Syllabus – MA International Affairs

POL443M
The Success, Failure and Future of Global Governance

Classes: Tuesdays, 15.00-17.00

Contact Details – Adjunct Professor Guy Burton

Email: guyburton@gmail.com
Office hours: Owing to online teaching this semester, please email in advance to arrange a time

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Course Description

This course provides an in-depth assessment of the design, successes and failures of global governance. The course examines the reasons for global governance and the influences which have contributed towards it (including the role of international law, the peace movement and ideologies like liberalism, nationalism and Marxism). The course then considers the experience of global governance in different periods and contexts, including in relation to security and economic development as well as today, with attention given to the various international organisations, state and non-state actors which have contributed to the process of governance. As well as identifying the success and failure of global governance over time and in different areas, the course provides some insights into non-Western conceptions and concludes by examining the contemporary state of global governance and its likely future.
### Major Learning Objectives, Teaching Methods, Testing and Feedback Questionnaire

**Course code and course name:** POL443M The Success, Failure and Future of Global Governance  
**Instructor:** Guy Burton

Summary of assignments used in this course: 3  
Number of feedback occasions in this course: 4 (3 graded and written feedback, 1 consultation ahead of written assignments)  
Number and Type of Teaching Methods: 6  
Does your course require graded student oral presentations? Yes

<table>
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<tr>
<th>Major Learning Objectives (see Categories A-F) – please write down each required Learning Objective</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods used to Teach Course Objectives and numbers/types of assignments) used to test these learning objectives</th>
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</table>
| **A1. Knowledge of major theories and core concepts of international relations (IR) and diplomacy and global governance from a Western and global perspective** | Knowledge, understanding and ability to compare/contrast/critique the major IR theories. | Lectures, independent readings, class discussion, student presentations, audio and visual materials | Student conference on contemporary or future global governance issue (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%)  
Oral feedback on the preparatory paper for the student conference  
Written feedback on the student presentation in the conference  
Written feedback on the joint conference resolution  
Informal feedback throughout the course during the seminar |
| **A2. Knowledge of the historical evolution of the concepts and practice of Diplomacy and Global Governance and their relationship to major processes, developments and dynamics related to the emergence of core global policy challenges** | Study of Diplomacy and Global Governance from 19th to 21st century | Lecture, independent readings, audio and visual materials and class discussion | Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%)  
Oral feedback on the preparatory paper for the student conference  
Written feedback on the student presentation in the conference  
Written feedback on the joint conference resolution |
| A3. Knowledge of core actors, organizations and players at the national, regional and global level – both in the state- and non-state actor realm | Study of key states, IGOs, INGOs and other actors involved in global governance. | Informal feedback throughout the course during the seminar | Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) 
Oral feedback on preparatory paper for the student conference 
Written feedback on the student presentation in the conference 
Written feedback on the joint conference resolution 
Informal feedback throughout the course during the seminar |
| --- | --- | --- | --- |
| B1. Ability to apply interdisciplinary knowledge and understanding to concrete ‘real-life’ issues and challenges in the areas of diplomacy and global governance | Application of theory to empirical examples | Lecture, class discussion, student presentations, writing the individual actor memo paper, preparing for and participating for the student conference on future governance, audio and visual materials | Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) 
Oral feedback on preparatory paper for the student conference 
Written feedback on the student presentation in the conference 
Written feedback on the joint conference resolution 
Informal feedback throughout the course during the seminar |
| B2. Ability to confidently develop and apply ideas and arguments emanating from theory, concepts and paradigms in the formulation of academic and/or policy-relevant analyses | Analyse empirical examples in relation to theoretical concepts | Lecture, class discussion, student presentations, preparing for and participating for the student conference on future governance, audio and visual materials | Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) 
Oral feedback on preparatory paper for the student conference 
Written feedback on the student presentation in the conference 
Written feedback on the joint conference resolution 
Informal feedback throughout the course during the seminar |
<p>| B3. Ability to demonstrate and apply professional skills through simulations professional workshops, | Simulation of policymaking at the international level. | Consultation with the course leader ahead of student preparation | Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) |</p>
<table>
<thead>
<tr>
<th>Ability</th>
<th>Description</th>
<th>Assessment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>C2. Ability to evaluate the ethical dimension and societal implications of key approaches, policies and paradigms related to the practice of diplomacy and global governance</td>
<td>Study of previous efforts by states, IGO, INGOs in relation to particular themes and cases and challenges facing them</td>
<td>Lecture, class discussion, audio and visual materials</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<tr>
<td>D1. Ability to communicate arguments, recommendations and research results in a convincing, precise, effective manner <strong>in written form</strong></td>
<td>Conduct independent research and write clearly, coherently and with relevance to the chosen topic</td>
<td>Consult with the course leader ahead of the preparatory document for the student conference</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<tr>
<td>D2. Ability to communicate arguments, recommendations and research results in convincing, precise, effective manner <strong>through the spoken word</strong></td>
<td>Conduct independent research and present it in a coherent and relevant fashion</td>
<td>Class discussions</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<tr>
<td>E1. Attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and academic debates.</td>
<td>Reflection on previous and developing knowledge regarding global governance and apply it to observable cases</td>
<td>Class discussions</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution</td>
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<td>E2. Independence of thought and an autonomous approach to studying, research and acquisition of new knowledge and skills</td>
<td>Carry out independent research, including on topics that were previously unfamiliar and new</td>
<td>Class discussions, individual consultations with course leader ahead of chosen topics for assignment</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<td>F1. Ability to work effectively in a team with a commitment to supporting the community of learners through mutual support and leadership</td>
<td>Work collaboratively with others, by organising and dividing the tasks required to produce a jointly written report</td>
<td>Class discussions, observation and comment on participation during student conference debate</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<tr>
<td>F2. Develop intercultural awareness</td>
<td>Work alongside others inside and outside class on tasks that require collaboration and do so in a socially appropriate manner</td>
<td>Class discussions, observation and comment on participation in student conference debate</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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<tr>
<td>F3. Interpersonal skills, including the ability to network at professional events, blog-writing, conference-organizing and policy analysis writing-skills</td>
<td>Interaction with others inside and outside the class</td>
<td>Class discussions, course leader guidance and advice on students' preparatory work for student conference</td>
<td>Student conference on future of global governance (3 parts: preparatory document, 50%; presentation and debate, 30%; joint conference resolution, 20%) Oral feedback on preparatory paper for the student conference Written feedback on the student presentation in the conference Written feedback on the joint conference resolution Informal feedback throughout the course during the seminar</td>
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Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

There is at least one text which students should consider acquiring (Mazower) and several others which they should have regular access for:


Recommended texts

Other, additional readings are listed for each week and deal with more specific themes and topics. They should all be accessible online. If not, please inform the course leader if they are not accessible who will endeavor to provide them where they are not easily available. In addition to these readings, students are encouraged to do their own independent reading. Indeed, this will be required when it comes to undertaking the assignments, which will be based on an international actor’s role and position in the global system.

Audio and visual materials

In addition to the readings, a number of audio and visual materials have been curated for this course. They include online conversations, lectures and news reports related to different aspects of past, present and future global governance. Students should find the time to listen and watch these videos and podcasts before each class, most of which are no more than 10 to 20 minutes long.
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; International Studies Review; 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 |

Websites of Interest:

LSE Blogs https://blogs.lse.ac.uk/
The Global https://theglobal.blog/
Blavatnik School of Government Blog http://blogs.bsg.ox.ac.uk/
E-International Relations https://www.e-ir.info/
Bruegel https://www.bruegel.org/
World Economic Forum https://www.weforum.org/
IMF Blog https://blogs.imf.org/

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. Please see below the estimated breakdown of your workload for this course.

Class: 2 hours per week / 26 hours per semester
Course readings: 9 hours per week / 90 hours per semester
Audio and visual materials: 1 hour per week / 9 hours per semester
Consultation with course instructor on assignments: 1 hour
Research on the individual actor role memo: 12 hours
Writing the individual actor role memo: (2500 words, 200 words / hour) 10.5 hours
Writing the joint student conference resolution (1000 words, 200 words / hour) 5 hours
Total hours for this course: 153.5 hours
Course Schedule

Although it is unlikely, some changes may be made to the following schedule and the content of the course. If this occurs the course leader reserves the right to revise the syllabus accordingly and will inform the students as soon as possible.

There is one core text to be consulted regularly, so students are recommended to purchase a copy. They should also consider having one or more of the recommended texts. The course leader will endeavour to put other readings on Canvas. In addition to the readings, students will be sometimes required to read short news articles. They are not required (but are strongly encouraged) to read some, if not all, of the other suggested readings since they will help improve understanding of the subjects covered in class as well as the class discussions.

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<th>Week</th>
<th>Date</th>
<th>Class</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>9/2</td>
<td>Introduction; talk through the course and expectations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16/2</td>
<td>Fundamentals of Global Governance</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>23/2</td>
<td>Law</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/3</td>
<td>Resit Week (no class)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/3</td>
<td>Internationalism</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>16/3</td>
<td>Security (19th century)</td>
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<tr>
<td>7</td>
<td>23/3</td>
<td>Guest lecture (Alex Wright)</td>
<td>Inform course leader of the topic for the student conference</td>
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<tr>
<td>8</td>
<td>30/3</td>
<td>Security (20th century)</td>
<td>Consult course leader about individual actor memo</td>
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<tr>
<td>6/4</td>
<td></td>
<td>Easter Holiday (no class)</td>
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<tr>
<td>13/4</td>
<td></td>
<td>Easter Holiday (no class)</td>
<td></td>
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<tr>
<td>9</td>
<td>20/4</td>
<td>Economic development</td>
<td></td>
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<tr>
<td>10</td>
<td>27/4</td>
<td>Guest lecture (Jamie Shea)</td>
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<tr>
<td>11</td>
<td>4/5</td>
<td>Environmental issues</td>
<td></td>
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<tr>
<td>12</td>
<td>11/5</td>
<td>Non-western notions of global governance</td>
<td>Assignment 1: International actor memo (16/5)</td>
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<tr>
<td>13</td>
<td>18/5</td>
<td>Global governance today and its future</td>
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<tr>
<td>14</td>
<td>25/5</td>
<td>Student conference (on global governance)</td>
<td>Assignment 2: Student conference (presentations and negotiation)</td>
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<tr>
<td>15</td>
<td>1/6</td>
<td>Pre-exam study week (no class)</td>
<td>Assignment 3: Joint resolution (6/6)</td>
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Detailed outline of Lectures and Seminars

1. Introduction; talk through the course and expectations, 9/2
During the first session in Week 1 we’ll go through the purpose of the course, the syllabus and course content, the assignments and the structure of the classes, which will include both a lecture and seminar.

2. Fundamentals of Global Governance, 16/2
- What is meant by global governance?
- How is governance different from government?
- Who is responsible for global governance?
- What is the basis and justification for global governance and those who provide it?
- How can we assess global governance?

Compulsory readings:
- Hurd, chapters 1 and 2

Recommended readings:

Audio and visual materials:
- What is the tragedy of the commons? https://www.youtube.com/watch?v=CxC161GvMPc
- Structural Realism – International Relations https://www.youtube.com/watch?v=RXllDh6rD18
- Understanding the Global Community – Liberalism/Neoliberalism https://www.youtube.com/watch?v=nxzh7N1gEF8
- FAO Policy Series: Global Governance https://www.youtube.com/watch?v=CUWiW8RqWSM
3. Law, 23/2

- What is law?
- How is law made and implemented?
- What role does law play in the international system?
- What is humanitarian law?
- What are human rights?
- What are the challenges and limitations of international law?
- What is the relationship between law and politics in the international system?

Compulsory readings:
- Scott, chapters 1, 6, 7
- Mazower, chapter 3

Recommended readings:
- Scott, chapters 11 and 13
- Hurd, chapters 8 and 9.

Audio and visual materials:
- History of law – where do laws come from? (Philosophy of Law, Part 1) https://www.youtube.com/watch?v=hmr0AvkKBiw
- What are the universal human rights? – Benedetta Berti https://www.youtube.com/watch?v=nDgIVseTkuE&t=5s
- How to understand power – Eric Liu https://www.youtube.com/watch?v=c_Eutci7ack
- International humanitarian law: a universal code | The Laws Of War https://www.youtube.com/watch?v=jwqRo4Xkix8

4. Resit week, 2/3

No class this week. Please treat it as a reading week for the rest of the course and to think about the student conference topic and the choice of international actor.
5. Internationalism, 9/3

- What is internationalism?
- What internationalist movements emerged?
- Were some international movements more significant than others?
- What has been the legacy of internationalist movements in the past and what was their legacy?
- What are some of the present internationalist movements?
- How similar or different are present day internationalist movements from the past?

Compulsory readings:
- Mazower, chapters 1, 2 and 4.

Recommended readings:
- Buzan and Lawson, chapter 2, 3 and 4.

Audio and visual materials:
- Internationalism Between the Wars | World History Project https://www.youtube.com/watch?v=rnThnBwcLEs
- Mudaneum: Small history of a big idea https://www.youtube.com/watch?v=fIBoxZ7MCo&list=PLgQ3upqcNq3_xoFiPSwoRpu_Ggbq_8v_g&index=2
6. Security 1: The 19th Century, 16/3
- Was there global governance in the security sphere in the nineteenth century?
- What did global governance look like?
- What methods and tools did actors use to ensure security?
- How does the approach to global governance compare to today?
- How would you assess or rate the performance of global governance in this period?

Compulsory readings:
- Lascurettes, Kyle. 2017. ‘The Concert of Europe and Great-Power Governance Today. RAND. 

Recommended readings:
- Buzan and Lawson, chapter 6.

Audio and visual materials:
- The Congress of Vienna: Crash Course European History #23
  https://www.youtube.com/watch?v=DuVw9sGpWUc&t=1s
- The Congress of Vienna https://www.bbc.co.uk/programmes/b098bt3h
- The Berlin Conference https://www.bbc.co.uk/programmes/b03ffkfd

7. International Guest Lecture: Alex Wright, 23/3
This week the author of Cataloging the World: Paul Otlet and the Birth of the Information Age. He will be speaking with us online from the US and talk to us about the organisation and management of information through history, with a particular focus on Paul Otlet, a Belgian at the end of the 19th century and early 20th century who sought to create the Mundaneum as a repository of all human knowledge and which could be accessed by everyone; his vision has been called an analogue version of the Internet.
If there is any time remaining after the lecture and Q&A and discussion, it will be given over to recapping what we have gone through in previous weeks and in preparation for future ones.

This week students will also propose a subject for the student conference to take place in Week 16.

8. Security 2: The 20th Century, 30/3

• What lessons were learned on security between the nineteenth and twentieth centuries?
• How was security organised and managed in the twentieth century?
• How did the global governance of security in the twentieth century compare to the past?
• What worked and what did not work in terms of collective security in the twentieth century?
• How similar or different are the League of Nations to the United Nations?
• What changes have there been in terms of organising and managing collective security in recent decades?

Compulsory readings:
• Mazower, chapters 5 and 7
• Hurd, chapter 4

Recommended readings:
Scott, chapter 10
• Autesserre, Severine. 2019. ‘The Crisis of Peacekeeping: Why the UN Can’t End Wars’, Foreign Affairs, 98(1).

Audio and visual materials:
• The Things We Forgot to Remember: The League of Nations https://www.bbc.co.uk/programmes/b00fz8fb
• The League of Nations – the first ‘world organisation’ https://www.youtube.com/watch?v=MWc5-thIkEQ&t=7s
• How does the United Nations work? | RMIT University https://www.youtube.com/watch?v=Qolafzc0k74
Students should also arrange to meet with the course leader this week to discuss their choice of international actor for the assignments this semester, including the production of a memo and likely negotiation position and strategy. Details of available times will be put up for students to sign up for a meeting.

**Easter Holiday, 6/4 and 13/4**
There will be no classes in this week and the college will be closed. Students should use this time to work on Assignment 1 and do additional reading in preparation for the remaining classes.

**9. Economic Development, 20/4**
- What role have ideas about capitalism and free trade played in global governance?
- Which actors have been and are currently involved in global economic governance?
- What has been the historical experience of global economic governance?
- What are the challenges for global economic governance today and in the future?

Readings:
- Hurd, chapters 5 and 6.

Recommended readings:
- Mazower, chapters 10, 11 and 12.
- Buzan and Lawson, chapters 7 and 8.
- Summary of Wallerstein’s World Systems Theory, [https://sourcebooks.fordham.edu/mod/Wallerstein.asp](https://sourcebooks.fordham.edu/mod/Wallerstein.asp)

Audio and visual materials:
- ILO at Work [https://www.youtube.com/watch?v=dq0AxeDxpEI](https://www.youtube.com/watch?v=dq0AxeDxpEI)
- What’s the difference between the IMF and the World Bank | CNBC Explains [https://www.youtube.com/watch?v=lN3qrFA4jXc](https://www.youtube.com/watch?v=lN3qrFA4jXc)
- World-Systems Theory, Dependency Theory and Global Inequality [https://www.youtube.com/watch?v=79gCql6ihQ](https://www.youtube.com/watch?v=79gCql6ihQ)
- Why Some Countries Are Poor and Others Rich [https://www.youtube.com/watch?v=9-4V3HR696k](https://www.youtube.com/watch?v=9-4V3HR696k)
- Mahathir vs The IMF: The Asian Financial Crisis | Insight | CNA Insider [https://www.youtube.com/watch?v=5baey9Ey9g](https://www.youtube.com/watch?v=5baey9Ey9g)
- Philanthropy for Development – 7 things you should know [https://www.youtube.com/watch?v=5Ediw1ZEHDo](https://www.youtube.com/watch?v=5Ediw1ZEHDo)

10. Security Guest Lecture: Dr Jamie Shea, 27/4
This week Dr Shea will present to the class and take questions on security challenges and their governance at the global level.

Dr Shea offers a practitioner perspective on global governance, having previously been Deputy Assistant General for Emerging Security Challenges at NATO between 2010 and 2018 and previously served the organisation in relation to policy planning, public diplomacy and information and press.

11. Environment, 4/5
- What environmental challenges are there?
- What are the reasons behind environmental problems?
- How have environmental challenges been managed in the past?
- How are environmental challenges being managed today?
- What makes for successful management of a global environmental problem? What accounts for their failure?

Compulsory readings:
Recommended readings:

- Mazower, pp. 331-342.

Audio and visual materials:

- A Global Governance Solution for Climate Change https://www.youtube.com/watch?v=ER3minDWoCI
- The Hole – A Film on the Montreal Protocol https://www.youtube.com/watch?v=OINKJNWtSiE
- The History of Climate Change Negotiations in 83 Seconds https://www.youtube.com/watch?v=B11kASPfYxY
- Why the Kyoto Protocol Failed and a New Way Forward https://www.youtube.com/watch?v=bcxL7jN4akw
- Climate Change Will Make MILLIONS Homeless. Where Will They Go? https://www.youtube.com/watch?v=5xuZT7VkjVg

12. Non-Western world, 11/5

- Did other non-Western political cultures have a conception of global governance?
- What were the features of global governance in non-Western political thought?
- How similar or different were non-Western notions of global governance to contemporary, Western versions?
- What role does personal morality play?

Compulsory readings:


Recommended readings:

Audio and visual materials:
• Relationality, Tianxia, and the “Chinese School” of International Relations https://www.youtube.com/watch?v=ctigXgMsCFU
• Eastern Philosophy – Confucius https://www.youtube.com/watch?v=tUhGRh4vdb8
• Eastern Philosophy – Lao Tzu https://www.youtube.com/watch?v=dFb7Hxva5rg
• Wide Angle on “Kautilya and his relevance today” (Part-1) https://www.youtube.com/watch?v=rBi0VL0638
• Wide Angle on “Kautilya and his relevance today” (Part-2) https://www.youtube.com/watch?v=vnsKA1xFE_4
• Strategic Partnerships in Kautilyan Foreign Policy – Dr Mark McClish https://www.youtube.com/watch?v=nE1v4ZZXBcw&t=811s

Assignment 1, the individual actor memo by each student will be submitted this week, by Sunday, 11:59pm on Sunday, 16 May.

13. Global Governance Today, 18/5
• What is the present state of global governance?
• What are the current and future challenges facing global governance?
• What will the future of global governance look like?
• Will some actors and processes become more important than others?
• How does global governance in the present and future compare to the past?

Compulsory readings:
• Mazower, chapter 14.

Recommended readings:
• Buzan and Lawson, chapter 9.

Audio and visual materials:
• Rethinking Global Governance | Ian Goldin https://www.youtube.com/watch?v=XlGvzoEDCWc
• How the 2008 financial crisis crashed the economy and changed the world https://www.youtube.com/watch?v=fXkeh8jiMdK
• Is the WTO still needed? | DW World https://www.youtube.com/watch?v=y3L9XZ7GE0Y
• British scholar Martin Jacques explores role of governance in pandemic https://www.youtube.com/watch?v=JtaRsl2mAco
• Models for Platform Governance https://www.youtube.com/watch?v=3Hh2m5AKUvM
• What is Geoconomics: Definition and Meaning https://www.youtube.com/watch?v=nYVBQ5FP9D8

14. Student Conference, 25/5
Assignment 2, the student conference on a topic of contemporary or future global governance, will be conducted during the period for class this week.

15. Pre-exam study Week, 1/6
No class this week.

Assignment 3, the joint resolution drafted by all students and based on an amalgamation of their different actor roles and their memos, along with the negotiations conducted during and after the student conference is to be submitted at the end of this week, i.e. 11.59pm on Sunday, 6/6.
Grading Scale of Vesalius College

Vesalius College grading policy, in line with Flemish educational norms, is as follows:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 20 (Flemish System)</th>
<th>Scale of 100 (VeCo Grading Scale)</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>

Course Assessment: Assignments Overview

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

Student Conference on a topic of contemporary or future global governance
- Assignment 1: International actor position memo (individually done) 50%
- Assignment 2: Presentation of actor role and debate in conference 30%
- Assignment 3: Joint resolution out of student conference 20%
  TOTAL 100%

Deadlines:
- All students to contact the instructor about the topic for the student conference and designated roles in the class of Week 7, on 23 March.
- International actor position memo by each student by 11.59pm on Sunday 16 May (Week 12). To be submitted on Canvas, which uses Turnitin to detect plagiarism.
- Joint resolution of student conference by all students by one student designated by the class by 11.59pm on Sunday 6 June (Week 15). To be submitted on Canvas, which uses Turnitin to detect plagiarism.
Description of Assessment Activities, Grading Criteria and Deadlines:

Student Conference on a topic of contemporary or future global governance

- Assignment 1: International actor role position memo (individually done) 50%
- Assignment 2: Presentation of actor role and debate in conference 30%
- Assignment 3: Joint resolution out of student conference 20%

A student-led conference on a topic of contemporary or future relevance related to global governance will take place during the scheduled class in Week 14 (25 May). The conference is intended to be a simulation of an international conference on a topic that all the students have chosen to address together, where students will represent a particular international actor (e.g. international organisation, state actor or non-state, such as an INGO or private sector actor) and interact with other students who are representing other actors in the international system. The format of the conference will follow loosely that of an MUN committee meeting, where the students will interact with each other to draft a collective resolution that reflects a consensus of the positions associated with their chosen actors.

To prepare for the two-hour conference in Week 14, students will draft an individual memo on a chosen actor (50%). They will circulate that position paper to other students before the conference. During the scheduled class period in Week 14, the students will present their actor’s position and negotiate the parameters of a joint resolution regarding the chosen topic of the conference. Students will be assessed on their presentational and negotiation skills (30%).

The joint resolution (20%) will not be submitted at the end of the student conference (Week 15) but at the end of Week 15, by one student designated by the whole class. The grade will be a collective one for all students, reflecting their joint effort in drafting it. Attention will be given to the extent to which individual students were able to get their chosen actor’s interests into the final joint resolution.

Conference theme
The students will select a theme for the conference where they will draft a joint resolution which reflects the consensus view of all the students.

The students will together inform the course leader of their chosen theme for the conference, during the class in Week 7, on 23 March. The theme should cover a particular aspect of global governance, e.g. security, economic management, humanitarian law, climate change, migration, pandemics, AI. Students are welcome to consult the course leader informally in the weeks before the decision is made, either individually or collectively, inside and/or outside of class.
To make matters easier, students should think about posing the conference theme as a question, e.g. “Is enough being done to overcome the problems of climate change?” or “What should be done to make peacekeeping more effective?” Framing the conference theme as a question will make it easier to find focus for the next stage of the assignment, when students have to choose and study an international actor in relation to the subject matter.

**Assignment 1: Individual actor role position memo**

For the first part of the assignment, and depending on the size of the class, students will either work individually or in partnership with one or more other students, to take on the role of a particular state actor at the conference.

Once they have chosen a state actor to represent, they will prepare and write a 2500-word memo. A memo is used to impart information and call for action, relying on the use of facts and data to make its case.

The memo will set out the state actor’s position at the conference and the objectives it aims to achieve. Students should make use of the knowledge they have acquired regarding the various theories, concepts and practices used by individual actors in relation to global governance when preparing and writing their memo. They may wish to meet with and consult the course leader to discuss how they might research the state actor and access information about their chosen actor, which they can incorporate into the memo.

Students should contact and arrange a time with the course leader to discuss their chosen actor role and how they propose to research it. The meeting should take place in Week 8, between 29 March to 2 April. The course leader will provide a list of possible times during the week which students can sign up for.

*The memo must be submitted on Canvas by 11.59pm on 16 May (Week 12).* The course leader will do two things: first, he will forward copies of all the memos to the other students, who should study them before the conference; second, he will grade the memo and provide written feedback for the student before the conference takes place during the scheduled class time in Week 14, on 25 May.

The memo will account for 50% of the student’s overall grade for the course and will be based on the rubric below.

<table>
<thead>
<tr>
<th>Introduction / Statement (20)</th>
<th>Fail (0-9.9)</th>
<th>Pass (10.0-13.6)</th>
<th>Good (13.7-16.0)</th>
<th>Excellent (16.1-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The memo introduction and statement are irrelevant or not well</td>
<td>The memo introduction and statement give sufficient</td>
<td>Good ability to identify the actor’s position. Some</td>
<td>Clear and concise problem and challenge presented by the</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Identification</td>
<td>Information on the Main Problem and the Issues Discussed</td>
<td>Redundancies. The Outline of the Memo is Overall Good and Background Information is Relevant</td>
<td>Actor. Succinct Outline of Structure of the Report and Main Argument</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reviewing, understanding and applying theories in a practical/empirical manner (20)</td>
<td>Theories are simply mentioned in relation to the actor’s role, objectives and actions. Weak engagement between the actors’ position and material covered in the course. Severe conceptual or theoretical oversimplification.</td>
<td>Sufficient engagement between the actor’s position, role and objectives with theoretical arguments; not all information provided is relevant to the analysis or the topic of the memo.</td>
<td>Overall, the theories associated with the course are well covered in relation to the actor’s role and objectives. Some minor imprecision in the selection of the theories and concepts used; Some flaws in the selection of the theoretical toolkit; fairly good critical abilities.</td>
<td>Clear identification of academic arguments and debates in relation to the actor’s position, role and objectives; Good ability to compare and contrast key arguments; good justification and critical assessment of theoretical frameworks.</td>
</tr>
<tr>
<td>Analysis / Discussion (25)</td>
<td>The analysis shows major pitfalls; Inability to apply theoretical frameworks to empirical cases. Information provided is insufficient; the analysis is superficial.</td>
<td>Sufficient ability to review relevant facts for the analysis. Core statements are not always supported by reference or evidence; not all information is relevant. Basic critical engagement.</td>
<td>Good critical analysis, supported by good information and data; some flaws in the use of data and reference in support of one’s argument; Minor flaws in the argumentative line and the application of theories.</td>
<td>Excellent use of evidence and references; Clear application of theoretical frameworks; Critical evaluation of core assumptions of other authors.</td>
</tr>
<tr>
<td>Policy options and recommendations (15)</td>
<td>The policy options and recommendations are absent or irrelevant; they are not applied to the main problem; they</td>
<td>The policy options and recommendations are present and there is some relevance to the main</td>
<td>The policy options and recommendations are present and are relevant to the main problem; the</td>
<td>The policy options and recommendations are present and are relevant to the main problem; the</td>
</tr>
</tbody>
</table>
do not weigh up the trade-offs between them.

problem; there is some attempt to evaluate the trade-offs of different options to each other.

trade-offs for each option are compared against each other and done so in a reasonably rigorous manner.

trade-offs for each option are weight up thoroughly and effectively against each other, resulting in an extremely rigorous analysis.

<table>
<thead>
<tr>
<th>Conclusion (10)</th>
<th>The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings</th>
<th>The conclusions show some attempts to critically review the main findings</th>
<th>The conclusions show a good ability to engage critically with the topic and assess the main findings.</th>
<th>Succinct summary of key findings and answer to the research question; Critical and open-minded evaluation of core arguments and results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure (5)</td>
<td>Loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis.</td>
<td>Some flaws in the structure of the paper; not all information is relevant; mismatch between theoretical and analytical frameworks.</td>
<td>Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument.</td>
<td>Coherent and logical structure; clear argument, linking theories and empirical examples back to answering the main research question.</td>
</tr>
<tr>
<td>Formal Aspects (5)</td>
<td>Incorrect expression/referencing system; Insufficient readings (less than 5)</td>
<td>Some flaws in the expression and the referencing systems; Sufficient number of sources (at least 5).</td>
<td>Overall correct use of language and referencing system; adequate number of sources (7 academic articles).</td>
<td>Correct use of language and referencing system; Appropriate Number of Sources (more than 7)</td>
</tr>
</tbody>
</table>

**Assignment 2: Presentation of state actor role and debate at conference**

After the actor memos are submitted, graded and feedback has been provided, the students will meet for the conference on 25 May during the time usually allocated for class, i.e. 2 hours.

The course leader will have forwarded copies of all submitted memos to all students before the conference. Every student should study all the memos before the
conference takes place, so they are prepared for the negotiations that will ensue.

The conference will take the form of an informal process similar to those used in Model United Nations: https://outreach.un.org/mun/content/informal-processes

The principal purpose of the conference is for students to negotiate as actors between amongst each other. Acting as delegates, they will circulate between each other, building partnerships, overcoming differences and achieving a consensus on the way forward. By the end of the conference they should have mapped out their own contribution to a final resolution, which will be drafted in a preliminary format. Attention will be given to both students’ presentation of their individual actor’s position as well as their ability to get agreement by other student participants to the inclusion of their principal concerns into an anticipated joint resolution.

Students will be graded for their performance throughout the conference. Their performance in the conference will account for 30% of their overall grade for the course and will be based on the grading rubric below:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Fail (0-9.9)</th>
<th>Pass (10.0-13.6)</th>
<th>Good (13.7-16.0)</th>
<th>Excellent (16.1-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation skills (10)</td>
<td>Disorganised and unclear; visual aid is not used or is unorganised and disconnected from oral presentation</td>
<td>Some organisation; use of visual aid and some connection between it and oral presentation</td>
<td>Good organisation; good use of visual aids which are connected to the oral presentation</td>
<td>Excellent organisation; use of visual aids integrated comprehensively into oral presentation</td>
</tr>
<tr>
<td>Leadership (25)</td>
<td>Shows little or no effort to initiate discussion; little or no attempt to frame and shape debate</td>
<td>Shows some effort to initiate discussion; some attempt to frame and shape debate</td>
<td>Active in initiating discussion and shows initiative in identifying and framing areas for debate; is able to persuade others to accept some of his/her preferences</td>
<td>Demonstrates effectiveness in initiating and framing discussion; active in pushing for preferred options to be accepted by all</td>
</tr>
<tr>
<td>Engagement and interaction (25)</td>
<td>Shows little ability to read the room/audience; demonstrates poor awareness of others’ concerns/interests/demands</td>
<td>Shows some ability to read the room/audience; shows some effort at understanding other’ concerns/interests/demands</td>
<td>Shows good ability to read the room/audience; listens to and accommodates others’ concerns/interests/demands in their interactions</td>
<td>Shows excellent ability to read the room/audience; listens to and accommodates others’ concerns/interests/demands and incorporates them into their own</td>
</tr>
<tr>
<td>Argument and Structure (20)</td>
<td>Loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis</td>
<td>Some flaws in the structure of the paper; not all information is relevant; mismatch between theoretical and analytical</td>
<td>Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument.</td>
<td>Coherent and logical structure; clear argument, linking theories and empirical examples back to answering the main opening</td>
</tr>
</tbody>
</table>
Assignment 3: Jointly written final conference resolution

During and after the conference, all students will work together the third and final part of the assignment. During the conference they will be working individually or in small groups to produce text for a draft resolution on their chosen topic.

All students must contribute the drafting of the final conference resolution (c.1000 words), which will most likely be generated after the conference ends. The conference resolution, which summarises the consensus reached between the various state actors represented by the students and any proposed actions and challenges that have been identified. The report will also include any reservations or points of disagreement by actors as well as the principal sponsors and signatories.

Guidance on how to write a resolution is available here:

- [https://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/](https://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/)

While all students will contribute to the drafting of the resolution, there will need to be one individual student that takes responsibility for submitting the final version. *It will be submitted on Canvas by 11.59pm on Sunday, 6 June.*

It is important that all students contribute to the resolution. Therefore, at the same time as the resolution is submitted, all students will submit an account that explains their own, individual contribution to the drafting of the resolution, during the conference and the process of building consensus, alongside an assessment of their peers’ contributions as well. It should point out whether they were a sponsor or a signatory to the resolution and why. When assessing peer contributions to the resolution, students should explain what the other students did in relation to the resolution: what they pressed for and their judgement regarding how much of this was incorporated into the final resolution text, including how much/little they wrote.

The final draft resolution will be graded. Each student’s summary of their individual contributions and those of their peers will not be graded. However, they will be
taken into account by the course leader when allocating the final grade.

The grade for the resolution will be worth 20% of their overall grade for the course. In addition to the course leader’s evaluation of the resolution on its own merits, he will be guided by each student’s written statement of their own contribution and that of his or her peers to the process of consensus building and resolution drafting. If a student is not deemed to have contributed sufficiently, this may affect his or her grade for this part of the assignment.

<table>
<thead>
<tr>
<th>Introduction Conference Problem / Challenge Statement / (20)</th>
<th>Fail (0-9.9)</th>
<th>Pass (10.0-13.6)</th>
<th>Good (13.7-16.0)</th>
<th>Excellent (16.1-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conference theme and challenge is irrelevant or not well identified; the topic is not adequately contextualized; the outline is absent or flawed.</td>
<td>The conference theme and challenge gives sufficient information on the main problem, the issues discussed and outline of the report. A combination of flaws hinders the author’s argument.</td>
<td>Good ability to identify the main challenge and to pose a relevant solution. Some redundancies. The outline of the report is overall good and background information is relevant.</td>
<td>Clear and concise problem and challenge / Succinct outline of structure of the report and main argument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewing, understanding and applying theories/argument s set out in resolution (20)</th>
<th>Fail (0-9.9)</th>
<th>Pass (10.0-13.6)</th>
<th>Good (13.7-16.0)</th>
<th>Excellent (16.1-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories and arguments are simply mentioned. Weak engagement between the actors’ position and material covered in the course. Severe conceptual or theoretical oversimplification.</td>
<td>Sufficient engagement with theories and arguments relevant to the field; not all information provided is relevant to the analysis or the topic of the report.</td>
<td>Overall, the theories and arguments associated with the course are well covered in relation to the conference theme / problem. Some minor imprecision in the selection of the theories and concepts used; Some flaws in the selection of the theoretical toolkit; fairly good critical abilities.</td>
<td>Clear identification of principal theories and arguments and debates in relation to the resolution’s themes / challenges; Good ability to compare and contrast key arguments; good justification and critical assessment of theoretical frameworks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis / Discussion (25)</th>
<th>Fail (0-9.9)</th>
<th>Pass (10.0-13.6)</th>
<th>Good (13.7-16.0)</th>
<th>Excellent (16.1-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis shows major pitfalls; Inability to apply key theories/arguments to empirical cases. Information provided is insufficient; the analysis is superficial.</td>
<td>Sufficient ability to review relevant facts for the analysis. Core statements are not always supported by reference or evidence; not all</td>
<td>Good critical analysis, supported by good information and data; some flaws in the use of data and reference in support of one’s argument; Minor flaws in the</td>
<td>Excellent use of evidence and references; Clear application of theoretical frameworks and arguments associated with the subject; Critical</td>
<td></td>
</tr>
<tr>
<td><strong>Policy options and recommendations (15)</strong></td>
<td><strong>Information is relevant. Basic critical engagement.</strong></td>
<td><strong>Argumentative line and the application of theories/argument s.</strong></td>
<td><strong>Evaluation of core assumptions of other authors.</strong></td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The policy options and recommendations are absent or irrelevant; they are not applied to the main problem; they do not weigh up the trade-offs between them.</td>
<td>The policy options and recommendation s are present and there is some relevance to the main problem; there is some attempt to evaluate the trade-offs of different options to each other.</td>
<td>The policy options and recommendations are present and are relevant to the main problem; the trade-offs for each option are compared against each other and done so in a reasonably rigorous manner.</td>
<td>The policy options and recommendations are present and are relevant to the main problem; the trade-offs for each option are weight up thoroughly and effectively against each other, resulting in an extremely rigorous analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion (10)</strong></td>
<td>The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings</td>
<td>The conclusions show some attempts to critically review the main findings</td>
<td>The conclusions show a good ability to engage critically with the topic and assess the main findings.</td>
<td></td>
</tr>
<tr>
<td>The conclusions</td>
<td></td>
<td></td>
<td>Succinct summary of key findings and answer to the research question; Critical and open-minded evaluation of core arguments and results.</td>
<td></td>
</tr>
<tr>
<td><strong>Structure (5)</strong></td>
<td>Loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis and proposals/recommendation s.</td>
<td>Some flaws in the structure of the resolution; not all information is relevant; mismatch between theoretical and analytical frameworks.</td>
<td>Overall, the resolution is well-structured. Some minor flaws in the organization hinder the strength of the argument.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coherent and logical structure; clear argument, linking theories and empirical examples back.</td>
<td></td>
</tr>
<tr>
<td><strong>Formal Aspects (5)</strong></td>
<td>Incorrect expression and style as used in international agreements</td>
<td>Some flaws in the expression and the style used in international agreements</td>
<td>Overall correct use of language and style as used in international agreements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Correct use of language and style as used in international agreements</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
System of bibliographic referencing in the written parts of the assignments
Please use APA, Chicago or Harvard style for your referencing.

For general guidance on “Acknowledging, Paraphrasing, and Quoting Sources’, please consult this overview developed by the writing centre at University of Wisconsin-Madison and available at: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf.

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. For students that are absent for 2 sessions, the advisor of the student will be alerted.

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

Because all deadlines are communicated to students beforehand, 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. These penalties are deducted after calculating the overall grade of the assignment.

- 1 day late (0-24 hours): 10 percentage point reduction (e.g., if your original score was 84% for the assignment, you would receive 74%);
- 2 days late (24-48 hours): 20 percentage point reduction;
- 3 days late (48-72 hours): 30 percentage point reduction;
- 4 days late (72-96 hours): 40 percentage point reduction;
- 5 days late (96-120 hours): 50 percentage point reduction.

- After five days, the assignment is no longer accepted, resulting in an automatic grade of F.

In the event of exceptional circumstances which impede the delivery of assignments, a student may request prior to the assigned date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the
extreme circumstance that impeded the fulfillment of the task. In this case, the student should still submit the draft she or he has produced so far.

The professor will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. These include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources or attending a wedding, for example.

**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 or your past work (except for proposals for the current research), 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 on Canvas. You will receive from your professor a unique password and access code for your class.