



Syllabus

Politics and International Relations

Fall 2018

4th Cycle

Instructor

Elda L. Cantú, M.A.

I. General Information

Course :	Politics and International Relations	Code: 03128
Required courses :	Procesos Económicos del Perú y América Latina	Term : Fall 2018
Credits :	3	Year : 4th
Professor :	Elda L. Cantú Castillo	Email : ecantu@esan.edu.pe

II. Summary

This course presents students with the most salient issues in Global Politics. It offers an overview of the International Relations system and basic configuration of the Middle East and Asia. It portrays the elements of economic growth in Latin America: poverty, population and potential. It takes students through poverty relief policies and ethnic conflicts in Africa, and explores regional approaches to the external relations of the European Union and the challenges to its internal configuration.

III. Course Objectives

The course will introduce students to the main concepts, theories and trends in global politics. Students will work with others in order to understand the challenges and opportunities that current international events pose to individuals, states and transnational actors. Students will also be able to discuss in written and oral form their interpretation and analysis of the international context using the academic language of Politics and International Relations.

IV. Learning Outcomes

- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.
- Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.
- Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.
- Demonstrate knowledge of international political geography.
- Describe and analyze in an informed, articulate and respectful manner the main trends in current global politics.
- Follow current international events on a regular basis using trusted, critical sources.
- Summarize his or her learning in written and oral forms using English.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Display empathy, tolerance and respect for diverse ideas and points of view.
- Work collaboratively in small groups to produce an academic project focused on a political issue in a specific region.

V. Methodology

- The class meets once a week for a three-hour session where the instructor will facilitate

the course contents during the first 85 minutes. Students will work collaboratively for 30 minutes and then participate in a wrap-up discussion for the remainder of the session.

- Students will be required to follow current international events on a daily basis and prepare brief weekly presentations where they apply the concepts learned in class to a specific international situation. It is a requirement to subscribe to [this free newsletter](#) by providing your email. You may unsubscribe after the course is complete.
- Students will be regularly quizzed on the assigned readings, current events and geography. The instructor reserves the right to quiz students without prior notice.
- Students will be required to debate and discuss real-life situations with a critical, constructive and respectful attitude. Difference of opinion will be valued and dialogue will be promoted as an important way of solving problems.
- Each student will be assigned to present on the assigned readings on a fixed date.
- Using electronic devices is discouraged during lecture unless I specifically instruct you to do so for limited tasks. I also [advise you try taking handwritten notes](#) (It's good for your brain!). For further arguments, you can read "[The case of banning laptops in the classroom](#)" and "[The Impact of Computer Usage on Academic Performance](#)".
- The final exam will be a written test.

VI. Evaluation

According to school policy, the evaluation system is continuous and integral. The final grade is calculated adding up the permanent evaluation (PEP) (40%); the midterm exam (EP) (30%) and the final exam (EF) (30%). The permanent evaluation is calculated according to the following chart:

PERMANENT EVALUATION (TAREA ACADÉMICA) 40%		
EVALUATION TYPE	DESCRIPTION	PERCENTAGE %
Quizzes	4 scheduled quizzes. The lowest score is eliminated.	25
Class activities and assignments	According to schedule	30
Newsflash	Individual presentation	30
Self-assessment	See attached rubric	15%

$$\text{Final Grade} = (0,30 \times \text{Partial Exam}) + (0,40 \times \text{PEP}) + (0,30 \times \text{Final Exam})$$

Where:

PF = FINAL AVERAGE

EP = PARTIAL EXAM

PEP = PERMANENT EVALUATION AVERAGE

EF = FINAL EXAM

VII. Scheduled Contents

WEEK	CONTENTS	ACTIVITIES /ASSESSMENTS
1°	Learning unit: Globalization and the post-Cold War World. 3. Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.	

<p>August 20 - 25</p>	<p>7. Summarize his or her learning in written and oral forms using English. 8. Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. 9. Display empathy, tolerance and respect for diverse ideas and points of view.</p>	<p>1.1. The world today. International actors in IIRR. Levels of analysis. Description, prediction, prescription. Cold War vs. Globalization. NATO. MAD. Bipolar, unipolar, sovereignty, nation-state; hegemony, sources of power. Causes and effects of globalization.</p>	<ul style="list-style-type: none"> ● Introducing yourself. ● Readings in class. ● Watch this video. ● Group work. ● Elect course delegate. ● Select date for newflash.
<p>2° August 27 to September 1st</p>	<p>Learning Unit: The foundations of International Relations Analysis.</p> <ol style="list-style-type: none"> 1. Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. 2. Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today. 6. Follow current international events on a regular basis using trusted, critical sources. 	<p>2.1. Introduction to world regions. MMM revolutions. Integration vs. disintegration. Cooperation or conflict?: Realism, neorealism, idealism, neoliberalism, balance of power, national interest, power, influence, hard power, soft power, smart power. Cooperation vs conflict. Diplomacy. Foreign policy. Isolationism vs. unilateralism vs. neutrality vs. engagement. Diplomacy & negotiation.</p>	<ul style="list-style-type: none"> ● Class discussion ● Quiz 1 ● Bring to class a map of the world, your reading notes and colored pencils or markers. ● Newsflash presentation.
<p>3° September 3rd to 8th</p>	<p>Learning Unit: Basic concepts in Politics.</p> <ul style="list-style-type: none"> ● Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. ● Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics. ● Follow current international events on a regular basis using trusted, critical sources. 	<p>3.1. Government, politics and the state. Nation-state; government; democracy, dictatorship; monarchies; democratic peace; Golden Arches Theory of Conflict Prevention; Leviathan.</p>	<ul style="list-style-type: none"> ● Newsflash presentation. ● Class discussion.
<p>4° September 10 to 15</p>	<p>Learning Unit 4: The dimensions and challenges of democracy today.</p> <ul style="list-style-type: none"> ● Follow current international events on a regular basis using trusted, critical sources. ● Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. ● Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics. 	<p>4.1 Democracy and the state. Procedural democracy vs substantive democracy. Populism. Left; right; division of powers; checks and balances; citizenship; privatization; corruption; institutional paralysis.</p>	<ul style="list-style-type: none"> ● Newsflash presentation. ● Class discussion.
<p>5° September 17 to 22</p>	<p>Learning Unit: Demographic and economic pressures on democracy.</p> <ul style="list-style-type: none"> ● Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today. ● Demonstrate knowledge of international political geography. ● Summarize his or her learning in written and oral forms using English. 	<p>5.1. The Americas. Washington consensus; the golden straitjacket. Challenges to democracy in the region. Leftist and right-wing political parties. Broken promises and middle class expectations.</p>	<p>NEWSFLASH</p> <ul style="list-style-type: none"> ● Class discussion.
	<p>Weekly Readings: Assigned section on the Latinobarómetro report.</p>		

<p>6° September 24 to 29</p>	<p>Learning Unit: Economic integration, regionalism and the European Union.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of international political geography. • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. 	
	<p>6.1. International Political Economy and Economic Integration. IGOs, regionalism, ISI, Export-led industrialization, protectionism, trade liberalization, levels of integration, federalism. Multilateralism. Referendum.</p>	<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation. • Work in small groups. • Quiz 2.
	<p>Weekly Readings: McCormick, What is the European Union?</p>	
<p>7° October 01 to 06</p>	<p>Learning Unit: Secularism, democracy, nationalism, migration and multiculturalism.</p> <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Summarize learning in written and oral forms using English. • Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics. 	
	<p>7.1. Migration and multiculturalism. The challenge of nationalism. Keywords: nation; culture; self-determination; secularism; xenophobia; migration; multiculturalism; transnational identities.</p>	<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation. • Online debate.
	<p>Weekly Readings: Behind France's Burka Ban- The New Yorker. Druckversion- Myths of Migration- Spiegel French Views on Religious Freedom - Brookings Institution How French Secularism Became Fundamentalist - Foreign Policy Migration to Europe Explained in Seven Charts - BBC News The Economist Explains: Why the French are so strict about Islamic Head Coverings.</p>	
<p>8° October 08th</p>	<p>MID TERM EXAM</p>	
<p>9° October 15 to 20</p>	<p>Learning Unit: The Asian Century. China and the regional configuration of Asia. The Thucydides Trap.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of international political geography. • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. 	
	<p>9.1. New Power distribution. Hegemony; sphere of influence; diplomacy; militarism; new world order; redefinition of power, neo-imperialism. G-8. Taiwan, Tibet, Hong Kong, South Sea.</p>	<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation.
	<p>Weekly Readings:</p> <ul style="list-style-type: none"> • China and the World • What is the G Zero? by Ian Bremmer. 	
<p>10° October 22 to 27</p>	<p>Learning Unit: Global leadership, hegemony and alliances in conflict-prevention in the 21st Century. The role of IGOs.</p> <ul style="list-style-type: none"> • Summarize his or her learning in written and oral forms using English. • Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. • Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. 	
	<p>10.1. War and Peace and the New World Order. Realism and idealism. Pacifism. Origins of the UN. Reform of the UN. Current challenges in conflict prevention.</p>	<ul style="list-style-type: none"> • Class discussion • ONLINE ACTIVITY (See rubric).
	<p>Weekly Readings: Chapter 9. "The Dictator's Handbook". International Government Organizations: Spiegel.</p>	
<p>11°</p>	<p>Learning Unit: Approaches to environmental problems. The West and the rest?</p> <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Demonstrate knowledge of international political geography. 	

October 29 to November 03	11.1.Environmentalism; transnational challenges. Keywords: Environmentalism; international community; NGOs; Tokyo Protocol. Activism. Citizenship, netizens.	<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation. • Four corner debate. • Quiz 3
Weekly Readings: Can Red China Become Green China? China's Environmental Future.		
12° November 5 to 10	Learning Unit: Misconceptions about the Middle East. <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Demonstrate knowledge of international political geography. • Summarize his or her learning in written and oral forms using English. • Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public. 	
12.1.Theocracy, religion and nationalism. Five pillars of Islam; monotheism; Abraham; proselytizing religions; Islamic. Arab world. Saudi Arabia and Iran. Pan arabism.		<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation • Activity with "The Arab of the Future". • Video: Saudi Arabia elections
Weekly Readings: Rossi chapters 1 and 3.		
13° November 12 to 17	Learning Unit: Continuing conflicts in the Middle East. <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Demonstrate knowledge of international political geography. 	
13.1.Palestine- Israel. Key words: Zionism; stateless nations. Current events in the Middle East.		<ul style="list-style-type: none"> • Class discussion. • Newsflash presentation • Video on Palestine-Israel
Weekly Readings: Rossi, chapters 14 and 15.		
14° November 19 to 24	Learning Unit: Sources of foreign aid. International collaboration and intervention. Statecraft. Alternatives to development. Millennium goals. <ul style="list-style-type: none"> • Demonstrate knowledge of international political geography. • Apply previous knowledge of international trade and economic regionalism to examine and interpret current events. 	
14.1.Post colonialism and ethnic conflicts. Intractable conflicts; colonialism; ethnic conflict; failed states. The danger of a single story. Development and international aid. Alternatives to development. White man's burden.		<ul style="list-style-type: none"> • Class discussion • Newsflash. • Video on single story and Instagram profiles. • Quiz 4.
Weekly Readings: Chapter 7: Foreign Aid from "The Dictator's Handbook". Readings from Moyo and Swanson. Werker and Ahmed (2008).		
15° November 26 to 30	Learning Unit: Students will integrate concepts learned in class to a group project in which role playing, oral expression and research skills will be displayed. <ul style="list-style-type: none"> • Display empathy, tolerance and respect for diverse ideas and points of view. • Summarize his or her learning in written and oral forms using English. • Work collaboratively in small groups to produce an academic project focused on a political issue in a specific region. 	
15.1. Applying concepts in International Relations to a specific situation. Designing scenarios. Reflecting on learning and performance. Listening to others.		<ul style="list-style-type: none"> • Final presentations • Self-assesment.
Weekly Readings: TBA		
16° December 3rd	FINAL EXAM	

I. Required readings

1. Bevins, Vincent (December 20, 2016) "To Understand 2016's Politics, Look at the Winners

and Losers of Globalization" *New Republic* Retrieved from: <https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization>

2. Bueno de Mesquita, Bruce and Alastair Smith (2012) *The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics* New York: PublicAffairs.
3. Bourignon, Francois (January/February 2016) "Inequality and Globalization" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2015-12-14/inequality-and-globalization>
4. Bremmer, Ian and Nouriel Roubini (March/April 2011) "A G-0 World" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world>
5. Cooper, Andrew, Jorge Heine and Ramesh Thakur (editors) (2013) "The Challenges of 21st-Century Diplomacy" *The Oxford Handbook of Modern Diplomacy* Retrieved from: <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199588862.001.0001/oxford-hb-9780199588862-e-1?print=pdf> DOI: 10.1093/oxfordhb/9780199588862.013.0001
6. de Hass, Hein (March 21st, 20017) "Myths of Migration. Much of what we think is wrong" *Spiegel Online* Retrieved from: <http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html>
7. De la Torre, Carlos (2016) "Will Democracy Survive Trump's Populism? Latin America May Tell Us" *The New York Times*. Retrieved from: <https://www.nytimes.com/2016/12/15/opinion/will-democracy-survive-trumps-populism-latin-america-may-tell-us.html>
8. Economy, Elizabeth (2013) "China's Environmental Future: The Power of the People" *McKinsey Quarterly* Retrieved: <http://www.mckinsey.com/global-themes/asia-pacific/chinas-environmental-future-the-power-of-the-people>
9. Feigenbaum, Evan A. (January/February 2017) "China and the World. Dealing With a Reluctant Power" *Foreign Policy* Retrieved: <https://www.foreignaffairs.com/articles/2016-12-12/china-and-world>
10. Free Exchange (2013, September 23rd) "When Did Globalization Start?" [Blog post] *The Economist* Retrieved from: <http://www.economist.com/blogs/freeexchange/2013/09/economic-history-1>
11. Friedman, Thomas L. (1999) "Tourist With an Attitude" In: Friedman, T. L. *The Lexus and the Olive Tree* New York: Farrar, Strauss and Giroux. Retrieved from: <http://www.nytimes.com/books/first/f/friedman-lexus.html>
12. Friedman, Thomas L. (2008) "Can Red China Become Green China?" in *Hot, Flat and Crowded*. New York: Picador.
13. Giridharadas, Anand (2014) "Balancing Private and Public Needs" *The New York Times* Retrieved from: <https://www.nytimes.com/2014/01/21/world/americas/balancing-private-and-public-needs.html>
14. McCormick, John (2011) "What is the European Union?" in *Understanding the European Union* [Book chapter] pp 1-23 London: Palgrave Macmillan.
15. Moyo, Dambisa (March 2009) "Why Foreign Aid is Hurting Africa" *The Wall Street Journal* Retrieved from: <http://www.wsj.com/articles/SB123758895999200083>
16. Naim, Moisés (2013) *The End of Power: From Boardrooms to Battlefields and Churches to States, Why Being In Charge Isn't What It Used to Be* New York: Basic Books.
17. N/A (2010) "Behind France's Burka Ban" *The New Yorker* Available online: <http://www.newyorker.com/news/news-desk/behind-frances-burka-ban>

18. N/A (2010) "Essay: Democracy" [Online multimedia special. Four chapters.] *The Economist* Retrieved from: <http://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do>
 19. N/A (Jan 21st, 2010) "Leviathan Stirs Again" *The Economist* Available online: <http://www.economist.com/node/15328727>
 20. Perlman, Merrill (August 14, 2017) "The key difference between 'nationalists' and 'supremacists'" *Columbia Journalism Review* Retrieved from: https://www.cjr.org/language_corner/nationalist-supremacist.php?facebook&utm_content=buffer6237&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
 21. Rossi, Melissa (2008) *What Every American Should Know About the Middle East* New York: Plume (Penguin Group).
 22. SP (July 7, 2014) "Why the French Are so Strict About Head Coverings" *The Economist Explains*. [Blog post at The Economist] Retrieved from: <https://www.economist.com/blogs/economist-explains/2014/07/economist-explains-2>
 23. Spiegel, Steven (2012) "International Organizations" [Book chapter] in *World Politics in a New Era* New York: Oxford University Press. [[Available here](#)]
 24. Swanson, Ana (October 13th, 2015) "Why trying to help poor countries might actually hurt them" [Blog post at Wonkblog] *The Washington Post* Retrieved from: <https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them>
 25. Werker, Eric and Faisal Z. Ahmed (2008). "[What Do Nongovernmental Organizations Do?](#)" *Journal of Economic Perspectives* 22:2.
 26. Zaretsky, Robert (April 2016) "How French Secularism Became Fundamentalist" *Foreign Policy Magazine* Retrieved from : <http://foreignpolicy.com/2016/04/07/the-battle-for-the-french-secular-soul-laicite-charlie-hebdo/>
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II. Instructor

Elda Cantú is a Mexican writer, professor and editor based Perú. She holds a B.A. in International Relations from Tecnológico de Monterrey and a M.A. in Latin American and Caribbean Studies from New York University. From 2008 to 2010 she was director of the Humanities and Social Science Department at Prepa Tec Campus Santa Catarina and professor of Comparative Foreign Policy at the International Relations undergraduate program at Tec de Monterrey. She has written on US-Mexico migration policy and drug-related violence in the US-Mexico border. Ms. Cantú was Global Education Director at the Virtual Trade Mission Foundation, a Washington-based non-profit that brings together students and educators from the Asia Pacific to discuss globalization and free trade. She was the editor in chief of Viù!, at *Diario el Comercio* from 2014 to 2016. Previously, she was the Managing Editor of *Etiqueta Negra*, a Peruvian monthly of chronicles and profiles and Editor of *Etiqueta Verde*, its environmental version. She writes for news outlets such as *The New York Times* (Spanish edition), *Americas Quarterly*, *The New York Review of Books* and *Radio Ambulante*. She is a [columnist](#) at *El Comercio*. She lives in Lima. You can follow her on Twitter @eldacantu

RUBRIC FOR NEWS FLASH

Every student will make a brief presentation on foreign news once during the semester.

NAME: _____ ID _____ DATE: _____

(This date **cannot** be reassigned, unless it is voluntarily exchanged with a student that has not yet presented). Students who do not present on the assigned date, regardless of the reason for their absence will lose 60% of the grade for this assignment.

Student shows up on time, is ready to present AT THE BEGINNING of class and has email professor the presentation the night before.	- 2 points does not comply with ANY of the three requirements. -2 points if student takes MORE than 5 mins.		
The student chooses three DIFFERENT international news from trusted sources. News items are no more than four days old on the day of the presentation. (1.5 points)	N1: ◇	N2: ◇	N3: ◇
News are relevant for the readings assigned that week. The student relates the news to class readings and concepts. There are at least three explicit references to the material seen in class. (3 points)	N1: ◇	N2: ◇	N3: ◇
The student shows understanding of the news. He or she correctly answers questions. (1.5 points)	N1: ◇	N2: ◇	N3: ◇
Student uses maps and explains the geopolitics of news. (1.5 points)	N1: ◇	N2: ◇	N3: ◇
Each news is properly DESCRIBED. (1.5 points)	N1: ◇	N2: ◇	N3: ◇
There is EITHER a prediction or a policy prescription for each one of the news. (3.0 points)	N1: ◇	N2: ◇	N3: ◇
The student speaks in a clear and confident manner with gestures that support the presentation. (0,5) Student uses appropriate, academic English, including names of cities and countries. (1 point)			
Student does not read from notes or slides and adds value to the slides with explanations. (1,5 points)			
Visual aids are creative, extremely good-looking and attention grabbing. (1,5 points)			
The text is brief and well written. (0,5 points) The student has produced original material and text providing additional information. NO COPY PASTE (1			

points)	
Presentation includes sources and references in APA format.	-2 points if student does not comply
The student manages to engage the audience (2 points)	

Rubric for class participation

Student ID# _____

	+3	+2,5	+2	+1	+0,5
Attendance & Punctuality	Student attends every class and arrives on time.	Student never misses class (has justification) but arrives late two or three times.	Student misses up to 2 sessions but is very rarely late.	Student is absent 2 or 3 times and late 3 times or more.	Student is late more than 4 days and absent 3 time or more.
Class participation	Student makes at least 5 relevant comments during the course. Comments reflect understanding of the texts and quote additional materials. Student is critical of the readings and responds to teacher's questions.	Student participates 5 times or more in class, responding to the assigned materials or to previous comments but not always accurately.	Student participates in class but rarely refers to class materials or does not add value to the discussion.	Student participates only if the professor asks him or her to.	Student has never raised his or her hand in class and, when called to answer a question is unable to respond.
Class engagement and initiative	Student actively listens, takes notes and responds to comments by other students. Student brings additional materials to class.	Student makes questions during classmates' presentations, pays attention and rarely checks his or her phone in class.	Student sometimes leaves the classroom, seems absent or spends most of the time online during lectures.	Student does not take notes, spaces out during lecture and is constantly doing tasks unrelated to the class.	Student shows no visible interest in class.
Class activities	Student has participated in every discussion, quiz, debate or activity in class and collaborated with other students.	Student has participated in every discussion, debate or activity but some of them are deficient or incomplete.	Student has missed one or more activities but has the school's official justification.	Student has missed two activities with no justification or has not completed them correctly.	Student has missed three or more activities or has deficiently completed them.
Self-Assesment	I've read carefully all materials previous to each class, completed on time all tasks and prepared for exams with all my effort. I dedicated 5 hours per week to the class OUTSIDE of the classroom. I completed my final project at least 5 days before presentation and worked on it at least 7 weeks before the deadline.	I have read MOST materials, some of them right before class. I have prepared all tasks but I recognize that I could have been more dedicated in class. I have dedicated almost 5 hours to the class OUTSIDE of classroom. I started working on the final project at least 6 weeks in advance.	I have read the majority of the materials and prepared most of the tasks assigned but I have not dedicated more than 4 hours a week to this class. I have not read all materials and I started working on the final project 1 month before presenting.	I have read around half of all assigned readings and materials and probably dedicated 3 hours or less to the class OUTSIDE the classroom. I barely communicated with my teammate and only finished the presentation the day before.	I only dedicated this class the time of each session (3 hours a week). I definitely could have applied myself more. My grades do not reflect my capabilities
TOTAL					