



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences, Department: School of Politics & Global Studies, Prefix: POS, Number: 348, Title: Do You Want to Build a Nation?, Units: 3

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes, Chair/Director Initials: RH (Required)

Course description:

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Dr. Tara Lennon, E-mail: Tara.Lennon@asu.edu, Phone: 965-3627

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Herrera, Date: 9/13/16

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have)</p> </div> <p style="text-align: left; margin-top: 10px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin: 10px 0;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have</div> C-4			

Course Prefix	Number	Title	General Studies Designation
POS	348	Do You Want to Build a Nation?	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The writing assignments include research essays, creative policy statements, commentaries, and PowerPoint presentations.	Specifically, two 5-7-page essays require independent research and application of the related insights to the student's fictitious nation-state's regime type and ideology (20% of course grade). The students also collectively craft policy statements for their nation-states on 5 different issues, with each student contributing to the research and development of the policies (17%). The commentaries are 300-word critiques of other nation-state's policies, completed by each student (8%). Lastly, the students individually write, verbally present, and defend PowerPoint presentations of their nation-states' policies (10%).
2	Rather than rely on faculty lectures of each ideology, this upper-division course relies on each student to teach the class about their state's ideology and regime.	I provide overviews and initial reference links, but the students must independently research scholarly sources for regimes' legitimacy and critically assess their relevance to the desired characteristics of their fictitious state. The students creatively develop their own regimes based on real-world examples. Similarly, the essays, policy statements, and presentations are creative but must be based in authoritative sources and/or real world examples of regimes.
3	2 essays	The two 5-7-page essays require students to research the sources of their regime's moral legitimacy (Essay1) and the foreign policy theories (e.g., democratic peace theory) evidenced in their regime's behavior during the diplomatic simulations (Essay2). Both require scholarly sources and application of the insights from those sources to a unique situation (their fictitious state and its policies).
4	Course schedule outlined in syllabus and multiple essay drafts	Essay 1 is due by the third week of September and includes substantial comments on writing clarity and scholarly substance. In addition, to ensure multiple drafting, students must submit abstracts and initial scholarly sources prior to submitting the final version of Essay1. Students receive feedback on their sources, thesis statement, and overall direction of their argument. Essay 2 is due at the end of the semester, with plenty of time to review and consider both sets of instructor feedback from Essay1.

Course description: This course requires students to critically assess their assumptions about nation-states through a series of debates and simulation games. Through in-class, interactive games, students will be able to answer: What are the sources of legitimacy and defining elements of statehood? How do those defining elements, such as democratic structures, support or challenge certain functions of the nation-state? How does a nation's purported moral basis affect its foreign policy decisions and negotiations with other nations?

There is no text because half of the course is based on Diplomatic Events that I have written and made available in Bb.

There are required readings and I have attached the updated list.

Plato. *The Republic*. Retrieved from <http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0168>

Peter, Fabienne, "Political Legitimacy." *The Stanford Encyclopedia of Philosophy*. Edward N. Zalta (ed.). Retrieved from <http://plato.stanford.edu/archives/sum2016/entries/legitimacy/>

Nickel, James, "Human Rights." *The Stanford Encyclopedia of Philosophy*. Edward N. Zalta (ed.). Retrieved from <http://plato.stanford.edu/archives/win2014/entries/rights-human/>

Adèle Cassola, Amy Rauba, Danielle Foley and Jody Heymann (2014) "Where do Women Stand? New Evidence on the Presence and Absence of Gender Equality in the World's Constitutions." *Politics & Gender*, 10 200–235.

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POS 348: Do You Want To Build a Nation?

MW 12:15-1:30 pm; Education 320

Dr. Tara M. Lennon
Tara.lennon@asu.edu
(480) 965- 3627

Office: Coor 6700
Office Hours: MW 11-noon & 1:45-2:45;
Please email for other appt. times.

Course Description:

This course requires students to critically assess their assumptions about nation-states through a series of debates and simulation games. Through in-class, interactive games, students will be able to answer: What are the sources of legitimacy and defining elements of statehood? How do those defining elements, such as democratic structures, support or challenge certain functions of the nation-state? How does a nation's purported moral basis affect its foreign policy decisions and negotiations with other nations?

C: 4

In the first part of the course, we explore the moral foundations of nation-states and the rights of their citizens. That is, what is the basis of a nation's legitimacy: knowledge of moral truth, consent of the governed, or something else? What activities comprise consent to a state power? What rights, if any, do citizens have and on what basis? After researching and debating philosophers' answers to these questions, students will create fictional nations in groups and defend their nation's moral basis of legitimacy, verbally and in essays. Students will also specify their citizens' rights, including the social and political rights of women, and defend the related policies or constitutional provisions to other states.

In the second part of the course, the students budget and develop their nations' resources, identify strategic interests and threats, and negotiate with other nations in a series of 'State Games.' Each class meeting involves a new diplomatic event or crisis that must be resolved for nations to earn game points. The nations are already situated geo-politically in our fictitious world of Zemias. From the beginning, and increasingly towards the end of the State Games, students recognize how their nation is defined in relation to others. To connect to the first part of the course, the instructor along with a UN-style Zemias Council assess and penalize states for actions and policies that diverge from their stated moral bases of legitimacy. Accordingly, the course explores whether democratic states behave differently. During de-briefings of each event and through essays, the course considers some of the internal and external dynamics that impact ways in which nation-states act in relation to others.

Required materials:

- Various free, online journal articles and book excerpts (links available in Bb)
- Diplomatic Event information (background, briefings, objective) available in GoogleSite

Learning Outcomes:

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

- Describe basic structures of multiple regime types, including that of a democratic republic, pure democracy, social democracy, socialist state, monarchy, and theocracy
- Describe, defend, and evaluate theories of the basis of a nation-state's legitimacy
- Explain, defend, and evaluate key principles of ideologies, including classical liberalism, welfare liberalism, socialism, democratic socialism, neo-conservatism, and fascism
- Prepare and/or support the preparation of an analysis of strategic alternatives within a complex problem and the design of a creative solution
- Write a brief (300-word) critique and medium-length (2500-word) persuasive essay
- Prepare, deliver, and defend a 5-10 minute presentation
- Appreciate the verbal and non-verbal communication skills, listening skills, and assertiveness required in negotiation and group problem-solving activities

Grading structure, overview:

State's WikiPage and 4 Policy Statements (group)	17
2 Essays (10 points each)	20
4 Quizzes (3 worth 4 pts each and 1 worth 8 pts)	20
2 Policy Commentaries (4 points each)	8
Presentation of State's Wiki Page or Policy	10
Attendance, Participation, and Peer Assessment	<u>25</u>
	100 points (97+=A+, 93-96=A, 90-92=A-, etc.)

Grading structure, details:

Grades for the following assignments and in-class assessments will be posted in Bb within two weeks after the submission deadlines and completion dates:

C: 1-2-3-4

State Wiki Page and Policy Statements and Individual Presentations (27 pts)

Your fictional state will be based both the historical facts about the regime type *and* your own creative ideas about the fictional state. Your State will be presented to the class through a Wiki Page and through regular policy statements made throughout the semester. In addition to the online assignments, each individual in the group must present and defend a policy during class.

- *Wiki Page (5 pts, group grade):* By 9/2's class, your group should have independently researched your assigned regime and posted a Wiki page (in Bb) about your regime type and ideology. By 9/12, your group will have presented it to the class. Every group member should be able to instruct the class on that regime/ideology. Describe the key ideological principles, governmental structures, and socio-economic characteristics. Create a state flag and motto.
- *Policy Statements (4x 3 pts each; group grade):* In response to class prompts, the Wiki page should be updated with official statements regarding your state's policy positions.

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The statements should be approximately 300 words and justify your position using one or more authoritative sources, as appropriate. The topics of the statements are: Ideology/Justification, Rights of Citizens, Status of Women, and Drone Policy.

- *Presentations (10 pts, individual grade):* Each group member must present one of the items above (WikiPage or Policy Statement) via a PowerPoint presentation for 5-10 minutes during the assigned class period. After the presentation, presenters will need to defend the policy for 10-15 minutes by addressing questions from the other states (classmates), the Zemia Security Council, and the Secretary-Universal (me). Presenters are graded on their persuasiveness, clarity, and articulation; as well as their effectiveness in addressing questions during Q&A.

C: 1-2-3-4 Essays (2 x 10 pts each)

Each student will write two, 5-7 page essays during the semester. In the first essay (due 9/30), you can choose to either defend or critique the moral legitimacy of your assigned state. Your persuasive essay should include insights from scholarly articles and, if appropriate, authoritative real-world examples of states. An abstract that includes your thesis statement and at least one of your sources is due on 9/21; -3 points for late- or non-submission. In the second essay, you will evaluate your nation-state's performance during the simulations within a narrowly-scoped, persuasive essay to be completed by 12/2. In addition to examples from the simulation, your analysis should incorporate insights from the readings and an understanding of the internal and external factors affecting your state's performance.

Quizzes (3 x 4 pts each, 1 x 8 pts)

Four quizzes with multiple-choice and true/false questions will assess students' mastery of the readings. The quizzes will be online, often *prior* to class discussion of the material.

C: 1-2-3 Policy Commentaries (2 x 4 pts each):

Each student will be assigned to critically review two of the course's five WikiPage/Policy Statements. The students can choose which state(s) that they review, but not their own. The review should be approximately 300 words and identify one well-supported question or concern about that state's page/policy. Assigned reviews are organized into five Commentary Groups. Your group number and deadlines are posted in Bb under "Syllabus and Group List". The best reviews will be shared in class for possible responses by state officials.

Attendance, Participation, and Self- and Peer-Assessments (25 points)

This simulation class requires your regular attendance. The classwork is organized by state groups, so much of the group planning and class activities rely on your coordination with your group and in-class participation, especially during the State Games. Accordingly, I take attendance regularly, assess the quality of your verbal participation during class constantly, and incorporate peer grades from your group mates in your participation score. You and your peers will assess your own and each other's participation in your group's strategic planning, negotiations, and articulation of your moral justifications. In addition, you are required to complete a brief self-assessment of your communication skills and comfort level with negotiations at the start of the semester. Self- and peer-assessments are required, but only the peer assessments of your performance will affect your grade.

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Extra credit: Regime/Ideology Quizzes and Questions (8 pts: 4 quizzes, 1 question, 2 surveys):

There are three types of extra credit. First, students can earn extra credit by scoring 100% on GoogleSite quizzes on the states' regime structure and ideology. There are 10 available quizzes and you can earn 0.5 EC points for up to 4 perfect scores. Second, you can submit a quiz question about your State's WikiPage, worth 1 EC. Third, you can complete two surveys about your negotiation style, one at the start and one at the end of the semester, for 2.5 points each.

C: 4

Course Schedule (deadlines are 11:59pm on days indicated)

Part I. Principles and Policies

- Mon, 8/22 Welcome and Introduction to Regimes
Start reading [Plato's Republic](#), Book VIII (due by Wed, 8/24)
- Wed, 8/24 Discuss [Plato's Republic](#), Book VIII
- Fri, 8/26 Bb Quiz on Plato's *Republic*, Ch. VIII
Enter your regime preference in the Principles and Policies section of Bb
States will be assigned by Mon, 8/29
- Mon, 8/29 Discuss [Plato's Republic](#), Book VIII
Group planning meetings for Project 1
- Wed, 8/31 Class discussion of legitimate systems of power (Classical Liberalism)
Discuss Peter Fabienne's [Political Legitimacy](#) (Sections 1, 2.1-2.2, and 3)
- Fri, 9/2 State Wiki Page due
- Mon, 9/5 **Labor Day-no class**
- Wed, 9/7 Presentations (Part1) of Wiki Pages by Individuals assigned within groups
- Mon, 9/12 Presentations (Part2) of Wiki Pages by Individuals assigned within groups
- Wed, 9/14 Class discussion of Socialism
- Fri, 9/16 Commentary Groups 1 and 3: Wiki Commentaries due
- Mon, 9/19 Presentations (Part 1) of State Principles (Ideology/Moral Justification)

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State Principles due on Wiki Pages

- Wed, 9/21 Presentations (Part 2) of State Principles (Ideology/Moral Justification)
Essay1 Abstract due
- Mon, 9/26 Presentations (Part 3) of Principles—Non-State Actors (Moral Justification)
Wed, 9/28 Class discussion of political rights within the framework of Human Rights
Bb quiz on "[Human Rights](#)" by James Nickel in [Stanford Encyclopedia of Philosophy](#)
- Fri, 9/30 **Essay 1 due**
- Mon, 10/3 Presentations (Part 1) of Rights of Citizens and Residents
Rights Policy Statement due on Wiki Pages
- Wed, 10/5 Presentations (Part 2) of the Rights and Residents
- Fri, 10/7 Commentary Groups 2 and 4: Principles/Moral Justification Commentaries due
- 10/8-11 **Fall break -no class**
- Wed, 10/12 In-class quiz on "Where Do Women Stand?..." by Cassola et al. available in Bb
Discussion of Women in Constitutions
Principles/Justification Commentaries and State Responses
- Fri, 10/14 Status of Women Statements due on Wiki Pages
- Mon, 10/17 Presentations (Part 1) of Status of Women
- Wed, 10/19 Presentations (Part 2) of Status of Women
- Fri, 10/21 Commentary Groups 3 and 5: Rights of Citizens/Residents Commentaries due
Commentary Groups 1 and 4: Status of Women Commentaries due

Part II. State Games

- Mon, 10/24 Introduction to State Games
Intro to Immanuel Kant's "[To Perpetual Peace: A Philosophical Sketch](#)"
- Wed, 10/26 Round 1: International Trade
Discuss Immanuel Kant's "To Perpetual Peace..."

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- Mon, 10/31 Round 2: International Criminal Courts
Discuss Kant's "To Perpetual Peace..."
- Wed, 11/2 Round 3: Environmental Disaster
Introduction to Democratic Peace Theory Read Rummel
and Weede, and Sauer/Schonig
- Mon, 11/7 Round 4: Piracy
- Wed, 11/9 Round 5: Alliance Politics
Read Riese/Kaplan
- Mon, 11/14 Round 6: Ethnic Cleansing
- Wed, 11/16 Round 7: Climate Change
State Planning Meeting: Drone Policy Statement
- Fri, 11/18 Bb quiz on Democratic Peace Theory**
- Mon, 11/21 Presentations (Part 1) of Drone Policy
Drone Policy due on Wiki
- Wed, 11/23 Presentations (Part 2) of Drone Policy
- Th, 11/24 **Happy Thanksgiving!**
- Mon, 11/28 Round 8: Territorial Dispute
Commentary Groups 2 and 5: Drone Policy Commentaries due
- Wed, 11/30 Round 9: Domestic Terrorism
- Fri, 12/2 Essay 2 due**

Policies, Professionalism, and Support Services

Absences

Because the class is comprised of presentations and group simulation games, attendance is required. Please email me with prior notification of excused absences related to religious observances/practices (ACD 304-04), university sanctioned events (ACD 304-02) or medical conditions. Unexcused absences result in point deductions from the Attendance/Participation grade (worth 25% of course grade) and more than 5 absences could result in failure to pass the course.

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Professionalism

I expect that you will conduct yourself professionally in the classroom, at all times, and out of the classroom, if you meet with group members about classwork. Professional behavior in the workplace and classroom are similar. Both rely on colleagues to be present and engaged (i.e., not distracted by e-communication), actively listening and participating, considerate and respectful of others' views, and willing to contribute to the overall goal of the setting (e.g., classroom, workgroup, committee, etc.). Otherwise, you may be wasting your or others' time.

Academic Integrity

Plagiarism and cheating on essays and exams is dishonest, disrespectful, and lame. At a minimum, I will give students a zero on the assignment. Multiple or egregious violations will result in expulsion from class. According to ASU policy, Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Academic Disability

I am happy to accommodate any student with a disability registered with the Disability Resource Center. Please contact them and provide our course number and my email address. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Writing Center

Writing is structured thought that requires practice and editing. First draft essays are apparent to the reader, even when based on a prior outline. I strongly encourage everyone to have someone else read your essay or, at a minimum, your thesis statement and paraphrase back to you for clarity. One way to give yourself time to do this is to schedule an appointment with the [Writing Center](#) well before the written work is due. They even have online appointments!

ASU's policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the

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Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.