Fall Semester 2018

HIS203G International Relations between the Wars

Number of ECTS credits: 6

Classes
Tuesdays, 16:30-18:00
Thursdays, 16:30-18:00
Room VeCo3

Office hours and Location
Thursdays, 18:00-19:00, Vesalius College

Course Description
The primary objective of the course is to examine and review the interwar period in the history of the twentieth century. The lectures will cover international and domestic events in between the outbreak of the Great War and the aftermath of the Second World War, such as: the collapse of the European Empires and the rise of the United States; the Versailles Treaty and the creation of the League of Nations; the Bolshevik Revolution, Communism and the creation of the Soviet Union; the collapse of the Weimar Republic and the rise of Nazism in Germany. Apart from deciding the shape of the international system and the world order until today, these events have also had an overwhelming impact on the appearance of the study of International Relations (IR) as an academic discipline. In this respect, the secondary objective of the course is to reflect on the implications of the interwar period for the study of IR. The course takes an interdisciplinary approach and is suitable for all students who have a strong interest in the history and international relations of the twentieth century.

Course Prerequisites
HIS101G Global History since 1945

Learning Objectives
The course objectives are:

**In terms of knowledge:**
- To provide students with an in-depth knowledge of historical events, processes, actors and ideas that shaped international relations in the first half of the 20th century.
- To facilitate understanding of broad trends related to international affairs in the interwar period (e.g. emergence of core-periphery system and transformation of international order; transformation of political units (empires and nation-states); development of global security and economy; evolution of ideologies; transformation of societies, demographic and migration trends etc.).
- To provide a good knowledge of historiography and literature in the field.
- To deepen students’ understanding of International Relations as an academic discipline.

**In terms of skills:**
- To enhance students’ abilities of critical thinking and rigorous academic analysis.
- To strengthen the skills of practical application of IR research methods.
- To develop the skills of group discussion and debating, being able to draw conclusions and defend a position with arguments.
- To develop the skills of applying both macro- and micro-perspectives towards the analysis of IR; being able to interpret single events as parts of wider trends.

**In terms of attitudes:**
- To apply academic methods of analysis, characterized by accuracy, critical reflection and curiosity.
- To maintain openness to numerous possible explanations and perspectives.
- To stimulate thinking in inter-disciplinary and multicultural paradigms.

**Course materials**
Compulsory and additional readings for lectures and seminars will be available on Canvas. Please make sure to read compulsory texts and take notes before each class.

The books listed below contain material relevant for the course. For each class you will be asked to read one or two selected chapters/articles.

- [Carr, Edward (2001)] *The Twenty Years’ Crisis, 1919-1939*. Palgrave Macmillan.
Indicative list of peer reviewed journals, related to the discipline of International Relations

- International Security
- International Organization
- European Journal of International Relations
- Journal of European Integration
- Journal of Strategic Studies
- Millennium: Journal of International Studies
- International Studies Perspectives
- Global Responsibility to Protect
- European Journal of International Law
- Survival
- Political Studies Review
- The Hague Journal of Diplomacy
- Security Studies
- International Studies Quarterly
- Western European Politics
- Security Dialogue
- Geopolitics
- Political and Society
- Review of International Studies
- International Political Science Review
- American Journal of International Law
- Democratization
- Global Governance
- International Studies Review
- Foreign Affairs
- International Peacekeeping
- Space and Policy.

Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Days</th>
<th>L/S</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>27 Aug - 31 Aug</td>
<td>Tuesday, 28 Aug Thursday, 30 Aug</td>
<td>S</td>
<td>Class 1: Introduction to the Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L</td>
<td>Class 2: Global Transformation and Modernity: Reasons, Processes, Consequences</td>
</tr>
<tr>
<td>Week 2</td>
<td>3 Sept - 7 Sept</td>
<td>Tuesday, 4 Sept Thursday, 6 Sept</td>
<td>S</td>
<td>Class 3: World Map, Empires and Nations</td>
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<td>L</td>
<td>Class 4: IR: Birth and Development of the Academic Discipline</td>
</tr>
<tr>
<td>Week 3</td>
<td>10 Sept - 14 Sept</td>
<td>Tuesday, 11 Sept Thursday, 13 Sept</td>
<td>S</td>
<td>Class 5: Ideologies of Progress</td>
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<td>L</td>
<td>Class 6: World War I: Causes, Historiography and Analysis of International Conflicts</td>
</tr>
<tr>
<td>Week 4</td>
<td>17 Sept-21 Sept</td>
<td>Tuesday, 18 Sept Thursday, 20 Sept</td>
<td>S</td>
<td>Class 7: WWI: Belligerent Actions, 1914-1918</td>
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<td>L</td>
<td>Class 8: The Paris Peace Conference and Consequences of WWI</td>
</tr>
<tr>
<td>Week 5</td>
<td>24 Sept - 28 Sept</td>
<td>Tuesday, 25 Sept Thursday, 27 Sept</td>
<td>S</td>
<td>Class 9: The Russian Revolution and Establishment of the USSR</td>
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<td>L</td>
<td>Class 10: USSR and Comintern</td>
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<tr>
<td>Week 6</td>
<td>1 Oct - 5 Oct</td>
<td>Tuesday, 2 Oct Thursday, 4 Oct</td>
<td>S</td>
<td>Class 11: The Rise of the United States</td>
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<td>L</td>
<td>Class 12: The Weimar Republic in the Interwar Years</td>
</tr>
<tr>
<td>Week 7</td>
<td>8 Oct - 12 Oct</td>
<td>Tuesday, 9 Oct Thursday, 11 Oct</td>
<td>S</td>
<td>No class scheduled, revision for the midterm exam</td>
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<td>L</td>
<td>Class 13: Midterm Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td>15 Oct - 19 Oct</td>
<td>Tuesday, 16 Oct Thursday, 18 Oct</td>
<td>S</td>
<td>Class 14: The United Kingdom and France in the Interwar Years</td>
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<td>L</td>
<td>Class 15: Central and Eastern Europe (CEE) in the Interwar Years</td>
</tr>
<tr>
<td>Week 9</td>
<td>22 Oct - 26 Oct</td>
<td>Tuesday, 23 Oct Thursday, 25 Oct</td>
<td>S</td>
<td>Class 16: Asia, Latin America and Africa in the Interwar Years</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nov</td>
<td>Tuesday, 6 Nov</td>
<td>S</td>
<td>Class 18: Simulation Game</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov</td>
<td>Thursday, 8 Nov</td>
<td>L</td>
<td>Class 19: The International Economic Order in the Interwar Years and The Great Depression</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov</td>
<td>Tuesday, 13 Nov</td>
<td>S</td>
<td>Class 20: Society and Culture in the Interwar Period</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov</td>
<td>Thursday, 15 Nov</td>
<td>L</td>
<td>Class 21: Mussolini and the Rise of Fascism in Italy</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov</td>
<td>Tuesday, 20 Nov</td>
<td>S</td>
<td>No class</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov</td>
<td>Thursday, 22 Nov</td>
<td>L</td>
<td>Class 22: The Democracies Falter</td>
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<tr>
<td>Week 13</td>
<td>Nov</td>
<td>Tuesday, 27 Nov</td>
<td>S</td>
<td>Class 23: The Rise of Hitler and Nazism in Germany</td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov</td>
<td>Thursday, 29 Nov</td>
<td>L</td>
<td>Class 24: World War II: Causes, Historiography and belligerent actions 1939-1945</td>
</tr>
<tr>
<td>Week 14</td>
<td>Dec</td>
<td>Tuesday, 4 Dec</td>
<td>S</td>
<td>Class 25: World War II: The Peace Conference and Consequences of WWII</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec</td>
<td>Thursday, 6 Dec</td>
<td>L</td>
<td>Class 26: The First Half of the 20th Century in the Context of Global Transformation and reflections on the Discipline of IR between the Wars</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dec</td>
<td>Tuesday, 11 Dec</td>
<td></td>
<td>Final exam</td>
</tr>
</tbody>
</table>

**Schedule and Readings:**

**Class 1, Tuesday, INTRODUCTION, 28 Aug: Introduction to the Course**
- Explanation of the course structure and syllabus
- Explanation of the evaluation

**Class 2, LECTURE, Thursday, 30 Aug: Global Transformation and Modernity: Reasons, Processes, Consequences**

**Questions for group discussion:**
- Why study international relations in the interwar period? What is the relevance of the first half of the 20th century for our understanding of international relations today?
- What is the added value of studying broad trends?
- Why is the long 16th century important to understand international affairs in the 20th and 21st centuries?
- Why is the long 19th century important to understand international affairs in the 20th and 21st centuries?
- How did the “global transformation” shape today’s international relations?

**Compulsory reading:**
Compulsory reading:

Additional Readings:

Class 3, SEMINAR, Tuesday, 4 Sept: World Map, Empires and Nations

Questions for group discussion:
- What is an empire? What are the differences between an empire and a nation-state?
- What were the characteristics of the European empires at the beginning of the 20th century?
- How did the “global transformation” in the 19th century affect European empires?
- What were the characteristics of the international world order at the end of the 19th - beginning of the 20th century?

Compulsory reading:

Additional readings:

Class 4, LECTURE, Thursday, 6 Sept: International Relations: Birth and Development of the Academic Discipline

Questions for group discussion:
- What are the relations between the disciplines of History and IR? What is the role of History and historiography in the study of IR? What could IR learn from History?
- What is the mainstream academic narrative about the emergence and development of IR in the interwar period?
- Is the mainstream narrative a myth?
- What are the implications of studying the emergence of IR as a discipline for academic analysis in the field today?

Compulsory reading:


**Additional readings:**


**Class 5, SEMINAR, Tuesday, 11 Sept: Ideologies of Progress**

**Questions for group discussion:**

- What is an ideology and what are its functions? To what extent are ideologies relevant for understanding international relations in the interwar period and why?
- What were the main premises of the dominant ideologies at the beginning of the 20th century (liberalism, socialism, nationalism and ‘scientific’ racism)?
- What was the impact of these ideologies on international relations in the interwar period?

**Compulsory reading:**


**Additional readings:**


**Class 6, LECTURE, Thursday, 13 Sept: World War I: Causes, Historiography and Analysis of International Conflicts**

**Questions for group discussion:**

- What are the main levels of analysis in the explanation of the outbreak of WWI?
- What are the main historiographical approaches to the study of the Great War?
Compulsory reading:

Additional readings:

Class 7, SEMINAR, Tuesday, 18 Sept: WWI: Belligerent Actions, 1914-1918

Questions for group discussion:
- What were the main events and battles of the war?
- Why did a European war turn into the first global war?
- Why did the Entente win and the Axis lose?

Compulsory reading:

Additional readings:

Class 8, LECTURE, Thursday, 20 Sept: The Paris Peace Conference and Consequences of WWI

Questions for group discussion:
- Critically assess the aims of the major powers during the war and at the Paris peace conference.
- What were the main characteristics of the Treaty of Versailles? Was it a just or an unjust peace? Were German criticisms justified?

Compulsory reading:

Additional readings:

**Class 9, SEMINAR, Tuesday, 25 Sept: The Russian Revolution and Establishment of the USSR**

*Questions for group discussion:*
- What were the reasons for the Revolution in Russia? Was it inevitable?
- Assess the course of the revolution. What was the role of major powers in the revolution in Russia?

*Compulsory reading:*

*Additional readings:*

**Class 10, LECTURE, Thursday, 27 Sept: USSR and Comintern**

*Questions for group discussion:*
- What was the Soviet view of the international system? How did it evolve over time?
- What were the Soviet foreign policy objectives and tools? Assess the role of Comintern.
- How did the revolution in Russia affect the course of international politics?

*Compulsory reading:*

*Additional readings:*

**Class 11, SEMINAR, Tuesday, 2 Oct: The Rise of the United States**

*Questions for group discussion:*
What were the reasons for the US’ increasing presence in the international arena in the early 20th century?

- Characterize the continuities and changes in US foreign policy before and after the Great War. Explain the reasons for these.
- Discuss and evaluate the main features of the “New World Order”.

Compulsory reading:

Additional readings:

Class 12, LECTURE, Thursday, 4 Oct: The Weimar Republic

Questions for group discussion:
- Discuss the origins of the Weimar Republic. What were the continuities and changes as compared to the previous period of German history?
- Assess critically the constitution and the impact of Versailles Treaty on the Weimar Republic.
- What were the major characteristics of political, economic and social developments in the 1920s and 1930s?
- Characterize the foreign policy of the Weimar Republic (objectives, tools, results). Explain the results.

Compulsory reading:

Additional readings:

Class 13, LECTURE, Thursday, 11 Oct: Midterm Exam

- Please see the section “Course Assessment” below for the information on the midterm exam.

Class 14, SEMINAR, Tuesday, 16 Oct: The United Kingdom and France in the Interwar Years

Questions for group discussion:
What were the major characteristics of political, economic and social developments in the UK and France in 1920s and 1930s?

Characterize the foreign policy of the UK and France (objectives, tools, results). Explain the results.

**Compulsory reading:**

**Additional readings:**

**Class 15, LECTURE, Thursday, 18 Oct: Central and Eastern Europe (CEE) in the Interwar Years**

**Questions for group discussion:**
- Evaluate the handling of minority problems in Central and Eastern Europe in the interwar period.
- Why did the states of Central and Eastern Europe find it difficult to form adequate defensive alliances?
- Assess the impact of the USSR on the domestic and foreign policies of the CEE states.

**Compulsory reading:**

**Additional readings:**

**Class 16, SEMINAR, Tuesday, 23 Oct: Asia, Latin America and Africa in the Interwar Years**

**Questions for group discussion:**
What were the major characteristics of political, economic and social developments in Asia, Latin America and Africa in 1920s and 1930s?
Characterize the role of the great powers in these developments.

**Compulsory reading:**

**Class 17, LECTURE, Thursday, 25 Oct: The League of Nations and Collective Security**

**Questions for group discussion:**
- Discuss and assess the efforts in creating a system of collective security after WWI.
- What was the impact of the League of Nations on international relations between the wars?
- Why were collective security efforts ultimately so unproductive?

**Compulsory reading:**

**Additional readings:**

**Class 18, SEMINAR, Tuesday, 6 Nov: Simulation Game**

- Topic to be confirmed two weeks before the class.

**Class 19, LECTURE, Thursday, 8 Nov: The International Economic Order in the Interwar Years and the Great Depression**

**Questions for group discussion:**
- What were the main consequences of WWI for the structure of the international economy?
- What were the main actions aiming for post-war economic restoration?
- What were the reasons for the Great Depression? How was it handled and why were these policies chosen?

**Compulsory reading:**

**Additional readings:**

**Question for group discussion:**
- What is the added value of studying societal and cultural developments for the understanding of international affairs?
- What were the major trends in the development of European societies and culture in the interwar period? How can they be explained?

**Compulsory reading:**

**Additional readings:**

**Class 21, LECTURE, Thursday, 15 Nov: Mussolini and the Rise of Fascism in Italy**

**Questions for group discussion:**
- What is Fascism (historiography and conflicting interpretations)? Discuss its main ideas, institutions and development in Italy.
- Characterize the foreign policy of Fascist Italy (objectives, instruments, results) until WWII.

**Compulsory reading:**

**Additional readings:**

**Tuesday, 20 Nov: no class**

**Class 22, LECTURE, Thursday, 22 Nov: The Democracies Falter**
Questions for group discussion:
- Discuss the process of collapse of the ideology of liberalism and democracy in Europe in 1930.
- What were the underlying reasons for this process?
- How can the falter of liberalism in the 1930s be explained while analyzed in the context of the long-term perspective of the 19th-21st centuries?

Compulsory reading:

Class 23, SEMINAR, Tuesday, 27 Nov: The Rise of Hitler and Nazism in Germany

Questions for group discussion:
- What are the similarities and differences between the ideologies of Fascism and Nazism?
- Discuss the reasons for the rise of Nazism in Germany.
- Characterize the foreign policy of Nazi Germany (objectives, instruments, results) until WWII.

Compulsory reading:

Additional readings:

Class 24, LECTURE, Thursday, 29 Nov: World War II: Causes, Historiography and belligerent actions 1939-1945

Questions for group discussion:
- What are the major historiographic approaches and debates about WWII? What are their arguments and counter-arguments?
- What were the causes of war and how were they presented in History and IR literature?
- What were the main strategies, events and battles of the war?
- To what extent was military strategy in WWII influenced by the lessons of WWI?
- Explain the reasons behind the Allied victory.

Compulsory reading:
Additional readings:

Class 25, SEMINAR, Tuesday, 4 Dec: World War II: The Peace Conference and Consequences of WWII

Questions for group discussion:
- Critically assess the aims of the major powers during the war and at the Paris Peace Conference.
- What were the main characteristics of the Paris Peace Treaties?
- What were the consequences (political, geopolitical, economic, societal and ideological) of the Allied victory?
- Characterize the International Order in 1945.

Compulsory reading:

Additional readings:

Class 26, LECTURE, Thursday, 6 Dec: The First Half of the 20th Century in the Context of Global Transformation and reflections on the discipline of IR between the Wars

Questions for group discussion:
- Summarize the main developments in international relations in the interwar years.
- Was core-periphery order eroding in 1940-1950?
- Discuss and explain the evolution of ideologies in the interwar period.
- Can the emerging international system be labelled as “Decentered Globalism”? What are the arguments for that conceptualization?
- How does an understanding of international relations in the interwar period help us to understand international affairs today?
- How is the interwar period explained by Liberal and Realist theories of International Relations?
- What are the enduring questions in IR that are reflected in international relations in the interwar period?
Compulsory reading:


EXAM, Thursday, 13 Dec

- Please see the section “Course Assessment” below for the information on the final examination.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in Class Discussions</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Research Paper for Simulation Game</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Description of Activities and Grading Criteria

Participation in Class Discussions (10%): Active participation in class discussions is essential. It is expected that all students participate in group discussions and debates every seminar. The assessment of class participation will be based on the following criteria: frequency of participation, length of answers, references to academic literature and other sources, argumentation, clear and coherent structure of extended answers, usage of primary sources and visual materials.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A to A- (20.0 to 16.1)</th>
<th>B+ to B- (16.0 to 13.7)</th>
<th>C+ to C- (13.6 to 12.2)</th>
<th>D+ to D (11.4 to 10.0)</th>
<th>F (9.9 to 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation</td>
<td>A student participates in class discussions several times in every class</td>
<td>A student participates in class discussions one or several times in 75% of classes</td>
<td>A student participates in class discussions one or several times in 50% of classes</td>
<td>A student participates in class discussions one or several times in 25% of classes</td>
<td>A student does not participate in discussions.</td>
</tr>
<tr>
<td>Length of answers</td>
<td>At least 2 extended answers (7-10 mins) with a visual presentation (ppt or any other)</td>
<td>2 extended answers (7-10 mins) with a visual presentation (ppt or any other)</td>
<td>1 extended answer (7-10 mins) with a visual presentation (ppt or any other)</td>
<td>1 extended answer (7-10 mins) with a visual presentation (ppt or any other)</td>
<td>No extended answers were given during the course</td>
</tr>
<tr>
<td>Argumentation</td>
<td>Clarity and coherence of an answer</td>
<td>References to academic literature and other secondary sources</td>
<td>Usage of primary sources and visual materials</td>
<td>Formal criteria</td>
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<tr>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence</td>
<td>An answer is clear and structured in logical way containing all necessary elements (introduction, puzzle/problem, description and discussion of events/processes, comparisons, conclusions etc.)</td>
<td>An answer contains references to compulsory and recommended literature, as well as references to several additional secondary sources</td>
<td>An answer contains meaningful references to several primary sources. An answer is supported with several visual materials</td>
<td>Correct spelling and grammar, sources of all primary and secondary materials are clearly indicated, correct and consistent use of</td>
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</tr>
<tr>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence</td>
<td>An answer is clear and structured in logical way containing most of the necessary elements</td>
<td>An answer contains references to compulsory and recommended literature, as well as references to once additional secondary source</td>
<td>An answer contains meaningful references to one or two primary sources OR An answer is supported with several visual materials</td>
<td>Use of language with occasional flaws in spelling, grammar OR occasional mistakes in references and citations</td>
<td></td>
</tr>
<tr>
<td>Arguments are relatively clear, more implicit, rather than straightforward, occasionally supported with evidence</td>
<td>An answer lacks in clarity, there are some problems with the structure and logical flow, which does not prevent an answer from conveying main arguments</td>
<td>An answer contains references only to compulsory literature</td>
<td>An answer does not contain references to primary sources, but is supported with at least one visual material</td>
<td>Use of language with occasional flaws in spelling, grammar AND occasional mistakes in references and citations</td>
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</tr>
<tr>
<td>Arguments are relatively clear, not comprehensive, more implicit, rather than straightforward, almost not supported with evidence</td>
<td>An answer lacks in clarity, there are some major problems with the structure and logical flow, which does not prevent an answer from conveying main arguments</td>
<td>An answer contains references only to compulsory and recommended literature</td>
<td>An answer does not contain references to primary sources and visual materials</td>
<td>Very flawed use of language with many spelling and grammar and multiple mistakes and references and citations</td>
<td></td>
</tr>
<tr>
<td>Position without clear arguments and evidence</td>
<td>An answer is not clear, not based on a logical structure and contains only few elements of a logical answer</td>
<td>An answer does not contain any references to secondary sources</td>
<td>An answer does not contain references to primary sources and visual materials</td>
<td>Very flawed use of language with many spelling and grammar and no references and citations</td>
<td></td>
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</tbody>
</table>
Midterm (20%) and Final Exams (40%): the exams will be in class and will include short questions and essay questions drawn from the compulsory readings, as well as from class notes. The midterm exam will cover the material of classes 1 to 12. The final exam will cover the whole course.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A to A- (20.0 to 16.1)</th>
<th>B+ to B- (16.0 to 13.7)</th>
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<th>D+ to D (11.4 to 10.0)</th>
<th>F (9.9 to 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, concise and coherent structure of an answer</td>
<td>An answer is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>An answer is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis, but containing some unclear places, e.g. the subsections could be clearer or better organised</td>
<td>An answer is structured in a way what makes it somewhat unclear. An answer is either too short or abounds in unnecessary details</td>
<td>An answer is structured in such a way that it is impossible to understand arguments. An answer is either too short or contains irrelevant information</td>
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<tr>
<td>Knowledge of main definitions, facts, dates, actors, events and processes</td>
<td>An answer demonstrates a good knowledge of main definitions, facts, dates, actors, events and processes</td>
<td>An answer demonstrates a good knowledge of main definitions, facts, dates, actors, events and processes, with some minor information missing</td>
<td>An answer demonstrates some knowledge of main definitions, facts, dates, actors, events and processes, with some important information missing</td>
<td>An answer demonstrates limited knowledge of main definitions, facts, dates, actors, events and processes, with some important information missing</td>
<td></td>
</tr>
<tr>
<td>Argumentation</td>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence</td>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence with some minor deviations</td>
<td>Arguments are relatively clear, more implicit, rather than straightforward, occasionally supported with evidence</td>
<td>Arguments are relatively clear, not comprehensive, more implicit, rather than straightforward, almost not supported with evidence</td>
<td></td>
</tr>
<tr>
<td>Compare, Contrast and Synthesis</td>
<td>A student compares, contrasts and synthesizes</td>
<td>A student compares, contrasts and synthesizes</td>
<td>A student mentions some of the key authors and</td>
<td>No synthesis and/or comparing &amp; contrasting</td>
<td></td>
</tr>
</tbody>
</table>

17
wide range of key authors and arguments

several key authors and arguments

arguments, but does not fully and actively synthesize the material or compares and contrasts in a limited manner; or only does one of the two

synthesizes to a very limited extent

arguments and authors

A student refers through an answer to many relevant ideas and authors from the compulsory readings, as well as from additional readings

A student refers through an answer to several relevant ideas and/or authors from the compulsory readings

A student refers occasionally to relevant ideas and/or authors from the compulsory readings

A student does not include any references to compulsory literature

Correct spelling and grammar, sources of all primary and secondary sources are clearly indicated, correct and consistent use of citation

Use of language with occasional flaws in spelling, grammar OR occasional mistakes in references and citations

Use of language with occasional flaws in spelling, grammar AND occasional mistakes in references and citations

Very flawed use of language with many spelling and grammar and multiple mistakes and references and citations

Very flawed use of language with many spelling and grammar and no references and citations

Research Paper for Simulation Game (30%)

The research paper aims to advance an in-depth knowledge of several specific questions related to international relations in the interwar period, as well as the skill of practical application of several IR theories. Each student will be assigned a topic 3 weeks before the Simulation Game and is expected to produce a research paper which will show how that topic can be analysed from different IR perspectives.

Main requirements to the research paper include:

- 2500 words, references and bibliography excluded
- Clear, concise and coherent structure
- Clear and justified research question
- Logical argumentation
- Demonstrated ability to compare, contrast and synthesize
- Compliance with formal criteria

The research paper is due on 6 November 2018 both in hard copy and electronically:
- The electronic copy must be submitted by 10am, 6 November 2018 via Turnitin (late submission will be penalised by deduction of 5 points out of 100 for each day of delay)
- The hard copy must be submitted on 6 November 2018 in class

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A to A- (20.0 to 16.1)</th>
<th>B+ to B- (16.0 to 13.7)</th>
<th>C+ to C- (13.6 to 12.2)</th>
<th>D+ to D (11.4 to 10.0)</th>
<th>F (9.9 to 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, concise and coherent structure</td>
<td>A paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis</td>
<td>A paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis, but containing some unclear places, e.g., the subsections could be clearer or better organised</td>
<td>A paper is structured in a way what makes it unclear. An answer is either too short or abounds in unnecessary details</td>
<td>A paper is structured in such a way that it is impossible to understand arguments. An answer is either too short or contains irrelevant information</td>
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<tr>
<td>Clear and justified research question</td>
<td>A paper explicitly states the research question and justifies why it matters by referring to evidence and several secondary sources</td>
<td>A paper explicitly states the research question and justifies why it matters by referring to evidence and one secondary source</td>
<td>A paper implicitly poses the research question and justifies it only to a very limited extent</td>
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<tr>
<td>Logical argumentation</td>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence</td>
<td>Arguments are clear, comprehensive, straightforward and supported with evidence with some minor deviations</td>
<td>Arguments are relatively clear, more implicit, rather than straightforward, occasionally supported with evidence</td>
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<tr>
<td>Compare, Contrast and Synthesis</td>
<td>A student compares, contrasts and synthesizes a wide range of key authors and arguments</td>
<td>A student compares, contrasts and synthesizes a several key authors and arguments</td>
<td>A student mentions some of the key authors and arguments, but does not fully and actively synthesize the material or compares and contrasts in a</td>
<td>No synthesis and/or comparing &amp; contrasting or arguments and authors</td>
<td></td>
</tr>
<tr>
<td>Formal criteria</td>
<td>Use of language with occasional flaws in spelling, grammar OR occasional mistakes in references and citations</td>
<td>Use of language with occasional flaws in spelling, grammar AND occasional mistakes in references and citations</td>
<td>Very flawed use of language with many spelling and grammar and multiple mistakes in references and citations</td>
<td>Very flawed use of language with many spelling and grammar and no references and citations</td>
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<td>Correct spelling and grammar, sources of all primary and secondary sources are clearly indicated, correct and consistent use of citation</td>
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</tbody>
</table>

Grading Scale of Vesalius College:
Vesalius College grading policy is in line with the Flemish Educational norms, as 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>

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.

**Academic Honesty**

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 (including self-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 or your own past work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

All papers are submitted through Turnitin system and therefore automatically checked for plagiarism.

While there are several referencing systems, in this course we will use APA. Please make sure to read carefully the documents on “Acknowledging, Paraphrasing, and Quoting Sources” and “APA referencing style”.

**Courtesy**

Proper classroom etiquette includes arriving on time and staying for the full lecture, refraining from distracting other students during the lecture, listening attentively until the professor dismisses the class, and treating the opinions of other students with respect.