



## Course Syllabus

### CMM 253G

<b>Global Advocacy</b>
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**Number of ECTS credits:** 6

**Contact Details for Professor**

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**Course Time:** Tuesday 13,30 - 16,30

**Office hours:** Tuesdays 16,30 – 17,30 in the VeCo Faculty Space (Please schedule an appointment or please feel free to email to schedule an appointment at another time).

**Course Prerequisites:** None

**Course Description**

The course on “Global Advocacy” aims at introducing students to the complex and fascinating interplay between globalization and advocacy. *Globalization* is a wide-ranging concept that embraces phenomena as diverse as the homogenization of legal cultures, the (unequal) distribution of resources and the exercise of political power beyond national borders. *Advocacy* – a definition that embraces the large variety of activities aimed at influencing public decision-making – is key to understand current cultural, political, social and economic trends occurring at the global level. Students of this course are introduced to the analysis of (both successful and unsuccessful) advocacy efforts from a variety of actors (national governments, supranational regulators, multinationals and civil society actors). Employing key case studies, students will explore elements of advocacy campaigns (including the determination of campaign objectives, target audiences, target responses, message attributes and media channels). They will learn how to optimize communication by studying the use of messages in a number of fields (advertising, mass communication, photography, film, television) and will be enabled to understand and assess the impact of advocacy campaigns from a global perspective. Class format will be based on interaction and dialogue. Typical class will involve case analysis, group problem solving, analysis of relevant materials (movies, podcasts, pictures) and debate.

## Learning Objectives

### The major learning objectives of the course:

These learning outcomes are in line with the following Discipline Learning Outcomes for the Bachelor in Communications Sciences as ratified by the NVAO (Accreditation Organisation of the Netherlands and Flanders): DLO 3 and 8.

3. Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.

8. Reflecting critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.

### The Specific Learning Outcomes of the course

By the end of the course, students will have a firm grasp of:

- **In terms of knowledge** – (1) Gain a proper understanding of socio-legal-economic trends occurring at the global level and be able to triangulate them; (2) Understand how inter-governmental and international advocacy evolved over the last century; (3) Develop a conceptual framework to understand how “pressure groups” (both business companies and civil society actors) shape and transform public policies (both national and supranational) and be able to assess their impact; (4) Gain a deep understanding of advocacy tools, strategies of influence, arenas and targets of advocacy.
- **In terms of skills** – (1) How to carry out independent research using a wide range of sources (along with the accurate documentation of these sources); (2) How to identify major patterns of relevant case studies and summarize them effectively; (3) How to work effectively in a team; (4) How to present case studies in class and argue dialectically with other students; (5) How to structure and compose a short essay integrating information from various sources and from class debate.
- **In terms of attitudes** – (1) Mature networking skills along with the ability to employ rhetorical strategies to defend opinions in class debate; (2) Increase management approach towards problem-solving; (3) Develop critical approach in the framework of written and oral assignments; (4) Understand one’s limitations and apprehend ways to improve them.

## Course schedule

### WEEK 1 Introduction to the course/Syllabus Review

Core Reading	Textbook: <a href="#">Introductory remarks</a> pp. 17-22 (6 pages)
Further Reading	(1) W. SCHEUERMAN, ‘ <a href="#">Globalization</a> ’, in <i>Stanford Encyclopedia of Philosophy</i> , 2010
Reading Questions	(1) How do we understand globalization and why the world is globalizing? (2) How can we describe the concept of “advocacy”? (3) What relationship exists between

	globalization and advocacy?
<i>Seminal Activities</i>	(1) Introduction to the topic: the interplay between globalization and advocacy; (2) Glance through class textbook and other reading materials; (3) Explanation of course structure and main objectives; (4) Syllabus Review; (5) Definition of research groups' composition and preparation of weekly activities.

## WEEK 2 Meet the Global Advocates – Part I: Civil Society & Multinationals

<i>Core Reading</i>	Textbook: <a href="#">Chapter 2 (The Emergence of Civil Society Networks)</a> , pp. 55-74 (19 pages)
<i>Further Reading</i>	(1) R.M. LOCKE, <a href="#">The Promise and Perils of Globalization: The Case of Nike</a> , MIT Working Paper, 2002 pp. 1-31 (30 pages)
<i>Reading Questions</i>	(1) Are civil society actors and multinationals represented at the global level in an equal manner? (2) Does globalization benefit more from civil society organizations or multinationals? (3) Can you spot any difference in global advocacy efforts from civil society organizations or from multinationals?
<i>Case study</i>	<i>The International Campaign to Ban Landmines</i>
<i>Seminal Activities</i>	(1) Weekly News Corner No 1; (2) Presentation of case study No 1; (3) Class debate

## WEEK 3 Meet the Global Advocates – Part II: Governments & Supranational Regulators

<i>Core Reading</i>	Textbook: <a href="#">Chapter 1 (A Framework for Interactions Between National, European and Global Administrative Systems of Law)</a> , pp. 1-54 (54 pages)
<i>Further Reading</i>	None
<i>Reading Questions</i>	(1) Why do contemporary politics expand beyond national boundaries? (2) Who takes the ultimate decision? Governments or supranational Institutions? (3) Do governments and supranational institutions always share the same goals and interests?
<i>Case study</i>	<i>Genetically Modified Organism in the European Union</i>
<i>Seminal Activities</i>	(1) Weekly News Corner No 2; (2) Presentation of case study No 2; (3) Class debate

## WEEK 4 The Voice and the Exit, Strategies of Global Influence – Part I: The Voice

<i>Core Reading</i>	Textbook: <a href="#">Chapter 4 (The Activities of Interlocutory Coalitions: Mediation, Rule-Making and Implementation)</a> , pp. 97-127 (30 pages)
<i>Further Reading</i>	None
<i>Reading Questions</i>	(1) Which “ingredients” make a protest a successful one? (2) Is there a relationship between (failed) negotiation and protest? (3) In which political/social arenas does protest prevail over negotiations? And why?

<i>Case study</i>	<i>The case of tobacco</i>
<i>Seminal Activities</i>	(1) Weekly News Corner No 3; (2) Presentation of case study No 3; (3) Class debate

**WEEK 5 The Voice and the Exit, Strategies of Global Influence – Part II: The Exit**

<i>Core Reading</i>	K. NEWLAND, <a href="#">Voice After Exit: Diaspora Advocacy</a> , 2010, pp. 1-28
<i>Further Reading</i>	None
<i>Reading Questions</i>	(1) Under which conditions does “exit” become a strategy of advocacy? (2) Is exit always an option? (3) What determines the success of exit?
Class on Week 5 will host a <i>guest lecture</i> (50% of class time)	
<i>Seminal Activities</i>	(1) Weekly News Corner No 4; (2) Class debate

**WEEK 6 Drivers of Globalization and Advocacy – Part I: Internet & Media**

<i>Core Reading</i>	J.K. LYONS, <a href="#">Media Globalization and its Effect Upon International Communities: Seeking a Communication Theory Perspective</a> , 2012, pp. 1-12 (12 pages)
<i>Further Reading</i>	(1) J. MIRZA, <a href="#">Globalization of Media: Key Issues and Dimensions</a> , 1 European Journal of Scientific Research, pp. 66-75 (9 pages); (2) A. BORCUCH, M. PILAT-BORCUCH, U. SWIERCZYNSKA-KACZOR, <a href="#">The influence of the Internet on globalization process</a> , 1 Journal of Economics and Business Research, 2012, pp. 118-129 (12 pages)
<i>Reading Questions</i>	(1) How has the Internet revolutionized the world? (2) How has the Internet changed the way we communicate and access the media? (3) What are the shortcomings of the Internet as a driver of global advocacy? (4) What are the shortcomings of contemporary media as a driver of global advocacy?
<i>Case study</i>	Julian Assange and Wikileaks
<i>Seminal Activities</i>	(1) Weekly News Corner No 5; (2) Presentation of case study No 4; (3) Class debate

**WEEK 7 Mid Term Exam – no readings**

**WEEK 8 Drivers of Globalization and Advocacy – Part II: Transports & Education**

<i>Core Reading</i>	(1) S. CHINNAMMAI, <a href="#">Effects of globalisation on education and culture</a> , ICDE International Conference, 2005, pp. 1-6 (6 pages) (2) NATIONAL ACADEMIES, Globalization and Transportation – Changing the World, 2010, pp. 1-20 (20 pages)
<i>Further Reading</i>	None
<i>Reading Questions</i>	(1) What difference have the developments and progresses

	made in the field of transports made to the process of globalization? (2) Why is globalized education a major driver of global advocacy? (3) Is there a relationship between a globalized education and globalized transports?
<i>Case study</i>	The rise of MOOC Education
<i>Seminal Activities</i>	(1) Weekly News Corner No 6; (2) Presentation of case study No 5; (3) Class debate

### WEEK 9 Tools of Global Advocacy – Part I: Diplomacy & Networks

<i>Core Reading</i>	F. CAMPBELL, <a href="#">Has Globalization Changed the Nature of Diplomacy?</a> , Cambridge Paper, 2015, pp. 1-10 (10 pages)
<i>Further Reading</i>	(1) A. IWILADE, <a href="#">The Impact of Globalization on Diplomacy</a> , 2010 webpage (approximately 5 pages) (2) I.B. NEUMANN, <a href="#">Globalisation and Diplomacy</a> , Norwegian Institute of International Affairs, 2007, pp. 1-18 (18 pages)
<i>Reading Questions</i>	(1) Why are networks increasingly considered as a successful form of advocacy? (2) How has diplomacy at the global level evolved over the last 50 years? (3) How do networks of civil society actors differ from those in which institutions are involved?
<i>Case study</i>	<i>The Panama Papers</i>
<i>Seminal Activities</i>	(1) Feedbacks on the mid-term exam; (2) Weekly News Corner No 7; (3) Presentation of case study No 6; (4) Class debate

### WEEK 10 Tools of Global Advocacy – Part II: Gamification & Art

<i>Core Reading</i>	L. LAMIN, <a href="#">Transmedia Activism: How Today's Gamified Storytelling Can Trigger Social Change</a> , 2012, pp. 1-12 (12 pages)
<i>Further Reading</i>	(1) D. DIXON, <a href="#">Players Types and Gamification</a> , University of the West of England, 2011, pp. 1-4 (4 pages) (2) EMILY COLUCCI, <a href="#">Can Art Be a Form of Political Activism?</a> , Vice magazine, 2015, webpage (approximately 5 pages)
<i>Reading Questions</i>	(1) Under which circumstances can art be described as a form of advocacy? (2) How do civil society actors, public institutions and multinationals use Gamification strategies? Who has the stronger advocacy potential? Gamification or art?
<i>Case study</i>	The art of Ai Weiwei
<i>Seminal Activities</i>	(1) Weekly News Corner No 8; (2) Presentation of case study No 7; (3) Class debate; (4) All research papers topics must be approved

### WEEK 11 Power (Im)Balances – Part I: Supranational vs Domestic

<i>Core Reading</i>	G. SGUEO, <a href="#">Decentralization, Integration and Transposition: Three Models of Consultation in the Global Legal Order</a> , Indian Yearbook of International Law and Policy, 2009, pp. 252-286 (35 pages)
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<i>Further Reading</i>	(1) G. REFSUM SANDEN, <a href="#">Why do States Delegate Power to Supranational Organizations?</a> , Core Concepts in Political Economy, 2012, pp. 1-5 (5 pages)
<i>Reading Questions</i>	(1) What power imbalances exist between supranational and domestic decision-makers? (2) In which fields of regulation are the power struggles between supranational regulators and national governments most evident? (3) Why has decision-making not expanded beyond national borders?
Class on Week 11 will host a <i>guest lecture</i> (50% of class time)	
<i>Seminal Activities</i>	(1) Weekly News Corner No 9; (2) Class debate

### WEEK 12 Power (Im)Balances – Part II: Global North vs Global South

<i>Core Reading</i>	L. EKEDEGWA ODEH, <a href="#">A Comparative Analysis of Global North and Global South Economies</a> , 12 Journal of Sustainable Development in Africa, 2010, pp. 338-348 (10 pages)
<i>Further Reading</i>	(1) ROYAL GEOGRAPHICAL SOCIETY, A 60 Second Guide to The Global North/South Divide, 2009, pp.1-2 (2 pages) (2) G. ARRIGHI, B.J. SILVER, B.D. BREWER, <a href="#">Industrial Convergence, Globalization, and the Persistence of the North-South Divide</a> , 38 Studies in Comparative International Development, p. 3-31 (28 pages)
<i>Reading Questions</i>	(1) Which conditions create the separation between a Global North and a Global South? (2) Is the separation between Northern and Southern actors hampering globalization?
<i>Case study</i>	<i>The World Bank</i>
<i>Seminal Activities</i>	(1) Weekly News Corner No 10; (2) Presentation of case study No 8; (3) Class debate

### WEEK 13 Power (Im)Balances – Part III: PIGS, BRICS, G8 and the anti-globalizers

<i>Core Reading</i>	S. UNAY, <a href="#">BRICS, PIGS, MINTs and the Fragile Five: Why to Avoid Catchy Acronyms?</a> , Daily Sabah Columns, 2014, webpage (approximately 2 pages)
<i>Further Reading</i>	(1) THE GLOBAL JOURNAL, <a href="#">If Anti-Globalizers Were Pro-Globalizers</a> , 2012, webpage (approximately 5 pages) (2) P. KNAACK, <a href="#">The Globalization of the “Anti-Globalizers”: A Transnational Network Analysis of the Social Movement Organization Attac</a> , 2011, pp.1-25 (25 pages)
<i>Reading Questions</i>	(1) What are the main reasons of those who criticize globalization? (2) How anti-globalizers advocate for their goals? (3) Why PIGS, BRICS and the G8 relevant fro globalization?
<i>Case study</i>	<i>The black blocs</i>
<i>Seminal Activities</i>	(1) Weekly News Corner No 11; (2) Presentation of case study No 9; (3) Class debate; (4) All research papers are due

## WEEK 14 Conclusions. A Look at the Promises and Risks of Global Advocacy

Core Reading	Textbook: <a href="#">Chapter 7 (Beyond Networks: The Interlocutory Coalitions and Globalization of Democracy)</a> , pp. 171-184 (13 pages)
Further Reading	(1) CHATHAM HOUSE, <a href="#">Overcoming the Risks and Contradictions of Globalization</a> , 2015, pp. 1-3 (3 pages) (2) K.M. LORD, <a href="#">The Perils and Promise of Global Transparency - Chapter 6 "Global Implications of Growing Transparency"</a> , pp. 115-133 (18 pages)
Reading Questions	(1) What trends define the future of global advocacy? (2) Which promises and what risks lay behind an increasingly globalized world?
Seminal Activities	(1) Review of the final exam; (2) Weekly News Corner No 12; (3) Class debate; (4) Feedback on research papers

## WEEK 15 Final Exam – no readings

### Course Materials

The Course Materials consists of: (1) Prezi presentations; (2) 'main readings' (ranging from chapters of core textbook, journal articles by key scholars, reports and essays from think-tanks and newspapers articles); (3) 'additional readings' related to case-studies to be presented and discussed in class (see below for further info).

The syllabus, Prezi presentations, 'main readings' as well as important messages will be uploaded to the Vesalius portal 'Pointcarré' ([pointcarre.vub.ac.be](http://pointcarre.vub.ac.be)) at the beginning of the Semester. Students are expected to visit this site regularly to keep abreast of course evolutions.

**Case studies** (NB. only weeks with case studies are included)

Week 2 - <i>The International Campaign to Ban Landmines</i>	Week 9 - <i>The Panama Papers</i>
Week 3 - <i>Genetically Modified Organisms in the European Union</i>	Week 10 - <i>The art of Ai Weiwei</i>
Week 4 - <i>The case of tobacco</i>	Week 12 - <i>The World Bank</i>
Week 6 - <i>Julian Assange and Wikileaks</i>	
Week 7 - <i>The rise of MOOC education</i>	Week 13 - <i>The Black Blocs</i>

### **Main Textbook:**

G. SGUEO, *Beyond Networks – Interlocutory Coalitions, the European and Global Legal Orders*, Springer 2016

### **Main Readings**

- M. CASTELLS, 'Globalisation, Networking, Urbanisation: Reflections on the Spatial Dynamics of the Information Age', *Urban Studies*, 47(13) 2737-2745 (2010)
- N. LUHMANN, 'Globalization or world society? How to conceive of modern society', *International Review of Sociology*, 7(1): 64-77, 1997

- J.H. MITTLEMAN, 'Globalization Debates: bringing in microencounters', *Globalizations* 1(1): 24-37, 2004
- W. SCHEUERMAN, '[Globalization](#)', in *Stanford Encyclopedia of Philosophy*, 2010

### **Additional Readings**

Additional relevant materials (including academic papers, newspaper articles, institutional documents, videos, podcasts) necessary for gaining a preliminary understanding of the case studies to be presented and debated in class will be uploaded to the Vesalius portal 'Pointcarré' ([pointcarre.vub.ac.be](http://pointcarre.vub.ac.be)) every Friday. Students are expected to visit this site regularly to keep abreast of course evolutions.

### **Follow 'Global Advocacy' on Twitter**

Twitter allows you to follow first hand news on globalization and advocacy. Students are encouraged in creating their own portfolio of contacts (e.g. high-level politicians, academics, journalists, business firms and NGOs) drawing upon their major interest (e.g. geographical area; issue areas; topics). Students are encouraged to use Twitter to prepare the weekly news corner. A preliminary list of recommended accounts to follow include:

1. [@GianlucaSgueo](#) – Professor Gianluca Sgueo, tweeting on democracy, advocacy, civil society activism and politics at the global level;
2. [@AlemannoEU](#) – Law Professor, founder of Citizen Lobbyist and Civic Entrepreneur;
3. [@sarafischer](#) – Global advocacy and political advertising at the New York Times;
4. [@thomaslingard](#) – Unilever VP Global Policy & Advocacy;
5. [@pewglobal](#) – Nonpartisan, nonadvocacy data about global attitudes and trends shaping the world;
6. [@Global\\_Advocacy](#) – a law firm (located in the Middle East) with a global reach;
7. [@CivicHall](#) – A civitech hub in New York City;
8. [@TNInstitute](#) – An international research and advocacy institute committed to building a just, democratic and sustainable world;
9. [@wateraid](#) – International account, focused on global policy, practice & advocacy updates;
10. [@Allied4Startups](#) – A global Advocacy Organisation representing Startup Associations in Politics and Government.

### **Description of In Class Activities and Grading Criteria**

The students will be evaluated and graded on the basis of their performance in written assignments. However, participation in class activities will also play an important part in the assessment of students' maturation throughout the semester. As a rule, it is highly recommended to prepare for class using the course 'main readings' in order to be able to follow classes and pose questions. It is also crucial to have a look at the 'additional readings' related to case studies to be discussed in class. The weekly reading questions related to each class are helpful to orientate for



preparations and discussion of case studies. Students who are absent are responsible for finding out what was covered in class.

**In class activities - presentation of case studies:** At the beginning of the course students will be divided in small groups – NB. The number of students in each group may vary and depends on the number of students enrolled in the course; however, as a rule, groups should be composed of no less than 2 and no more than 4 students. Each group will be assigned a case study to present during the course.

Before each class relevant materials concerning the case study will be distributed among students (via 'Pointcarré'). NB. These materials are not exhaustive. Students are encouraged to conduct their own research and find relevant and reliable sources to use for their presentations.

Students' groups are free to choose how to present the case they have been assigned, including the presentation tool (e.g. Powerpoint, Prezi), the type of materials (e.g. videos, audio) and the structure of presentation (e.g. open questions, debate with other students).

In preparing the presentations of case studies, students are supposed to work in a team in order to summarize the relevant points of the case-study and be prepared to answer questions from other students. NB. This is a graded activity. (See *Annex I* for the Presentation Evaluations).

**In class activities - weekly news corner:** During the week preceding each class students will prepare their "weekly news corner". The selection of news should be focused on globalization and advocacy. NB. This is an individual assignment.

Students are free to harvest news from different sources (newspapers, reports, social media). At the beginning of each class students will be asked, in turn, to briefly share the news of their choice and to illustrate the reasons that, in their opinion, justify the relevance of that information.

In preparing their selection of news students are supposed to build a list of relevant sources on globalization and advocacy; remain alert on the current news; synthesize the highlights of the news of their choice.

Evaluation of in-class activities will be based on the ability of students to summarize the case studies and to demonstrate their capacity to harvest and synthesize relevant and actual news from certified sources. At the end of each presentation the instructor will briefly discuss with the class the positive and negative aspects of each presentation. NB. This is not a graded activity.

**For written assignments (mid-term exam):** The mid-term exam will be held in the middle of the semester (week 7). It consists of two medium open questions (half a page), one long question on comparing/contrasting approaches (one page) and one medium essay question (a page and a half to two pages).

All the questions relate to the topics discussed in class and address the main issues concerning globalization and advocacy that were debated in class (covered in weeks 1 through 6). NB. Students are advised to participate actively in class debate and to consult with the instructor if they have doubts concerning the topics discussed in class.

The following criteria will be applied in assessing the mid-term exam:

- (a) Completeness of answers to questions;

- (b) Evidence of understanding of the concepts linked to the research question;
- (c) Grammatically correct text.

**For written assignments (final exam):** The final exam will be held at the end of the course (week 15). It consists of a long question and short questions.

The long question includes a comparative analysis of contrasting approaches to the topics discussed throughout the semester (covered in weeks 1 through 14).

The following criteria will be applied in assessing the final exam:

- (a) Completeness of answers to long question on contrasting approaches;
- (b) Evidence of understanding of the concepts linked to the research question;
- (c) Grammatically correct text.

## Research Proposal and Research Paper Instructions

### *Research Proposal*

The *research proposal* consists of the elaboration of a proposal for the research paper. Students are advised to go through the 'main readings' in order to be able to select a topic. Students are also encouraged to further explore academic (and popular) literature to better define the research problem and to formulate the research question they want to answer with their research proposal.

The research proposal should be structured as indicated in *Annex II*.

All research proposals are due on WEEK 10. Students are advised to prepare the outline of their paper proposal before the deadline, in order to save time and be able to work on details. Students are encouraged to consult with the instructor to receive guidance and suggestions about their research topics. **Late submissions are not accepted.** A hard copy should be submitted in class, and students should send also an electronic copy via email at [gianluca.sgueo@vesalius.edu](mailto:gianluca.sgueo@vesalius.edu).

### *Research Paper*

The *research paper* consists of the elaboration of a research paper. Your research paper must be written in Times New Roman font, 12 points type, 1,5 spaced with 2 cm margins. The paper should be structured in 5 sections, distinguishable by clear headings and subtitles (see the table below for more details). Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. The paper should be structured *as indicated in Annex III*.

See *Annex IV* for the criteria applied to assess research papers.

The *research paper* is due at the beginning of WEEK 13. **No late submissions are accepted.** A hard copy should be submitted in class. Please submit an electronic copy via email ([gianluca.sgueo@vesalius.edu](mailto:gianluca.sgueo@vesalius.edu)) and on Turnitin as well. When submitting to Turnitin, postings should be entitled with your surname and the issue covered (for example "Sgueo - Global Advocacy").

**Extensions will not be granted except for attested emergency situations.** Having a computer problem, attending to a wedding or doing an internship are not considered emergency situations. Students are responsible to start well in advance

and have backups of their work. This policy will be strictly enforced. Failure to do so will result in an 'F'.

**The final grade will be based on the following:**

- Groups' activities in class: 5%
- Research Paper: 40%
- Mid-Term Exam: 20%
- Final Exam: 35%
- Total: 100%

**Annex I - Presentation Evaluations**

	<b>Superior -20</b>	<b>Proficient – 15</b>	<b>Poor - 10</b>	<b>Unsatisfactory - 5</b>
Factual information	Used many facts to support all arguments	Used some facts to support all arguments	Used few facts to support arguments	Did not present facts to support arguments
Comprehension	Demonstrated thorough understanding of info	Demonstrated accurate understanding of info	Demonstrated minimal understanding of info	Demonstrated misunderstanding of the information
Persuasiveness	All arguments were logical and convincing	Most arguments were logical and convincing	Some arguments were logical and convincing	Few arguments were logical and convincing
Delivery	Communicated clearly & confidently; maintained eye contact; excellent voice inflection and delivery rate	Communicated clearly; frequent eye contact; good voice and delivery rate	Seldom communicated clearly; poor eye contact; poor voice and delivery rate	Failed to communicate clearly; no eye contact; monotone delivery
Rebuttal	Addressed all audience's questions	Addressed most of audience's questions	Addressed some of audience's questions	Did not address audience's questions
	100 / 100	75 / 100	50 / 100	25 / 100

## Annex II – Structure of the research proposal

<b>A clear research question</b>	The research questions should be clear, simple, straightforward and reasonably possible.
<b>A paper outline</b>	The paper outline provides an indication of how the student is going to investigate the research question. Paper outlines should include: (1) the identification of a case study; (2) a list of relevant and reliable sources; (3) the approach (theoretical or factual) that the student would like to develop in addressing the research question.
<b>A tentative layout</b>	The tentative structure and headings that are likely to appear in the final paper
<b>Length</b>	500 words (excluding the cover page and the bibliography)

## Annex III – Structure of the research paper

<b>Research Question</b>	The first section consists of the research question you are going to answer in the paper. The question should be as clear and simple as possible.
<b>Introduction</b>	The second section consists of the Introduction. This section is giving an overview of your paper. The introduction has two main goals: first, introducing the research question; second, discussing the significance of the case study used to answer the research question.  Also, the introduction should provide core factual background information on the case study (what? when? who?).
<b>Analysis</b>	The third part of the paper is the most important one. This is the part that analyses the selected case study. The analysis is aimed at supporting the research question but it should be critical. Rather than copy-pasting scholarly opinions in the literature, students are encouraged to identify and substantiate critical claims.
<b>Concluding remarks</b>	The fourth section contains a brief summary of your argument. This section links back to the introduction, addresses the research question and summarizes the main points of the analysis section.
<b>Sources</b>	The fifth part includes all the sources used by the student to elaborate the paper. Sources should be organized in a rational way: primary sources (e.g. academic articles) should be separated by secondary sources (e.g. social media posts).
<b>Length</b>	3000 words (excluding the cover page and the bibliography)

## Annex IV - Evaluation sheet for research paper

Criterion	Description	Points	Comments (or directly in paper)
<b>Introduction and Research Question / Statement / Puzzle</b> ( /8 Points)	Explain Choice of Topic and why it is academically relevant	/2	
	Clear and Concise Research Question / Research Statement	/4	
	Outline of structure of the paper and main argument	/2	
<b>Literature Review</b>	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the	/3	

( /12 Points)	student's own topic in the wider academic context		
	It compares, contrasts and synthesizes the main authors and arguments	/3	
	It evaluates strengths and weaknesses of the literature and identifies clear gaps the student's paper addresses	/3	
	Based on the Literature Review, the student also identifies major theories and core concepts that have been applied by authors to the topic at hand and applies some of them in the analysis part of the paper (see Analysis / Discussion criteria)	/3	
<b>Methods</b> ( /8 Points)	The student chooses, explains and justifies an appropriate method to tackle the research question	/4	
	The student demonstrates the ability to select and present suitable data for the analysis	/4	
<b>Analysis / Discussion</b> ( /32 Points)	Extensive Analysis and Arguments supported by strong empirical examples and data	/8	
	Use and synthesis of a good number of sources and references to support key arguments directly addressing the research question	/8	
	The student explains and shows awareness of appropriate theoretical debates that have been used in the literature to examine similar problems and applies some concepts to the analysis	/8	
	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	/8	
<b>Structure</b> ( /20 Points)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	/10	
	A coherent line of argumentation, linking empirical examples back to answering the main research question.	/10	
<b>Formal Aspects</b> ( /10 points)	Correct use of language (spelling, grammar, expression)	/3	
	Correct citation and bibliography	/3	
	Appropriate Number of Sources	/4	
<b>Conclusions</b> ( /10 points)	Stating in clear and succinct manner the result of the analysis and main answer to the research question	/4	
	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research	/6	
<b>TOTAL</b>	Final and Overall Comments:	Total	

## Annex V - Rubrics for exams

### Rubric for Evaluating Exam Short Questions

	A (21-25)	B (15-20)	C (14-10)	D (9-5)	F (0-4)
<b>Accuracy and Completeness</b>	The answer pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions	The answer is incomplete and fails to address the question. Major flaws and imprecisions.	The answer is left in blank or fails dramatically to address the question.
<b>Expression</b>	Language is correct; advanced	Overall, language is correct. Some	Barely adequate level; some	Language is poor; several mistakes in	Language is very poor; the text is extremely hard to understand.

	mastering of expression.	minor mistakes.	mistakes in the text.	the text; hard to read or to understand.	
<b>Structure</b>	The answer is well structured and allows the author to address the question in a pertinent and succinct manner.	The answer is overall well structured. Some minor flaws in the structure hinder the coherence of the answer.	The structure is loose and imprecise, but allows the author to address the question.	The structure is loose and imprecise and does not allow the author to address the question.	The answer is loosely structured and fails to provide most relevant information.
<b>Evidence of reading</b>	The answer shows a good understanding of the readings.	Some flaws in the understanding of the course material.	The answer meets the basic requirements for this assignment.	Knowledge below the level required for the course.	The answer reveals no engagement with the course material.
<b>TOTAL</b>					

#### Rubric for Evaluation of Exam Essay question

	(0-13.3)	(13.4-26.7)	(26.8-40)
<b>Structure of the answer and expression.</b>	The answer is loosely structured and fails to provide most relevant information. Expression is poor.	The answer gives most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.	The answer addresses the question in a structured, succinct and analytical manner. Excellent capacity to express and discuss complex concepts.
<b>Evidence of reading</b>	Weak engagement with the course material.	Overall, the answer shows a consistent engagement with the reading material required for the course.	The answer is well embedded in the literature and shows evidence of further readings.
<b>Understanding and use of political concepts</b>	Theories or concepts are simply mentioned.	One or more theory or concept is confusing or oversimplified.	All theories/concepts reviewed are presented clearly in their full complexity.
<b>Critical thinking</b>	The answer shows some major pitfalls in the comprehension of the theories and empirical cases under exam.	Overall, the answer shows good comprehension of reviewed concepts and theories but a scanty critical attitude towards IR theories and politics.	The answer reveals a critical understanding of both theories of IR and the case analyzed.
<b>Ability to relate to a concrete empirical case</b>	The examinee fails to apply conceptual and theoretical frameworks to empirical cases.	Overall, the examinee manages to relate the concepts and theories to concrete cases. However, there are some imprecisions and mistakes.	Good ability to elaborate on theories and apply them to concrete cases. Good knowledge of factual background.
<b>TOTAL</b>			

#### **Annex VI - Major Learning Objectives, Teaching Methods, Testing and Feed-back Questionnaire**

Number of assignments used in this course: **3 (research paper, mid term exam and final exam);**

Number of Feedback occasions in this course (either written or oral): **4 (after in class presentations, mid-term, final exam, research paper);**

Number and Types of Teaching Methods: **Frontal lesson, debate in class**

Does your course require graded student oral presentations?: **YES (in-class presentations)**

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
To describe and compare theories, concepts, authors and paradigms of the domains within the communication science	<ul style="list-style-type: none"> <li>How to carry out independent research using a wide range of sources (along with the accurate documentation of these sources);</li> <li>How to identify major patterns of relevant case studies and summarize them effectively</li> <li>How to present case studies in class and argue dialectically with other students</li> <li>How to structure and compose a short essay integrating information from various sources and from class debate</li> </ul>	<p>Frontal Lesson</p> <p>Debate in Class</p>	<p>In-Class Presentation</p> <p>Research Paper</p> <p>Mid-Term Exam</p> <p>Final Exam</p>	<p>Oral Feedback (after in-class presentation)</p> <p>Written feedback (research paper, mid/final exams)</p>
To reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts	<ul style="list-style-type: none"> <li>Gain a proper understanding of socio-legal-economic trends occurring at the global level and be able to triangulate them</li> <li>Understand how inter-governmental and international advocacy evolved over the last century</li> <li>Develop a conceptual framework to understand how "pressure groups" (both business companies and civil society actors) shape and transform public policies (both national and supranational) and be able to assess their impact</li> <li>Gain a deep understanding of advocacy tools, strategies of influence, arenas and targets of advocacy</li> </ul>	<p>Frontal Lesson</p> <p>Debate in Class</p>	<p>In-Class Presentation</p> <p>Research Paper</p> <p>Mid-Term Exam</p> <p>Final Exam</p>	<p>Oral Feedback (after in-class presentation)</p> <p>Written feedback (research paper, mid/final exams)</p>

## **Annex VII- Grading Scale of Vesalius College**

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

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

## **Additional Course Policies**

Attendance and active participation to class activities is crucial to the student's progress. Students are strongly expected to attend classes on time and participate actively in debate. Active participation in this course means actively contributing to class discussions through asking questions, answering professors' questions, sharing

views on topics discussed in class, and defending positions against critical remarks. Participation means attending class and actively contributing to class discussions.

Students who are absent are responsible for finding out what was covered in class. Late assignments 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.

### **Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course.

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

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

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