MA Programme in Diplomacy and Global Governance
Course Syllabus

POL412 - Current and Future Challenges in Diplomacy

Number of ECTS credits: 6

Time and Place:

Contact Details for Professor

Name of Professors: Dr Giovanni Grevi & Dr Antonio Missiroli
E-mail: gfmgrevi@gmail.com & antonio.missiroli@gmail.com
Office hours: Wednesdays 2-4 pm

CONTENT OVERVIEW

<table>
<thead>
<tr>
<th>Syllabus Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prerequisites and Course Description</td>
</tr>
<tr>
<td>Course Learning Objectives</td>
</tr>
<tr>
<td>Main Course Material</td>
</tr>
<tr>
<td>Workload Calculation for this Course</td>
</tr>
<tr>
<td>Course Assessment: Assignments Overview and Grading Scale</td>
</tr>
<tr>
<td>Description of Assignments, Activities and Deadlines</td>
</tr>
<tr>
<td>Rubrics: Transparent Criteria for Assessment</td>
</tr>
<tr>
<td>Policies for Attendance, Later Work, Academic Honesty, Turnitin</td>
</tr>
<tr>
<td>Course Schedule – Overview Table</td>
</tr>
<tr>
<td>Detailed Session-by-Session Description of Course</td>
</tr>
</tbody>
</table>

Course Prerequisites (if any)

None

Course Description

The course will focus, first, on the changing nature of diplomacy over time, highlighting the main actors, ends and means used to carry out the function. Special attention will be devoted to shift from an exclusively state-centred activity to the multiplication of actors, issues, levels
and tools that have come to shape (and to some extent challenge) diplomacy in the 21st century.

The second part of the course will address the way in which ‘Europe’ (starting with the EU proper) has come to operate in this domain, with what objectives and instruments. The development of ad hoc EU bodies, institutions, fora and formats will be illustrated, analysed and assessed also in light of the broader context of contemporary diplomacy and foreign policy. The intent is to explain both the specificity of the EU as an international actor and the way in which it has represented, at least in part, a response to the transformation of international relations over the past few decades.

**Course Learning Objectives (CLO)**

The course intends to familiarise students with the basic features of the diplomatic function, providing both an evolutionary perspective and an overview of current and future challenges. While the first part will deal with diplomacy in general, the second one will zoom in on the special case of Europe and, notably, EU diplomacy and foreign policy. This, in turn, is meant to illustrate and explain the peculiar nature and operation of the EU as an actor on the international scene.

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

A. In terms of knowledge:
   - The historical evolution of the concepts and practice of Diplomacy and Global Governance (A.2)
   - Conceptual and theoretical explorations of the two concepts and related debates and controversies from a global perspective, particularly in the context of globalization and anti-globalization (A.3)
   - Theoretical, conceptual and policy-oriented debates related to the major tools, policies and approaches related to diplomacy and the promotion of global governance solutions to ‘classical’ and ‘emerging’ threats (A.7)
   - Conceptual and empirical exploration of the practice of diplomacy and foreign policy by the European Union and of the role of the EU in a changing international order
   - Develop ideas and arguments emanating from the knowledge aspects as a basis for original research across the two sub-fields of this degree (A.9)

In terms of skills:
   - apply their multidisciplinary knowledge and understanding to concrete challenges and issues of policy-making in the areas of diplomacy and global governance (B1)
   - confidently understand and apply the value of theory, concepts and paradigms for formulating policy-relevant recommendations and analyses and use empirical policy examples and case studies for informing, reviewing and refining theoretical debates (B.3)

In terms of making judgments:
   - Demonstrating and applying critical thinking skills and a critical mindset to the synthesis, comparing and contrasting and evaluation of competing theories of International Relations, diplomacy and global governance (C.1)

In terms of communication:
• Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner in written form (D.1)
• Demonstrate the ability to communicate to the academic and scholarly community, embedded in concept-driven and theory-guided discourses and conventions (D.4)

In terms of life-long learning skills in a spirit of autonomy:

• Demonstrate the ability to critical reflect on one’s strengths and weaknesses with a view to continuously improve and enhance one’s knowledge, skills and capacities (E.1)
• Demonstrate independence of thought and an autonomous approach to studying, research as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments (E.2)

In terms of attitudes and further competences:

• Demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and diverse academic debates (F.5)

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 and readings from the textbooks. 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 ‘Canvas’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professors are 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.

Textbooks:


Recommended Reference Books:

Additional reading materials for specific sessions will be suggested during the course.

**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. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Programme. 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 Diplomacy and Global Governance Studies**

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

**Workload 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 2 hours of lectures or seminars per week and 8 hours ‘out of class’ time spent on preparatory readings, to which is added 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.

- **Time spent in class:** 2 hours per week / 28 hours per semester
- **Time allocated for course readings:** 8 hours per week / 96 hours per semester
- **Time allocated for preparing for final debate in class:** 7 hours
- **Time allocated for preparing for the oral presentation and final essay:** 25 hours
- **Time allocated preparing/revising for take-home written Exam:** 7 hours
- **Total hours for this Course:** 163 hours
# Course Schedule (Overview)

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Title of the session and major</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>10.02</td>
<td>Introduction to the Course and Overview of Course and Requirements</td>
</tr>
<tr>
<td>W2</td>
<td>17.02</td>
<td>The making of modern diplomacy: origins, tools and scope</td>
</tr>
<tr>
<td>W3</td>
<td>24.02</td>
<td>Contemporary diplomacy: actors and contexts</td>
</tr>
<tr>
<td>W4</td>
<td>03.03</td>
<td>Diplomacy in the 21st century: issues and challenges</td>
</tr>
<tr>
<td>W5</td>
<td>10.03</td>
<td><em>Take-home exam</em></td>
</tr>
<tr>
<td>W6</td>
<td>17.03</td>
<td>The EU in the world: context and strategies</td>
</tr>
<tr>
<td>W7</td>
<td>24.03</td>
<td>The EU: what kind of ‘power’?</td>
</tr>
<tr>
<td>W8</td>
<td>31.03</td>
<td>The making of EU diplomacy: from EPC to CFSP</td>
</tr>
<tr>
<td>W9</td>
<td>21.04</td>
<td>Contemporary EU diplomacy: actors and policies</td>
</tr>
<tr>
<td>W10</td>
<td>28.04</td>
<td>Differentiated cooperation for European foreign policy</td>
</tr>
<tr>
<td>W11</td>
<td>05.05</td>
<td>Diplomacy and defence: CSDP and NATO</td>
</tr>
<tr>
<td>W12</td>
<td>12.05</td>
<td><em>Students’ presentations</em></td>
</tr>
<tr>
<td>W13</td>
<td>19.05</td>
<td><em>Students’ presentations</em></td>
</tr>
<tr>
<td>W14</td>
<td>26.05</td>
<td><em>Students’ debate/wrapping up</em></td>
</tr>
<tr>
<td>W15</td>
<td>09.06</td>
<td>No course</td>
</tr>
</tbody>
</table>
Detailed Session-by-Session Course Outline

Week 1 - Introduction to the course and overview of course and requirements

Session 1 is meant to illustrate the format and scope of the course. The instructors will explain how it is expected to unfold and what is required from the students. A general discussion of current events will help identify the themes that will be addressed (and those that will not) as well as the approach to take in addressing them.

Compulsory readings:


Recommended readings:


Week 2 - The making of modern diplomacy: origins, tools and scope

Session 2 will guide the students through the history of the diplomatic function, from ancient and medieval city-states to the modern nation-state: Westphalia 1648, Vienna 1815 and Versailles 1919 will be quickly presented as hallmarks of ‘classic’ state diplomacy – for better and for worse. That will be followed by an analysis of the changes prompted by World War II and the gradual onset of new (multilateral and regional) fora and (state and non-state) actors.

Compulsory readings:


Further readings:


Week 3 - Contemporary diplomacy: actors and contexts

Session 3 will elaborate further on the exponential multiplication of actors, issues, levels and tools that has come to characterise contemporary diplomacy and to challenge the traditional monopoly of diplomats over foreign policy and international relations - even within national administrations. In an age of over-abundant information, easy travel, instantaneous communications and transnational networks, the diplomatic function clearly needs further adaptation.

Compulsory readings:

**Recommended readings:**


**Week 4 - Diplomacy in the 21st century: issues and challenges**

*Session 4* will explore and discuss in more detail the current and foreseeable challenges and opportunities diplomacy is confronted with, and devote particular attention to international organisations as well as unconventional tools and arenas of diplomacy. It will also try and distil some conclusions and prepare the students for the ensuing take-home exam.

**Compulsory readings:**


**Recommended readings:**


**Week 5 - Take home exam**

**Week 6 - The EU in the world: context and strategies**

*Session 6* will address key trends shaping the strategic context of Europe’s foreign policy and diplomacy, questions surrounding the current features and the future of the international order, as well as the evolution of Europe’s strategic approach to a changing world. The session will assess in particular the shifts in the EU’s global posture from the European Security Strategy of 2003 to the European Global Strategy of 2016 and its implementation.

**Compulsory readings:**


**Recommended readings:**


**Week 7 - The EU: what kind of ‘power’?**

Session 7 will review the rich debate on what sort of ‘power’ the EU is, what are its distinctive features. Different concepts and positions will be illustrated and tested against the practice of EU foreign policy, recent developments on the EU agenda for external action and current efforts to equip the EU to operate effectively in a more competitive international context.

**Compulsory readings:**


**Recommended readings:**


Laïdi, Z. Can Europe learn to play power politics?, Centre for European Reform, November 2019


**Week 8 - The making of EU diplomacy: from EPC to CFSP**

Session 8 will take a step back and look at the different stages through which the EC/EU has developed its distinctive ‘actorness’ on the international scene. Starting with the external dimension of the common market, it will explore in particular the establishment of European Political Cooperation (EPC), its limits and its achievements. It will then analyse the creation of CFSP at Maastricht and explore its implementation and adaptation – including successive reforms of the treaties – until the entry into force of the Lisbon Treaty.

**Compulsory readings:**


**Recommended readings:**


**Week 9 - Contemporary EU diplomacy: actors and policies**

Session 9 will build on the previous one and zoom in on the institutional reforms introduced by the Lisbon Treaty. It will address the establishment of the European External Action Service and of the position of the High Representative/Vice-President of the European Commission and assess their track record. The session will also cover prospects for further reforms and broader institutional debates, such as that concerning the issue of unanimity in CFSP/CSDP decision-making.

**Compulsory readings:**


**Recommended readings:**


**Week 10 - Differentiated cooperation for European foreign policy**

Session 10 will look at European foreign policy and diplomacy at large, beyond the EU institutional framework and CFSP, including various instances of differentiated cooperation among EU member states through lead groups, regional clusters or other formats. It will explore the functioning and performance of these relatively flexible formats, relate them to Treaty provisions on differentiated cooperation, and assess the implications of differentiated cooperation for the coherence and output of EU foreign policy.

**Compulsory readings:**

• S. Blockmans (2017), Differentiation in CFSP: Potential and Limits, Rome, Istituto Affari Internazionali

• G. Grevi et al. (2020), Differentiated Cooperation in European Foreign Policy. The Challenge of Coherence, EU IDEA Policy Paper No 5

**Recommended readings:**


Week 11 - Diplomacy and defence: CSDP and NATO

Session 11 will focus on the link between diplomacy, security and defence in the EU and provide an overview of the false starts, lateral and parallel initiatives, the current agenda and the complex interaction with NATO. Particular attention will be paid to national perspectives and their interplay, the evolving international context, and the resulting institutional developments.

Compulsory readings:


Recommended readings:


Weeks 12 and 13 – Students’ presentations

Week 14 – Students’ debate and wrap-up
Course Assessment: Assignments Overview

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

- Mid-term take-home exam 40%
- Presentation 30%
- Policy paper 30%
- TOTAL 100%

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.

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

Description of Activities, Grading Criteria and Deadlines:

The take-home exam will assess the students’ ability to offer comprehensive but concise responses to general questions related to the contents of the first, more general part of the course. Students will be given 24 hours and min/max amount of words to finalise their text. The oral presentation will focus on a policy issue relevant for EU decision-makers (the use of slides is required). The students will be asked to choose a topic out of the following three broad clusters:

1. The institutional framework of European foreign policy
2. Europe’s security and defence policy
3. Europe’s contribution to a rules-based international order
The students will be encouraged to participate actively and ask relevant questions about the subject(s) at hand.

Assignment 1 – Take home exam

Following sessions 1 to 4, the students will be asked to test their knowledge and understanding through a mid-term take-home exam based on three general questions, out of which they are required to choose and address two, to be answered within 24 hours and with a pre-assigned number of words (min/max).

Assignment 2 – Oral presentations

The students will summarize the topic of their choice through a short abstract of maximum 200 words, which will be shared with the instructors for feedback. Once agreed, the students will be asked to prepare oral presentations on specific themes related to the second part of the course and based on an analysis of the main policy issues decision-makers are confronted with. They are expected to carry out a critical assessment of the strengths, weakness, opportunities and threats (SWOT) facing EU foreign policy and diplomacy, as relevant to the subject that they have selected.

The presentation should be no longer than 15 minutes and the use of slides is required. This presentation is meant to hone the students’ analytical and presentational skills and to adapt their academic knowledge to a more policy-oriented audience. This, in turn, will help students focus on a practical task that will likely be assigned to a junior diplomat at the beginning of her/his career.

Assignment 2 – Policy paper

Following feedback on the oral presentation from colleagues and instructors acting as a sounding board, the students will then be asked to prepare a short, sharp, action-oriented internal policy note/memo for a top EU decision maker.

This paper will take the form of a policy note/memo to the HRVP including two sections: a) a synthetic outline of the SWOT analysis discussed at the oral presentation; b) policy options and/or recommendations on how to deal with weaknesses and threats, and harness strengths and opportunities, over the current EU institutional cycle – i.e. up to 2024. The policy paper – no shorter than 2000 and no longer than 2500 words – should be delivered by 31 May 2021 at 14:00 [tbc].
## Rubrics: Transparent Grading Criteria For Each Assignment

### Rubrics for the exam

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Fail 0-49</th>
<th>Pass 50-68</th>
<th>Good 69-80</th>
<th>Excellent 81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and completeness of the answer ( /20)</td>
<td>The answer is loosely structured and fails to provide most relevant information.</td>
<td>The answer provides only most relevant information and it is not structured at best.</td>
<td>The answer is well structured, although with some flaws. Information provided is pertinent and overall exhaustive.</td>
<td>The answer addresses the question in a structured, succinct and analytical manner.</td>
</tr>
<tr>
<td>Expression ( /20)</td>
<td>Expression is poor and technical vocabulary is not developed.</td>
<td>Expression is occasionally defective. Several imprecisions in the use of technical vocabulary.</td>
<td>Overall good capacity to express complex concepts and correct language. Some minor flaws</td>
<td>Excellent capacity to express and discuss complex concepts. Command of technical language.</td>
</tr>
<tr>
<td>Knowledge and understanding of theoretical frameworks ( /30/ )</td>
<td>Theories are simply mentioned. Weak engagement with the course material. Severe conceptual or theoretical oversimplification.</td>
<td>Sufficient engagement with theories; not all information provided is relevant or well explained. Sufficient understanding of theoretical frameworks.</td>
<td>Overall, theories are well presented and reviewed. Some minor imprecision in the review of theories and concepts; fairly good critical ability to assess theoretical frameworks.</td>
<td>Excellent understanding of arguments and debates; good critical assessment of theoretical frameworks; good ability to compare and contrast key arguments.</td>
</tr>
<tr>
<td>Ability to apply theoretical frameworks ( /30)</td>
<td>The examinee fails to apply theoretical frameworks to empirical cases.</td>
<td>Sufficient attempt to relate theoretical frameworks to concrete cases although with some mistakes. Some ability to critically engage with the theories and topics under enquiry.</td>
<td>Overall, the examinee manages to relate theoretical and conceptual frameworks to concrete examples and cases. Some imprecisions and mistakes.</td>
<td>Excellent ability to apply theories to concrete cases. The answer reveals a critical understanding of both theoretical frameworks and topics under enquiry.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptor</td>
<td>Fail (0-49)</td>
<td>Pass (50-68)</td>
<td>Good (69-80)</td>
<td>Excellent (81-100)</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Presentation skills</strong></td>
<td>Disorganized and unclear presentation. Visual aid is not used or organized at best (where provided).</td>
<td>Overall well-structured, mostly focused presentation. Appropriate visual aid (where provided)</td>
<td>Well structured; Overall focused and clear presentation Good use of visual aid (where provided)</td>
<td>Very well structured; focused and clear presentation Good use of visual aid (where provided)</td>
</tr>
<tr>
<td><strong>Leading discussions</strong></td>
<td>Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience’s interest. Material is not critically assessed</td>
<td>Overall sensible leading questions but not at all times clear to the audience; Some difficulties in steering debates. Satisfactory critical reflection on material</td>
<td>Overall engaging leading questions; confidence in steering debates, Critical reflection on material</td>
<td>Very good leading questions; shows authority and easiness in steering debates, critically reflects on the lecture.</td>
</tr>
<tr>
<td><strong>Engagement with the audience</strong></td>
<td>Inability to steer debates and to engage with the audience</td>
<td>Satisfactory ability to steer debates and to engage with the audience</td>
<td>Overall good ability to steer debates and invoke some discussions</td>
<td>Relevant follow-up questions; ability to steer the debates and keep the audience engaged</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Difficulties to identify arguments, link it to current debates Fails to place reading in a wider academic context Inability to critically evaluate the literature</td>
<td>The student sufficiently identifies the relevant arguments and makes a link to the current debates. Ability to place reading in a wider academic context could be improved</td>
<td>Overall, the student identifies the relevant arguments and link them to the current debates The student compares and synthesises well key arguments and overall has a grasp</td>
<td>Identification of the relevant arguments of the readings and links to current debates placing the reading in a wider academic context Presentation compares, contrasts and synthesizes</td>
</tr>
</tbody>
</table>
The student is able to compare and synthesise some of the arguments but does not comprehend the full scope of the rationale. Ability to point at strengths and weaknesses of the literature and to elaborate on it of their full scope of the rationale.

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
</table>

**Rubric for the policy paper**

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Fail 0-49</th>
<th>Pass 50-68</th>
<th>Good 69-80</th>
<th>Excellent 81-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.</td>
<td>The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.</td>
<td>The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.</td>
<td>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</td>
<td></td>
</tr>
</tbody>
</table>

| Critical analysis | Scanty ability to analyze and critically discuss the topic at hand | Satisfactory ability to critically discuss the topic at hand. | Good and sound analysis | Excellent ability to analyze and critically discuss the selected topic. |

<p>| Political recommendations | The policy recommendations are inconsistent or inconsequential. The conclusions mainly repeat | The policy recommendations are not always realistic or are credible, but not sufficiently grounded | Good policy recommendations, based on a discrete understanding of the country and are sustained by an | Excellent policy recommendations, based on a deep understanding of the country’s potential and sound means-ends calculations. |</p>
<table>
<thead>
<tr>
<th>Structure and form</th>
<th>loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis. Incorrect expression/referencing system; Insufficient readings (less than 5)</th>
<th>Some flaws in the structure of the paper; not all information is relevant; mismatch between theoretical and analytical frameworks. Some flaws in the expression and the referencing systems; Sufficient number of sources (at least 5).</th>
<th>Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument; Overall correct use of language and referencing system; Adequate number of sources (less than 6 academic articles).</th>
<th>Coherent and logical structure; clear argument, linking theories and empirical examples back to answering the main research question. Correct use of language and referencing system; Appropriate Number of Sources (more than 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression</td>
<td>Unacceptable number of spelling and/or grammar mistakes</td>
<td>Noticeable spelling &amp; grammar mistakes.</td>
<td>Minimal spelling &amp;/or grammar mistakes.</td>
<td>No spelling &amp;/or grammar mistakes.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></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. If a student misses two classes in a row, his/her advisor will be notified.
Additional Course Policies

Late paper policy

Because all deadlines are communicated to students beforehand, and because this is a master level course, it is students’ responsibility to make sure they are able to finish the assignments on time. Therefore, assignments that are not handed in on time are subject to the following penalties. The only exception to this can be a medical issue, proven by a doctor’s note. These penalties are deducted after calculating the overall grade of the assignment.

- 1 day late (0-24 hours): 10% reduction of original grade;
- 2 days late (24-48 hours): 20% reduction of original grade;
- 3 days late (48-72 hours): 30% reduction of original grade;
- 4 days late (72-96 hours): 40% reduction of original grade;
- 5 days late (96-120 hours): 50% reduction of original grade.
- After five days, the assignment is no longer accepted, resulting in an automatic grade of F.

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 (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 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.