2017

Course Syllabus POL311/ECN321

International Political Economy

Number of ECTS credits: 6

Contact Details for Professor

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E-mail: Richard Higgott: richardhiggott@gmail.com and Steffi Weil: Steffi.weil@vub.ac.be

Office hours: e-mail for appointment or Tuesdays 16.45-17.45
Class time: Wednesday 13.30 -16.30

Course Description

In this course we will analyse developments in international political economy (IPE) from a range of theoretical and methodological approaches. You will explore the following topics: (i) reflect on the competing theoretical perspectives in IPE: realism, liberalism, constructivism as well as perspectives in a critical tradition dating back to Marx. (ii) look at how the globalization of trade and finance developed in the 19th and 20th centuries, highlighting the importance of hegemonic states such as Imperial Britain and later the USA, and elaborate on the key role of the post-war institutions in global economic governance (International Monetary Fund, World Bank, GATT/World Trade Organisation) and in the contemporary post-2008 global financial crisis. We will analyse how states and non-state actors confront the challenge of a globalized economy, whether they determine its course or are prey to market demands, and how globalization has affected the location and nature of production. We will elaborate on processes of regional integration through the competing perspectives of IPE theories. Economic globalization has a distinct impact on patterns of inequality within and between states, and this is closely linked to discussions about what constitutes ‘development’ and how this can be best achieved.

Course Prerequisites (if any)
POL 101 or ECN 101
### Learning Objectives

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs.</td>
<td>- The course teaches you on the role and importance of post-war institutions in global economic governance (International Monetary Fund, World Bank, GATT/World Trade Organisation) to the international liberal order - You learn how to judge and analyse the impact of the post-war institutions on the liberal order and the sovereignty of the nation state - The course teaches how to analyse states and non-state actors that confront the challenge of a globalized economy, ask whether they determine its course or are prey to market demands</td>
<td>Lectures address real-life problems, student lead and critically engage in discussions, critically discuss readings</td>
<td>2 Written exams (mid-term &amp; final) 1 Research Proposal 1 Term paper Discussions (weekly) Critical leading Seminar (weekly)</td>
<td>Oral and written feedback on exams (Week 8 mid-term exam and week 15 final exam) Written feedback on term papers (after week 12) &amp; News corner (weekly) Weekly written feedback on discussions / critical leading seminar Oral feedback research proposal (week 4) Written Feedback on research proposal week 6</td>
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<td>The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. He is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.</td>
<td>- The course teaches you to analyze, compare and understand competing theoretical perspectives in IPE: realism, liberalism, constructivism as well as perspectives in a critical tradition dating back to Marx - You will learn how to put IPE theories in a broader context of the international sphere and to understand challenges to the liberal international order and global governance - The course develops an understanding on processes of regional integration through the competing perspectives of IPE theories</td>
<td>Guided reading (reading questions) Critical leading seminar where students first analyse the theories before explaining them to their fellow students Student lead discussions Lectures where theories are explained</td>
<td>2 Exams (Essay question) 1 Term paper</td>
<td>Oral and written feedback on exams (Week 8 mid-term exam and week 15 final exam) Written feedback on term papers (after week 12) &amp; News corner (weekly)</td>
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<td>The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.</td>
<td>- It teaches you to assess critically how globalization has affected the location and nature of production</td>
<td>Lectures Student-led Discussion</td>
<td>Exams Graded discussion</td>
<td>Oral and written feedback on exams (Week 8 mid-term exam and week 15 final exam) Weekly written feedback on discussions</td>
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<td>The bachelor knows and is able to apply common qualitative and quantitative research methods</td>
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<td>Major Learning Objectives</td>
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<td>The bachelor has an open and academic attitude, characterized by accuracy, critical reflection and academic curiosity.</td>
<td>The courses teaches you how to critically engage in academic discussions and how to judge and criticize academic literature</td>
<td>Discussion guidelines are explained during lectures Students create a seminar on uses of the readings – readings discussed during lecture, students learn during the seminar discussions how to read, and judge academic literature Professors monitors and if necessary intervenes in the discussions</td>
<td>Critical student leading seminar Critical discussions</td>
<td>Weekly written feedback</td>
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<td>The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs.</td>
<td>You will practice you how to lead a discussion, lead a seminar, to argue on specific topics and to work in a team and to critically assess your own abilities.</td>
<td>Student-led seminars; constant engagement in in-class debates; instructions for the research proposals and paper. In-class debates – debates with the lecture Critical leading seminar</td>
<td>Leading seminars &amp; Discussions Leading seminar</td>
<td>Written feedback after exercises</td>
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<td>The bachelor is able to work in a multi-cultural team.</td>
<td>The course will critically reflect on the impact of economic globalization on patterns of inequality within and between states and poses questions on what constitutes ‘development’ and how this can be best achieved.</td>
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<td>Weekly written feedback</td>
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<td>The bachelor recognizes the importance of life-long learning.</td>
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<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
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<td>The bachelor is able to include ethical judgments in his analysis of current problems in international affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
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**Course schedule**

**WEEK 1  Introduction: What is International Political Economy (IPE)?**

The first session involves an introduction to the main themes of the course, the methods of assessment, and course schedule. Expectations in terms of content, structure and attitudes to the course are discussed. IPE is explained in a nutshell and you receive information about the availability of reading materials and guidelines on how to write a paper and a research proposal. Furthermore you will have the opportunity to select your ‘critical leading seminar’ slot.

**Essential Reading:**

O’Brien and Williams (2013), Chapter 2 (18 pages)

Ravenhill (2014), Chapter 1 (23 pages)


**Questions for Consideration:**

1. How does IPE differ from International Relations (IR) on the one hand and international economics (IE) on the other?
2. What are the drivers of IPE as a mode of analysis?
3. What are the key issue areas for study in IPE?
4. How does IPE’s methodologies differ from IR and IE?

**WEEK 2  Theoretical Origins and Approaches to IPE**

We analyse the history of competing IPE theories and their relevance to the academic discipline, as well as their usefulness in understanding real-world problems. This is examined in contemporary context partly through the prism of the “Great Recession”.

**Essential Reading:**

O’Brien and Williams (2013), Chapter 1 (15 pages)

Ravenhill (2014), Chapter 2 (25 pages)


**Recommended Reading:**
Adam Smith, Excerpts from the *Wealth of Nations* (16 pages)

Karl Marx and Friedrich Engels, Excerpts from Capital and Communist Manifesto (16 pages)


**Questions for Consideration**

1. How were competing theoretical perspectives shaped by the historical context in which they were framed?
2. How valuable are these theories for an understanding of real-world problems today? In what ways are Karl Marx and Adam Smith ‘modern’ thinkers?
3. Can the global economic crisis be best understood through realist, liberal, constructivist or critical IPE perspectives?

**WEEK 3 Political Economy of Global Trade**

The second half of the 20th century saw a massive expansion in patterns of global trade, underpinned by global free trade agreements (negotiated in the GATT MTN Rounds culminating in the creation of the WTO), as well as regional free trade agreements and customs unions (e.g. precursor of the EU).

**Essential Reading:**

Ravenhill (2014), Chapter 5


**Recommended Reading:**


O’Brien and Williams (2013), Chapter 6 (25 pages)


**Questions for consideration**

1. Are there historical precedents for this exceptional interdependence of economies?
2. What are the strengths and weaknesses of the theory of comparative advantage?
3. To what extent is the globalization of trade a unique phenomenon of today’s world?
4. Does free trade have a differentiated impact on particular countries or regions of the world?
5. Account for the back lash against free trade?

**WEEK 4 Political Economy of Global Finance**

Globalisation of finance has accompanied the globalization of trade, and is underpinned by key historic developments such as the abandonment of fixed currencies and the move to freely floating currencies.

**Essential Reading:**

Ravenhill (2014), Chapter 7


**Recommended Reading:**


‘Minsky’s Moment’, *The Economist*, July 30th 2016, 52-3

O’Brien and Williams (2013), Chapter 8 (27 pages)

C. Roe Godard (2005) ‘The International Monetary Fund’, idem


**Question for Consideration**

1. Account for the deregulation of the global financial system
2. Does it have more positive or negative effects for national economies?
3. What are the risks and opportunities involved in globalization of finance? Was it responsible for the recent economic crisis?

**WEEK 5**  
Research Paper & Proposal

During this lecture we will first explain what is expected from you in your paper and your research proposal. Furthermore you will have the opportunity to discuss your research proposal and first ideas on your paper. You will be able to pose questions and critically reflect on your paper topic, your analytical framework and how you will structure your argument. Also if you have further questions on the mid-term exam for example the grading scheme or content related issues, this is the time to pose them.

**WEEK 6**  
Re-cap on lectures, discussion and reflection in the backdrop of the mid-term exam

Research Proposal due !!!

**WEEK 7**  
Mid-term Exam

**WEEK 8**  
States and Political Actors in the Globalized Economy

Feedback on the Mid-term exam

The collective decisions of states were behind the process of economic globalization. But some states more equal than others in the global political economy Are states still in control of the process of economic globalization? Is the modern state subservient to the demands of global markets and the unpredictable flows of global capital? Does economic globalization limit the potential for radical economic solutions? Does globalization undermine the viability of national welfare states where these exist? Can states develop viable strategies that support their position in the global economy while addressing the democratic, social and economic concerns of their citizens?
Why do some countries adopt different strategies to deal with economic globalization than others?

**Essential Reading:**

Ravenhill (2014), Chapter 4 and Chapter 10 (60 pages)


**Recommended Reading:**


**Questions to be Addressed**

1. Are states still in control of the process of economic globalization?

2. Is the modern state subservient to the demands of global markets and the unpredictable flows of global capital?

3. Does economic globalization limit the potential for radical economic solutions?

4. Does globalization undermine the viability of national welfare states where these exist? Can states develop viable strategies that support their position in the global economy while addressing the democratic, social and economic concerns of their citizens?

5. Why do some countries adopt different strategies to deal with economic globalization than others?
WEEK 9 Regionalism and the Global Political Economy

In this session you will explore regionalism through the lens of different IPE theories. We will explore questions on different forms of regional integration ranging from Europe to East Asia. Asian regional integration is emerging in a distinct manner to other parts of the world. ASEAN (Association of South East Asian Nations) for example is supporting regional trade through loose bottom up regulations. Asian regionalism in general is based on bottom up practices, which are in stark contrast not only to the European Union but also to the current top-down liberal global order. Another aspect on regionalism and the global political economy is trade governance. Clearly the WTO is one of the main actors when it comes to governing global trade yet lately states negotiate regional agreements that cover a great number of states to ensure safe trading flows. We will explore the impact of these developments on the global political economy

Questions to be Addressed

1. Is contemporary regionalism a product of globalization and compatible with it?

2. Or is it an alternative form of global economic order?

3. What is the role of the USA in the building of Mega-Regionalism

Essential Reading


Richard Higgott, Regional Worlds, Regional Institutions, 2016 http://www2.warwick.ac.uk/fac/soc/pais/research/researchcentres/csgr/papers/280-16.pdf

Recommended Reading:


The European Union has been conceived by many IPE scholars as a prime example of how states can come together to defend their interests in a globalized economy. But recent events have raised a lot of questions.

**Essential Reading:**

Enrico Spolare, 'The Political Economy of European Integration;', NBER, June 2015
http://www.nber.org/papers/w21250

O’Brien and Williams (2013), Chapter 11 (22 pages)


**Recommended Reading:**


Questions to be Addressed

1. Does the recent European crises question the viability of the European model?
2. Is the EU able to shield its member states from some aspects of global competition?
3. Does the financial crisis in the Eurozone represent an existential threat to European integration?
4. Is the EU a model that can be adapted by other regions of the world?
5. How do we account for Brexit? What are its potential implications?

WEEK 11 Globalization, Inequality and Development

Paper due!

Does economic globalization increase or diminish inequality between as well as within countries? Is it really possible to combat global inequality? Are institutions of global economic governance able to address the challenge of inequality? What is development and should it be defined primarily in social or economic terms?

Essential Reading:

Ravenhill (2014), Chapter 12

O’Brien and Williams (2013), Chapter 11 (22 pages)

IMF, ‘Globalisation and Inequality,

Recommended Reading:


**Questions to be addressed?**

1. How has globalization changed our understanding of what is development. Should it be defined primarily in social or economic terms?
2. What are the characteristics of the link between link between globalisation and growing inequality?
3. Does economic globalization increase or diminish inequality between as well as within countries?
4. Is it really possible to combat global inequality? If so what is the role of the existing institutions of global economic governance, especially the World Bank and its agencies. Are they currently equipped to address the challenge of inequality?

**WEEK 12 Into the Future: the Global Economy in an Age of Populism and Nationalism**

The world has not really recovered from the crisis of 2007-8. This is both a political problem, a policy problem and a scholarly problem. If IPE is to have any utility it needs to bridge the gap between the single disciplines of international relations on the one hand and international economics on the other. Does IPE offer us any comparative analytical advantage beyond the single disciplines?

**Essential reading**


Mark Blythe ‘On Austerity’ https://www.youtube.com/watch?v=go2bVGi0ReE

Mark Blythe ‘Capitalism in Crisis: What Went Wrong, What Comes Next?’ *Foreign Affairs* July August 2016: 172-79

**Recommended Reading**

Martin Wolf, *The Shifts and the Shocks: What we have leaned and what we have still to Learn from the Financial Crisis*, London: Penguin, 2014


**Questions to be addressed**

1. What caused the global financial crisis of 2007-8
2. Why did we not see the crisis coming?
3. Are there obvious policy prescriptions for reform?
4. Comment on the utility of austerity as public policy
5. To what extent do trends in the global political economy account for Brexit and the election of Donald Trump?
6. How do we address the pressures of on the global economy emanating from the twin urges of populism and nationalism?

**Week 13: International Political Economy and Global Governance**

The relationship between IPE and global economic governance is easier to see than it is to put into practice. The institutional actors are obvious: IMF, World Bank, WTO, G20 regional institutions. But other soft actors, especially transnational policy networks are also important but less well understood.

**Essential Reading**


**Recommended reading**


**Questions to be addressed**

1. Is better global governance a serious policy option or is it a pipe dream in an age of growing anti-globalisation and populist nationalist politics?

2. What is the current state of global governance? How functional are the existing international institutions?

3. Do efforts to build new institutions at mega regional levels offer appropriate alternatives to languishing global governance systems?

4. How do we get the balance right between the preservation of market freedom and the regulation of market activity?

**WEEK 14**  **Conclusions and Course Revision**

This week we will the main topics covered in the course to prepare for the final examinations.

**WEEK 15**  **Final Examinations**
Course Materials

References books
This course also makes extensive use of chapters from the following textbook:


Case Studies and Additional Sources:
Essential and recommended readings are listed in the syllabus for every session of this course, although some material may be added as the semester progresses. The readings are mainly book chapters and journal articles across the field of international political economy. Students are expected to prepare these readings, which form the basis for presentations and are extensively discussed in class. All essential and recommended readings, apart from chapters of the required textbook (Ravenhill, 2014), are available to download as PDF documents on pointcarre.

In addition to the key specialist academic journals—International Organisation, Review of International Political Economy, New Political Economy—students are encouraged to read widely on current affairs, international relations, international economics and finance. Particularly students should also look at the economics and international relations sections of Project Syndicate (https://www.project-syndicate.org). Reliable news sources (e.g. Financial Times, New York Times, Reuters), specialist journals (e.g. Economist, London Review of Books), or postings by major economic/political commentators are also encouraged. This list is not exhaustive and students are encouraged to read widely in their areas of interest, if possible in different languages. Students are encouraged to read sources that can substantially reinforce their knowledge and challenge dominant assumptions or common perceptions, helping them to link current issues to theoretical ideas from the readings.

Course Assessment
The students will be evaluated on the basis of their performance as follows:

- Research Proposal 15%
- Critical Leading Seminar 15%
- Term Paper 20%
- Midterm examination 25%
- Final examination 25%
- TOTAL 100%
Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
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<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
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<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
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<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
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<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
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<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
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Description of activities and Grading Criteria

In the first part of the lesson you will enjoy the lecture that aims to provide you with an overview and information in the topic. You will need to prepare for this lecture with the help of the reading so that you are able to follow the lecture and pose questions.

Oral presentation / Leading Seminar

The remaining time of the lecture is dedicated to a critical discussion that is based on the leading seminar exercise. Each week a group of 2-3 students and will further reflect and critically elaborate on the lecture topic by preparing a presentation on the basis of the weekly lecture readings. You should evaluate the literature and to criticize certain assumptions and arguments. Here the emphasis lies on critical reflection. You are invited to challenge not only the reading material but also the lecture material of the professor. First you will give a short presentation of the seminar readings and afterwards you will lead the discussion in which you pose critical question on the lecture readings and the lecture itself.

Students will not receive a group grade. Instead each student will be evaluated on the
basis of his/her own performance based on the following criteria:

Prepare a ppt presentation that (i) introduces the main points that the article raises; (ii) critically reflects on the material and clearly stating the criticism (to simple repeat what the arguments of the article is not enough). Instead you should indicate where the author is wrong or where you see other perspectives the author should have given. You should point out the blind spots; (ii) prepare and raise up to 2 questions that emerge by the reading of the article; (iv) pose 1-2 questions that emerge from lecture and critically reflect on it; (v) steer the discussion with your fellow students. For the discussion you should pose and answer questions, motivate your fellow students to contribute and summaries the main discussion points. The presentation should take no longer than 10 Minutes. The discussion should take at least 10 minutes yet if it is fruitful you can further elaborate. You should conclude the presentation.

We (profs Higgott and Weil) are writing a book entitled Crisis of Globalisation, Crisis of Global Governance: An IPE perspective. The structure of the book mirrors the structure of the course. The lectures will in effect represent mini chapters of the book. We will give you a copy of the outline of the book. You should consider your tutorial discussion as a chance to comment on the book. We want you to help us make it a better book. We encourage you to feel free to criticize us!! We will value your feedback.

Research paper
In the research paper you will be able to apply and show what you have learned throughout the course. You will elaborate on a research topic that is based on one of the lectures.

The paper is due for in **week 11**. Please discuss the subject matter and elaborate the topic with the help of a research question.

In your 3000 words papers you have to compare and contrast arguments by well-known authors in the field of your topic. You should critically analyze the debates and defend one interpretation over the other. For detailed grading criteria please consult the rubrics table. Please make sure that you keep the given structure of the paper:
1. Introduction
2. Literature Review
3. Methods
4. Analysis / Discussion
5. Conclusion

Please also provide a word count. The number of words should not deviate more than 5% (150 words). You will be downgraded half a grade if the number of words deviates more than 1000 words. Please base your analysis on at least 7 (below 7 fail) peer-reviewed articles. Please be reminded that newspaper articles, governmental reports and think-tank papers do not count as peer reviewed articles. If needed you can make use of these sources but only in addition to the 10 peer-reviewed articles. For each missing source you will be downgraded 1 point. You can choose your reference style e.g. Harvard or APA but ensure that your style remains consistent throughout the paper. If your style is in-consistent you will be downgraded by 2 points (out of 3 for correct citation and bibliography).

Research Proposal
In order to successfully write a research paper you are asked to write a 500-700 words research proposal by week 6. This proposal will serve as a basis for your final paper. In the proposal you will (i) define your research question and (ii) provide an overview on your literature (at least 7!) and explain briefly why this is relevant to your topic; (iii) indicate your theoretical framework; and (iv) explain your methodology.

In your research proposal you should already have a first idea on which literature to use. In order to gain insights you need to start reading and researching from day one. However, we don’t expect a full-length literature review. We ask you to list the literature and explain in one or two sentences why you think this article/book is helpful to solve your research puzzle.

In the written exams you will have to answer 10-15 short answer questions and elaborate more deeply on certain topics by answering 1-2 essay questions.
## Grading form for assignments (more than 10% of the final grade)

### Leading Seminar

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent 4-5</th>
<th>Satisfactory 2-3</th>
<th>Unsatisfactory 0-1</th>
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</thead>
<tbody>
<tr>
<td>Presentation skills</td>
<td>Very well structured; focused and clear presentation Good use of visual aid (where provided)</td>
<td>Well-structured, mostly focused presentation. Appropriate visual aid (where provided)</td>
<td>Disorganized and unclear presentation. Visual aid is not used or organized at best (where provided).</td>
</tr>
<tr>
<td>Leading discussion</td>
<td>Very good leading questions; shows authority and easiness in steering debates, critically reflects on the lecture.</td>
<td>Overall engaging leading questions but not at all times clear to the audience; confidence in steering debates, Critical reflection on material</td>
<td>Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience’s interest. Material is not critically assessed</td>
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<tr>
<td>Engagement with the audience</td>
<td>Relevant follow-up questions; ability to steer the debates and to keep the audience engaged</td>
<td>Overall good ability to steer discussions and to invoke some discussions</td>
<td>Inability to steer the debates and to engage with the audience</td>
</tr>
<tr>
<td>Content</td>
<td>The student identifies the relevant arguments of the readings and makes a link to current debates Student places the reading in a wider academic context The student compares, contrasts and synthesizes the main authors and arguments It evaluates strengths and weaknesses of the literature</td>
<td>The student identifies the relevant arguments and makes a link to the current debates Ability to place reading in a wider academic context could be improved The student is able to compare and synthesis some of the arguments but does not comprehend the full scope of the rationale Able to point at strengths and weaknesses of the literature but is not able to further elaborate on it</td>
<td>Difficulties to identify arguments, link it to current debates Fails to place reading in a wider academic context Inability to critically evaluate the literature</td>
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<td>Research proposal</td>
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<td>4-5</td>
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<tr>
<td><strong>Research puzzle and research question</strong></td>
<td>The object of the research is not clearly identified and presented. No clear research question</td>
<td>The relevant components of the research puzzle are not clearly identified. The research question needs to be further sharpened and refined</td>
<td>The puzzle of the research is clearly identified. The research question is relevant and has good potential</td>
</tr>
<tr>
<td><strong>Proposed conceptual or theoretical framework</strong></td>
<td>No theory/concept introduced</td>
<td>The selected theory/concept does not fit well the proposed analysis or is under-identified</td>
<td>The selected theory/concept fits well the proposed analysis</td>
</tr>
<tr>
<td><strong>Literature overview</strong></td>
<td>No or below 7 articles/books are listed</td>
<td>The student lists at least 7 articles but explanation is insufficient or the selected literature is not or at times not relevant to the research question</td>
<td>7-10 articles are listed Explanation is logical and selected literature contributes to answer the question</td>
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<tr>
<td><strong>Preliminary list of reference</strong></td>
<td>No or insufficient academic source included.</td>
<td>Not all sources identified are good for developing the paper. Mostly policy-oriented sources.</td>
<td>Promising list of reference, including both academic and policy oriented sources.</td>
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<td><strong>TOTAL</strong></td>
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<td>Written Paper</td>
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<td><strong>Criterion</strong></td>
<td><strong>Description</strong></td>
<td><strong>Points</strong></td>
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<tr>
<td>Introduction and Research Question / Statement / Puzzle ( /8 Points)</td>
<td>Explain Choice of Topic and why it is academically relevant</td>
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<td></td>
<td>Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Clear and Concise Research Question / Research Statement</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline of structure of the paper and main argument</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Literature Review ( /4 Points)</td>
<td>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</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It compares, contrasts and synthesizes the main authors and arguments</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It evaluates strengths and weaknesses of the literature and identifies the gaps the student’s paper addresses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on the Literature Review, the student chooses a clear theoretical/conceptual frame-work to be applied in the analysis part of the paper</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Methods ( /10 Points)</td>
<td>The student chooses and justifies an appropriate method to tackle the research question</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>The student demonstrates the ability to select and present suitable data for the analysis</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Analysis / Discussion ( /20 Points)</td>
<td>Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wide use and synthesis of sources and references to support key arguments directly addressing the research question</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application of conceptual and theoretical frame-works</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Structure ( /8 Points)</td>
<td>The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Originality of Thought ( /5 Points)</td>
<td>The paper highlights a level of deep reflection of research, leading to arguments and ideas that go “beyond the obvious”.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Formal Aspects ( /10 points)</td>
<td>Correct use of language (spelling, grammar, expression)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct citation and bibliography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate Number of Sources</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Conclusions ( /10 points)</td>
<td>Stating in clear and succinct manner the result of the analysis and main answer to the research question</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical, open-minded and non-defensive evaluation the validity of the student’s own arguments and results to explore further avenues of research</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Final and Overall Comments:</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
**EXPLANATION OF POINT VALUES FOR EACH MARKER**

<table>
<thead>
<tr>
<th>Criterion/Marker</th>
<th>A to A-</th>
<th>B-D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Research Question / Statement / Puzzle</strong> (8 points maximum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of Topic</td>
<td>The author provides a clear and convincing explanation of the choice of topic and highlights its significance.</td>
<td>The author provides an explanation which is, however, not fully convincing.</td>
<td>No or very weak explanation provided.</td>
</tr>
<tr>
<td>Context of Academic Debate</td>
<td>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.</td>
<td>The author explains in general terms how the individual paper relates to the wider academic debate and touches on gaps.</td>
<td>No or very weak explanation provided.</td>
</tr>
<tr>
<td>Clear Research Question / Clear Research Statement</td>
<td>The author provides a clear and meaningful research question. The research question is focused enough to enable an in-depth analysis and is relevant and ambitious 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.</td>
<td>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.</td>
<td>Poorly designed research question. No research statement.</td>
</tr>
<tr>
<td>Outline of Structure and Main Argument</td>
<td>The author provides a clear outline of the main argument and will how she/he will structure the paper.</td>
<td>The author provides an outline of the main argument and an indication of the structure – but lacks clarity.</td>
<td>No or very weak outline.</td>
</tr>
<tr>
<td><strong>Literature Review Analysis (12 points)</strong></td>
<td>3 points per marker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant arguments and debates / academic context</td>
<td>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.</td>
<td>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.</td>
<td>No relevant literature is provided or only weakly explored. Limited or no wider academic context provided.</td>
</tr>
<tr>
<td>Compare, Contrast and Synthesis</td>
<td>The student compares, contrasts and synthesizes a wide range of key authors and arguments in the literature review.</td>
<td>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.</td>
<td>No or very weak synthesis and/or comparing &amp; contrasting or arguments and authors.</td>
</tr>
<tr>
<td>Evaluation of Strengths/Weaknesses and Gaps</td>
<td>The literature review evaluates strengths and weaknesses of the literature and identifies the relevant gaps the student’s paper addresses.</td>
<td>Some strengths and weaknesses of the literature are identified but the gap the student’s paper seeks to address is not fully clear.</td>
<td>No or very weak evaluation – gaps not explained or weakly explained.</td>
</tr>
<tr>
<td>Choice of theoretical/conceptual framework</td>
<td>Based on the Literature Review, the student chooses a clearly and correctly defined and relevant theoretical/conceptual frame-work for the main analysis.</td>
<td>The student chooses a theoretical/conceptual framework, but it is not completely relevant and/or not clearly and correctly defined.</td>
<td>No or irrelevant theoretical/conceptual framework chosen.</td>
</tr>
<tr>
<td><strong>Methods (8 points) – 4 points per descriptor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Method</td>
<td>The student chooses, explains and clearly justifies an appropriate method to tackle the research question.</td>
<td>The student chooses a method, but it lacks proper justification and is only partially relevant / or not fully explained.</td>
<td>No or irrelevant methods – no or weak explanation/justification.</td>
</tr>
<tr>
<td>Selection of suitable Data</td>
<td>The student demonstrates the ability to select and present suitable data for the main analysis.</td>
<td>The student selects and presents some data, but not always the most suitable.</td>
<td>No or poorly selected/presented data.</td>
</tr>
<tr>
<td><strong>Analysis/Discussion</strong> (32 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extensive Analysis</td>
<td>Analytical arguments are illustrated with the help of clear and insightful empirical examples.</td>
<td>Arguments are occasionally supported by empirical examples.</td>
<td>Arguments are mostly unsubstantiated claims.</td>
</tr>
<tr>
<td>Criterion/Marker</td>
<td>A to A-</td>
<td>B-D</td>
<td>F</td>
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<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>and Arguments with empirical examples, data and facts</td>
<td>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.</td>
<td>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.</td>
<td>absence of data or empirical examples and large passages that do not address the research question, undermining the relevance of the main body.</td>
</tr>
<tr>
<td>Synthesis of wide range of sources</td>
<td>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.</td>
<td>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).</td>
<td>No or very weak synthesis of sources – arguments do not address the research question directly.</td>
</tr>
<tr>
<td>Application of theory/concepts</td>
<td>Excellent and clear application of conceptual and theoretical frame-works to the main analysis in the paper</td>
<td>Some application of the framework to some aspects of the analysis in the paper</td>
<td>No or very limited application of the theoretical framework</td>
</tr>
<tr>
<td>Evaluation of arguments</td>
<td>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)</td>
<td>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.</td>
<td>No or very limited evaluation of strength and weaknesses – highly biased or selective line of argumentation</td>
</tr>
<tr>
<td>Structure ( /10 points) – 5points per marker</td>
<td>The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis A coherent line of argumentation (red thread running through the entire paper), linking theories and empirical examples back to answering the main research question.</td>
<td>The structure is generally logical and coherent, but at places unclear – the sub-sections could be clearer or better organized Argumentation line is not always clear or coherent – theories and examples are not always linked back to the main research question.</td>
<td>No or very unclear/incoherent structure Unclear / absent line of argumentation – fragments that are not linked back to the research question</td>
</tr>
<tr>
<td>Originality of Thought ( /10 points)</td>
<td>The paper highlights a level of deep reflection about the topic, leading to arguments, ideas or combination of examples/data that go “beyond the obvious” The paper highlights some reflection, providing some arguments that go “beyond the obvious”</td>
<td>Standard argumentation and obvious arguments</td>
<td></td>
</tr>
<tr>
<td>Formal Aspects(10)</td>
<td>Correct use of language - correct spelling, grammar, and English expression (3 – 2.5) Use of language with occasional flaws in spelling, grammar and expression (2 – 1.5)</td>
<td>Very flawed use of language with many spelling and grammar mistakes (1-0)</td>
<td></td>
</tr>
<tr>
<td>Language and Spelling</td>
<td>Correct and consistent use of citation method and correct bibliography (3 – 2.5) Occasional mistakes in citation method and bibliography (2 – 1.5)</td>
<td>Recurring mistakes in citation and bibliography (2 – 1.5)</td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td>Acceptable number of sources (2,5 – 2)</td>
<td>Inadequate number of sources used (1,5 – 0)</td>
<td></td>
</tr>
<tr>
<td>Number of Academic Sources</td>
<td>The student states in clear and succinct manner the result of the analysis and main answer to the research question. (4-3) General conclusions are provided, but research question is not fully answered. (2,5 – 2)</td>
<td>General conclusions are provided, but research question is not fully answered. (2,5 – 2)</td>
<td>Unclear conclusions / absence of conclusions. Research question is not answered (1,5 - 0)</td>
</tr>
<tr>
<td>Conclusion (10)</td>
<td>Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research (6 – 4,5) Some evaluation of the validity of own arguments, but more critical engagement with own arguments and further avenues for research not fully developed (4 – 3)</td>
<td>Some evaluation of the validity of own arguments, but more critical engagement with own arguments and further avenues for research not fully developed (4 – 3)</td>
<td>No or weak evaluation of own arguments. No or weak outline of further research avenues (3 – 0)</td>
</tr>
</tbody>
</table>
Additional Course Policies
Papers that are submitted three days after the deadline 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. For each day you submit later you will loose 1 point.

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 for Students 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.