

Course Title	:	Rethinking Global Issues
Course Code	:	CLE9015
Recommended Study Year	:	Any years
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture-Tutorial
Class Contact Hours	:	3 hours per week
Category	:	Values, Cultures and Societies Cluster
Discipline	:	N/A
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course aims at promoting two central goals of liberal education: critical thinking and global citizenship. For our graduates to compete effectively in a globalized economy, they need to develop both the ability for critical thinking and a global vision. The course is designed around a series of questions about important international issues, with inter-disciplinary approaches. Students are expected to see not only the complex nature of these issues but also how they impact on us in Hong Kong from various perspectives. Rather than emphasizing traditional lectures and factual information, the course is centered around discussions, debates, and outside-classroom activities, which enhance students' ability to critically evaluate world events.

Aims

This course seeks to develop Hong Kong students' ability to think critically and globally. They should be able to recognize that many global issues embody important value choices by mankind. Further, they should also comprehend the inevitable conflicts of values that the world community faces. Students should be able to consider different perspectives and alternatives on selected global issues, and develop skills such as problem-solving, presentation, debate, interview, or team work. Students will be required to select an important issue that challenges the world today and develop a set of feasible strategies or policies to resolve the problem. Students will gain greater insight into the critical issues of the world.

Learning Outcomes (LOs)

Upon successful completion of this course, students will be able to:

1. demonstrate a good understanding of current issues around the world;
2. demonstrate the ability to apply different perspectives (such as Cultural Studies, Socio-economic or Political Science) to the analysis of current global issues;
3. apply skills in research, problem-solving, presentation, debating, and interview techniques through discussions and completion of term projects;
4. demonstrate an appreciation of important value choices and value conflicts that are associated with global problem-solving.

Instruction Schedule

Whitten: 1 February – 1 March (inclusive)

Yang: 8 March – end of term

Lectures and Required Readings

18 January: Yang and Whitten ~ Introduction to the course

25 January: Chinese New Year (no class)

1 February: Whitten ~ Globalization and International Trade

- Hoekman, Bernard M. The Political Economy of The World Trading System: From GATT to WTO. Chapter 1, “Overview of the Trading System.” 1997.
- Massimiliano Cali, The impact of the US-China trade war on East Asia, voxeu.org.

8 February: Whitten ~ Globalization and Financial Crises

- For lecture discussion: *The Giant Pool of Money* by This American Life (<https://www.thisamericanlife.org/355/the-giant-pool-of-money>)
- For tutorial discussion: Gorton, Gary and Metrick, Andrew. 2012. “Getting Up to Speed on the Financial Crisis: A One-Weekend-Readers Guide.” *Journal of Economic Literature*, 50, 128-150.

15 February: Whitten ~ Tax Avoidance and Social Impact of Globalization

- Annette Alstadsæter, Niels Johannesen and Gabriel Zucman, Tax Evasion and Inequality,” *American Economic Association* volume 109 issue 6, June 2019.
- David Autor Trade and Labor Markets: Lessons from China’s Rise,

IZA World of Labor, February 2018.

22 February: Whitten ~ Immigration and Refugee Crisis

- For lecture discussion: Special report on Migration from *The Economist*, 16 November 2019 (on Moodle).
- For lecture discussion: *Our Town – Part One* by This American Life (<https://www.thisamericanlife.org/632/our-town-part-one>)
- For tutorial discussion: Timothy J. Hatton, Refugees and asylum seekers, the crisis in Europe and the future of policy, *Economic Policy*, Volume 32, Issue 91, 1 July 2017

1 March: Whitten ~ Global Population

Video: DON'T PANIC - Hans Rosling showing the facts about population (link on Moodle).

Selected opinion pieces by Ross Douthat on Moodle.

A Twitter thread by Lyman Stone.

8 March: Yang ~ Evolution the Post-War International System: Cultures, Civilizations and International Relations

- Nye, Joseph. 2019. "The rise and fall of American hegemony: from Wilson to Trump," *International Affairs* 95: 1, 63–80.
- Kotkin, Stephen. 2022. "The Cold War Never Ended: Ukraine, the China Challenge, and the Revival of the West." *Foreign Affairs* 101: 3, 64-78.
- Zhang, Yongjin. 2021. "'Barbarising' China in American trade war discourse: the assault on Huawei." *Third World Quarterly* 42: 7, 1436-1454.

15 March: Yang ~ Nature of the Current International System: Liberal versus Non-liberal Values

- Brands, Hal. 2018. "Democracy vs Authoritarianism: How Ideology Shapes Great-Power Conflict," *Survival: Journal of International Affairs*, 60: 5, 61-114.
- Cooley, Alexander and Daniel H. Nexon. 2022. "The real crisis of global order: Illiberalism on the rise." *Foreign Affairs* 101:1, 103-118.
- Beckley, Michael. 2022 "Enemies of My Enemy: How Fear of China Is Forging a New World Order." *Foreign Affairs*. 101:2, 68-85.

- Kornprobst, Markus, & Paul, T. V. 2021. "Globalization, deglobalization and the liberal international order." *International Affairs*, 97(5), 1305-1316.

22 March: Yang ~ International Law and Organization: The UN, Law, Human Rights and Universal Values

- Charbonneau, Bruno. 2021. "The COVID-19 test of the United Nations Security Council," *International Journal*, Vol. 76(1) 6–16.
- Ginsburg, Tom. 2020. "How Authoritarians Use International Law," *Journal of Democracy* 31:4, 44-58.
- Gegout, Catherine. 2020. "China, Responsibility to Protect, and the Case of Syria," *Global Governance* 26, 379–402.
- Reed, Lucy and Kenneth Wong. 2016. "Marine Entitlements in the South China Sea: The Arbitration between the Philippines and China," *The American Journal of International Law* 110: 4, 746-760
- 2021. "United States Terminates Hong Kong's Special Status Due to National Security Law Imposed by Beijing," *The American Journal of International Law*, 115: 1, 131 - 138

29 April: Yang ~ Challenges to the International Order: War, Terrorism, WMD

- Bollfrass, Alexander K. & Stephen Herzog. 2022. "The War in Ukraine and Global Nuclear Order," *Survival: Journal of International Affairs*, 64:4, 7-32.
- Mazarr, Michael J. 2022. "What Makes a Power Great: The Real Drivers of Rise and Fall," *Foreign Affairs* 101:4, 52-63.
- Nye, Joseph. 2020. "Power and Interdependence with China," *The Washington Quarterly*, 43:1, 7-21.
- Krueger, Alan B. 2018. *What Makes a Terrorist? Economics and the Roots of Terrorism*, Princeton University Press, 10th anniversary edition, 11-52.

5 April: No class

12 April: Yang ~ Globalization: Paradox of Prosperity with Inequality

- Banerjee, Abhijit V. and Esther Duflo. 2020. "How Poverty Ends: The Many Paths to Progress, and Why They Might Not Continue," *Foreign Affairs* 99:1, 22-29.
- Radelet, Steven. 2015. "The Rise of the World's Poorest Countries," *Journal of Democracy*, 26: 4, 5-19.
- Lippolis, Nicolas, and Harry Verhoeven. 2022. "Politics by Default: China and the Global Governance of African Debt." *Survival: Journal of International Affairs* 64: 3, 153-178.

- Ripsman, Norrin M. 2021. "Globalization, deglobalization and Great Power politics." *International Affairs*, 97(5), 1317-1333.

19 April: Yang ~ The Global Commons: Environment, Population, Sustainability and North-South Gap

- Newman, Edward. 2022. "Covid-19: A human security analysis." *Global Society* 36: 4, 431-454.
- Selby, Jan. 2019. "The Trump presidency, climate change, and the prospect of a disorderly energy transition." *Review of International Studies* 45: 3, 471-490.
- Bordoff, Jason and Meghan L. O'Sullivan. 2022. "The New Energy Order: How Governments Will Transform Energy Markets." *Foreign Affairs* 101: 4, 101-144.
- Cha, Victor. 2020. "Asia's COVID-19 Lessons for the West: Public Goods, Privacy, and Social Tagging," *The Washington Quarterly*, 43:2, 33-50.

Should extra time become available, Prof Whitten may add this supplemental topic:

Cultural Globalization

- Luigi Guiso, Paola Sapienza and Luigi Zingales, "Cultural biases in Economic Exchange?", *Quarterly Journal of Economics*, 2009.
- Fernando Ferreira and Joel Waldfogel, « Pop Internationalism : Has half a century of world music trade displaced local culture ? », *Economic Journal*, 2013.

Teaching Method

In addition to regular lectures and discussions, the class may utilize lectures by outside guests, such as foreign diplomatic officials in Hong Kong, international business leaders, and local or international non-governmental organisations, to present their views on selected issues. The class may also organize a series of debates between students. Students will also work on team projects, attend cultural events, or design educational kits.

Measurement of Learning Outcomes

Quizzes: Quizzes administered on a regular basis (online and in lecture) will ensure that students 1) revise on a regular basis, 2) do not fall behind in learning factual material, and 3) receive the opportunity to practice simple intellectual analysis. Some quizzes may consist of multiple-choice questions while others will be open-ended. There will be no make-ups for quizzes though the instructor may drop the lowest or 2 lowest quizzes of a

term in the event that students miss lecture for various reasons. The instructor will provide clear details in lecture (LOs 1, 2, 4).

Participation: This will assess students' ability to join debates and discussions with relevant comments and questions, for which quality is more important than quantity (LOs 1-4).

Term Paper: This will show how effectively students' aptitude and knowledge in various skills, such as interview and research and has been developed. Each student will complete a 2000-word term paper based on a theme of the course and following guidelines to be presented in class. Note that each week has a different theme (e.g., Global Commons, Global Population). A student should select a topic related to that theme and indicate the theme in the paper. The term paper must have a complete set of citations. "Complete set" means that every idea which is not 1) common knowledge or 2) the student's own opinion must have an in-text citation given immediately after the idea is presented in the term paper. That is to say, nearly every sentence that you write must have a reference (though if 2 or more consecutive sentences have ideas that originate in the same source, the student may insert the citation in the last of the consecutive sentences that use the same source). The failure to include sufficient citations may be grounds for plagiarism. The instructors will provide further details as necessary and will be available to answer individual questions from students as necessary (LOs 1-4).

Presentation: This will demonstrate a student's ability to present and defend a student's beliefs and analysis in a concise, well-organised and logical manner. Each student will (individually unless there are more students than weeks in a given tutorial) give a presentation and lead a discussion in tutorial about the topic covered in lecture that week. Students must indicate their preferences for the presentation by the close of business on the 19th of January 2023 or the instructors will assign students to topics. Presentations will begin February 6th and will refer to the content given in the lecture prior to the tutorials. This presentation will build on the readings to be covered in lecture that week but should not be limited only to those readings. Students are encouraged to find contemporary stories related to the reading and to compare and contrast the readings with the story. Students should envision no more than 30 minutes per presentation in order to allow for questions and discussion. The instructors will provide further details as necessary and will be available to answer individual questions from students as necessary (LOs 1-4).

Exam: This will indicate how well students actively apply various perspectives in critical reflection and written analysis of various global issues and current affairs (LOs 1-4).

Assessment

Participation 15%; Quizzes 10%; Term Paper 30%; Presentation 20%; Exam 25%

Required/Essential Readings

- Balaam, David N. and Bradford Dillman. *Introduction to International Political Economy 7th Edition*. Routledge, 2018.
- Campbell, Patricia J., Aran MacKinnin and Christy R. Stevens. *Global Studies*. Wiley Blackwell, 2010.

Recommended/Supplementary Readings

- Annette Alstadsæter, Niels Johannesen and Gabriel Zucman, *Tax Evasion and Inequality*, October 2018.
- Autor, David, *Trade and Labor Markets: Lessons from China's Rise*, IZA World of Labor, February 2018.
- Beckley, Michael, "China's Century? Why America's Edge Will Endure," *International Security*, Vol. 36, No. 3, Winter, 2012, pp. 41–78.
- Brands, Hal, "Democracy vs Authoritarianism: How Ideology Shapes Great-Power Conflict," *Survival: Journal of International Affairs*, Vol. 60, No. 5, 2018, pp. 61-114.
- Brooks, Stephen and William Wohlforth, "American Primacy in Perspective" *Foreign Affairs*, Vol. 81, No. 4, July/August, 2002, pp. 20-33.
- Crane, Diana, "Cultural globalization 2001-10", *Sociopedia.isa*, 2011.
- Dustmann, Christian, Uta Schönberg and Jan Stuhler, "The Impact of Immigration: Why Do Studies Reach Such Different Results?" *Journal of Economic Perspectives*, 30, 2016, pp. 31-56.
- Ferreira, Fernando and Joel Waldfogel, "Pop Internationalism : Has half a century of world music trade displaces local culture ?", *Economic Journal*, 2013.
- Flew, Terry, *Understanding Global Media*, 2007.
- Gershman, Carl, "Democracy as Policy Goal and Universal Belief." *The Whitehead Journal of Diplomacy and International Relations*, Vo. 6, No. 1, 2005.
- Gorton, Gary and Metrick, Andrew, "Getting Up to Speed on the Financial Crisis: A One-Weekend-Readers Guide." *Journal of Economic Literature*, 50, 2012, pp. 128-150.
- Hatton, Timothy J., "Refugees and asylum seekers, the crisis in Europe and the future of policy", *Economic Policy*, Volume 32, Issue 91, 1 July 2017.
- Hoekman, Bernard M., *The Political Economy of The World Trading System: From GATT to WTO*, Chapter 1, "Overview of the Trading System." 1997.
- Huntington, Samuel. *The Clash of Civilisations and the Remaking of World Order*. Chapters 7 and 9, 1996.
- Huntington, Samuel, "The Clash of Civilizations," *Foreign Affairs*, summer, 1993.

- Kim, Inhan, “No More Sunshine: The Limits of Engagement with North Korea,” *The Washington Quarterly*, Vol. 40, No. 4, 2018, pp. 165-81.
- Krueger, Alan B., excerpt from *What Makes a Terrorist?* Princeton University Press, 2007.
- Lawson, Stephanie, “Global Governance, Human Rights and the Problem of Culture,” in Rorden Wilkinson, ed., *Global Governance: Critical Perspectives*, 2002.
- Lewis, Peter, “The Dysfunctional State of Nigeria,” 2009, pp. 83-116.
- Luigi Guiso, Paola Sapienza and Luigi Zingales, “Cultural biases in Economic Exchange?”, *Quarterly Journal of Economics*, 2009.
- MacDonald, Paul, “America First? Explaining Continuity and Change in Trump’s Foreign Policy,” *Political Science Quarterly*, Vol. 133, No. 3, 2018, pp. 401-34.
- Maher, Richard, “Bipolarity and the Future of U.S.-China Relations,” *Political Science Quarterly*, Vol. 138, No. 3, 2018, pp. 497-525.
- Mani, Rama, “The Root Causes of Terrorism and Conflict Prevention,” in Jane Boulden, ed., *Terrorism and the UN*, 2004.
- Massimiliano Calì, The impact of the US-China trade war on East Asia, voxeu.org.
- Menon, Rajan, “Why Humanitarian Intervention Still Isn’t a Global Norm,” *Current History*, 2017.
- Mueller, John and Mark G. Stewart, “The Terrorism Delusion: America’s Overwrought Response to September 11,” *International Security*, Vol. 37, No. 1, Summer, 2012, pp. 81–110.
- Radelet, Steven, “The Rise of the World’s Poorest Countries,” *Journal of Democracy*, Vol. 26, No. 4, October, 2015, pp. 5-19.
- Reed, Lucy, “Marine Entitlements in the South China Sea: The Arbitration between the Philippines and China,” *The American Journal of International Law*, 2016.
- Snarr, Michael T., and Snarr, D. Neil. *Introduction to global issues*. Boulder: Lynne Rienner, 2002.
- Stokes, Leah, Amanda Giang and Noelle Selin, “Splitting the South: China and India’s Divergence in International Environmental Negotiations,” *Global Environmental Politics*, 2016.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”.

Students are required to follow university regulations strictly governing academic integrity and honesty.

- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.
- (5) Students should read or listen to international news on a regular (i.e., daily) basis from a reputable source. A non-exhaustive list of these sources in English, Chinese, and other languages includes:

- 甲、 BBC (English, Cantonese, Putonghua)
- 乙、 The New York Times (English and Chinese)
- 丙、 France24/RFI (English and Chinese)
- 丁、 Australian Broadcast Corporation (English and Chinese)
- 戊、 Deutsche Welle (English and Chinese)
- 己、 National Public Radio
- 庚、 Marketplace
- 辛、 The World (Public Radio International)
- 壬、 財經

Grading Rubric for Quizzes

Excellent: 4 marks	Acceptable: 2-3 marks	Poor: 1 mark
The response is from appropriate, clear, direct, and accurate.	The information in the response is mostly relevant and generally correct.	The response contains several factual errors.

Each quiz shall be graded according to its specific marking scheme.

Rubric for Classroom Participation

Marks	Descriptor
5	The student is prepared, readily contributes to the conversation but doesn't dominate it; makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively in small groups.
4	The student comes to class prepared and makes thoughtful comments when called upon; contributes occasionally without prompting; shows interest in and respect for others' views; participates actively in small groups.
3	The student participates in discussion, but in a problematic way. Such students may talk too much, make rambling or tangential contributions, take too long to form an intelligent thought, continually interrupt the instructor with digressive questions, bluff their way when unprepared, or otherwise dominate discussions, not acknowledging cues of annoyance from instructor or students.
2	The student comes to class prepared, but does not voluntarily contribute to discussions and gives only minimal answers when called upon. Nevertheless the student shows interest in the discussion, listens attentively, and takes notes.
1	The student is on the margin of the class and does not participate.

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Term 2, AY2022-23

Grading Rubric for the Final Examination

	4 marks	3 marks	2 marks	1 mark	0 marks
Analysis	The response has a clear thesis that is analytically interesting and creative, plausible; the analysis has impressive depth.	The response meets most of the criteria listed in the column to the left, but is lacking in one or more of them-or accomplishes all of them at a slightly lower level than excellence.	The response has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial.	The response has an identifiable thesis, but it is not analytically interesting, plausible; there is little analysis.	The response lacks any clear thesis and little to no analysis.
Documentation	The response provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear.	The response provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear.	The response provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear.	The details of the response relate very thinly to a main argument; the evidence is poorly documented.	The response provides little to no evidence in support of a main argument; most evidence provided is undocumented.
Organization	All writing relates to the thesis in a clear manner; individual paragraphs have a clear focus; there are clear transitions between paragraphs or ideas when appropriate; the order in which the ideas are presented makes sense.	Nearly all writing relates to the thesis in a clear manner; all or most individual paragraphs have a clear focus; there are generally clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense.	Most writing relates to the thesis in a clear manner, most individual paragraphs have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas.	Most writing relates to the thesis in a clear manner, most individual paragraphs have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas.	The response is extremely disorganized to the point that the order in which ideas are presented appears virtually random.
Language Skills	The writing displays excellent English language skills, with few mistakes, and is easily understandable.	The writing contains several fairly minor errors, but the writing is clear and understandable.	The writing contains several minor errors and/or a few major ones; the writing is mostly clear but may be difficult to understand in places.	The writing contains numerous writing errors that are serious enough that the paper is very difficult to understand.	The writing contains an unacceptably large number of writing errors, major or minor, to the point of making it difficult or impossible to understand.

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Grading Rubric for Presentation

	4 marks	3 marks	2 marks	1 mark	0 marks
Analysis and Topic	Presentation has a clear thesis that is analytically interesting and creative, plausible; the analysis has impressive depth.	Presentation meets most of the criteria listed in the column to the left, but is lacking in one or more of them-or accomplishes all of them at a slightly lower level than excellence.	Presentation has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial.	Presentation has an identifiable thesis, but it is not analytically interesting, plausible; there is little analysis.	Presentation lacks any clear thesis and little to no analysis.
Documentation	Presentation provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear.	Presentation provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear.	Presentation provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear.	The details of the presentation relate very thinly to a main argument; the evidence is poorly documented.	Presentation provides little to no evidence in support of a main argument; most evidence provided is undocumented.
Organization	All sections relate to the thesis in a clear manner; individual sections have a clear focus; there are clear transitions between sections or ideas; the order in which the ideas are presented makes sense.	Nearly all sections relate to the thesis in a clear manner; all or most individual sections have a clear focus; there are generally clear transitions between sections or ideas; the order in which the ideas are presented makes sense.	Most sections relate to the thesis in a clear manner, most individual sections have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas.	Most sections relate to the thesis in a clear manner, most individual sections have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas.	The presentation is extremely disorganized to the point that the order in which ideas are presented appears virtually random.
Language Skills	Presentation displays excellent spoken and written English language skills, with few mistakes, and is easily understandable.	Presentation contains several fairly minor errors, but the spoken and written language is clear and understandable.	Presentation contains several minor errors and/ or a few major ones; the language is mostly clear but may be difficult to understand in places.	Presentation contains numerous language errors that are serious enough that the presentation is very difficult to understand.	Presentation contains an unacceptably large number of language errors, major or minor, to the point of making it difficult or impossible to understand.

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Grading Rubric for Term Paper

Criteria	Exemplary (4 marks)	Accomplished (3 marks)	Developing (2 marks)	Beginning (1 mark)	Fail (0 mark)
Thesis & Focus	<ul style="list-style-type: none"> Fully addresses the questions and demonstrates a thorough and accurate understanding of the important issues or themes in the questions; Connects questions to broader issues in theories/concepts and real life. Clear, precise, original, well-defined and well-positioned answers which are sophisticated in both statement and insight. 	<ul style="list-style-type: none"> Demonstrates a rather complete understanding of the important issues or themes in the questions relating to theories/concepts and real life. Clear, specific, argumentative answers, may have left minor terms undefined. 	<ul style="list-style-type: none"> Demonstrates an incomplete understanding of the important issues or themes in the questions but attempts to relate theories/concepts and real life. Some intelligible ideas, but the answer is weak, unclear, or too broad, may not define several central terms. 	<ul style="list-style-type: none"> Demonstrates severe misconceptions about the important themes or issues; Fails to connect to theories/concepts or real life. Answers vague or not central to argument, central terms not defined. 	Plagiarism or fails to meet any descriptor to the left
Analysis & Argumentation	<ul style="list-style-type: none"> Thoroughly interprets and evaluates the information; Distinguish among fact, opinion and value judgments. Comprehensively analyzes and synthesizes the issues from multiple perspectives or dimensions. Evaluates implications and complications or responds to counter-arguments. 	<ul style="list-style-type: none"> Information with some interpretation and evaluation; Attempts to distinguish from fact, opinion and value judgments. Offers analyses and evaluations of obvious alternative points of view, perspectives or dimensions. Most ideas are elaborated. 	<ul style="list-style-type: none"> Interprets and evaluates information, but may overlook some important information. Superficially evaluates obvious alternative points of view, perspectives or dimensions. Connections between some ideas and facts are not elaborated clearly. 	<ul style="list-style-type: none"> Lists information without justification. Superficially analyzes or synthesizes the issues. Single perspective is discussed. Connections between ideas and facts are not made. 	
Evidence & Support	<ul style="list-style-type: none"> Evidence is very relevant, accurate, complete, well documented and integrated, and appropriate to support the arguments. A wide range of relevant scholarly sources is used and assessed analytically and critically, including lectures and course readings and information not explicitly discussed in class. Provides detailed and proper footnotes/endnotes. Correct citation of sources. 	<ul style="list-style-type: none"> Provides necessary evidence to convince reader of most aspects of the main argument but not all. Evidence is relevant, accurate, and well documented, but may not well integrated. Some variety of sources are used. Provides some details in footnotes/endnotes. Citation style often used correctly. 	<ul style="list-style-type: none"> Some evidence but not enough to develop argument in unified way. Evidence may be inaccurate, irrelevant, or inappropriate to support the arguments. Uses only a few of the sources provided in class, or does not analyze the sources. Provides limited detail in footnotes/endnotes. Frequent errors in citation style. 	<ul style="list-style-type: none"> Much of information included is irrelevant and inadequate to support the arguments with numerous factual mistakes, omissions or oversimplifications. Only minimally uses sources provided in class without any analysis, or relies exclusively on non-scholarly outside sources. No citation or footnotes/endnotes or incorrectly cites the sources. 	
Writing & Structure	<ul style="list-style-type: none"> Solid topic sentences in paragraphs. Each sentence structured effectively, rich, well-chosen variety of sentence styles and length. Almost entirely free of spelling, punctuation, and grammatical errors. Well organized, clear and presents ideas in a coherent and analytical manner. 	<ul style="list-style-type: none"> Acceptable topic sentences in paragraphs. Effective and varied sentences; Some errors in sentence construction. May contain a few errors, which may annoy the reader but not impede understanding. 	<ul style="list-style-type: none"> Weak topic sentences in paragraphs. Sentences show errors of structure and little or no variety. Contains several mechanics errors, which may confuse the reader but not impede the overall understanding; Careful proofreading not evident. 	<ul style="list-style-type: none"> Poor topic sentences in paragraphs. Multiple and serious errors of sentence structure. Contains serious errors that block the reader's understanding; Proof reading not evident. 	