



## Course Syllabus

### ECN302 INTERNATIONAL TRADE AND POLITICS

**Number of ECTS credits: 6**

**Time and Place: Thursdays 16.30 – 19.30, The Hague**

#### **Contact Details for Professor**

**Name of Professor: Adriaan Luyten**

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**Office hours: after email appointment**

## CONTENT OVERVIEW

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## **Course Prerequisites (if any)**

ECN101G+HUM101G

## **Course Description**

This course analyses the interdependence that arises from international trade in goods and services. We cover the following topics: the gains from trade, the pattern of trade, the impact of protection, international factor movements, and trade policy. The course further in-depth studies the institutions dealing with, and regulating trade policy.

## **Further Detail on Course Content (if needed)**

The objective of the course is to offer students an introduction to the theory of international trade. The course will cover the most important trade models, and will often refer to current issues of international trade politics and globalization. Among the treated questions are: Why do countries trade? Does international trade deepen wage inequality? Is growth in emerging economies bad for Western countries? How does trade affect competition? What are the consequences of protectionism? Although the course will emphasize the understanding of past and current events in the world economy, we will heavily rely on formal economic modelling to help us understand these events.

## **Course Learning Objectives (CLO)**

At the end of this course, students should be able to:

### **In terms of knowledge:**

- Demonstrate their understanding of the concepts of comparative advantage and the gains from trade, by applying the theories covered in the course to concrete cases.
- Demonstrate their understanding of the determinants of the trade pattern between countries and assess its effects on the distribution of income between and within these countries.
- Understand the political economy of trade policy and the economic effects of different trade policy instruments.
- Understand the role of international trade bodies such as the WTO.
- Understand the effects of international trade on economic development, international politics/conflicts and the environment.

### **In terms of skills**

- Use appropriate referencing and bibliographic methods.
- Further develop their research skills

**In terms of attitudes, students should develop in this course:**

- critical attitudes, which are necessary for “life-long learning”
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course

**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

(BA in Business Studies)

Summary:

Number of assignments used in this course: 3

Number of Feedback occasions in this course (either written or oral): 3

Number and Types of Teaching Methods: Lectures, in class discussions, in class poster presentation, independent study

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.				
The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.				
The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented				

<b>Major Learning Objectives</b>	<b>Course Learning objectives addressing the Major Objectives (testable learning objectives)</b>	<b>Methods used to Teach Course Objectives</b>	<b>Methods (and numbers/types of assignments) used to test these learning objectives</b>	<b>Type, Timing and Instances of Feedback given to Student</b>
problems.				
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies	x	Lectures, individual study	Research Paper, Midterm and final examination	Written feedback two weeks after the assignment is submitted
The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.	x	Lectures, preparation for the research paper, individual study	Research paper	Written feedback two weeks after the assignment is submitted
The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.	x	Lectures, independent study	Research Paper, Midterm and final examination	Written feedback two weeks after the assignment is submitted
The bachelor is able to work in a multi-cultural team.				
The bachelor recognizes the importance of life-long learning.				
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	x	Preparation for research paper	Research paper	Written feedback two weeks after the assignment is submitted
The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems	x	Lectures, readings, preparation for research paper	Midterm and final examination, research paper	Written feedback two weeks after the assignment is submitted
The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the				

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
analysis of business-oriented problems and is able to propose solution to specific business problems.				

**Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):**

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal 'Pointcarre'. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

***Textbook:***

Krugman, P.R., Obstfeld, M., and Melitz, M. (2018). *International Economics: Theory and Policy*. Pearson. 11<sup>th</sup> Edition.

**Active Learning and Intensive 'Reading around the Subject': Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

## Leading Journals in Business Studies

Journal of International Business Studies; Journal of Management Studies; Journal of Marketing; Academy of Management Review; Accounting, Organizations and Society; Accounting Review; Administrative Science Quarterly; American Economic Review; Contemporary Accounting Research; Econometrica; Entrepreneurship Theory and Practice; Harvard Business Review; Human Relations; Human Resource Management; Information Systems Research; Journal of Accounting and Economics; Journal of Accounting Research; Journal of Applied Psychology; Journal of Business Ethics; Journal of Business Venturing; Journal of Consumer Psychology; Journal of Consumer Research; Journal of Finance; Journal of Financial and Quantitative Analysis; Journal of Financial Economics; Journal of Management; Journal of Management Information Systems; Journal of Marketing Research; Journal of Operations Management; Journal of Political Economy; Journal of the Academy of Marketing Science; Management Science; Manufacturing & Service Operations Management; Marketing Science; MIS Quarterly; MIT Sloan Management Review; Operations Research; Organization Science; Organization Studies; Organizational Behavior and Human Decision Processes; Production and Operations Management; Quarterly Journal of Economics; Research Policy; Review of Accounting Studies; Review of Economic Studies; Review of Finance; Review of Financial Studies; Strategic Entrepreneurship Journal; Strategic Management Journal

### **Further Journals Relevant for this Course:**

World Trade Review, International Organizations, Journal of World Trade, Journal of Globalization and Development, Global Policy Journal, The International Trade Journal, The Journal of International Trade and Economic Development.

Weekly European Union Trade Newsletter:  
Subscribe at:

<http://ec.europa.eu/trade/trade-policy-and-you/publications/newsletters/>

### **Websites of Interest:**

[www.wto.org](http://www.wto.org)

<http://ec.europa.eu/trade>

Columns on international trade from CEPR's policy portal:  
<http://voxeu.org/content/topics/international-trade>

### Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours 'out of class' time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

**Time spent in class:** 3 hours per week / 45 hours per semester

**Time allocated for course readings:** 3 hours per week / 45 hours per semester

**Time allocated for preparing Assignment:** 2 hours per week / 30 hours per semester

**Time allocated for preparing/revising for written Mid-term Exam:** 20 hours

**Time allocated preparing/revising for written Final Exam:** 20 hours

**Total hours for this Course:** 160 hours

### Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

Research paper (on trade controversies):	30%
Mid-term exam:	35%
Final exam:	35%
TOTAL:	100%

### Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<b>Letter grade</b>	<b>Scale of 100 (VeCo Grading Scale)</b>	<b>Scale of 20 (Flemish System)</b>
<b>A</b>	<b>85-100</b>	17.0-20.0
<b>A-</b>	<b>81-84</b>	16.1-16.9
<b>B+</b>	<b>77-80</b>	15.3-16.0
<b>B</b>	<b>73-76</b>	14.5-15.2

<b>B-</b>	<b>69-72</b>	13.7-14.4
<b>C+</b>	<b>66-68</b>	13.1-13.6
<b>C</b>	<b>62-65</b>	12.3-13.0
<b>C-</b>	<b>58-61</b>	11.5-12.2
<b>D+</b>	<b>54-57</b>	10.7-11.4
<b>D</b>	<b>50-53</b>	10.0-10.6
<b>F</b>	<b>0-49</b>	0-9.9

**Description of Activities, Grading Criteria and Deadlines:**

**Assignment (Research paper):**

Students will write a research paper (3000-4000 words, see Rubric '*Research paper 300 – level*') about one of the following topics:

Is trade bad for the environment?

Is trade good for economic development?

Is trade good for peace / political stability?

The political economy of a post-brexite trade deal between the EU and the UK.

The political economy of the WTO's dispute settlement mechanism.

The EU's common agricultural policy and international trade.

The paper should refer to the most important (seminal) contributions of the literature in question (in particular for the first three subjects), but should also demonstrate that students are up-to-date with recent evolutions in the field. The papers are due on 19 April 2018 and will be presented (poster presentation) and discussed in week 12 of the course. Poster presentations will not be graded. However, students who do not present their poster will receive a penalty of 10% on their grade for the research paper. Students should carefully read the paper of a fellow student for which they were assigned as discussant. Students who do not take up their role as discussant will receive a penalty of 10% on their grade for the research paper.

**Mid-Term Exam (written):**

The written mid-term exam will consist of open, short questions on the theory covered, 2 exercises on the application of economic models, and a brief medium essay question (max 500 words length) on lectures of week 1, 2, 3, 4, 5 and 6. The

exams will test both the knowledge of the students (about 50%), as well as their ability to apply their knowledge (about 50%).

### **Final Written Exam (written):**

The written final exam will consist of open, short questions on the theory covered, 2 exercises on the application of economic models, and a brief medium essay question (max 500 words length) on lectures of week 8, 9, 10, 11 and 13. The exams will test both the knowledge of the students (about 50%), as well as their ability to apply their knowledge (about 50%).

### **Rubrics: Transparent Grading Criteria For Each Assignment**

See appendix 1.

### **Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

**Participation in class meetings is mandatory, except in case of a medical emergency** (e.g. sickness). Students need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as an absence. **If students are absent for two classes, the course instructor alerts the student's advisor.**

**Participation implies that students are on time:** as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

### **Additional Course Policies**

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

### ***Submitting assignments***

All assignments need to be submitted via turnitin. If you need to contact us via email, please always indicate the course title in the email heading. If you save your file,

please use your name and the assignment in the subject line, ECN302-'Your name'-Assignment '1', and save as such. All assignments also need to be submitted in hard copy during class and send to the instructor (Adriaan.Luyten@vub.ac.be)

### ***Use of Electronics***

Computers are permitted to take notes. However, if you use your laptop for something unrelated to the course, you will not be allowed to bring it to any of the future classes.

**Mobile phones** are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class you will be asked to leave the class **immediately**.

### ***Preparation***

Students are requested to read the chapters in advance, as well as prepare the additional texts. This will give the students a clear idea about the concepts exposed during class and makes them benefit from the course to the maximum degree. Grammar, spelling, lay-out and punctuation are important during your career. Please do use the appropriate tools before submitting any assignment.

### ***Late assignments***

**Late assignments are not allowed. For each day passed the deadline, you will only be able to get  $1/(n+1)$  of the total points (n being the number of days to late, with a maximum of 5). You must be in attendance on the day assignments are due.** Late assignments without penalty can only be accepted with a medical statement or after formal prior approval of the instructor.

### ***Writing Style***

APA formatting is required on all work.

### **Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section "Avoiding Plagiarism" in the College Catalogue for further guidance.

### **Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

### Course Schedule (Overview)

Week 1	25/01/2018	Introduction to the course and overview of course and requirements Facts and figures on international trade The Gravity model
Week 2	01/02/2018	The Ricardian model: Comparative advantage (1)
Week 3	08/02/2018	The Ricardian model: Comparative advantage (2)
Week 4	15/02/2018	The Heckscher – Ohlin model: Wages and inequality (1)
Week 5	22/02/2018	The Heckscher – Ohlin model: Wages and inequality (2)
Week 6	01/03/2018	Exercises and revision
Week 7 Mid-term Week	08/03/2018	Mid-Term Exams
Week 8	15/03/2018	The standard trade model: the ‘Terms of trade’ (1)
Week 9	22/03/2018	The standard trade model: the ‘Terms of trade’ (2)
Week 10	29/03/2018	Economies of scale and imperfect competition
<b>2-14 April: Academic Holiday (no classes)</b>		
Week 11	19/04/2018	Trade policy instruments: tariffs, export subsidies, import quota and export restraints. <b>Research paper is due.</b>
Week 12	26/04/2018	Student poster presentations Classroom discussion
Week 13	03/05/2018	The political economy of trade policy
Week 14	10/05/2018	Exercises and revision
Week 15		FINAL EXAMS

## Detailed Session-by-Session Course Outline

### Week 1 (Thursday, 25 January 2018)

#### *Introduction to the Course and Overview of Core Requirements.*

Why study international trade?  
Facts and figures about international trade  
The Gravity model

#### Reading:

None

### Week 2 (Thursday, 1 February 2018)

#### *The Ricardian trade model (1)*

#### Reading:

#### **Compulsory:**

KOM Chapters 2-3

#### **Recommended:**

Krugman, P., Ricardo's difficult idea,  
<http://web.mit.edu/krugman/www/ricardo.htm>

Leamer, E., A Flat World, a Level Playing Field, a Small World After All, or None of the Above? A Review of Thomas L. Friedman's The World is Flat,  
[http://www.anderson.ucla.edu/faculty/edward.leamer/pdf\\_files/mar07\\_leamer.pdf](http://www.anderson.ucla.edu/faculty/edward.leamer/pdf_files/mar07_leamer.pdf)

#### **Guiding Questions:**

How can trade benefit a country?

What is the difference between a comparative advantage and an absolute advantage?

### Week 3 (Thursday, 8 February 2018)

#### *The Ricardian trade model (2)*

#### Reading:

#### **Compulsory:**

## KOM Chapter 3

### **Recommended:**

Deardorff, A.V. (1998). Benefits and Costs of Following Comparative Advantage, Research Seminar in International Economics Discussion Paper, 423.

Available at SSRN:

<https://ssrn.com/abstract=113009> or <http://dx.doi.org/10.2139/ssrn.113009>

### **Guiding Questions:**

What does it mean to be “competitive” in a global market?

What are the shortcomings of the Ricardian model?

## **Week 4 (Thursday, 15 February 2018)**

### ***The Heckscher – Ohlin model: Wages and inequality (1)***

Reading:

### **Compulsory:**

KOM Chapter 4

### **Recommended:**

Krugman, P.; “Trade and inequality, revisited”

<http://voxeu.org/article/trade-and-inequality-revisited>

Harrison, A., McLaren, J. and McMillan, M. (2011) Recent perspectives on trade and inequality, *Policy Research Working Paper*, 5754

<https://faculty.wharton.upenn.edu/wp-content/uploads/2011/12/Trade-and-Inequality.pdf>

### **Guiding Questions:**

How can trade affect inequality?

## **Week 5 (Thursday, 22 February 2018)**

### ***The Heckscher – Ohlin model: Wages and inequality (2)*** ***Distribution of problem set 1***

Reading:

### **Compulsory:**

## KOM Chapter 4

### **Recommended:**

Freeman, R. (1995). Are Your Wages Set in Beijing?, *The Journal of Economic Perspectives*, 9(3) (1995): pp. 15–32.

Bernstein, J.R, and Weinstein, D. (2002). Do Endowments Predict the Location Of Production?: Evidence from National and International Data, *Journal of International Economics*, 56(1), pp. 55–76.

Schott, P.K. (2003). One Size Fits All? Heckscher-Ohlin Specialization in Global Production, *American Economic Review*, 93(3), pp. 686–708.

### **Guiding Questions:**

Are the predictions of the Heckscher-Ohlin model (i.e. Countries export goods that are intensive in the factors with which they are abundantly supplied) in line with your observations in global markets?

What are the shortcomings of the Heckscher-Ohlin model?

## **Week 6 (Thursday, 1 March 2018)**

### ***Revision***

### ***Exercises***

*Problem set will be distributed in week 5*

### **Reading:**

### **Compulsory:**

KOM Chapters 1, 2, 3, 4

### **Recommended:**

Morrow, P.M. (2010). Ricardian-Heckscher-Ohlin Comparative Advantage: Theory and Evidence, *Journal of International Economics*, 82(2), pp. 137–51.

## **Week 7 (Thursday, 8 March 2018)**

### ***Mid-term exam***

## **Week 8 (Thursday, 15 March 2018)**

### ***Revision of Mid-Term Exam***

***The standard trade model: the ‘Terms of trade’ (1)***

Reading:

**Compulsory:**

KOM Chapter 5

**Recommended:**

Krugman, P. (1994). Does third world growth hurt first world prosperity?, *Harvard Business Review*, 72 (2), pp. 113-121.

Acemoglu, D., Autor, D., Dorn, D., Hanson, G., Price, B. (2014). The rise of China and the future of US manufacturing, *VOXEU*, available at <https://voxeu.org/article/rise-china-and-future-us-manufacturing>

**Guiding Questions:**

Do developing economies (always) benefit from trade?

**Week 9 (Thursday, 22 March 2018)**

***The standard trade model: the 'Terms of trade' (2)***

Reading:

**Compulsory:**

KOM Chapter 5

**Recommended:**

Samuelson, P.A. (2004), Where Ricardo and Mill Rebut and Confirm Arguments of Mainstream Economists Supporting Globalization, *Journal of Economic Perspectives* 18(3): pp. 135–46.

**Guiding Questions:**

Do developed economies benefit from growth in emerging markets?

**Week 10 (Thursday, 29 March 2018)**

***Economies of scale and imperfect competition***

Reading:

**Compulsory:**

Textbook chapter 6

**Further Reading:**

Krugman, P. R. (1979). Increasing returns, monopolistic competition, and international trade. *Journal of international Economics*, 9(4), pp. 469-479.

Montagné, L., Freudenberg, M. & Gaulier, G (2006). A Systematic Decomposition of World Trade into Horizontal and Vertical IIT, *Review of World Economics*, 142(3), pp. 459-475.

**Guiding Questions:**

Why do we trade similar goods?

How does trade affect competition and market structure?

What are the effects of European trade integration?

What is the justification for infant industry protection?

**Week 11 (Thursday, 19 April 2018)**

***Trade policy instruments: tariffs, export subsidies, import quota and export restraints***

Reading:

**Compulsory:**

KOM Chapter 8

**Recommended:**

The Economist; 'The hidden persuaders'; Oct 12th 2013 (Pointcarré)

The protectionist temptation: Lessons from the Great Depression for today;  
<https://voxeu.org/article/protectionist-temptation-lessons-great-depression-today>

**Guiding Questions:**

Who gains, who loses from a restrictive trade policy?

What is the rationale to restrict trade?

**Week 12 (Thursday, 26 April 2018)**

***Student poster presentations (+ discussion)***

Reading:

**Compulsory:**

Students should carefully read the paper of a fellow student for which they were appointed as 'discussant'.

**Week 13 (Thursday, 3 May 2018)**

***The political economy of trade policy***

**Reading:**

**Compulsory:**

KOM Chapter 9

**Further Reading:**

Olson, M. (2009). *The logic of collective action*. Harvard University Press.

**Guiding Questions:**

Can free trade be sub-optimal?

What are the benefits and risks of deviating from free trade?

What are the goals of the WTO, and how does the WTO pursue these goals?

**Week 14 (Thursday, 10 May 2018)**

***Revision***

***Exercises***

*(problem sets will be distributed in week 13)*

**Week 15 (Thursday, 17 May 2018)**

***Final exam***

### RUBRICS – RESEARCH PAPER 300-LEVEL

Criterion	Description	Points	Comments (or directly in paper)
<b>Introduction and Research Question / Statement / Puzzle</b> ( /8 Points)	Explain Choice of Topic and why it is relevant (in terms of wider societal aspects or public interest)	/2	
	Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling	/2	
	Clear and Concise Research Question / Research Statement	/2	
	Outline of structure of the paper and main argument	/2	
<b>Literature Review</b> ( /20 Points)	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student’s own topic in the wider academic context	/5	
	It compares, contrasts and synthesizes the main authors and arguments	/5	
	It evaluates strengths and weaknesses of the literature and identifies the gaps the student’s paper addresses	/5	
	Connected to the Literature Review and based on literature related to the research question, the student chooses a clear theoretical/conceptual frame-work to be applied in the analysis part of the paper	/5	
<b>Methods</b> ( /8 Points)	The student chooses, explains and justifies an appropriate method to tackle the research question	/4	
	The student demonstrates the ability to select and present suitable data for the analysis	/4	
<b>Analysis / Discussion</b> ( /24 Points)	Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data	/6	
	Wide use and synthesis of sources and references to support key arguments directly addressing the research question	/6	
	Application of conceptual and theoretical frame-works	/6	
	Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner	/6	
<b>Structure</b> ( /10 Points)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	/5	
	A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.	/5	
<b>Originality of Thought</b> ( /10 Points)	The paper highlights a level of deep reflection about the topic, leading to arguments and ideas that go “beyond the obvious”.	/10	
<b>Formal Aspects</b> ( /10 points)	Correct use of language (spelling, grammar, expression)	/3	
	Correct citation and bibliography	/3	
	Appropriate Number of Sources	/4	

<b>Criterion</b>	<b>Description</b>	<b>Points</b>	<b>Comments (or directly in paper)</b>
<b>Conclusions</b> ( /10 points)	Stating in clear and succinct manner the result of the analysis and main answer to the research question	/4	
	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research	/6	
<b>TOTAL</b>	Final and Overall Comments:	Total	

**Overall Comments and Final Grade (Letter grade and out of 100):**

**APPENDIX – EXPLANATION OF POINT VALUES FOR EACH MARKER**

<b>Criterion/Marker</b>	<b>Excellent / Very good (A/A-)</b>	<b>Good / Average / Below Average (B+ to D)</b>	<b>Fail (F)</b>
<b>Introduction and Research Question / Statement / Puzzle (8 points) 2 points per marker</b>	<b>2</b>	<b>1,5 - 1</b>	<b>0,5 – 0</b>
Choice of Topic	The author provides a clear and convincing explanation of the choice of topic and highlights its significance in societal terms	The author provides an explanation which is, however, not fully convincing	No or very weak explanation provided
Context of Academic Debate	The author explains clearly and convincingly the wider academic context (wider topic) related to the research question and puzzle. Gaps in the literature are briefly identified	The author explains in general terms how the individual paper relates to the wider academic debate and touches on gaps	No or very weak explanation provided
Clear Research Question / Clear Research Statement	The author provides a <b>clear</b> and <b>meaningful</b> research question. The research question is <b>focused enough</b> to enable an in-depth analysis and is <b>relevant</b> and <b>ambitious</b> enough to allow for original and critical engagement with empirical developments, theories and author debates. The author provides a research statement on how to tackle the overarching research question. Sub-questions are used if research question is too complex	The author provides a research question, but it lacks clarity, conciseness or is not ambitious enough (self-evident research question). Muddled or unclear research statement	Poorly designed research question No research statement
Outline of Structure and Main Argument	The author provides a clear outline of the main argument and will how she/he will structure the paper	The author provides an outline of the main argument and an indication of the structure – but lacks clarity	No or very weak outline
<b>Literature Review Analysis (20 points) 5 points per marker</b>	<b>5 – 4,5</b>	<b>4 – 2,5</b>	<b>2 – 0</b>
Relevant arguments and debates / academic context	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student’s own topic in the wider academic context	The literature review identifies some relevant (i.e. to the chosen topic) arguments and some debates in the literature. The student places his or her own topic in an academic context – but this is not fully explored	No relevant literature is provided or only weakly explored. Limited or no wider academic context provided
Compare, Contrast and Synthesis	The student compares, contrasts and synthesizes a wide range of key authors and arguments in the literature review	The student mentions some of the key authors and arguments, but does not fully and actively synthesize the material or compares and contrasts in a limited manner; or only does one of the two	No or very weak synthesis and/or comparing & contrasting or arguments and authors
Evaluation of Strengths/Weaknesses and Gaps	The literature review evaluates strengths and weaknesses of the literature and identifies the relevant gaps the student’s paper addresses	Some strengths and weaknesses of the literature are identified but the gap the student’s paper seeks to address is not fully clear	No or very weak evaluation – gaps not explained or weakly explained
Choice of theoretical/conceptual framework	Based on the Literature Review, the student chooses a clearly and correctly defined and relevant theoretical/conceptual frame-work for the main analysis	The student chooses a theoretical/conceptual framework, but it is not completely relevant and/or not clearly and correctly defined	No or irrelevant theoretical/conceptual framework chosen
<b>Methods (8 points) – 4 points per marker</b>	<b>4 - 3,5</b>	<b>3-2</b>	<b>1,5 – 0</b>

<b>Criterion/Marker</b>	<b>Excellent / Very good (A/A-)</b>	<b>Good / Average / Below Average (B+ to D)</b>	<b>Fail (F)</b>
Appropriate Method	The student <b>chooses, explains and clearly justifies</b> an appropriate method to tackle the research question	The student chooses a method, but it lacks proper justification and is only partially relevant / or not fully explained	No or irrelevant methods – no or weak explanation/justification
Selection of suitable Data	The student demonstrates the ability to select and present suitable data for the main analysis	The student selects and presents some data, but not always the most suitable	No or poorly selected/presented data
<b>Analysis/Discussion (24 points) 6 points per marker</b>	<b>6 – 5</b>	<b>4.5-3</b>	<b>2,5 – 0</b>
Extensive Analysis and Arguments with empirical examples, data and facts	Analytical arguments are illustrated with the help of clear and insightful empirical examples. The author frequently substantiates arguments with the help of up to date data. The arguments are presented in a succinct way so as to answer directly the overall research questions and sub-questions, ensuring a high level of relevance.	Arguments are occasionally supported by empirical examples. The author occasionally substantiates arguments with the help of data even though this data is outdated. Arguments are not always linked back to the main research question	Arguments are mostly unsubstantiated claims, absence of data or empirical examples and large passages that do not address the research question, undermining the relevance of the main body.
Synthesis of wide range of sources	Wide use and synthesis of sources and references to support key arguments directly addressing the research question. The use of literature displays the author's in-depth knowledge of the subject-matter.	Occasional use and synthesis of sources and references to support some arguments – some but not all arguments directly address the research question (i.e. passages of irrelevant analysis/discussion)	No or very weak synthesis of sources – arguments do not address the research question directly
Application of theory/concepts	Excellent and clear application of conceptual and theoretical frameworks to the main analysis in the paper	Some application of the frame-works to some aspects of the analysis in the paper	No or very limited application of the theoretical framework
Evaluation of arguments	Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner (including the presentation of counter-arguments)	Evaluation of strengths and weaknesses of some assumptions and arguments, but often counter-arguments are not presented or straw-man arguments are provided. Some evidence of selective argumentation	No or very limited evaluation of strength and weaknesses – highly biased or selective line of argumentation
<b>Structure (10 points) – 5 points per marker</b>	<b>5 – 4,5</b>	<b>4 – 2,5</b>	<b>2 - 0</b>
Clear Structure	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	The structure is generally logical and coherent, but at places unclear – the sub-sections could be clearer or better organized	No or very unclear/incoherent structure
Clear and coherent line of argumentation	A coherent line of argumentation (red thread running through the entire paper), linking theories and empirical examples back to answering the main research question.	Argumentation line is not always clear or coherent – theories and examples are not always linked back to the main research question	Unclear / absent line of argumentation – fragments that are not linked back to the research question
<b>Originality of Thought (10 points) 10 points per marker</b>	<b>10 – 8,5</b>	<b>8 – 5</b>	<b>4.5 - 0</b>
Reflection and Arguments	The paper highlights a level of deep reflection about the topic, leading	The paper highlights some reflection, providing	Standard argumentation and

<b>Criterion/Marker</b>	<b>Excellent / Very good (A/A-)</b>	<b>Good / Average / Below Average (B+ to D)</b>	<b>Fail (F)</b>
beyond the obvious	to arguments, ideas or combination of examples/data that go “beyond the obvious”	some arguments that go “beyond the obvious”	obvious arguments
<b>Formal Aspects (10 points)</b>			
Language and Spelling	Correct use of language - correct spelling, grammar, and English expression <b>(3 – 2.5)</b>	Use of language with occasional flaws in spelling, grammar and expression <b>(2 – 1,5)</b>	Very flawed use of language with many spelling and grammar mistakes <b>(1-0)</b>
Citation	Correct and consistent use of citation method and correct bibliography <b>(3 – 2.5)</b>	Occasional mistakes in citation method and bibliography <b>(2 – 1,5)</b>	Recurring mistakes in citation and bibliography <b>(1 - 0)</b>
Number of Academic Sources	Appropriate number of academic sources used (please check progression document for your specific Major: Business Studies: at least 12 sources; CMM: 20, IA: 10-15) <b>(4 - 3,5)</b>	Acceptable number of sources <b>(3 – 2)</b>	Inadequate number of sources used <b>(1,5 – 0)</b>
<b>Conclusion (10 points)</b>			
Results (4)	The student states in clear and succinct manner the result of the analysis and main answer to the research question. <b>(4-3,5)</b>	General conclusions are provided, but research question is not fully answered. <b>(3 – 2)</b>	Unclear conclusions / absence of conclusions. Research question is not answered <b>(1,5 - 0)</b>
Evaluation of own arguments and further avenues for research (6)	Critical, open-minded and non-defensive evaluation the validity of the student’s own arguments and results to explore further avenues of research <b>(6 – 5)</b>	Some evaluation of the validity of own arguments, but more critical engagement with own arguments and further avenues for research not fully <b>developed (4,5 – 3)</b>	No or weak evaluation of own arguments. No or weak outline of further research avenues <b>(2,5 – 0)</b>