



Course Syllabus

**COURSE CODE and
TITLE OF COURSE**

Number of ECTS credits: 6

Time and Place: |

Comment [A1]: Add here the time and the class room

Contact Details for Professor

Name of Professor:

E-mail:

Office hours:

CONTENT OVERVIEW

Syllabus Section	Page
Course Prerequisites and Course Description	2
Course Learning Objectives	3
Overview Table: Link between MLO, CLO, Teaching Methods, Assignments and Feedback	4-5
Main Course Material	6
Workload Calculation for this Course	
Course Assessment: Assignments Overview and Grading Scale	
Description of Assignments, Activities and Deadlines	
Rubrics: Transparent Criteria for Assessment	
Policies for Attendance, Later Work, Academic Honesty, Turnitin	
Course Schedule – Overview Table	
Detailed Session-by-Session Description of Course	

Course Prerequisites (if any)

List prerequisites of previous courses to be taken, if required

Course Description

Course description text

Further Detail on Course Content (if needed)

Add here further detail about the content of your course, if needed, beyond the Catalogue Summary and Description

Comment [A2]: Each course serves a key function and occupies a particular position within the Curriculum in order to ensure progressive learning. 100-level courses serve as foundational and introductory courses, 200-level courses as intermediary courses that both deepen and broaden the knowledge, skills and attitudes of 100 level and at the same time preparing for the advanced 300-level courses, which should mostly enhance and test students' research, theory-application and analysis skills. Progression applies both to course content and the appropriate assignments – e.g., full research papers should only be set at 300-level, with preparatory papers at 200-level and introductory elements at 100-level (the AQC is currently working on a detailed Progression Guideline Document, in the mean-time please consult your HoD for assignment guidance). Prerequisites, i.e. prior courses that students should have taken in preparation for this course, need to be determined by the AQC in coordination with the course instructor. Please consult the catalogue (to check whether prerequisites are already in place) and your HOD.

Comment [A3]: Maximum 15 lines; it should correspond with the description given in the catalogue but make sure to update it to the content you are presently teaching. Do keep it, however, in general enough terms so that you are not obliged to change it every year if changes are not needed. This paragraph is supposed to be a general summary. More concrete details about the course content related to **knowledge, skills and attitudes** should be provided in the next section 'Further Detail on Course Content'

Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:

- Demonstrate their understanding of 'X', by describing / differentiating / analysing / evaluating / synthesizing / applying theories to concrete cases / ...etc
- Demonstrate their knowledge of 'Y' by
- ...

In terms of skills

- Use appropriate referencing and bibliographic methods
- Demonstrate effective oral presentation skills
- Demonstrate effective and integrative team-work

In terms of attitudes, students should develop in this course:

- critical attitudes, which are necessary for "life-long learning"
- an attitude of open-mindedness and self-critical reflection with a view to self-improvement
- sensibility towards the ethical dimensions of different aspects of the content of this course
- an open attitude towards inter-cultural team-work

Comment [A4]: Please list here the Main Learning Objectives for this course. Course Learning Objectives must be related to the implementation of Major Learning Objectives, i.e. the Learning Objectives set for the overall Major (see table below). Please note that you do not have to –and should not-address all Major Objectives in your course, but as a rule of thumb each course should try to cover 2-3 of the Major Objectives. When formulating the Learning Objectives for this course, please distinguish between knowledge ("By the end of this course, students will be able to demonstrate their understanding of 'X' by describing/analyzing...etc.) skills such as general research skills, communication skills etc. and attitudes such as life-long learning, open-minded self-critical attitude, intercultural attitude...etc)

Comment [A5]: 'Knowledge' Learning Objectives relate to core course content and cognitive objectives in terms of understanding, analyzing, describing, applying, evaluating etc... These learning Objectives relate to major theories, concepts, principles and knowledge bases. Please note that you need to carefully describe 'testable' learning objectives – see comments in the next box below

Comment [A6]: When specifying the course learning objectives, please ensure that you formulate them in the form of testable and assessable objectives, using verbs that signal different abilities and activities, which are then tested in the assignments. E.g., A Learning Objective that merely states "Students should be able to understand core principles of law" is not sufficient, as it is unclear how students should demonstrate this understanding and how it will be tested. Please specify by adding a Learning Objective Verb, taking into consideration progression (again, at 100-level it is mostly about describing and explaining, differentiating || at 200-level it is more about beginning to analyse, assess and evaluate while at 300-level it is about applying theories to concrete cases, in-depth analysis and evaluations). For further info, please refer to your HOD and the Progression of Assignments Document.

Comment [A7]: Outline here the Learning Objectives for Skills not directly related to content-knowledge / discipline-specific knowledge, such as research skills (at 200 and 300 level), correct citation skills, oral communication skills..etc.

Comment [A8]: Please list here which of the attitudinal objectives the course addresses. Not all of these Objectives should necessarily be formally assessed, but formative feedback should be given. You can find a list of the most important attitudinal objectives in your Major-Specific Learning Objectives (see also table below)

LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK

(BA International Affairs)

Summary:

Number of assignments used in this course:

Number of Feedback occasions in this course (either written or oral):

Number and Types of Teaching Methods:

Comment [A9]: The purpose of this table is to help the Instructor (and students) to outline explicitly the link between the Course Learning Objectives and how they implement specific Major Learning Objectives and then to make explicit how each Course Learning Objective is conveyed through teaching and then assessed with assignments. Please also provide the type and timing of feedback. Please note: Your course does not have to address ALL Major Objectives – they are just listed in the left-hand column for your convenience. Please delete the specific Major Objectives that don't apply to your course. Please also note that different and more than one Course Learning Objective can be tested by the same assignment (e.g. a reflective essay can test more than one CLO). Please also note that not every Course Objective needs to be formally (i.e. with a graded assignment) assessed. Some Learning Objectives may not be assessed at all, but simply feedback is given on it. Feedback can be written or oral. It can be formative (either contributing within the course towards improvement) or summative (i.e. through a final assessment testing that the learning objective has been achieved).

The AQC recommends strongly that you start with this table when thinking about how to construct your course. It will also serve as the main source of information for the HOD and AQC when reviewing your Syllabus and Course during quality review. It also gives the students a good indication on what is expected from them in terms of learning objectives and assignments and how they will encounter the learning process in this course through specific teaching methods and feedback from the instructor.

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
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.				
The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. S/he is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.				
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.				
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of international affairs.				
The bachelor has an open and academic				

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
attitude, characterized by accuracy, critical reflection and academic curiosity.				
The bachelor is able to apply a multi-disciplinary perspective in his analysis of international affairs.				
The bachelor is able to work in a multi-cultural team.				
The bachelor recognizes the importance of life-long learning.				
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.				
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.				

Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal 'Pointcarré'. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook:

Recommended References books:

Active Learning and Intensive 'Reading around the Subject': Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in International Affairs:

International Affairs; Foreign Policy Analysis; Foreign Policy; International Security; European Journal of International Relations; International Organization; Review of International Studies; Cooperation and Conflict; Security Dialogue; International Studies Quarterly; Global Governance; Security Studies; Journal of Common Market Studies; World Politics; Contemporary Security Policies; European Security; World Politics; Millennium: Journal of International Studies; Journal of Peace Research; Review of International Political Economy; Journal of Conflict Resolution.

Comment [A10]: Please list here all the 'Main Course Materials' Info. Here, please provide only the overviews of the main textbook to be used (if applicable), list any suggested reference books and additional sources that could be of use and interest for students in this course. It is strongly recommended that you also list the 10-15 most important academic peer-reviewed journals of your Major and related to the subject-matter of this course, so that students refer to these journals when studying for your course. Please also provide any

Comment [A11]: These are some suggested top-ranked journals for general IR debates..feel free to amend as you see fit. But mention below journals specifically relevant for your course

Further Journals Relevant for this Course:

Comment [A12]: Please provide here further journals relevant to your course

Websites of Interest:

Comment [A13]: Please suggest here any websites of interest, blogs, online journals or other useful resources

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Comment [A14]: Please provide here a workload calculation for your course, broken down into the different assignments and activities. Each 6 ECTS course typically requires 45hours of lectures/seminars; The remaining 105 – 135hours are spent on preparatory readings and on preparing assignments. When planning your students’ work-load, please take into consideration that preparing a full-fledged research paper of 4000 words requires typically hours. Please use the work-load calculator available at Rice University: <http://cte.rice.edu/workload/>

Time spent in class: 3 hours per week / 45 hours per semester

Time allocated for course readings: hours per week / hours per semester

Time allocated for preparing Assignment 1:

Time allocated for preparing Assignment 2:

Time allocated for preparing/revising for written Mid-term Exam:

Time allocated preparing/revising for written Final Exam:

Total hours for this Course:

Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

Hereunder an example for 100 level

•	Activity 1	20%
•	Activity 2	20%
•	Midterm examination	25%
•	Final examination	35%
•	TOTAL	100%

Example for 300 level

•	Research Paper Proposal	10%
•	Research Paper	50%
•	Final examination	40%
•	TOTAL	100

Comment [A15]: •Vesalius College follows the pedagogical principle of ‘continuous assessment’ for each course. This means, students should have multiple assignments that allow them to demonstrate their knowledge in varied ways and at varied stages of the course instead of a system where there is only one big assignment at the end of the course. Thus, **assignment variation** and **meaningful feed-back between assignments** are crucial for the student’s learning experience. As a rule of thumb, courses should have 3-4 assignments (up to 4 assignments at 100 and 200 level, and three assignments at 300 level), than four assignments in total (as a rule of thumb, 100-level courses should have four graded assignments, allowing for constant feedback, but can also have further ungraded assignments for formative feedback; 300 level courses should have a maximum of 3 graded assignments and should include a large research paper as the main assignment, testing students analytical and research skills; no research papers should be assigned at 100 level, but rather preparatory assignments, such as literature reviews, research question exercises, etc.)
•No activity should count for more than 30% at 100 level, 40% at 200 level and 50% at 300 level
•The College follows a strict attendance policy (see below), while it is not graded as such, there are penalties applied to the overall grade if students miss more than four classes unexcused;
•The AQC advises against grading participation - it can only be graded, if clear and transparent rubrics are used throughout the course for grading participation
•Assignments should be carefully designed to actually test the Learning Objectives of the Course; formative feedback is encouraged.

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

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

Description of Activities, Grading Criteria and Deadlines:

Assignment 1 (e.g. literature review, research proposal, team work...etc.):

Provide here your explanation and description of the purpose and main characteristics of the first assignment. Explain here also which learning objectives this assignment is supposed to test (feel free to expand on your explanation of the Assignment Overview Table above). Outline briefly what is expected from students to include in this assignment what an excellent answer/solution would entail. Provide clear and transparent rubrics in the Rubrics section below. Add here also any formal specifications you require (word length, citation style..etc).

Assignment 2: as above

Mid-Term Exam (written): Please provide information here about the general structure of your exam – how is it divided? Are there parts that include short answers, longer analytical essays..etc? Please refer to the Teaching Manual's guidance on progression. As a general rule, exams at 300-level should test analytical, evaluation, and theory-application knowledge. These exams should not merely test students' ability to recall information or basic concepts (this is mostly the focus of 100 level exams), but should aim at higher-order abilities to apply concepts and theories to

Comment [A16]: Please discuss your planned graded assignments in advance with your Head of Department. Assignments should follow clear progression rules, as outlined in pages 45 – 67 of the Draft Teaching Manual

Please also note here clearly the deadlines by when students need to submit their assignments. Please note that as per **AQC policy, all assignments except written or oral exams need to be completed by Week 12** at the latest, to allow students focus on final exams and to allow professors to submit all their graded folders by the end of Week 14, which is the official AQC deadline to submit course folders except written exams.

unfamiliar cases with the help of case studies or analytical essays under time pressure. Multiple choice exam questions can be used at 100-level, but should not exceed 25% of the total marks to be awarded of the exams. At 200 and 300 level, multiple choice questions are allowed, but cannot count for more than 10%. Please provide clear rubrics in the Rubrics section below.

Final Written Exam: as above

Rubrics: Transparent Grading Criteria For Each Assignment

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

- A. Grading criteria give students the possibility to understand the rationale of the grading and to prepare at best for all assignments.
- B. Click here to enter text
- C. Click here to enter text

Grading form for written assignments (more than 10% of the final grade)

Please, include a rubric for written assignments.

	Grade Range (e.g. 0-40/100) FAIL	Grade Range (e.g. 2-3/20)	Grade Range (e.g. 4-5/20) – B to A
Criterion 1 (e.g. completeness and pertinence)	Brief description	Brief description	Brief description
Criterion 2 (e.g. mastering of the literature)	Brief description	Brief description	Brief description
Criterion 3 (e.g. critical thinking)	Brief description	Brief description	Brief description
Criterion 4 (e.g. structure)
Total			X/20

Comment [A17]: Each assignment above 10% requires a clear and detailed grading rubric, which will then be used for transparent, objective and reliable grading. Certain rubrics are standardized, such as Research Paper Rubrics at 200 and 300 level (as well the 100-level partial aspects of research question formulation, literature review..etc.), Oral presentation rubrics and Groupwork Rubrics. If you are planning to set one of the above assignments in your course, please contact your Head of Department and the Dean who will be able to provide you with the required standardized rubric. For all other assignments, please feel free to design your own rubric, in consultation with the HoD. You can find some examples of Rubrics in the Teaching Manual. Please note that when grading the assignments, you are required to apply the rubrics outlined in this syllabus. Any deviation from this, needs to be submitted for approval by the AQC and the Dean.

Vesalius College Attendance Policy

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

Additional Course Policies

Add policies on late papers, coming late to class, etc. (an example below)

Late papers 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.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

Turnitin

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

Comment [A18]: As per College policy, students are required to upload all their written assignments via the plagiarism-detection programme Turnitin. Please contact the Education Manager Chris JANSSENS Chris.Janssens@vub.be to help you set up your turnit in account as instructor

Course Schedule (Overview)

Week 1	Date of Session 1	Introduction to the Course and Overview of Course and Requirements //
	Date of Session 2	
Week 2	Date of Session 3	
	Date of Session 4	
Week 3	Date of Session 5...	
Week 4		

Comment [A19]: This overview table is supposed to give students a one-page overview of the topics to be covered in each session as well as major deadlines (assignment deadlines...etc). Please try to keep it to one Page for ease of overview for students. On the following pages you should then provide a session per session detailed description (See below)

Week 5		
Week 6		
Week 7		REVISION SESSION
Mid-term		Mid-Term Exams
Week		
Week 8		
Week 9		
Fall Recess – 30 October to 3rd November 2017 – NO CLASSES		
Week 10		
Week 11	15/19 April	
Week 12	22 April	
	26 April	
Week 13		
Week 14		Revision
		Revision
Week 15		FINAL EXAMS

Detailed Session-by-Session Course Outline

Week 1, Session 1 (Monday, 28 August 2017)

Introduction to the Course and Overview of Core Requirements.

Reading:

None.

Week 1, Session 2 (Friday, 1 August 2017)

Introduction to Global Governance and to the United Nations system

Reading:

Compulsory:

- a) John G. Ruggie, "Foreword", in Thomas G. Weiss and Ramesh Thakur (2010) *Global Governance and the UN: An unfinished Journey*, pp. xv – xix
- b) UNEP (2010) *United Nations Specialised Agencies versus United Nations Programme*

Guiding Questions:

1. What is meant by the "United Nations System"?
2. What is the difference between 'specialized agencies' and 'UN programmes'?

Week 2, Session 3 (Monday, 4 September 2017)

Global Governance: Concepts, Approaches and Persisting Challenges

Reading:

Compulsory:

- a) The Commission on Global Governance: *A new world*, in Rorden Wilkinson (ed.) (2005) *The Global Governance Reader*, London: Routledge, pp. 26 - 44
- b) Richard Falk, *Humane Governance for the World: Reviving the Quest*, in *ibid.*, 105 – 119

Recommended:

- c) Thomas G. Weiss (2009), *What happened to the idea of World Government*, *International Studies Quarterly*, 53, pp. 253-71.

Further Reading:

Comment [A20]: Please provide here a session by session outline of each 1.5h / 3h session for the entire course. The information should include the topic of the session, the readings and some guiding questions or description of planned activities.

Comment [A21]: Please provide here the readings that need to be completed for each session. Distinguish please between compulsory texts – i.e. texts that students must read prior to the session as a minimum; recommended reading: that can further deepen the students' knowledge on the specific topic and further reading, those readings that will broaden students' knowledge even more and can later on also be used as a basis for in-depth research assignments (such as research paper) by the student:

Please note the progression requirements in terms of reading load per 100, 200 and 300 level. Textbook chapters can serve as introductory or background reading, but particularly at 200 and 300 level courses, the reading should include peer-reviewed international academic journal articles and should reflect the current scholarly debate.

At 100 level, professors should aim for setting around 20-30 pages per week at 200-level 30-40 and at 300 level 50 or more; however, the exact workload, however, depends on the overall workload calculation for all activities – which should not exceed 10hours per week

Comment [A22]: Please provide for each session guiding questions (or exercise requirements) that can help the student to focus on the most important aspects in the reading or practice certain aspects; Ideally, the reading questions should also contain some questions in the form and type similar to exam questions (without of course stating the actual exam questions) so that students get into the habit of practicing exam-type questions and requirements

d) Report by the Commission on Global Governance, Oxford: OUP: 1995

Guiding Questions:

1. What is meant by the term 'Global Governance'?
2. Explain what is meant by "the three-legged stool of governance"
3. "The surest way to secure classification as a crackpot is to mention a world government as either a hypothetical or, worse yet, desirable outcome". Discuss