Course Syllabus POL224

INTERNATIONAL APPROACHES TO STATE-BUILDING, REFORM AND GOOD GOVERNANCE

Number of ECTS credits: 6

Contact Details for Professor

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Office hours: Wednesdays 15.30-16.30 (please schedule an appointment)
Meeting times: Tuesdays and Thursdays 18.00-19.30
Meeting room: VeCo 1

Course Description: This is a course on contemporary approaches to state-building, reform and good governance. It will provide an understanding of the historical roots, conceptual issues, current developments, and challenges characterising state-building and governance. The course is divided in three parts. The first will have an historical focus on the birth and consolidation of Modern States, particularly in Europe. The second part will deal more specifically with the type of challenges that modern states, state-building and governance face, especially at the time of globalisation and the erosion of national sovereignty. In this part, there will be a specific focus on a number of issues characterising the studies on the State and state-building over the past 25 years: the relation between liberal democracy and modern national states, the emergence and features of failed states, and the most recent theoretical and conceptual developments concerning good governance. The third part will have focus on specific case studies concerning international approaches to contemporary approaches to state-building, reform and good governance and different regional case studies.

Learning Objectives:
After this course, the student should be able to:

In terms of knowledge:
1. Acquire substantial background knowledge on the conceptual tools concerning state-building, the evolution and the historical roots of Modern States, and grasp the complexity that is inherent to studies on state-building;
2. Develop a basic theoretical understanding of the main concepts characterizing state-building and good governance;
3. Engage critically with the literature on state-building and good governance;
4. Understand the importance of the specific historical peculiarities characterising the rise of the state in Europe and how we can critically use this model to understand development worldwide;
5. Understand how domestic elites and external realities have interacted in the dialectic relationship characterising the emergence of the State;
6. Assess critically the debates and current trends on state-building and good governance;
7. Specialize yourself on state-building and good governance concerning one specific region of the world.

**In terms of skills:**

At the end of the class, the student should be able to:

1. Carry out independent research using a wide range of sources and present a personal analysis on-state building and good-governance;
2. Apply the relevant scholarship to understand, synthesize and analyze issues in studying state-building;
3. Learn how to differentiate between empirical, analytical, prescriptive and normative statements;
4. Understand how to recognize a valuable and reliable source of information;
5. Understand how to manage historical sources, especially on the emergence of Modern State;
6. Develop a capacity to understand the historical roots of, and the current debate on, state-building and good-governance;
7. Communicate effectively key research findings on state-building and good-governance.
8. Work in a group to prepare for leading the seminars and review each others’ papers as a part of the ‘peer review’ work;

**Course schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic of the Week</th>
<th>Activities and in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>Introduction to the course</td>
<td>History of the state: from Medieval Feudalism to Modern Princes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Religion of God, the Religion of Nation</td>
</tr>
<tr>
<td></td>
<td><strong>Guest speaker:</strong> Prof. Michael Palo, historian, expert on international relations history</td>
<td></td>
</tr>
<tr>
<td>W2</td>
<td>Jan 26 – No class, working with research peers on coming up with research questions for the final paper</td>
<td>Legal concepts of state; international law and state-building</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Guest speaker:</strong> Prof. Marc Cogen, legal expert on international law</td>
</tr>
<tr>
<td>W3</td>
<td>The Rise and the Decline of the State: the challenges of globalization and non-state actors</td>
<td><strong>Short presentations on the research question and rough paper outline</strong></td>
</tr>
</tbody>
</table>

Please note the course convener may change some aspect of the schedule, for instance, some guest speakers may be added or deleted from the schedule, depending on their availability, as well as additional readings may be suggested and some sessions re-grouped. Any changes will be communicated by the course convener to the students in due course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Seminar activity: short presentations on the research question and rough paper outline</th>
</tr>
</thead>
</table>
| W4   | Feb 9 & 11 | Democracy and Good Governance  
No State, No Democracy: the curious paradoxes of Liberal Democracy. State-society relations. The limit of the limits; democracy in dangerous places. The role of civil society in state-building  
**Guest speaker, Feb 11:** Ingrid Wetterqvist, Senior Adviser, Democracy Support, European External Action Service (TBC)  
**Student-led seminar**  
Short presentations on the research question and rough paper outline |
| W5   | Feb 16 & 18 | EU Approaches to democracy approaches and peacebuilding  
Post-Soviet transition and the European Neighbourhood Policy; EU Enlargement as a State-building tool?  
**Student-led seminar(s)**  
**Guest speaker, Feb 18:** Jana Kobzova, Senior Policy Officer, European Endowment for Democracy |
| W6   | Feb 23 & 25 | The Political Economy of Good Governance: World Bank and OECD approaches  
(Measuring Democracy & Good Governance: a guide to indicators, Crony Capitalism, State Capture and Political Corruption); Development assistance and conditionality, Poverty and State-building  
**Student-led seminar**  
Feb 25, **Guest speaker:** Guggi Laryea, European Civil Society and European Parliament Relations Lead, World Bank (VeCo alumnus) |
| W7   | March 1 | Mid-term Exam  
State-building, Good Governance & Reforms: different approaches, regional developments and current issues |
| W8   | March 8 & 10 | UN peacebuilding and failed states  
**Student-led seminar**  
**Guest speaker:** Prof. Dr. Koops (March 8), expert on UN peacekeeping, co-author of the Oxford Handbook of United Nations Peacekeeping Operations  
**Guest speaker:** Iris Abraham (March 10), former political advisor, EU Delegation to the United Nations; former Political Affairs Officer, United Nations Peacekeeping Mission to Haiti |
| W9   | March 15 & 17 | US state-building and democracy promotion  
**Student-led seminars**  
**Guest speaker, March 17:** Dr Cristina Barrios, EEAS  
March 17 – Draft Research Papers are due to research papers |
| W10  | March 22 & 24 | State-building in the Middle East and Africa and post-colonial legacy  
**Student-led seminars**  
**Guest speaker, March 22:** Prof. Umut Uzer, Associate Professor, Istanbul Technical University  
**Guest speaker, March 24:** Dr Maria Martin de Almagro (March 24), specialist in civil |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>W11 &amp; W12</td>
<td>April 12-21</td>
<td>Conference on state-building: students presentations</td>
</tr>
<tr>
<td>W13</td>
<td>April 26 &amp; 28</td>
<td>Authoritarian models: State-building and perceptions of democracy in China and Russia</td>
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<td></td>
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<td>Different perceptions of democracy &amp; different models of state</td>
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<td></td>
<td>Student-led seminars (on Russia and China)</td>
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<td>Guest speaker, April 28: Prof. Dr. Steffi Weil (TBC)</td>
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<tr>
<td>W14</td>
<td>May 3 &amp; 5</td>
<td>Review for the final exam, Feedback session</td>
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<tr>
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<td></td>
<td>Session TBC: Guest speaker: Dr Gustavo Muller, specialist in state-building in Latin America</td>
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<tr>
<td></td>
<td></td>
<td>Review for the exam</td>
</tr>
<tr>
<td>W15</td>
<td>May 10 &amp; 12</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**The Modern State: Conceptual Definitions, Historical Origins & Present Challenges**

**Week 1: 19 & 20 January - History of the state: from Medieval Feudalism to Modern Princes. The Religion of God, the Religion of Nation**

Guest lecture by Prof. Michael Palo

**Required reading:**


**Further reading:**


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Further reading are not required, but are recommended for students who would like to go more in-depth into understanding the topic. The access to some further reading may be granted to students upon request.

**Guiding questions:**
- Why is the Peace of Westphalia of 1648 significant in the history of the concepts nation-state and sovereignty?
- What distinguishes “empire” from other forms of political organization?
- What is remarkable about the evolution of the words derived from the root “nation”?
- Why is the term “nation-state” inadequate in the eyes of Barry Buzan?
- What’s the difference between “nationalism” and “patriotism”?  
- Why are France and the United States of America considered excellent examples of nation-states, according to Barry Buzan’s definition?
- Why do scholars consider the Settlement of Vienna of 1814-15 as “anti-national”?
- How did the world wars of the 20th century contribute to the proliferation of nation-states?
- Why did the Cold War speed up the process of decolonization?
- What have been the main characteristics of the post-Cold War era in terms of the impact of centrifugal and centripetal forces on state sovereignty?

**Week 2: Jan 26 & 28 - Legal concepts of state; international law and state-building**

Jan 26, no class, working with research peers on coming up with research questions for the final paper  

Jan 28 - Guest lecture by Prof. Marc Cogen, international law expert

**Required reading:**


**Further reading:**


**Guiding questions:**
- What are the basic legal conditions of a state according to international law?
- Should national law be independent of international law? How does national law interact with international law?
- The State acts as one entity in the world. How is this expressed in international law?
- What is an internationally wrongful act of a state?
- Is democracy a requirement today? Give arguments based on international law.
What are the roles and responsibilities of a state, particularly concerning policies and reforms?

**Week 3: Feb 2 & 4 - The Rise and the Decline of the State: the challenges of globalization and non-state actors**

**Required reading:**


**Further reading:**


**Guiding questions:**
- What are the key features of globalization and what impact do they have on states?
- What is the role of states in the current global order?
- What relations do such concepts as 'stability' and 'openness' have on the rise and fall of nation states?
- What are some of the drivers of mass mobilization of protests, especially comparing protests in Argentina and Ukraine? What challenges do these protests present to the concept of statehood?

**Week 4: Feb 9 & 11 - No State, No Democracy: the curious paradoxes of Liberal Democracy. State-society relations. The limit of the limits: democracy in dangerous places. The role of civil society in state-building.**

**Seminar activity: short presentations on the research question and rough paper outline**

**Required reading:**


Further reading:

Guiding questions:
- How are some of the definitions of democracy and democratic governance?
- What are the core components and the key actors of democratic governance?
- Is liberal democracy in crisis?
- What are the challenges of promoting democracy on post-conflict states?
- What is the role of civil society in state-building? What challenges and opportunities do civil society offer for fragile states?
- Explain the democracy/security nexus?

Week 5: Feb 16 & 18 - EU Approaches to democracy approaches and state-building.

Student-led seminar
Short presentations on the research question and rough paper outline

Required reading:
Further reading:


Guiding questions:

- How has the EU approach to democracy promotion evolved?
- What are the core components of the EU’s approach to peacebuilding?
- How is the concept of ‘local ownership’ linked to the EU’s evolving goals in supporting peacebuilding?

Week 6: Feb 23 & 25 - The Political Economy of Good Governance: World Bank and OECD approaches (Measuring Democracy & Good Governance: a guide to indicators, Crony Capitalism, State Capture and Political Corruption); Development assistance and conditionality, Poverty and Statebuilding

Student-led seminar
Feb 25, Guest speaker: Guggi Laryea, European Civil Society and European Parliament Relations Lead, World Bank (VeCo alum)

Required reading:


**Further reading:**


**Guiding questions**

- What are some of the definitions of ‘good governance’?
- What are the challenges associated in empirically measuring ‘good governance’?
- What are some of the approaches used by World Bank and the OECD to analyze governance?

**Week 6: March 7 – Mid-term exam**

State-building, Good Governance & Reforms: different approaches, regional developments and current issues

**Week 8: March 8 & 10 - UN peacebuilding and failed states**

**Student-led seminar**

**Guest speaker:** Iris Abraham (March 8), former political advisor, EU Delegation to the United Nations; former Political Affairs Officer, United Nations Peacekeeping Mission to Haiti

**Guest speaker:** Prof. Dr. Koops (March 10), expert on UN peacekeeping, co-author of the Oxford Handbook of United Nations Peacekeeping Operations

**Required reading:**


**Further reading:**


Guiding questions

- What are some of the definitions of peacebuilding?
- What are some of the dilemmas of post-conflict peacebuilding?
- How has the UN approach to peacebuilding originated and evolved over the time?
- What is the legal framework for post-conflict peacebuilding?
- What are some of the definitions of a ‘failed state’?
- What are the origins, challenges and dilemmas associated with capacity building in post-conflict setting?

Week 9, March 15 & 17 - US state-building and democracy promotion

Student-led seminars March 15

March 17-guest speaker

March 17 – Draft Research Papers are due to research papers

Required reading:


Dobbins, J. et al (2003), America’s Role in Nation-Building: From Germany to Iraq,
Further reading:


Guiding questions:
- What are the main guiding principles of the US policy of democracy promotion?
- How has US democracy promotion been linked to state-building?
- How has the US policy evolved after 9/11 and in light of present challenges?

Week 10, March 22 & 24 – State-building in Africa and post-colonial legacy

Guest speaker: Dr. Maria Martin de Almagro, specialist in civil society in Liberia and Burundi, the role of women in peacebuilding

March 24 – Final Research Papers are due

Required reading:


Further reading:


Guiding questions
What are the challenges inherent in statebuilding efforts in some of the countries in Africa?

What are criticism of the ‘failed states’ literature?

What are the key arguments of the postcolonial critique of the failed states?

**March 28 – April 8 Spring Recess**

**Week 11 & 12, April 12-21 – Conference on state-building: student presentations; feedback on papers**

**Week 13, April 26 & 28 - Authoritarian models: State-building and perceptions of democracy in China and Russia**

Student-led seminars (on Russia and China)

Guest speaker: Prof. Dr. Steffi Weil (April 26), expert on China

Different perceptions of democracy & different models of state

**Required reading:**


**Further reading:**


**Guiding questions**

- What are the main characteristics of state-building model of countries with authoritarian rule?
- What are the relationship between liberal democracy and statehood?
- What are some of the differences in perceptions of democracy between the EU and China?
- What are the factors that contributed to Russia’s state-building efforts under President Putin’s rule?

**Week 14, May 3 & 5 Feedback week; Review for the exam**

**Guest speaker, Dr Gustavo Muller (TBC): State-building in Latin America;**

**Required reading:**


**Further reading:**

**Guiding questions:**
- What are some of the challenges associated with state-society relations in Latin America?
- How the role of the state evolved in Latin America has and what impact has it had on development in some of the countries there?

**Week 15 – Final Exam (date to be confirmed)**

**Course Materials**

Book chapters and journal articles listed in the required reading will be provided by the course instructor (students are not required to purchase a textbook(s) for this course). The list with further reading is listed for each week and is designed to help students to guide them in writing their papers and preparing for the seminars. Students are not expected to read all the sources listed in ‘further reading’ section, but are encouraged to consult them to further understand the topic covered in class, structure the initial research for research papers and prepare for the seminar discussions. Students responsible for leading the seminars should choose a selection of reading from the ‘further reading’ and use them to guide the seminar discussion. The followings sources are used for course materials.

The course materials are composed of the following sources:


**Course Assessment**

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of the final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar leadership and peer work</td>
<td>20%</td>
</tr>
<tr>
<td>Research paper</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale of Vesalius College**

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

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

**Description of activities and Grading Criteria** (only general grading criteria in this section)
Seminar Discussion and Moderation, Paper Peers

The role of each peer is to serve as your mentor and reviewer, discuss your research interests and questions, provide peer feedback orally and in a written format. The peer review system is an essential component of writing and improving your paper. Learning to receive and give feedback, address this feedback and use it as a tool of self-improvement is a life-long skills. This exercise is aimed to train you in serving as a research peers to each other. You will also work with your peers in preparing and leading seminar discussions that will help you to reflect on different sub-topics of the main themes covered in each week. It is essential that you share the workload, prepare well in advance, work outside of classroom as well as during classroom activities and structure seminar presentation and discussions well.

Students will be assigned their research peers in the beginning of the semester (Week 2) and should prepare a research proposal with a draft research question by Week 3 (Feb 2). Students will be responsible for submitting their research papers in Week 9 (March 17) (a week before the papers are due to the course convener Week 10 - March 24). Research peers will be responsible for reviewing the papers, assessing them using the grading rubric that will be used for final grading and submitting their comments both to each other and to the course convener. Students will assess their research peers using a form outlined in the section ‘Further description of assessment activities’ (see ‘Assessment of your “research peer”’).

The course is designed to include lectures followed by seminars, where students lead the discussion and analyze different research studies. Each week, students will work in small groups composed of their ‘peer researchers’ to prepare for leading seminar discussions. Students will be responsible for first doing a short presentation on the assigned reading and then guiding the class discussion. It is essential that students who are responsible for leading the seminar discussions prepare well and in advance, think through the structure of their seminar, come up with many questions based on the reading assigned. Questions should be designed in such a way as to stimulate the class discussion.

Research paper:

Students are required to conduct an individual research and submit a research paper. The topic of your paper needs to be approved the course convener. The paper should be between 3000-3500 words. The paper is worth 25% of the final grade. The draft paper needs to be submitted to research peers on March 17. The research peers are responsible for providing a written feedback and use the evaluation form (the same that the course convener will use for grading - depicted below in the section on ‘Further description of assessment activities’. The peer feedback is due on March 22 (or earlier). The final draft is due to the course convener on March 24.

When submitting a paper, the following guidelines should apply: a hard copy of the paper must be submitted by March 24, 2015 via Turnitin as well as in class and via email to skobzar@vub.ac.be with “POL224 Essay” in the Subject Header. NOTE: your essay only counts as accepted if you handed in both a hard and electronic copy. Failure to do so will result in an “F”.

The course convener will provide a sample format that should be used for the paper. It is essential that you use this format, including the cover page, an introduction, main sections of the paper, conclusions and the bibliography. You are expected to submit your research draft paper to your research peers and adopt the comments made by them. You are also expected to serve as a research peers and provide comments on the papers of your colleagues. You will present your paper and the main findings as a
part of a student conference on ‘State-building’ facilitated within the framework of this course.

**Mid-term and Final Exam:**

The mid-term exam will take place in **Week 7**. The format of the exam will include a combination of short and long essay questions where you are expected to demonstrate the understanding of the key concepts and definitions as well as provide analysis of the core topics covered in class and in the assigned readings. The revision session is scheduled to take place a week before each exam.

Final exam is scheduled for **Week 15**

**Further description of assessment activities**

**Rubric for evaluating research paper for 200-level course**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Max Points</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Research Question / Statement / Puzzle ( /8 Points)</strong></td>
<td>Explain Choice of Topic and why it is academically relevant / Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling / Clear and Concise Research Question / Research Statement / Outline of structure of the paper and main argument</td>
<td>/2</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review ( /20 Points)</strong></td>
<td>The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student’s own topic in the wider academic context / It compares, contrasts and synthesizes the main authors and arguments / It evaluates strengths and weaknesses of the literature and identifies the gaps the student’s paper addresses / Based on the Literature Review, the student chooses a clear theoretical/conceptual frame-work to be applied in the analysis part of the paper</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis / Discussion ( /32 Points)</strong></td>
<td>Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data / Wide use and synthesis of sources and references to support key arguments directly addressing the research question / Application of conceptual and theoretical frame-works / Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner</td>
<td>/8</td>
<td></td>
</tr>
<tr>
<td><strong>Structure ( /10 Points)</strong></td>
<td>The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Originality of Thought ( /10 Points)</strong></td>
<td>The paper highlights a level of deep reflection of research, leading to arguments and ideas that go “beyond the obvious”</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Formal Aspects ( /10 points)</strong></td>
<td>Correct use of language (spelling, grammar, expression) / Correct citation and bibliography / Appropriate Number of Sources</td>
<td>/3</td>
<td>/4</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>Stating in clear and succinct manner the result of the analysis and main answer to the research question</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td>Description</td>
<td>Max Points</td>
<td>Points received</td>
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<tr>
<td>( /10 points)</td>
<td>Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research</td>
<td>/6</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>Final and Overall Comments:</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Further comments:

The following criteria will be applied in assessing your written work:

**Assessment of your ‘research & seminar peer’**

Your name ______________________________________________________________

The name of your research buddy ________________________________________

<table>
<thead>
<tr>
<th>Questions to answer for the assessment</th>
<th>On the scale of 0 being the lowest to 5 being the highest; 3 is above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was my research peer an attentive listener? Did my research peer ask questions/offers suggestions (ex. during in-class group work)?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
<tr>
<td>Has my research peer read and commented on my written drafts/work in progress? Have the comments helped me to improve my paper?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
<tr>
<td>Has my research peer prepared well before our seminar presentation, helped to structure the discussion and shared the workload?</td>
<td>Circle one of the following scores: 1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Points ........................................................................... out of 15

Any other comments
Criteria for successful student-led seminars (a detailed handout about how to lead a seminar will be distributed by the course convener):

<table>
<thead>
<tr>
<th>Successful seminar requirements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Seminar leader demonstrates the knowledge of the assigned readings</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader has prepared a short presentation aimed to brief the class and kick-start the discussion</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader has prepared a list of questions that stimulate the discussion, engage the class in expressing their views and impressions gained from the readings</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader keeps the flow and momentum of the discussion by ensuring that the whole class is engaged for the duration of the seminar</td>
<td></td>
</tr>
<tr>
<td>o Seminar leader demonstrates creativity by going beyond the weekly reading and linking the discussion to the broader themes discussing in this or other classes. Seminar leader may demonstrate creativity by also engaging the class in different group activities, going beyond the discussion.</td>
<td></td>
</tr>
</tbody>
</table>

Leading a Seminar

Effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment. In order to do so, it is important to consider the features of effective discussions, and conditions that promote small group interaction and engagement. Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others. **Further information on how to lead a moderate a seminar will be provided to you by the course instructor in a separate handout.**

**Based on your peer and seminar work, the course instructor will evaluate you (using your peer assessment and seminar notes as detailed in the rubrics above):**
Seminar and peer assessment (based on the instructors', self evaluation and assessment by the two other research peers)

Student name: 
Grade: A 81-100 

<table>
<thead>
<tr>
<th>Peer assessment – listening and giving feedback</th>
<th>A 81-100</th>
<th>B 80-69</th>
<th>C 68-62</th>
<th>D 61-53</th>
<th>F 0-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research peer was always attentive listener; asked questions and offered helpful suggestions (outside and during and in-class discussions)</td>
<td>Overall, some helpful feedback from the research peer during and outside of the classroom</td>
<td>Research peer provided some basic requirement in terms of listening and providing some advice</td>
<td>Research peer was not attentive and did not provide valuable oral feedback</td>
<td>Research peer was absent</td>
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</table>

<table>
<thead>
<tr>
<th>Peer assessment – commenting on written drafts</th>
<th>A 81-100</th>
<th>B 80-69</th>
<th>C 68-62</th>
<th>D 61-53</th>
<th>F 0-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research peer provided far-reaching helpful comments on the written work. The comments helped to improve the draft</td>
<td>Written comments meet very basic level in terms of peer assessment</td>
<td>Minimal comments, but lack of helpful feedback on the written work</td>
<td>Did not provide comments</td>
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<table>
<thead>
<tr>
<th>Seminar preparation</th>
<th>A 81-100</th>
<th>B 80-69</th>
<th>C 68-62</th>
<th>D 61-53</th>
<th>F 0-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research peer prepared well before the seminar, helped to structure the discussion and shared the workload with the rest of the group</td>
<td>Research peer helped to share the workload and prepared in advance of the seminar well, however with some room for improvement.</td>
<td>Research peer did not participate in any initiative in advance preparation.</td>
<td>Research peer showed up to the seminar but did not participate much in advance preparation.</td>
<td>Research peer did not show up to the seminar</td>
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<table>
<thead>
<tr>
<th>Seminar delivery</th>
<th>A 81-100</th>
<th>B 80-69</th>
<th>C 68-62</th>
<th>D 61-53</th>
<th>F 0-49</th>
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<tr>
<td>Research peer presented well (without reading from notes), kept the pace of the presentation, demonstrated the knowledge of the reading and showed creativity with engaging with the class by engaging with questions during the talk as well as having an activity to stimulate further learning</td>
<td>Research peer presented well but fell short on one or two of the following: presented without reading from notes, kept the pace of the presentation, demonstrated the knowledge of the reading and showed creativity with engaging with the class by engaging with questions during the talk as well as having an activity to stimulate further learning</td>
<td>Presented overall well but did not engage fully with the class, read from notes and fell short of demonstrating the knowledge of the reading</td>
<td>The presentation was below the level required for this assignment</td>
<td>Did not present</td>
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Additional Course Policies
The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:
• 1 out of 20 point (10/100%) will be subtracted for each day delay.

• Works submitted after seven days delay are graded with an F (0).

• Unless an incomplete is granted, no submission is possible after two weeks delay.

In the event of exceptional circumstances which impede the delivery of assignments within the due date, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance that impeded the fulfillment of the task. Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. As follows, these include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources, attending a wedding.

**Academic Honesty Statement**

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

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

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

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

**Use of Electronics:**

Students can use electronic devices during class that enhance their performance. **Appropriate Use of Technology includes:** note-taking on laptops or Ipads; use of devices to complete quick Google searches for pertinent information.

If students engage in the “inappropriate” use of electronics within the class, then their right to use these devices in the future will be removed. **Inappropriate use of technology in the classroom includes:** Texting Your Friends or Reading Texts While in Class; Sending or Reading Personal Emails; Surfing the Net for Non-Class Purposes. (checking in with Facebook or other Social Media, Shopping Online During Class, Reading Online Information not Connected to the Class Materials and Topics, and so forth). **If these are ongoing issues with numerous students, I will remove the privilege from all students to ensure the necessary standards of an academic setting.**

**Mobile phones** – Mobile phones are disruptive in the classroom in a number of ways. Ringtones must be turned off in class. If there is a need to check for and/or receive a call, the student must inform the instructor in advance. Students who create a disturbance by mobile phone use will be warned and may be asked to leave the class session.
Major Learning Objectives, Teaching Methods, Testing and Feedback Questionnaire

**Course code and course name:** International Approaches to State-Building, Reform and Good Governance  
**Instructor:** Dr. Kobzar

**Summary:**
Number of assignments used in this course: 4  
Number of Feedback occasions in this course (either written or oral): maximum 10 working days after assignments are submitted, specific times for the feedback are noted in the syllabus  
Number and Types of Teaching Methods: 6, including lectures, seminar discussions, guest lectures, conference presentations, feedback sessions, peer review  
Does your course require graded student oral presentations?: yes (seminar presentation grading form is included in the syllabus)

*Please fill out the following table per course you teach.*

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
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<tbody>
<tr>
<td>The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs.</td>
<td>Acquire substantial background knowledge on the conceptual tools concerning state-building, the evolution and the historical roots of Modern States, and grasp the complexity that is inherent to studies on state-building; Understand how domestic elites and external realities have interacted in</td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, research papers, seminar preparation and performance, conference on state-building</td>
<td>Maximum 10 working days after the exam (but likely a week after the exam)</td>
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<td>the dialectic relationship characterising the emergence of the State;</td>
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<td>The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. He is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.</td>
<td>Develop a basic theoretical understanding of the main concepts characterizing state-building and good governance; Understand the importance of the specific historical peculiarities characterising the rise of the state in Europe and how we can critically use this model to understand development worldwide; Specialize yourself on state-building and good governance concerning one specific region of the world.</td>
<td>Lectures, in-class discussions, guest speakers and seminars</td>
<td>Mid-term and final exams, research papers, seminar preparation and performance, conference on state-building</td>
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<td>The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.</td>
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<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of</td>
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<td>international affairs.</td>
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<tr>
<td>The bachelor has an open and academic attitude, characterized by accuracy, critical reflection and academic curiosity.</td>
<td>Engage critically with the literature on state-building and good governance; Assess critically the debates and current trends on state-building and good governance;</td>
<td>Seminars, feedback discussion of research papers</td>
<td>Research papers and seminar presentation, peer review exercise</td>
<td>Week 3 – feedback on research questions and ‘rough’ paper outline; Week 11 – feedback on research papers Week 14 – seminar leadership and participation; peer review</td>
</tr>
<tr>
<td>The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs.</td>
<td>Carry out independent research using a wide range of sources and present a personal analysis on-state building and good-governance; Apply the relevant scholarship to understand, synthesize and analyze issues in studying state-building; Learn how to differentiate between empirical, analytical, prescriptive and normative statements; Understand how to recognize a valuable and reliable source of information; Understand how to manage historical sources, especially on the emergence of Modern State; Develop a capacity to understand the historical roots of, and the current</td>
<td>Seminars, feedback discussion of research papers</td>
<td>State-building conference presentation; research papers and seminar presentation, peer review exercise</td>
<td>Week 3 – feedback on research questions and ‘rough’ paper outline; Week 11 – feedback on research papers Week 14 – seminar leadership and participation; peer review</td>
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<td>The bachelor is able to work in a multi-cultural team.</td>
<td>debate on, state-building and good-governance;</td>
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<tr>
<td>The bachelor recognizes the importance of life-long learning.</td>
<td>Work in a group to prepare for leading the seminars and review each others’ papers as a part of the ‘peer review’ work;</td>
<td>Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>Communicate effectively key research findings on state-building and good-governance.</td>
<td>Seminars, feedback discussion of research papers</td>
<td>State-building conference presentation; research papers and seminar presentation</td>
<td>Week 3 – feedback on research questions and ‘rough’ paper outline; Week 11 – feedback on research papers Week 14 – seminar leadership and participation; peer review</td>
</tr>
<tr>
<td>The bachelor is able to include ethical judgments in his analysis of current problems in international affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
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