watch?v=D3N2sNnGwa4> It is an hour long and be prepared for that. Pay attention to Friedman’s description of political order in market society by thinking carefully about how and why he describes the social order behind the pencil.

Michael Barnett, “Social Constructivism,” in *The Globalization of World Politics*, p. 149-164.

WEEK 4: GLOBALIZATION & DEMOCRACY

January 25: World System Theory

Stephen Hobden and Richard Wyn Jones, “Marxist theories of international relations,” in *The Globalization of World Politics*, p. 131-145.

Joseph S. Nye, “China’s Re-emergence and the Future of the Asia-Pacific,” *Survival*, 39, p. 65-79, Winter 1997-98.

Case study: The rise of China

Suggested Readings for Team Project:

Charles Horner, “China and the Historians,” *The National Interest*, 63, pp. 86-96, Spring, 2001.

Aaron Friedberg, “The Future of U.S.-China Relations: Is Conflict Inevitable?” *International Security*, 30(2): 7-45, Fall 2005.

Gary Schmidt, “Confucian Say – Caveat Emptor,” *The Weekly Standard*, 011(31), May 1, 2006.

January 27: Library session for research

April 27: Watch the following documentary online at the link below on April 27 and answer questions about the documentary I sent out together with ARQ for the following week.



On Our Watch

On Our Watch (Darfur): <https://www.youtube.com/watch?v=EJetVuDSusw>

WEEK 5: INTERNATIONAL INSTITUTIONS

February 1: UN Intervention

ESSENTIAL READINGS FOR TUESDAY CLASS:

The UN Charter Chapters 1, 6, and 7. [Attached].

Assad Regime's use of Chemical Weapons on April 4, 2017 [Attached].

Pentagon's Strike in 2017

<https://www.defense.gov/News/Article/Article/1145665/us-strike-designed-to-deter-assad-regimes-use-of-chemical-weapons/>

<http://www.bbc.com/news/world-middle-east-43767156>

NYT: US, Britain, France strike over suspected chemical weapon attack

<https://www.nytimes.com/2018/04/13/world/middleeast/trump-strikes-syria-attack.html?hp&action=click&pgtype=Homepage&clickSource=story-heading&module=span-ab-top-region®ion=top-news&WT.nav=top-news>

Aljazeera: US and allies strike Syria: The full story

<https://www.aljazeera.com/news/2018/04/allies-strike-syria-chemical-weapons-sites-180414011901735.html>

WP: After Syria attack, U.S. and Russia tensions rise but fears ease of wider military confrontation

https://www.washingtonpost.com/world/national-security/after-syria-attack-us-and-russia-tensions-rise-but-military-confrontation-fears-ease/2018/04/14/d7a48d32-3fdb-11e8-a7d1-e4efec6389f0_story.html?noredirect=on&utm_term=.c655e2280238

February 3: United Nations and UN Intervention

Paul Taylor and Devon Curtis, "The United Nations," in *The Globalization of World Politics*, p 312-324.

The UN Charter Chapters 1, 6, and 7. [sent for April 17 reading as attachment].

Ariella Azoulay, "We" Palestinians and Jewish Israelis: The Right Not to Be a Perpetrator, *South Atlantic Quarterly*, 114:3, July 2005, Duke University Press.

The case of Myanmar [handouts]

Optional reading: Thomas G. Weiss, 'The illusion of UN Security Council reform', *The Washington Quarterly*, 26(4): 147-161, 2003.

Case study: The Case of United Nations handling Burma (to be presented in class) and Darfur (watch documentary)

FEBRUARY 5-7: MID-TERM BREAK

WEEK 6: INTERNATIONAL AND GLOBAL SOCIETY

February 8: Human Security and Responsibility to Protect

Gareth Evans and Mohamed Sahnoun, "The Responsibility to Protect," *Foreign Affairs*, Vol. 81, No. 6 (Nov. - Dec., 2002), pp. 99-110

Alex J. Bellamy and Paul D. Williams, "The new politics of protection? Côte d'Ivoire, Libya and the responsibility to protect." *International Affairs*, 87: p. 825–850, 2011

Armitav Acharya, "Human Security" in *The Globalization of World Politics*, p. 480-492.

Case Study: UN-NATO Intervention in Libya

February 10: Democracy deficit in international politics

Michael Cox, "From the cold war to the world economic crisis," *The Globalization of World Politics* p. 68-79.

Dahl, Robert A. "Can International Organization be Democratic: Skeptic View," in Ian Shapiro and Casiano Hacker-Cordón, eds, *Democracy's Edges*, Cambridge University Press, 1999.

Nye, Joseph S., "Globalization's Democratic Deficit: How to Make International Institutions More Accountable," *Foreign Affairs*, July/August 2001.

Robert D. Kaplan, "Was Democracy Just a Moment?" *The Atlantic Monthly* 280(6): 55-80, December, 1997. <http://www.theatlantic.com/past/docs/issues/97dec/democ.htm>

Larry Diamond, "Universal Democracy?" *Policy Review*, June & July, 3-25, 2003.

Case study: The case of Kiva and/or Architect for Humanity

WEEK 7: DYNAMICS OF WORLD POLITICS

February 15: State Security and Nuclear Weapons

Harald Muller "The Future of Nuclear Weapons in Interdependent World," The Washington Quarterly, 31(2): 63-75, Spring, 2008.

Kenneth M. Waltz, "The Spread of Nuclear Weapons: More May Be Better," Adelphi Papers, no. 17 (1): (1981)

George P. Shultz, William J. Perry, Henry A. Kissinger And Sam Nunn, "A World Free Of Nuclear Weapons," The Wall Street Journal, January 4, 2007.

Case Study: The Obama Administration's approach to nuclear weapons (handouts)

Watch Obama's Prague Speech: <http://www.youtube.com/watch?v=uYcAr0ZDSlg>

Watch U.S.A – Russia Signing of START treaty (optional):
<http://www.youtube.com/watch?v=YSrOmTqsFiE>

Press conference on START (optional):

<http://www.youtube.com/watch?v=hjUXuFfU7UU>

February 17: Theorizing Globalization(s)

James C. Scott "Vernaculars Cross-Dressed as Universals: Globalization as North Atlantic Hegemony,"

<http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1229&context=macintl>

Anthony McGrew, "Globalization and Global Politics," in The Globalization of World Politics, p. 15-30.

Sen, Amartya K. "Democracy as a Universal Value," Journal of Democracy 10(3): 3-15, July, 1999. <http://muse.jhu.edu/journals/jod/v010/10.3sen.html>

WEEK 8: NON-STATE ACTORS

February 22: WikiLeaks and Social Media

Nicolus J. Cull., "Wikileaks, public diplomacy, and the state of digital public diplomacy," Place Branding and Public Diplomacy, vol. 7(1): p. 1-8.

[handouts]

February 24: Global Regulatory Regimes and International Law?

Michael Goldman, "The Birth of a Discipline: Producing Authoritative Green Knowledge, World-Bank Style," *Ethnography*, 2(2): 191-216, 2001.

Case Study: Nam Theun 2 Dam Lao P.D.R. See: www.namtheun2.com

February 24: Documentary Screening online



Blood Diamonds (Diamonds of War)

[https://www.youtube.com/watch?v= bzMrxVwl74](https://www.youtube.com/watch?v=bzMrxVwl74)

WEEK 9: CORPORATE SOCIAL RESPONSIBILITY & IR

March 1: The Influence of Non-State Actors

Peter Willetts, "Transnational Actors and international organizations in global politics," in *The Globalization of World Politics*, p. 330-345.

Virginia Haufler, "The Kimberley Process Certification Scheme: An Innovation in Global Governance and Conflict Prevention," *Journal of Business Ethics*, Springer 2010

Case Study: The Kimberley Process on diamond trade

March 3: Group Presentations

WEEK 10: YOUR FINDINGS. . .

March 8: Group Presentations

March 10: Group Presentations

Appendix A

Potential Topics for Critical Thinking Essay

The following topics are intended to make you think about your own topic and thus they are broad. These topics can be narrowed down to your point of interest. You are encouraged to consult with me before deciding your topic.

1. Does the rise of social media platforms increase citizens' democratic participation in democracies such as the United States?
2. Can a nuclear-free world be achieved?
3. Is war with North Korea or China inevitable for the United States? Why or why not?
4. Is climate change a national security threat according to Realists, why or why not?
5. Is Obama a realist or liberal according to his Nobel Prize speech and subsequent policies?
6. Democracy is (is not) a universal value.
7. Human rights are (or are not) a universal value.
8. Is the rise of China a threat to the world OR is it a positive sign for the world. Why?
9. Are multinational corporations more powerful than states in today's world? In what sense and why?
10. Does globalization reduce/induce diversity of [culture, language, commodities, etc]?
11. Security dilemma in international arena does not exist in global era OR does continue to exist in a polycentric world. Why or why not?
12. Should responsibility to protect (R2P) citizens from authoritarian states become an international law?
13. How do Thomas Hobbes and Dalai Lama describe nature of individual and the nature of associations among individuals? How are states formed in each thought? Who do you think have more explanatory power and why?
14. What are the sources of 'legitimacy' of non-state actors in world politics while state's source of legitimacy rest in the theory of sovereignty that Hobbes explained in Leviathan? In other words, what make you think that they should be legitimate players in world politics?
15. Why should you care about poverty in your world? What theoretical lenses we study in class support your position?
16. Why and how did Eurocentric models of state become a model for nation-states around the world?
17. How does the case of *Blood Diamonds* promote corporate social responsibility (CSR)? Do you see it as a model for CSR? Why or why not?
18. Can MNCs be made socially responsible while their foundation is built upon profit making? Why or why not?
19. What kind of security threat is Covid-19 pandemic according to realist or liberal theories of international relations?

Appendix B

Guidelines and Grading Rubric for Critical Thinking Essay

Direction: Each student is required to complete one critical thinking essay during the term. The due date for the essay is to be self-assigned on January 6 when I will have a sign-up sheet. You can pick the topic out of my suggested list in Appendix A. You can also come up with your own topic and consult with me before writing the essay. The goal of the essay is to give you the opportunity to engage theories and concepts you learned from the assigned readings, lectures, and the discussion of current world politics. **This essay must be a thesis driven or argumentative piece with a clear statement of position or thesis.** You have to be specific in arguments and illustrations with examples including those from your life experiences and worldviews. The length of the essay should be between 1800 and 2000 words including the title of the essay. Page numbers must be inserted. References must be listed in MLA, Chicago, or Harvard style. **Your essay must be submitted to the listserv of the class on self-selected due date by 5:00p.m.** The address for the listserv is: posc170.group@carleton.edu. I may also use your essay for the illustrations and discussion in class as appropriate.

The following is the rubric I use for evaluating your essay. **My expectation is nothing more and nothing less** than the guidelines provided in the first column and the explanation I extended in the second column. Please allow yourself to meet with me if you are unclear about these expectations.

Graded areas/guidelines	Comments
A clear thesis or position statement	- Do you clearly state your thesis statement in the first paragraph of the essay? Are questions provided if the essay is driven by questions? Do you state your position clearly if you argue for a position.
Clarity and organization	- Does your essay have the title and organization of ideas that follow nicely one after another? For example, you can provide the outline of your essay in the second paragraph after introducing your thesis or position statement in the first paragraph. You can say “In this essay, I will first clarify my position on realist argument for security dilemma. Second, I will apply realist assumptions behind security dilemma to explain why my position is pertinent. Third, I will provide examples, data, and evidences supporting my position. Fourth, I will consider counterpoints. And finally, I conclude by arguing that my position is very valid due to...”
Appropriate language and control of errors	- Do you proofread and correct errors? Do you control the use of weasel words? “A weasel word and phrases aim at creating an impression that something specific and meaningful has been said, when in fact only a vague or ambiguous claim has been communicated.”
Application of the concepts from the readings and class discussions	- Do you show that you can apply concepts and theories you learned from the class readings and discussion into your essay? Are you specific in applying the concepts and theories from the readings?
Critical thinking & creativity	- Do you deconstruct and challenge or validate assumptions behind theoretical concepts you apply in your essay? - Do you expect counterpoints? Do you critically examine direct counterpoints to your thesis or positions?
Use of concrete evidence or illustrations	- Do you provide concrete examples? Do you illustrate your ideas and arguments using or citing credible sources of quantitative and qualitative measurements, historical events, and facts?
TOTAL Point	- Your grade points will be indicated here.

Appendix C

Guidelines and Grading Rubric for Group Presentation

Graded Areas/Guidelines	Comments
Control of contents	
Control of language and narrative	
Eye-contact and connection with the audience	
Professionalism, posture, and level of confidence on the topic	
Organization of presentation and narrative	
Appearance of slides and visual aid	
Quality of connection, collaboration, and coherence among presenters	
Level of authority presented by the use of credible resources and evidences	
Connection between the paper and presentation	
Creativity to motivate audience and to keep the audience attention	
TOTAL POINTS	