



**Module Handbook  
Study Program  
Master of Arts in International Relations and Diplomacy**

# **Master of Arts International Relations and Diplomacy**

## **Module Handbook**

**at**

**The Schiller International University  
Heidelberg Campus  
Academic Year: 2020-2021**

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## **1. Qualifications Profile**

The Master of Arts in International Relations and Diplomacy is an academic program that prepares students not only for careers in the foreign service, in intergovernmental organizations, or international businesses, but also in such fields as journalism, non-governmental watchdogs or NGOs, foreign policy think tanks and academic research. The program combines problem solving, structural analysis, project development and management with a comprehensive theoretical and critical examination of the political, cultural, legal, and socioeconomic practices that make up our increasingly interdependent and complex world.

Because the political and economic problems central to foreign relations today invariably transcend national boundaries, the international agenda encompasses technological, religious, ethno-linguistic, and humanitarian concerns, as well as the more traditional area of diplomatic activity. Drawing from multiple fields including finance, law, history, philosophy, and theology, this program is decidedly interdisciplinary.

**Admission Requirements:** A Bachelor of Arts degree or its equivalent, with a major concentration in either Political Science or international Relations and Diplomacy, with one year undergraduate Economics (micro and macroeconomics), and at least intermediate level of one Foreign Language. Students who do not fulfil these requirements should refer to graduation requirements for extra requisites during their MA program.

**Graduation Requirements:** In addition to the graduation requirements for all graduate students, candidates for the Master of Arts in International Relations and Diplomacy must complete the following: A minimum of 36 semester credits (12 courses) at the graduate level composed of the courses listed as follows, with a GPA of 3.0 or higher.

Students lacking one year of undergraduate economics courses will be required to complete EC 500 at Schiller before they can take IR 545. Students who could not prove to have an intermediate level in a foreign language must complete this requirement before graduation from the MA program by taking 2 intermediate level undergraduate foreign language courses (FR201+FR202; or GE201+GE202; or SP201+SP202)

**Objectives:** Graduates of the MA in International Relations and Diplomacy program will be able to:

- Demonstrate working knowledge of several subfields of the discipline.
- Utilize strong research skills.
- Critically analyze international events and issues.
- Apply theories of international relations to the practice of international affairs.
- Demonstrate effective written, oral and online communication skills.
- Develop the requisite skills to seek employment relevant to the field.

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## 2. Overview: Modules and Courses

Module/Course Number and Tile (All modules/courses offered once within a 12-month period)		Assessment	Contact hours per week/ workload		
			Contact Hours	Self Study	ECTS Credits 3 US / 6 ECTS
36 credits	Required Core Modules/Courses				
IR 501**	Diplomacy Workshop: Practical and Historical Aspects	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 502**	Diplomacy Workshop: International Negotiation	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 505	Relations & Diplomacy Workshop	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 511**	Current Issues in International Relations: Theories	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 512**	Current Issues in International Relations: Historical Context	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 538**	Media Communication Strategies	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 542**	International Organizations	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 544**	Conflict and Peace Strategies	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 545**	International Economic Problems	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 546**	International Law	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 550	Economic Influences on International Relations	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 567**	International Management of Resources	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 571**	Human Rights	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
IR 581**	Advanced Topics in International Relations	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
BA 589**	Methods of Research and Analysis <sup>1</sup>	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS

<sup>1</sup> \*\* Required for the dual degree seekers with the University of Roehampton.



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<i>EC 500<sup>2</sup></i>	<b><i>Introduction to Economics</i></b>	Participation 15% Exam 40% Paper 45%	45	135	3 US / 6 ECTS
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<sup>2</sup> This is a propaedeutic course require of students who apply to the program with little to no background in economics.

## 2. A. Additional module information

Module/Course Number and Title		Prerequisite	Module also found in other programs
IR 501**	<b>Diplomacy Workshop: Practical and Historical Aspects</b>	None	
IR 502**	<b>Diplomacy Workshop: International Negotiation</b>	None	Only needed for UoR not for SIU
IR 505	<b>Relations &amp; Diplomacy Workshop</b>	None	
IR 511**	<b>Current Issues in International Relations: Theories</b>	None	
IR 512**	<b>Current Issues in International Relations: Historical Context</b>	None	Only needed for UoR not for SIU
IR 538**	<b>Media Communication Strategies</b>	None	
IR 542**	<b>International Organizations</b>	None	
IR 544**	<b>Conflict and Peace Strategies</b>	None	
IR 545**	<b>International Economic Problems</b>	None	
IR 546**	<b>International Law</b>	None	
IR 550	<b>Economic Influences on International Relations</b>	None	
IR 567**	<b>International Management of Resources</b>	None	Only needed for UoR not for SIU
IR 571**	<b>Human Rights</b>	None	
IR 581**	<b>Advanced Topics in International Relations</b>	None	
BA 589**	<b>Methods of Research and Analysis<sup>3</sup></b>	None	MBA <sup>4</sup> , MBA IB <sup>5</sup> , MBA IT <sup>6</sup>
EC 500	<b>Introduction to Economics</b>	None	propaedeutic course - only for students who had no economics in their undergraduate program

<sup>3</sup> \*\* Required for the dual degree seekers with the University of Roehampton.

<sup>4</sup> MBA Business Administration

<sup>5</sup> MBA International Business

<sup>6</sup> MBA Management of Information Technology



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### **3. Modules and Courses: Important information and detailed syllabi**

#### **Important Information regarding module assessments**

**Examinations:** all examinations -midterm and final - are two hours long.

Each module syllabus contains information regarding the lengths of the paper, due date etc. additionally, instructors will inform students about relevant specifics and all course specific materials will be uploaded to the student online learning portal.

**Paper/Written Assignment:** where otherwise not indicated, papers/written assignments must consist of 2500 words, plus or minus 10%

#### VERY IMPORTANT MESSAGE!

PLEASE NOTE THAT FOR ALL PAPERS COMPLETED AS PART OF THE FOLLOWING MODULES  
SIU EXPECTS YOU TO APPLY THE PRINCIPLES OF GOOD ACADEMIC CONDUCT,  
SPECIFICALLY THE USE PLAGIARISM SOFTWARE (e.g., SAFE ASSIGN AS FOUND ON  
BLACKBOARD); STYLE AND REFERENCING/BIBLIOGRAPHY AS SPECIFIED IN THE SYLLABI  
(APA FORMAT). FAILURE TO APPLY THESE GUIDELINES WILL BE REFLECTED IN THE GRADE  
AWARDED.



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### **3.1 IR 501 Diplomacy Workshop: Practical and Historical**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 501 – Diplomacy Workshop: Practical and Historical - This course concentrates on practical aspects of diplomacy, including policy formulation, representation, reporting, analysis, and persuasion, as well as consular functions, public and political affairs. Accordingly, students will examine the fundamental international treaties that lay the ground and provide a framework for diplomatic relations in the modern “interstate” system. The course will also focus on other aspects of diplomacy in practice, e.g., diplomacy in the cyber age, the release of privileged diplomatic communications and the demand for transparency; violence against diplomats and diplomatic establishments; diplomatic asylum; and diplomacy as a basic, traditional tool of commerce.

#### **Required Resources**

Berridge, G. (2018). *Diplomacy: Theory and Practice* (5<sup>th</sup> ed.). Palgrave MacMillan.

##### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

1. Evaluate and present the evolution of diplomatic and consular relations, with specific attention to current and historical attempts at the codification and progressive development of customary international law and good practice pertaining to the rights and duties of diplomatic officers.
2. Analyze and appraise a specific topic covered in the course related to a current and/or historical event relevant to practical diplomacy.
3. Reflect upon and critique the various functions of diplomats in the contemporary context of globalization; the purpose of diplomatic privileges and immunities; knows diplomatic jargon; conference practice and procedures etc.





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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.		X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.			
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.	X		
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.			

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Diplomatic history and organization	1, 3	Discussion
2	Methods and techniques of communication Protocol, privileges and immunities, diplomatic asylum	1, 2, 3	Discussion Midterm Exam
3	Alternative/Track II diplomacy, Shuttle diplomacy	1, 2, 3	Discussion
4	Diplomacy, statecraft, and the art of spying	1, 2, 3	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Evaluating and presenting the evolution of diplomatic and consular relations, with specific attention to current and historical attempts at the codification and progressive development of customary international law and good practice pertaining to the rights and duties of diplomatic officers. (LO 1)
- Analyzing and appraising a specific topic covered in the course related to a current and/or historical event relevant to practical diplomacy. (LO 2)
- Reflecting upon and critiquing the various functions of diplomats in the contemporary context of globalization; the purpose of diplomatic privileges and immunities; knows diplomatic jargon; conference practice and procedures etc. (LO 3)



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\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

**3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3

Critically evaluate and analyze a specific topic covered in the course related to a current and/or historical event relevant to practical diplomacy. Students are strongly encouraged to focus their analyses on specific cases or concrete examples of enforcement, or failure to enforce, to a particular treaty under international law. All topics must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 501 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.2 IR 502 Diplomacy Workshop: International Negotiation

1. <b>Module/Course Number:</b>	IR 502 (This syllabus is currently under revision)						
2. <b>Module/Course Title:</b>	Workshop: International Negotiations						
3. <b>Program:</b>	International Relations and Diplomacy						
4. <b>Credits:</b>	3 US/12 CATS/6 ECTS (45 contact hours; 135 h self-study)						
5. <b>Level:</b>	7						
6. <b>Prerequisite</b>	Graduate Standing						
7. <b>Module Convener: Approved by Provost: Date revised:</b>							
8. <b>Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:							
9. <b>Module/Course Description:</b>	Negotiation is fundamental to diplomacy, if not the basis of its efficacy in interstate relations and, increasingly, international relations generally, whether at the level of states or that of international governmental and nongovernmental organizations. Foreign policy, traditionally the prerogative of independent states seeking to pursue their interest <i>vis-à-vis</i> negotiated settlements with other states, has become pluralistic. International negotiations on policies affecting states, their constituents, and the general interests of increasingly complex networks of state and non-state actors and stakeholders have upped the stakes for negotiators. Taking 21 <sup>st</sup> -century complexities of diplomacy and negotiation into account, this course will critically examine the basic elements and theories of international negotiation. It will also critically analyze traditional and emerging negotiation strategies.						
10. <b>Learning Outcomes:</b>	<p>The outcome of any course/module for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:</p> <table border="1"> <thead> <tr> <th>LEARNING OUTCOMES</th><th>ASSESSMENTS</th></tr> </thead> <tbody> <tr> <td>Critically evaluate and examine the basic elements and theories of international negotiation. Critically evaluate a variety of negotiation strategies..</td><td>Examination: (20%): Section A: Short-Answer Questions (40%) Section B: Long-Answer Questions (60%).</td></tr> <tr> <td>Critically apply the concepts and theories discussed in the course in a simulation exercise, the topic of which will be determined by your instructor.</td><td>Simulation Exercise: (50%)</td></tr> </tbody> </table>	LEARNING OUTCOMES	ASSESSMENTS	Critically evaluate and examine the basic elements and theories of international negotiation. Critically evaluate a variety of negotiation strategies..	Examination: (20%): Section A: Short-Answer Questions (40%) Section B: Long-Answer Questions (60%).	Critically apply the concepts and theories discussed in the course in a simulation exercise, the topic of which will be determined by your instructor.	Simulation Exercise: (50%)
LEARNING OUTCOMES	ASSESSMENTS						
Critically evaluate and examine the basic elements and theories of international negotiation. Critically evaluate a variety of negotiation strategies..	Examination: (20%): Section A: Short-Answer Questions (40%) Section B: Long-Answer Questions (60%).						
Critically apply the concepts and theories discussed in the course in a simulation exercise, the topic of which will be determined by your instructor.	Simulation Exercise: (50%)						



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	<p>Critically evaluate and analyze a specific negotiation process (historical or contemporary) comparing and contrasting it with the simulation exercise</p> <p>Individual Paper (30%): 3000 words; APA format and at least 5 academic sources (Presentation is optional at the discretion of the instructor 10% of the 30%.)</p>
<b>11. Basic Texts:</b>	<p>Title: International Negotiation in a Complex World  Authors: Starkey, Brigid  Publisher: 2010, Rowman &amp; Littlefield Publishers  ISBN: <a href="#">0-7425-6681-1</a>, 978-0-7425-6681-1, 978-0-7425-6679-8</p>
<b>12. Additional Reading and Supplemental Texts:</b>	<p>Additional readings and primary source material may be provided at the instructor's discretion</p> <p>Berghoff, Ethan A. et al (2007). The International Negotiations Handbook, PILPG and Baker &amp; McKenzie.  <a href="http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Your%20Business/Featured%20Services/bk_internationalnegotiationshandbook_dec07.pdf">http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Your%20Business/Featured%20Services/bk_internationalnegotiationshandbook_dec07.pdf</a></p> <p>Carrell, M., and Heavrin, C. (2008). <i>Negotiating essentials: Theory, skills, and practices</i>. Boston, MA: Pearson.</p> <p>Lewicki, R., Saunders, D., and Barry, B. (2010). <i>Negotiation: readings, exercises and cases</i>, (6<sup>th</sup> ed.). New York, NY: McGraw Hill.</p> <p>Cohen, R., and Meerts, P. (2008). The evolution of international negotiation processes. <i>International Negotiation</i>, Vol. 13(2), pp. 149-156.</p> <p>Moore, C. W. and Woodrow, P.J. (2010), <i>Handbook of Global Multicultural Negotiations</i>, Jossey-Bass.</p> <p>Fisher, R., and Ury, W. (1997). <i>Getting to yes</i>, (2<sup>nd</sup> ed.). Houghton Mifflin.</p>
<b>13. Teaching and Learning Methods:</b>	<p>Classes use a mixture of lecture, seminar, videos and practical exercises. There will be one exam, a simulation exercise, and a paper. In addition, students will be required to write a term paper as described in the learning outcomes above.</p> <p>This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours. This course meets required classroom and outside of class work through the various methods listed above.</p>
<b>14. Assessment:</b>	<p>Coursework: 70%  Examination: 20%</p>
<b>15. Syllabus Outline:</b>	<p><i>Topics covered</i></p> <p><b>Negotiation:</b> introduction to negotiation, the negotiation process, distributive bargaining, integrative bargaining, gaining leverage through power and persuasion, strategy, impasse and alternative resolution, ethics, fairness and trust in negotiations</p>



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	<p><b>Complex multilateral negotiations and diplomacy:</b> influences shaping negotiations, process of negotiation, the dynamics of negotiation, and characteristics of negotiations.</p> <p><b>“Foreign” policy negotiation in the age of globalization:</b> given the increasing inter-dependence of states, the relevance of the concept and paradigm of “foreign” in the assessment of “policy” will be critically examined on the basis of contemporary case studies.</p> <p><b>Cross-cutting issues that dictate the terms/variables of international negotiations:</b> the course will critically evaluate the increasingly important role “group rights” play in international negotiation, including the rights of future generations and the impact of these “rights” on international negotiations.</p>
<b>16. Attendance and Participation Policy:</b>	<p>Regular class participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in class discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation in class, be referred to the Administration for more severe action.</p>
<b>17. Academic Honesty Policy</b>	<p>Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:</p> <ul style="list-style-type: none"> <li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li> <li>• Fabrication: Intentional or unintentional invention or falsification.</li> <li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li> <li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li> </ul> <p>The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: <i>First offense:</i> you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. <i>Second offense</i> will result in receiving an “F” for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>





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### **3.3 IR 505 Relations and Diplomacy Workshop**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 505 – Relations and Diplomacy Workshop is designed to address special topics in the field of international relations ranging from Global Health or other such transnational issues as Climate Change to Area Studies or Regional Development. The focus and topics will change from semester to semester. Flexibly conceived, the course aims to address issues of particular interest to students as they work toward identifying or developing dissertation topics. Using a workshop format, students are expected to collaborate in developing course activities and requirements to meet established learning outcomes. Prerequisite: Graduate standing

#### **Required Resources**

Chernoff, F. (2014). *Explanation and Progress in Security Studies*, Stanford University Press.

##### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

1. Evaluate and present the evolution of course topics, with specific attention to historical, current and possible future contexts.
2. Critically analyze, compare, contrast, and present how course topics have evolved when compared to similar events past or current events based upon available research.
3. Reflect upon and critique why government entities pursue specific policy agendas, form supporting alliances, and how they interact with each other.





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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.			X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.	X		X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.		X	
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.		X	
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.		X	
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.	X	X	X

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Course Introduction Traditions of explanation and the idea of scientific progress	1, 2, 3	Discussion Group Case Study
2	Explanation of natural and social sciences Policy related to course topic(s) Power and supporting alliances	1, 2, 3	Discussion Midterm Exam
3	Why do government entities form alliances? What motivates the actions of government entities?	1, 2, 3	Discussion Reflective Essay
4	Analysis, alternatives, and conclusions	1, 2, 3	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Evaluate and present the evolution of course topics, with specific attention to historical, current and possible future contexts.
- Critically analyze, compare, contrast, and present how course topics have evolved when compared to similar events past or current events based upon available research.
- Reflect upon and critique why government entities pursue specific policy agendas, form supporting alliances, and how they interact with each other.



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\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

**3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3

Critically evaluate and analyze a specific topic covered in the course related to a current and/or historical event relevant to practical diplomacy. Students are strongly encouraged to focus their analyses on specific cases or concrete examples of enforcement, or failure to enforce, to a particular treaty under international law. All topics must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/-10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 505 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Weekly Assessments/Exams	40%
Individual Written Assignment	45%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.4 IR 511 Current Issues in International Relations and Diplomacy: Theories**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 511 – Current Issues in International Relations and Diplomacy: Theories focuses on the application of international relations theory to current issues in the field. Accordingly, topics covered will vary. In addition to revisiting principal paradigms in IR theory, students will be given the opportunity to apply these theories to their particular areas of interest. The course will be conducted as a seminar, and students will be expected to actively engage their colleagues in their research.

#### **Required Resources**

Carlsnaes, W., Risse, T., & Simmons, B.A. (2012). *Handbook of International Relations* (2<sup>nd</sup> ed.). Sage Publishing via Vital Source.

#### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Reflect upon and analyze relevant international relations theory.
- 2) Assess and compare current interpretations of international affairs and events to historical precedents.
- 3) Synthesize international relations knowledge and reflect upon applicability to other current issues in the field.
- 4) Critically evaluate and analyze a specific current issue relating applicable theories in practical diplomacy.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.	X	X	X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.	X	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.			X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			X	X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.			X	X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction, identification and exploration of topics selected for course	1	Discussion
2	Analysis of contemporary context related to topics of study	1, 2, 3, 4	Discussion Midterm Exam
3	Current IR Theories	1, 2, 3, 4	Discussion
4	Analysis of a specific current topic via applicable IR theories	1, 2, 3, 4	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Reflecting upon and analyzing relevant international relations theory. (LO 1)
- Assessing and comparing current interpretations of international affairs and events to historical precedents. (LO 2)
- Synthesizing international relations knowledge and reflecting upon applicability to other current issues in the field. (LO 3)
- Critically evaluating and analyzing a specific current issue relating applicable theories in practical diplomacy. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.





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**3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4

Critically evaluate and analyze a specific topic covered in the course related to a current event relevant to practical diplomacy. All topics must be approved by the course instructor.

A face-to-face or virtual (for online courses only) presentation is required. The duration of the presentation should be 10-15 minutes. The presentation should be supported by visual references (e.g. PowerPoint, video recording, etc.). The visual presentation in online courses should integrate the voice recorded presentation narrative.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 511 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%





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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

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**3.5 IR 512 Current Issues in International Relations and Diplomacy: Historical Context**

1. <b>Module Number:</b>	IR 512 (This syllabus is under revision)								
2. <b>Module Title:</b>	Current Issues in International Relations and Diplomacy: Historical Context								
3. <b>Program:</b>	International Relations and Diplomacy								
4. <b>Credits:</b>	3 US/12 CATS/6 ECTS (45 contact hours; 135 h self-study)								
5. <b>Level:</b>	7								
6. <b>Prerequisite</b>	Graduate Standing								
7. <b>Module Convener: Approved by Provost: Date revised:</b>									
8. <b>Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:									
9. <b>Course Description:</b>	This course critically examines current issues in international relations against the backdrop of their potential historical contexts. It seeks to apply history to the present. Accordingly, topics covered will vary. In addition to revisiting principal paradigms in IR theory, students will be given the opportunity to apply their knowledge of seminal events in the history of IR to particular areas of interest. The course will be conducted as a seminar, and students will be expected to actively engage their colleagues in their research.								
10. <b>Learning Outcomes:</b>	<p>Upon successful completion of this course, students expect to be able to:</p> <table border="1"> <thead> <tr> <th>LEARNING OUTCOMES</th><th>ASSESSMENTS</th></tr> </thead> <tbody> <tr> <td>Critically examine and apply current interpretations of international affairs and events to potential historical precedents.</td><td>Individual Paper (30): 1200 words APA format and at least 5 academic resources</td></tr> <tr> <td>Critically analyze and examine a current event in relation to potential historical precedents.</td><td>Individual Paper (40%): 2000 words, APA format and at least 5 academic resources Presentation is optional at the discretion of the instructor 10% of the 40%.</td></tr> <tr> <td>The final examination will be based on topic covered in the course and will vary accordingly, from term to term.</td><td>Examination: (30%): Section A: Short Answer Questions (40%) Section B: Long Answer Questions (60%)</td></tr> </tbody> </table>	LEARNING OUTCOMES	ASSESSMENTS	Critically examine and apply current interpretations of international affairs and events to potential historical precedents.	Individual Paper (30): 1200 words APA format and at least 5 academic resources	Critically analyze and examine a current event in relation to potential historical precedents.	Individual Paper (40%): 2000 words, APA format and at least 5 academic resources Presentation is optional at the discretion of the instructor 10% of the 40%.	The final examination will be based on topic covered in the course and will vary accordingly, from term to term.	Examination: (30%): Section A: Short Answer Questions (40%) Section B: Long Answer Questions (60%)
LEARNING OUTCOMES	ASSESSMENTS								
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The final examination will be based on topic covered in the course and will vary accordingly, from term to term.	Examination: (30%): Section A: Short Answer Questions (40%) Section B: Long Answer Questions (60%)								
11. <b>Basic Texts:</b>	Title: Foundations of Modern International Thought Authors: Armitage, David Publisher: Cambridge University Press, 2013 ISBN: 9780521001694								
12. <b>Additional Reading and Supplemental Texts:</b>	<i>Because this course focuses on the application of theory to current issues and practices in a historical context, the additional reading and supplemental texts will vary from term to term at the discretion of the instructor.</i>								

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	<p><b>Some suggested Readings:</b></p> <p>Ashworth, Lucian M. (2014). <u>A History of International Thought: from the origins of the modern state to academic international relations</u>. Routledge.</p> <p>Powell, Robert. 1994. Review: Anarchy in International Relations Theory: The Neorealist-Neoliberal Debate. <i>International Organization</i> 48 (2):313-344.</p> <p>Checkel, Jeffrey T. Review Article: The Constructivist Turn in International Relations Theory. <i>World Politics</i> 50 (2):324-348.</p> <p>Elman, C. and Jensen, M. (2013). <u>The Realism Reader</u>. Routledge</p> <p>Weiss, T. and Wilkinson, R. (2014). Global governance to the rescue: Saving international relations? <i>Global Governance</i>. Vol. 20 (1)</p> <p>Carothers, T. (1999/2000) The Concept of <i>Civil Society</i> Is a Recent Invention. (<a href="http://carnegieendowment.org/pdf/CivilSociety.pdf">http://carnegieendowment.org/pdf/CivilSociety.pdf</a> )</p> <p>Carothers, T. and Brechenmacher, S. (2014). Closing Space: Democracy and Human Rights Support under Fire. Carnegie Endowment for International Peace. (<a href="http://carnegieendowment.org/files/closing_space.pdf">http://carnegieendowment.org/files/closing_space.pdf</a>)</p> <p><a href="#">Kilby, Christopher. 2008. The Political Economy of Conditionality: An Empirical Analysis of World Bank Enforcement.</a></p>				
<b>13. Teaching and Learning Methods:</b>	<p>The course will use a mixture of lecture, seminar, videos and practical exercises, where appropriate. Students will prepare two papers and one presentation. There will be one final exam; individual and overall feedback will be provided upon the completion of each assessment tool.</p> <p>This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours. This course meets required classroom and outside of class work through the various methods listed above.</p>				
<b>14. Assessment:</b>	<table> <tr> <td>Coursework:</td> <td>70%</td> </tr> <tr> <td>Examinations:</td> <td>30%</td> </tr> </table>	Coursework:	70%	Examinations:	30%
Coursework:	70%				
Examinations:	30%				
<b>15. Syllabus Outline:</b>	<p><i>Topics covered</i> <b>Topics will vary from term to term.</b></p>				
<b>16. Attendance and Participation Policy:</b>	<p>Regular class participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in class discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. The instructor</p>				



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	decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation in class, be referred to the Administration for more severe action.
<b>17. Academic Honesty Policy</b>	<p>Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:</p> <ul style="list-style-type: none"><li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li><li>• Fabrication: Intentional or unintentional invention or falsification.</li><li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li><li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li></ul> <p>The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: <i>First offense:</i> you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. <i>Second offense</i> will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>



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### **3.6 IR 538 Media Communication Strategies**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 538 – Media Communication Strategies: This course reviews aspects of media power and media's role in politics, in particular: the relationship between the audience, the media and governments, the political decision-making process in the digital/social media age, virtual democracy, mediatization, principles of media freedom and freedom of expression, as well as media ethics and media justice. The course will also evaluate contemporary journalistic practices, media objectivity, media ownership and new forms of journalism.

#### **Required Resources**

Robertson, A. (2015). *Media and Politics in a Globalizing World*. Polity Press.

##### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Critically explore the triangle between media-politics-society and audience.
- 2) Assess different journalistic practices and new forms of journalism *vis-à-vis* their impact on democracy.
- 3) Evaluate concepts and legal instruments (declarations, conventions) related to the freedom of media *vis-à-vis* issues of confidentiality, security and freedom of information.
- 4) Analyze and evaluate a specific topic covered in the course related to a current instance of media as political force.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.				
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.				
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.	X	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X	X		X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.				X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

**The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Nature of intercultural communications: introduction and review of cultural communications, and considerations, ethnocentrism, global mind sets.	1, 2	Discussion
2	Universal systems: economic, political, social, education, and management systems.	1, 2, 3, 4	Discussion Midterm Exam
3	Contrasting cultural values: review values, religious influence, attitudes, and politics.	2, 3, 4	Discussion
4	Current media topics and standards of press freedom	1, 2, 3, 4	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Critically exploring the triangle between media-politics-society and audience. (LO 1)
- Assessing different journalistic practices and new forms of journalism vis-à-vis their impact on democracy. (LO 2)
- Evaluating concepts and legal instruments (declarations, conventions) related to the freedom of media vis-à-vis issues of confidentiality, security and freedom of information. (LO 3)
- Analyzing and evaluating a specific topic covered in the course related to a current instance of media as political force. (LO 4)



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\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

**3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4

Critically evaluate and analyze in depth a specific topic covered in the course related to a current instance of media as political force. All topics must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 538 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

***Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.***

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense:* you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%





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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.7 IR 542 International Organizations**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 542 – International Organizations: This course will critically examine key theoretical and practical dimensions of international or, more specifically, intergovernmental organizations (IGOs) (their origins, development, structure), and the role they play in interstate politics. Arbiters of international cooperation in times of peace and conflict – assuming such myriad responsibilities as the management of economic relations, the promotion of human rights, the prosecution of international crimes and, increasingly, the development of environmental standards – the ways in which such IGOs seek to "institutionalize" cooperation at the interstate or international level will be a main focus of the course. Students will analyze the mandates of such organizations as the United Nations, NATO, the European Union, the African Union, and others.

#### **Required Resources**

Klabbers, Jan (2015). *An Introduction to International Organizations Law* (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press.

#### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
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#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Review and appraise the core concepts of international organizations as they relate to their emergence, development and institutionalization.
- 2) Critically evaluate the main theoretical approaches and practical issues in the study of international organizations.
- 3) Explore and evaluate government and non-government agencies related to global impact.
- 4) Assess and recommend needed changes to ensure government and non-government agencies remain relevant.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.			X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.			X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.				X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction: review of the origins/history of international/intergovernmental organizations, in particular from the early 19 <sup>th</sup> century to the present.  United Nations: origins of the United Nations (UN), structure of the UN and the function of the UN, role of the Secretary General and Security Council – including selected UN funds, agencies and bodies.	1, 2, 3, 4	Discussion
2	International Financial Institutions: IMF and the World Bank; the debt crisis; the aid debate and the UN and the US.	1, 2, 3, 4	Discussion Midterm Exam
3	Regional bodies: among others, the European Union, Association of Southeast Asian Nations, the African Union, the Organization of American States, the Arab League as well as regional customs unions – the North American Free Trade Agreement, the Organization of Petroleum Exporting Countries and emerging organizations and unions.	1, 2, 3, 4	Discussion
4	International non-governmental Actors: Doctors Without Borders, Bill & Melinda Gates Foundation etc.	1, 2, 3, 4	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.



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Test content will focus on:

- Reviewing and appraising the core concepts of international organizations as they relate to their emergence, development and institutionalization. (LO 1)
- Critically evaluating the main theoretical approaches and practical issues in the study of international organizations. (LO 2)
- Exploring and evaluating government and non-government agencies related to global impact. (LO 3)
- Assessing and recommending needed changes to ensure government and non-government agencies remain relevant. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Select an IGO or NGO to analyze. This analysis should include the agency's role and functions, crisis management, and possible needed reforms to keep the organization relevant, efficient, and effective. All selected organizations must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 542 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.



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**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.8 IR 544 Conflict and Peace Strategies

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

IR 544 – Conflict and Peace Strategies explores sources of conflict and examines conflict-resolution mechanisms and preventative diplomacy tools such as negotiation, mediation, and peace building. While historical efforts at fostering a culture of conflict resolution will be addressed, the course will focus on peace strategies in the Post-World War II era. War- the use of force- is illegal under international law except in cases of self-defense, or action authorized by the UN Security Council. The UN Charter and subsequent treaty law, “universally” condemn offensive military action, or acts of aggression. Accordingly, the course will examine international acts of violence – if not above all the growing number of intra-state conflicts and their international spill-over effects – against the backdrop of international law: whether these acts are unilateral, multilateral (coalition-based), defined as “policing” or humanitarian interventions, or acts perpetrated by non-state actors.

#### Required Resources

Powles, A., Partow, N. & Nelson, N. (2015). *United Nations peacekeeping challenge: The importance of the integrated approach*. Burlington, VT: Ashgate.

##### *Additional Reading and Supplemental Texts:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
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- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Reflect upon and appraise theories of conflict prevention and peace management.
- 2) Assess and judge strategies and concepts for conflict prevention and peace building in the 21<sup>st</sup> century.
- 3) Appraise and reflect upon issues related to the maintenance of peace and crisis management.
- 4) Work collaboratively to analyse a current or historical event to propose solutions relevant to conflict management and/or peace strategies.





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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.		X	X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.		X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			X	X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.			X	X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.





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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction: a brief historical overview of conflict and peace strategies. The course will review different approaches of conflict management and security and will compare punitive strategies of economic sanctions and military intervention with developmental strategies of democratization, institution building and rule of law.	1, 2	Discussion
2	The Evolution of Treaty and Humanitarian Law aimed at the prevention of war: The UN Charter and subsequent Treaty Law relevant to the topic (nuclear non-proliferation, the IAEA; the OPCW etc.; verification and monitoring, compliance); the regime of sanctions as an extension of diplomacy by other means (short of military force).	1, 2, 3, 4	Discussion Midterm Exam
3	Doctrines of state sovereignty and the increasing relevance of the proposed norm of a Responsibility to Protect (RtoP): the potential obsolescence of the principle of "non-intervention in the internal affairs of the states"; case studies (Bosnia, Rwanda etc.).	1, 2, 3, 4	Discussion
4	Special topics: preventive diplomacy and peacebuilding	2, 3, 4	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:



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- Reflecting upon and appraising theories of conflict prevention and peace management. (LO 1)
- Assessing and judging strategies and concepts for conflict prevention and peace building in the 21st century. (LO 2)
- Appraising and reflecting upon issues related to the maintenance of peace and crisis management. (LO 3)
- Analyzing a current or historical event to propose solutions relevant to conflict management and/or peace strategies. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Critically evaluate and analyze a specific topic covered in the course related to a current or historical event relevant to conflict prevention and peace strategies. Students are strongly encouraged to focus their analyses on a specific area related to the topic of peace, conflict, and negotiations. All topics must be approved by the course instructor.

A face-to-face or virtual (for online courses only) presentation is required. The duration of the presentation should be 10-15 minutes. The presentation should be supported by visual references (e.g. PowerPoint, video recording, etc.). The visual presentation in online courses should integrate the voice recorded presentation narrative.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 544 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### **Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.



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**Grading**

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### **3.9 IR 545 International Economic Problems**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 545 – International Economic Problems provides analytical frameworks linked to events in the world economy. The course is designed to stress concepts and their application in an international environment. In this framework, students critically examine theories of trade and globalization, as well as major aspects of finance and currency regimes. Issues such as income distribution, poverty, and standard of living are also explored.

#### **Required Resources**

Krugman, P., Obstfeld, M., & Melitz, M. (2017). *International economics: Theory & practice* (11<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

##### *Other Resources:*

Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.

Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.

Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.

Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.

Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.

Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Reflect upon and appraise theories of international trade, exchange rates and open-economy macroeconomics.
- 2) Critically evaluate issues such as international finance, income distribution, poverty and standard of living.
- 3) Reflect upon and analyze a particular problem/issue within the field of international political economies.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.			
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy. .			
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.		X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.			X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.			

**The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Comparative Advantage and the Gains from Trade Comparative Advantage and Factor Endowments The Theory of Tariffs and Quotas Commercial Policy	1, 2, 3	Discussion
2	Trade and the Balance of Payments The Current Account and Macroeconomics Exchange Rates and Exchange Rate Systems	1, 2, 3	Discussion Midterm Exam
3	International Debt International Financial Crises Export-Oriented Growth Poverty and Income Distribution	1, 2, 3	Discussion
4	Crisis Management in the Euro-Zone International Migration International Aid	1, 2, 3	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Reflecting upon and appraising theories of international trade, exchange rates and open-economy macroeconomics. (LO 1)
- Critically evaluating issues such as international finance, income distribution, poverty and standard of living. (LO 2)



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- Reflecting upon and analyzing a particular problem/issue within the field of international political economies. (LO 3)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3

Analyze and evaluate a particular problem/issue within the field of international political economy. Students are strongly encouraged to focus their analyses on a specific area of International Political Economy, for instance trade, development, poverty or another topic the student finds interesting. All topics must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 545 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

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### Academic Honesty Policy

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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exam	40%	
Individual Written Assignment	45%	100%



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<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.





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### **3.10 IR 546 International Law**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 546 – International Law provides a broad platform to describe the main elements of Public International Law, including those contestable theories that underpin their political context. It affords students with various insights concerning the formal structure of the international legal system. The main emphasis is on international law as a decentralized legal order. The different features, which the law exhibits, from the centralized arrangements of familiar domestic legal systems will be explored. Discussion points may include, environmental protection, land and maritime disputes, jurisdictional conflicts, investment arbitration, and the newer fields affecting the global harmonization of cybercrime legislations, etc.

#### **Required Resources**

Glahn, G.Von. & Taulbee, J.L. (2013). *Law among nations: An introduction to public international law* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

#### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
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#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Assess the sources of international law and the degree of state compliance in a decentralized system.
- 2) Critically explore the legal significance of inter-governmental and other organizations.
- 3) Evaluate aspects of international legal personality such as, the responsibility of states and individuals, and the regulation of the use of force in international relations.
- 4) Analyze challenges faced by the global community of nations in a way that ensures predictability.
- 5) Judge the various ways in which international law may influence crisis decision-making.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.		X	X	X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.					
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.					
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.			X		
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.					
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.					

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- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.



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### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction to international and comparative law: introduction to international law, sources of international law, subjects of international law, the scope of international law in actual practice, the rights of individuals under international law, comparison of municipal legal systems. The Principle of Recognition: theories, types, methods, legal effect of recognition, recognition of belligerency and insurgency.	1, 2, 3	Discussion
2	State Responsibility: the principle of jurisdiction, civil and criminal jurisdiction, sovereign immunity, diplomatic immunities, standard of care. The Law of Treaties: the making of treaties, entry into force of treaties, application of treaties, approaches to treaty interpretation, invalidation and termination of treaties.	2, 3, 4, 5	Discussion Midterm Exam
3	Dispute Settlement: settlement of disputes through diplomacy, settlement of disputes through arbitral tribunals, settlement of disputes in municipal courts, refusal to exercise jurisdiction, role of regional institutions, recognition of foreign judgements, effects of non-compliance, compulsory jurisdiction principle, optional clause declarations. International Law and the Use of Force: categories of force, role of the UN, civil wars, terrorism and international law.	2, 3, 4, 5	Discussion
4	Environmental Regulation: doctrine of imputability, non-imputable acts, objections, relief, insurance, and environmental protection. Newer Fields of International Law: cybercrime and espionage, risks to critical infrastructures, harmonization of cybercrime legislations, towards a United Nations cyberspace treaty.	2, 3, 4, 5	Discussion Final Paper



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4, 5

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Weekly Assessments/Exam(s) (40%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Assessing the sources of international law and the degree of state compliance in a decentralized system. (LO 1)
- Critically exploring the legal significance of inter-governmental and other organizations. (LO 2)
- Evaluating aspects of international legal personality such as, the responsibility of states and individuals, and the regulation of the use of force in international relations. (LO 3)
- Analyzing challenges faced by the global community of nations in a way that ensures predictability. (LO 4)
- Judging the various ways in which international law may influence crisis decision-making. (LO 5)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### **3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

Propose some of the various ways in which international law may influence crisis decision-making. Students are strongly encouraged to focus their analyses on specific cases or concrete examples of enforcement, or failure to enforce, to a particular treaty under international law. All topics must be approved by the course instructor.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 546 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

***Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential***

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exam	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.11 IR 550 Economic Influences on International Relations

#### Instructor Information

Name/Title:  
Email:  
Office Hours: online by appointment

#### Course Description

IR 550 – Economic Influences on International Relations focuses on the economic dimension of international relations, among states and between states and non-state actors. It explores how states and non-state economic actors cope with the logic of free and governed markets, and how the global economy in turn shapes them. The course shall focus on the geopolitical aspect of such dimension. Students will be first introduced to some of the main theories of international political economy as well as the historical foundations of the current global economic order and the international institutions which oversee it. The different roles of states, non-state actors and international organisations within such multifarious order will be subsequently explored through the analysis of some key themes, including: trade, global finance, foreign aid, South-South cooperation, foreign direct investments, migration and environmental governance. Prerequisite: Graduate standing

Each of the sessions for the course will consist of a lecture, followed by a seminar discussion and other activities.

#### Required Resources

Schenk, C. G. (2011). *International Economic Relations Since 1945*, Routledge.

#### Other Resources:

John Ravenhill (2016). *Global Political Economy* (5<sup>th</sup> ed.). Oxford.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Discuss different theoretical approaches to international economic relations
- 2) Reflect upon the history of international economic relations
- 3) Extrapolate the different roles of states, non-state actors and international organisations in the context of international economic relations
- 4) Analyse and synthesise the economic challenges that states confront in their foreign policy

#### Alignment to Programmatic Outcomes

MA – International Relations and Diplomacy	LO 1	LO 2	LO 3	LO 4
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.				
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.				
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.				
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				



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5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.				
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.				
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.				

### **The Mission of the Schiller International University**

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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## Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Theories connecting International Relations and political economy; introduction to the establishment of the post-war international economic system; the international trade system.	1, 2, 3, 4	Discussion
2	The international financial and monetary order; foreign aid.	1, 2, 3, 4	Discussion Midterm Exam
3	South-South cooperation and alternative development models; multinationals and FDIs; Migration and populism	1, 2, 3, 4	Discussion
4	The future of global economic governance	1, 2, 3, 4	Discussion Final Paper

## Course Requirements

### 1) Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### 2) Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3, 4

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- 1) Different theoretical approaches to international economic relations
- 2) The historical foundations of current international economic relations
- 3) The different roles of states, non-state actors and international organisations in the context of international economic relations (with a focus on trade, global finance, aid to development)

### 3) Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3, 4

Critically evaluate and analyze a specific topic covered in the course related to a current and/or historical event relevant to international economic relations. All topics must be discussed and approved by the course instructor. Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 550 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

## Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to





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educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>
Course-Based Discussion Activities	15%
Weekly Assessments/Exams	40%
Individual Written Assignment	45%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

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**3.12 IR 567 International Management of Resources**

<b>1. Module/Course Number:</b>	IR 567 (This syllabus is under review)								
<b>2. Module/Course Title:</b>	International Management of Resources								
<b>3. Program:</b>	International Relations and Diplomacy								
<b>4. Credits:</b>	3 US/12 CATS/6 ECTS (45 contact hours; 135 h self-study)								
<b>5. Level:</b>	7								
<b>6. Prerequisite</b>	Graduate Standing								
<b>7. Module Convener: Approved by Provost: Date revised:</b>	H. Hieke  A. Brvenik 10/2015								
<b>8. Lecturer and Contact Information</b> Instructor: Office Location: Office Hours: Telephone #: E-mail:									
<b>9. Module/Course Description:</b>	The course covers the economics and political background of environmental concerns. It covers the issues of how to address specific resource problems and discusses strategic approaches by businesses and society. The basic issues of scarcity, abundance, depletion, stocking, technological change, private vs. state ownership, as well as equity principles vs. efficiency arguments in the allocation of the benefits of resource exploitation are considered. Although many resource management issues need to be managed on a regional and national level, the course approaches these concerns conceptually without a focus on specific details of national laws. International aspects of resource management are addressed particularly in the second part of the course.								
<b>10. Learning Outcomes and Assessments:</b>	<p>The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes of the associated tasks with diligence can expect to be able to:</p> <table border="1"> <thead> <tr> <th>LEARNING OUTCOMES</th><th>ASSESSMENTS</th></tr> </thead> <tbody> <tr> <td>Critically evaluate the importance the economic factors in the shaping of a nation's management of its resources.</td><td>Examination (35%): Section A: Short Answers (40%) Section B: Long Answers (60%)</td></tr> <tr> <td>Critique the various models uses to analyze environmental problems. Justify theories of environmental management in an international setting.</td><td>Examination (35%): Section A: Short Answers (40%) Section B: Long Answers (60%)</td></tr> <tr> <td>Analyze a particular resource management issue from a</td><td>Individual Paper (30%): 3000 words</td></tr> </tbody> </table>	LEARNING OUTCOMES	ASSESSMENTS	Critically evaluate the importance the economic factors in the shaping of a nation's management of its resources.	Examination (35%): Section A: Short Answers (40%) Section B: Long Answers (60%)	Critique the various models uses to analyze environmental problems. Justify theories of environmental management in an international setting.	Examination (35%): Section A: Short Answers (40%) Section B: Long Answers (60%)	Analyze a particular resource management issue from a	Individual Paper (30%): 3000 words
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Analyze a particular resource management issue from a	Individual Paper (30%): 3000 words								

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	national or international perspective.	APA, at least 5 academic resources (Presentation is optional at the discretion of the instructor 10% of the 40%.)
<b>11. Basic Texts:</b>	<p>Title: Environmental Economics and Management: Theory, Policy and Applications, 6<sup>rd</sup></p> <p>Authors: Scott, J., and Thomas, J.</p> <p>Publisher: Cengage, 2013</p> <p>ISBN: 9781111826673</p>	
<b>12. Additional Reading and Supplemental Texts:</b>	<p>Additional readings and primary source material may be provided at the instructor's discretion</p> <p>Csutora, M., (2012), One More Awareness Gap? The Behaviour–Impact Gap Problem, <i>Journal of Consumer Policy</i>, Volume 35(1), pp. 145-163.</p> <p>Fullerton, D., (2011), Six Distributional Effects of Environmental Policy, <i>Risk Analysis</i>, Vol 31 (6), pp. 923-929.</p> <p>IPCC, (2014), Summary for policymakers. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change</i> [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, pp. 1-32.</p> <p>Lee, D., and Tollison, R., (2011), Rent seeking and inefficiencies resulting from pecuniary externalities, <i>Kyklos</i>, Vol.64(4), pp. 579 – 588.</p> <p>N.N., (2015)., Editorial Note: Correction to Richard S. Tol's "The Economic Effects of Climate Change, <i>Journal of Economic Perspectives</i>, Vol. 29(1), pp. 217-20.</p> <p>Ostrom, E. (2010), Analyzing collective action, <i>Agricultural Economics</i>, Vol. 41, pp. 155–166.</p> <p>Sandel, M., (2012), What money can't buy, Farrar, Straus and Giroux.</p> <p>Sulalman, M., and Moktar, N. (2012), Ensuring sustainability; A preliminary study of environmental accounting in Malaysia. <i>Journal of Business &amp; Management Science</i>, Vol. 5(2), pp. 85-102.</p> <p>Tol, Richard S J. 2014. Correction and Update: The Economic Effects of Climate Change. <i>Journal of Economic Perspectives</i>, 28(2), pp. 221-26.</p> <p>Tol, Richard S J. 2009. "The Economic Effects of Climate Change." <i>Journal of Economic Perspectives</i>, 23(2), pp. 29-51.</p>	



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	Walls, J., and Phan, P. (2012), Corporate governance and environmental performance: Is there really a link? <i>Strategic Management Journal</i> , Vol. 33(8), pp. 885-919.
<b>13. Teaching and Learning Methods:</b>	<p>Classes use a mixture of lecture, seminar, videos and practical exercises. There will be two exams and one paper; individual and overall feedback will be provided once everyone has taken the examinations.</p> <p>This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours. This course meets required classroom and outside of class work through the various methods listed above.</p>
<b>14. Assessment:</b>	<p>Coursework: 30%</p> <p>Examinations 70%</p>
<b>15. Syllabus Outline:</b>	<p>Modeling environmental problems</p> <p>Analytical tools for environmental planning</p> <ul style="list-style-type: none"> <li>• The case of air</li> <li>• The case of water</li> <li>• The case of solid wastes and toxic substances</li> </ul> <p>Global environmental management</p> <p>Distributional issues</p> <p>Rent seeking</p> <p>Common goods aspects of managing resources</p> <p>Climate change</p>
<b>16. Attendance and Participation Policy:</b>	<p>Regular class participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in class discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the Professor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must be in attendance by the third class meeting or they are not permitted to begin a course. In an emergency which causes a student to be absent, it is the student's responsibility to make arrangements with the instructor to complete missed work. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation in class, be referred to the Administration for more severe action.</p>



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<b>17. Academic Honesty Policy</b>	<p>Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:</p> <ul style="list-style-type: none"><li>• Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.</li><li>• Fabrication: Intentional or unintentional invention or falsification.</li><li>• Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.</li><li>• Facilitation: Knowingly helping another to commit an act of academic dishonesty</li></ul> <p>The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: <i>First offense</i>: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. <i>Second offense</i> will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.</p>
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### **3.13 IR 571 Human Rights**

#### **Instructor Information**

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### **Course Description**

IR 571 – Human Rights: The proposition that “humans” have rights irrespective of their diverse cultural, political, and religious heritage forms the basis of international law as articulated in the United Nations Charter of 1945. This proposition of a *jus cogens*, or “peremptory norms”, from which no derogation is permitted will be analyzed. The United Nations (UN) asserts that human rights are not only “universal and inalienable” but also “interdependent and indivisible”. The UN does not recognize a hierarchy of rights – from the basic *negative* “civil and political” rights, the *positive* “socio-economic, and cultural” rights to “group” rights and the rights of “future generations.” This course will also critically explore these various approaches to the Universalist proposition.

#### **Required Resources**

Hunt, L. (2008). *Inventing human rights: A history* (). New York, NY: W.W. Norton & Co.

##### *Other Resources:*

- Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the “black box” of international courts. *Michigan Journal of International Law*, 40(1), 47-113.
- Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.
- Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.
- Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.
- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.
- Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.
- Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### **Learning Objectives/Outcomes**

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Critically analyze and evaluate the “sources” of human rights law.
- 2) Assess terminology related to human rights law.
- 3) Reflect upon the major problems in the observation of, respect for, and violation of human rights based on international treaty law.
- 4) Critically contrast the various regional and parallel human rights mechanism and regime.
- 5) Critically analyze major international instruments of human rights law.



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**Alignment to Programmatic Outcomes**

<b>MA – International Relations and Diplomacy</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.	X	X	X	X	X
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.			X	X	X
3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.		X	X	X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X			X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.					
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.					
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.					

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*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

**Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include





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one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### **Course Topics**

<b>Week</b>	<b>Topic</b>	<b>Learning Outcomes Addressed</b>	<b>Activities</b>
1	Human rights in theory and law: overview of the contested meaning of human rights, the development of human rights law and a debate as to whether human rights are universal: universality v. relativism, or a "deontological" v. a "situationalist" ethics.	1, 2, 3, 4	Discussion
2	Generations of Human Rights and Human Rights as Legal Rights: a critical review of Czech-French jurist Karel Vašák's 3 generations of human rights <i>vis-à-vis</i> the UN contention that human rights are "interdependent and indivisible". The UN Human Rights system: the so-called "international bill of Human Rights": The Universal Declaration of Human rights; the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social, and Cultural Rights.	1, 2, 3, 4, 5	Discussion Midterm Exam
3	Regional and Parallel Human Rights Mechanism: Charter of Fundamental Rights of the European Union; African Charter on Human and People's Rights; the American Convention on Human Rights; the Bangkok Declaration; the Arab Charter on Human Rights; the Cairo Declaration on Human Rights in Islam.	1, 2, 3, 4, 5	Discussion
4	Human rights in practice: review civil and political rights in a world of quasi "sovereign" states, collective rights in the UN interstate system, including the emerging discourse on the "rights of future generations" – group and environmental rights.	3, 4, 5	Discussion Final Paper

### **Course Requirements**

#### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4, 5





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Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

**2. Weekly Assessments/Exam(s) (40%)**

Learning Outcomes: 1, 2, 3, 4, 5

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Critically analyzing and evaluating the “sources” of human rights law. (LO 1)
- Assessing terminology related to human rights law. (LO 2)
- Reflecting upon the major problems in the observation of, respect for, and violation of human rights based on international treaty law. (LO 3)
- Critically contrasting the various regional and parallel human rights mechanism and regime. (LO 4)
- Critically analyzing major international instruments of human rights law. (LO 5)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

**3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4, 5

Critically analyze the major problems in the observation of, respect for, and violation of human rights based on international treaty law. Students are strongly encouraged to focus their analyses on a specific area of Human Rights law and would also be encouraged to focus on specific cases (either a case currently under adjudication in one of the few international Human Rights courts that exist – e.g. the Inter-American Court of Human Rights, or its European or African equivalents – or on a particular case).

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 571 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

***Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.***

**Academic Honesty Policy**

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.



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- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F

### Course Incompletes

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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### 3.14 IR 581 Advanced Topics in International Relations

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

IR 581 – Selected Advanced Topics in International Relations is designed to allow a thorough evaluation and analysis on a specific institution or an issue of political interest selected by the instructor. Instruction will focus in depth on the specific issue of current importance, such as the analysis of a relevant institution, political issue or conflict relevant at the time of teaching.

#### Required Resources

Smith, Charles D. (2017). *Palestine and the Arab-Israeli Conflict* (9<sup>th</sup> ed.). Palgrave-MacMillan via Vital Source.

McCormick, John. (2014). *Understanding the European Union: A Concise Introduction* (6<sup>th</sup> ed.). Palgrave-MacMillan via Vital Source.

#### Other Resources

Dunoff, J. L., & Pollack, M. A. (2018). International judicial practices: Opening the "black box" of international courts. *Michigan Journal of International Law*, 40(1), 47-113.

Ilieva, J., Dashtevski, A., & Kokotovic, F. (2018). Economic sanctions in international law. *UTMS Journal of Economics*, 9(2), 201-211.

Kiron, D., & Spindel, B. (2019). Rebooting work for a digital era. *MIT Sloan Management Review*, 60(3), 0\_1-10.

Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.

Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.

Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Tsamadias, C., Pegkas, P., Mamatzakis, E., & Staikouras, C. (2019). Does R&D, human capital and FDI matter for TFP in OECD countries? *Economics of Innovation and New Technology*, 28(4), 386-406.

#### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who actively participates in and undertakes the associated tasks with diligence can expect to be able to:

- 1) Reflect upon the historical background of the topics/issues discussed in the course.
- 2) Appraise and predict the global relevance of the topics/issues.
- 3) Recommend possible actions linked to and based on course topics/issues.

#### Alignment to Programmatic Outcomes

MA – International Relations and Diplomacy	LO 1	LO 2	LO 3
1) Students will demonstrate in-depth international relations and diplomacy knowledge and the ability to synthesize and critically apply this knowledge.			
2) Students will discuss and debate characteristics of international citizenship including the practice of international relations in diverse cultures.	X	X	X



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3) Students will critically evaluate contemporary issues and political tendencies in international relations and diplomacy.		X	X
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X	X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.		X	X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.			X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.			

### **The Mission of the Schiller International University**

The educational mission of Schiller International University is to prepare students, personally and professionally, for future leadership roles in an international setting. In its undergraduate and graduate degree programs, Schiller provides students with the competencies they need for professional careers as well as for further academic study. The educational process puts particular emphasis on developing international and cross-cultural competencies through foreign language training, intercampus transfer, or other international academic opportunities, and intense interaction among people with diverse backgrounds.

*The objectives of the University are to:*

- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

Regular course participation is essential for proper academic progress and is expected. At Schiller International University, satisfactory participation is considered to be a vital part of each student's performance in the course. Lack of participation could result in a lowered achievement rating and an undesirable record. Lack of participation in course discussions and activities, for any subject, may cause a student to be ineligible to take the final examination in that course. Such determinations are made on a case-by-case basis by the instructor. Excessive poor participation may also result in the following administrative actions: a warning or suspension. Students must establish attendance by add/drop day or they are not permitted to begin a course. In an emergency which causes a lack of student participation, it is the student's responsibility to make arrangements with the instructor to complete



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missed assignments. The instructor decides, based on University policy, if a student should be permitted to make up missed work or, in the case of poor participation, be referred to the Administration for more severe action.

### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	Introduction, identification and exploration of topics selected for course	1, 2, 3	Discussion
2	Analysis of historical and contemporary context related to topic of study	1, 2, 3	Discussion Midterm Exam
3	Analysis of a specific issue/event	1, 2, 3	Discussion
4	Analysis of a specific issue/event and its global relevance in the present and in the future	1, 2, 3	Discussion Final Paper

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments/Exam(s) (40%)

Learning Outcomes: 1, 2, 3

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Reflecting upon the historical background of the topics/issues discussed in the course. (LO 1)
- Appraising and predicting the global relevance of the topics/issues. (LO 2)
- Recommending possible actions linked to and based on course topics/issues. (LO 3)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

#### 3. Individual Written Assignment (45%)

Learning Outcomes: 1, 2, 3

Select an aspect of interest related to the topics/issues presented in the course. Critically evaluate and analyze the impact of this aspect to a country of your choice. All topics must be approved by the course instructor. Emphasis should be placed on the use of primary sources.

A face-to-face or virtual (for online courses only) presentation is required. The duration of the presentation should be 10-15 minutes. The presentation should be supported by visual references (e.g. PowerPoint, video recording, etc.). The visual presentation in online courses should integrate the voice recorded presentation narrative.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words (not including title page, abstract, reference pages



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or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

For assignment details, please refer to the *IR 581 Project Brief* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F



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**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.





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### 3.15 BA 589 Methods of Research and Analysis

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

BA 589 – Methods of Research and Analysis: Business research is a systemic inquiry that provides information to guide managerial decisions. It is a process of planning, acquiring, analyzing, and disseminating relevant data, information and insights to decision makers. This course is designed to give students experience in applying a wide range of methodological and fieldwork activities involved in an actual piece of research. The main stages in historical, social science and business research are explored.

#### Required Resources

Cooper, D. and Schindler, P. (2014). *Business research methods* (12<sup>th</sup> ed.). New York NY: McGraw-Hill.

#### Other Resources:

Bricker, K. (2018). Positioning sustainable tourism: Humble placement of a complex enterprise. *Journal of Park and Recreation Administration*, 36, 205+.

Campbell, J. L., Mauler, L. M., & Pierce, S. R. (2019). A review of derivatives research in accounting and suggestions for future work. *Journal of Accounting Literature*, 42, 44-60.

Lindh, C., & Rovira Nordman, E. (2017). Information technology and performance in industrial business relationships: The mediating effect of business development. *The Journal of Business & Industrial Marketing*, 32(7), 998-1008.

Litwin, A. S., & Eaton, A. E. (2018). Complementary or conflictual? formal participation, informal participation, and organizational performance. *Human Resource Management*, 57(1), 307-325.

Mohammed Ezzat Mohammed, & Ghada Mohamed Wafik. (2016). The effects of E-service quality dimensions on tourists e-satisfaction. *International Journal of Hospitality and Tourism Systems*, 9(1).

Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills. *European Journal of Management and Business Economics*, 25(2), 37-38.

Onn, G. (2018). Student involvement as a tool for nurturing business model development in tourism businesses in the Stockholm archipelago. *Academica Turistica - Tourism and Innovation Journal*, 11(1), 73.

Quang-Vinh Dang, Cong Thanh Nguyen, & Rudová, H. (2019). Scheduling of mobile robots for transportation and manufacturing tasks. *Journal of Heuristics*, 25(2), 175-213.

Schrage, M., Kiron, D., Hancock, B., & Breschi, R. (2019). Performance management's digital shift. *MIT Sloan Management Review*, 60(3), 0\_1-23.

Singh, S. K., & Rao, D. T. (2018). Is monetary policy symmetrical in its effect on sectoral output? *Economics, Management, and Financial Markets*, 13, 11+.

Waidi, A. A. (2016). Employment of questionnaire as tool for effective business research outcome: Problems and challenges. *Global Economic Observer*, 4(1), 136-144.

Wan, N., & Chen, X. (2019). The role of put option contracts in supply chain management under inflation. *International Transactions in Operational Research*, 26(4), 1451-1474.



Winkler, A. P., Brown, J. A., & Finegold, D. L. (2018). Employees as conduits for effective stakeholder engagement: An example from B corporations. *Journal of Business Ethics*, 1-24.

### Learning Objectives/Outcomes

The outcome of any course for individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to:

- 1) Present the various research techniques as they apply to business and a business project.
- 2) Contrast the methods of research design, data collection and fieldwork in preparing a research project.
- 3) Validate the key concepts of research methodology by constructing a viable research project.
- 4) Propose appropriate research techniques/data collection methods.
- 5) Critically evaluate different theories and their value to the research project.
- 6) Recommend solutions to research problems.

### Alignment to Programmatic Outcomes

<b>MBA – Program Learning Outcomes</b>	<b>LO 1</b>	<b>LO 2</b>	<b>LO 3</b>	<b>LO 4</b>	<b>LO 5</b>	<b>LO 6</b>
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.						
2) Students will critically evaluate contemporary issues and / or insights in business and management.						
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.						
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.	X	X	X	X	X	X
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.	X			X		X
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well as the capacity to critically self-assess the application of these skills.	X					X
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.	X	X	X	X	X	X

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- Develop quality academic programs based on employer driven demands.
- Foster partnerships with industry experts to identify future career opportunities.
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### Instructional Strategies

Courses use a mixture of content presentation, seminar, videos, and practical exercises. Content and skills build each week and are assessed formatively through discussion, analysis, application, essays and/or, quizzes/tests as assigned by the course instructor. A summative final assessment will include one paper that requires students to demonstrate mastery of all course learning outcomes. Individual feedback will be provided.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### Attendance and Participation Policy

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	<ul style="list-style-type: none"> <li>• Concepts in research</li> <li>• Ethics in business research</li> <li>• Research process</li> <li>• Research questions</li> </ul>	1,4	Discussion Case Study
2	<ul style="list-style-type: none"> <li>• Research design and qualitative research</li> <li>• Observation studies</li> <li>• Surveys</li> <li>• Experiments</li> </ul>	1,2,3,4	Discussion Exercise Midterm Exam
3	<ul style="list-style-type: none"> <li>• Measurement techniques</li> <li>• Scales</li> <li>• Questionnaires and instruments</li> <li>• Sampling techniques</li> </ul>	1,2	Discussion Exercise
4	<ul style="list-style-type: none"> <li>• Data preparation</li> <li>• Hypothesis testing</li> <li>• Presenting insights and findings</li> <li>• Techniques for oral presentations</li> </ul>	1,2,3,4,5,6	Discussion Exercise Case study Individual paper Final Exam



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## **Course Requirements**

### **1. Weekly Discussion-Based Course Assessments (15%)**

Learning Outcomes 1, 2, 3, 4, 5, 6

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

### **2. Weekly Assessments/Exam(s) (40%)**

Learning Outcomes: 1, 2, 3, 4, 5, 6

On Thursday of Week 2 (Friday for online courses), students will complete a mid-term exam on course material that has been presented during the first two weeks of the course. The exam will include short answer questions, long answer essays and possible case studies of the instructor's choice.

Test content will focus on:

- Present the various research techniques as they apply to business and a business project. (LO 1)
- Contrast the methods of research design, data collection and fieldwork in preparing a research project. (LO 2)
- Validate the key concepts of research methodology by constructing a viable research project. (LO 3)
- Propose appropriate research techniques/data collection methods. (LO 4)

\*This course could also include a FINAL EXAM that would assess all course learning outcomes. If the instructor chooses to administer a final exam, students will be notified on the 1<sup>st</sup> day of the course.

### **3. Individual Written Assignment (45%)**

Learning Outcomes: 1, 2, 3, 4, 5, 6

This class requires every student to prepare a research proposal related to a business dilemma or management question. This project has two parts:

- Part One: The Literature Review
- Part Two: Management Question/Research Question

*In total you should have a 10 - 14 pages (or maximum 3500 words) paper that:*

- Identifies a research question
- Includes a literature review from at least five (5) sound primary resources
- Identifies the data collection method
- Identifies the sample population for the study
- Identifies and justifies the type of study you plan to perform

All papers need to be in APA format, which includes a cover page and references as a separate document not included in the 10 – 14 (or maximum 3500 words) pages requirement.

Prior to submission, students should make sure their work reflects integration of all course learning outcomes. The submission should be 3000 words +/- 10% (not including title page, abstract, reference pages or appendices). The analysis must be supported by at least 5 academically sound sources of information. The submission must utilize APA formatting. Review through SafeAssign is included during the submission process. Students are encouraged to submit the assignment through SafeAssign Direct prior to official submission.

Please make sure the content of your paper is written in your own words to avoid plagiarism, include APA citations when quoting or paraphrasing information from outside resources, and include each



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reference on an APA formatted reference page. Papers have to be uploaded and run through SafeAssign on Blackboard.

For assignment details, please refer to the *Final Project: Research and Analysis Project* posted on Blackboard. The evaluation rubric to be used for assessment is also included. The assignment is due on Thursday of week 4.

**Please note that successful completion of this assignment is required of students attempting to earn the University of Roehampton credential.**

### Academic Honesty Policy

Honesty and integrity are essential to Schiller International University's academic standard to educate ethical, global citizens. A violation of the academic honesty policy undermines the fundamental values inherent in SIU's mission. Violations include but are not limited:

- Cheating: Intentionally using unauthorized material. Infringing on academic rights of others.
- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

The risk of plagiarism can be avoided by clearly indicating the source of any major or unique idea or wording that one did not arrive at on one's own. Sources must be given regardless of whether the material is directly quoted or paraphrased. Students who breach the policy will be subject to penalties: *First offense*: you will receive a zero for the assignment with NO opportunity for making it up. The Program Director and the Campus Registrar will be notified that you have cheated in the course. *Second offense* will result in receiving an "F" for the course. There will be absolutely NO EXCEPTIONS to this policy.

### Grading

<i>Assignments</i>	<i>Total Points</i>	<i>University of Roehampton Assessment</i>
Course-Based Discussion Activities	15%	
Weekly Assessments/Exams	40%	
Individual Written Assignment	45%	100%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 - 100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 - 79%	C+
73 - 76%	C
70 - 72%	C-
60 - 69%	D
59 and Below	F



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**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.

### 3.16 EC 500 Introduction to Economics

#### Instructor Information

Name/Title:  
Phone:  
Email:  
Office Hours: *online by appointment*

#### Course Description

EC500- This course in economics is designed for graduate students with no prior knowledge in economics. The course will cover the basic concepts of micro- and macroeconomics. Microeconomics focuses on how societies make choices on what, how and for whom to produce, given the limited resources. How can people reconcile this reality with their virtually unlimited desires? Macroeconomics is concerned with the structure and performance of the aggregate economy. Issues such as economic growth, business cycles, inflation, international trade and unemployment will be addressed.

#### Required Resources

Brue, S, McConnell, C. & Flynn, S. (2018). *Essentials of economics* (4<sup>th</sup> ed). New York: McGraw-Hill

#### Other Resources:

Additional readings and primary source material may be provided at the instructor's discretion.

#### Learning Objectives/Outcomes

The outcome of any course for an individual student is contingent upon what each student brings to class and the amount of energy and effort that they deploy. However, a student who attends all of the classes and undertakes the associated tasks with diligence can expect to be able to understand and comprehend:

1. Critically analyse the free markets, why we have them, how they work, what they accomplish.
2. Evaluate the concepts of scarcity, specialization, and comparative advantage.
3. Evaluate the impact of government intervention.
4. Critically apply the concepts of unemployment, interest rates, and inflation.
5. Assess monetary and fiscal policy & policy debates on public debt, and international trade.

#### Alignment to Programmatic Outcomes

Program Learning Outcomes	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6
1) Students will demonstrate in-depth discipline knowledge and the ability to synthesize and critically apply this knowledge.	X	X				
2) Students will critically evaluate contemporary issues and / or insights in business and management.						
3) Students will discuss, argue, and propose sound and creative solutions to complex business problems.			X			
4) Students will critically evaluate and assess research methods (data collection, analysis, interpretation) to evaluate their own, and other current research and advanced scholarship within the discipline.				X	X	
5) Students will demonstrate the ability to convincingly communicate research findings and/or decision-making processes, both orally and in writing, to specialist and non-specialist audiences.						
6) Students will demonstrate the acquisition and critical application of transferrable skills for employability, such as teamwork, decision-making, and change management as well						



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as the capacity to critically self-assess the application of these skills.						
7) Students will propose and formulate a research topic, identifying and critiquing appropriate research methodology and scholarly literature. They will carry out their own research and critically analyze findings, identifying the limitations of the study within a written dissertation.						

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- Develop quality academic programs based on employer driven demands;
- Foster partnerships with industry experts to identify future career opportunities;
- Promote student learning through excellence in teaching support services and instructional delivery both online and in traditional settings in response to current industry demands; and
- Promote an institutional culture that values diversity and international and cross-cultural competencies and skills identified by global industry experts.

### **Instructional Strategies**

Courses use a mixture of content presentation, seminar, videos and practical exercises. Students will prepare the essays for the course outside of the classroom. Examinations will be delivered in a two-hour time frame. Individual and overall feedback will be provided once everyone has taken the examinations.

This course is a three credit-hour semester course delivered in an accelerated four-week format. Three semester hours represent the US and European Credit Transfer System equivalent of 135 to 180 total study hours.

### **Attendance and Participation Policy**

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- Fabrication: Intentional or unintentional invention or falsification.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own.
- Facilitation: Knowingly helping another to commit an act of academic dishonesty.

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### Course Topics

Week	Topic	Learning Outcomes Addressed	Activities
1	How Markets Work : Demand and Supply, Elasticity, Efficiency and Equity, Government Actions in Markets Firms and Markets: Output and Costs, Perfect Competition, Monopoly and Monopolistic Competition, Oligopoly Public Goods and Externalities	1,3	Discussion Exercise
2	Monitoring Microeconomic Performance: <ul style="list-style-type: none"> <li>• GDP and Economic Growth</li> <li>• Jobs, Employment and Inflation</li> </ul>	1,3	Discussion Exercise Midterm Exam
3	Microeconomic Trends: <ul style="list-style-type: none"> <li>• Finance, Saving, and Investment</li> <li>• Exchange Rate and the Balance of Payments</li> </ul>	1,2,3,4	Discussion Exercise
4	Macroeconomic Fluctuations and Policy: <ul style="list-style-type: none"> <li>• Aggregate Supply and Aggregate Demand</li> <li>• Fiscal Policy</li> <li>• Monetary Policy.</li> </ul>	1,2,3,4	Discussion Exercise Final Exam

### Course Requirements

#### 1. Weekly Discussion-Based Course Assessments (15%)

Learning Outcomes 1, 2, 3, 4

Each week, students will participate in activities that support student mastery of course learning outcomes as evidenced through course discussions, quizzes/tests, reflective essays, group work, etc. (*Refer to Course Topic chart*)

#### 2. Weekly Assessments (25%)

Learning Outcomes: 1, 2, 3, 4

Students will complete weekly assignments/assessment to practice and reinforce course content. These activities could include problem sets, case studies, or other homework activities.

#### 3. Midterm Exam (30%)

Learning Outcomes: 1, 2, 3

Students will complete a midterm exam on course material in week 2 of the course. The exam will include answering several short & long answer questions and 1 case study with questions.





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4. Final Exam (30%)

Learning Outcomes: 1, 2, 3, 4

Students will complete a final exam on course material in week 4 of the course. The exam will include answering short and long answer questions and 1 case study with questions.

**Grading**

<i>Assignments</i>	<i>Percentage</i>
Course-Based Discussion Activities	15%
Weekly Assessments/Exams	25%
Midterm Exam	30%
Final Exam	30%

<i>Assignment of Course Grades</i>	
Percentage	Letter Grade
93 -100%	A
90 - 92%	A-
87 - 89%	B+
83 - 86%	B
80 - 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
60 – 69%	D
59 and Below	F

**Course Incompletes**

Please see the Schiller International University Catalog for information related to requesting an incomplete for the course.



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#### 4. Examination System

Every module/course has a number of assessments spread across the month of the course. All courses have two examinations – one usually given at the end of the Thursday of the second week and the other one is given on the Thursday of the fourth week. Additionally courses usually have a paper and/or a presentation which has to be held and handed in sometime during the duration of the module. The required assessments are clearly stated on each class syllabus which is handed in the first class to each student as well as being posted on Blackboard. The exams are mix of short and long answer questions and where appropriate cases. The student receives the result of his or her first exam the week following the exam, the paper and second exam is posted no later than 72 hours after the end of the module.

Students have the right to appeal their final grade in a course if they believe their grades reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The posted grade shall remain in effect until the appeal procedure is completed. A final grade appeal request from a student will be considered only within 30 days following the conclusion of the course.

The following procedure is used to handle the appeal.

- Step 1. The student appeals the final grade directly to his/her instructor within five (5) days after the grade is posted. If the student is not satisfied with the decision, he/she has to proceed immediately to Step 2.
- Step 2. The student contacts the Registrar/Head of Study or Academic Dean to appeal his/her final grade for on campus classes and the Provost or Dean of Curriculum & Design/Distance Learning for online classes by completing a Grade Appeal Form. The Registrar/Head of Study or Academic Dean or Provost/Dean of Curriculum Design /Distance Learning will render a decision within five (5) days. If the student is not satisfied with this decision, he/she proceeds immediately to Step 3
- Step 3. The student contacts the Provost for further review of the appeal request. The Provost will notify the student of a decision within five (5) days. If the student is not satisfied with this decision, he/she can request a review of the appeal by an Academic Appeal Committee. The Provost will determine if the facts of the case warrant review by committee.
- Step 4. If the Provost determines that a review by an Academic Appeal Committee is indicated, a committee shall be assembled to determine a final resolution. This Committee shall consist of two (2) or more faculty members. The Committee will render a final decision and advise the student of the outcome within five (5) days.

The decision of the Committee is final unless the appeal refers to a University of Roehampton (UoR) mark. In this case, the students will have the right to go through the UoR appeal system. This procedure is to be completed within 20 calendar days. If a grade change is approved, the University will ensure the change is recorded in the student's official academic record.

#### US GRADING SYSTEM

Undergraduate/Graduate Grading Scale

Letter Grade	Percentage Grade	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	87-89	3.25
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.25
C	73-76	2.00
C-	70-72	1.75
D	60-69	1.00



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F	59 or below	0.00
CR		Credit received
I		Incomplete
IP		In Progress
NC		No Credit
R		Repeat
TR		Transferred
W		Withdrawal
X or AU		Audit



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**5. Appendices**



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**Appendix 5.1: Sample DISSERTATION TOPIC OUTLINE**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Student Surname:

Student First Name:

Student ID Number:

Email address

-----  
Programme:

Academic Year:

-----  
Proposed dissertation title (be as specific  
as possible):

If your work has a geographical focus,  
please state here:

If your work focuses on a specific  
organisation, please give the name:

Do you think you will need to obtain ethical approval before you can start this dissertation? (e.g. work set in NHS, research of vulnerable groups)	Yes No Don't know
--	-------------------------

Please describe below the main focus/objectives of your dissertation:

Signature (supervisor)

Signature (student)

Once you have discussed this with your chosen supervisor and he/she is happy to supervise you please submit this form to the Head of Studies of your campus, via email or in hard copy.

## **Appendix 5.2: THESIS GUIDELINES**

### **1. Rationale - BACHELOR RESEARCH PROJECT (THESIS) AND GRADUATE THESIS**

The thesis provides students with the opportunity to apply the understanding, knowledge, analytical and conceptual tools and personal skills gained from the taught courses to an in-depth study of a specific strategic problem or situation. It consolidates the learning, knowledge and skills that have already taken place as well as developing the capability of the student to undertake and complete an academic thesis. It can thus be seen as the culmination of the entire programme.

### **2. Thesis**

#### **2.1. Undergraduate (UG) & Postgraduate (PG)**

- Undergraduate students start this process in the 3<sup>rd</sup> year of their program with the Capstone Course CA 497. Graduate students start with the class Methods of Research and Analysis BA 589 which is offered within the first six months of the student's program.
- Content: The research proposal is expected to address a research problem of practical and/or academic interest, normally in an organization to which the student has access through a part-time job, family links, etc. The thesis has to be an empirical research in a real organization or non-governmental organization.
- This must be addressed by critically examining existing material and carrying out a relevant literature review which informs the research hypotheses of the primary research. The primary research methodology may involve surveys, face-to-face, in-depth interviews, semi-structured interviews, focus groups or any combination.
- The report length is 10,000 words for UG and 12,000 – 14,000 maximum for PG students.
- Thesis Supervision: Each student will be allocated a thesis supervisor or tutor following the submission of a draft research proposal to assist with the initial discussion of the feasibility of the proposed study.
- Thesis Supervisors will have the appropriate expertise in the subject as well as a good knowledge of the topic of the thesis and of the research methods proposed.
- The main form of tutor support will be 6 hours minimum of face-to-face individual supervision supplemented by an appropriate amount of e-mail support. The student will be provided with the opportunity for guidance at all key stages of the Thesis. A supervisory meeting record must be filled in to keep track of the meetings and of what decisions are agreed.
- A dedicated Blackboard site will be created to provide further support. This will also provide a forum for mutual help and support among the students themselves.
- Each student will be provided with a "Thesis Graduate Handbook" which is updated annually.
- Thesis supervisor will not be permitted to supervise more than five theses at the same time.
- There has to be one tutor per student, but it is also possible to have an internal tutor (responsible for the academic development of the thesis) and an external tutor, an executive or manager of the company that the thesis is based on.
- Time limit: UG and PG students will have to finish their thesis before finishing their last SIU course.
- A 6 months extension can be granted exceptionally if there are justified circumstances. There is an official SIU policy the administration would follow.
- Thesis defense or Viva: this will take place during the two weeks following the hand-in. The student will be asked to provide an overview of the thesis and to answer questions

on any aspect of it, for example, sources of material for the literature review, choice of methodology, managerial implications from the results, what he/she might do 'next time'. Three members of the staff will participate in the viva. The tutor must be one of them.

- The thesis both undergraduate and graduate are only marked pass/fail.

## **2.2. SIU Thesis and University of Roehampton (UoR) Thesis**

Students can use the same work for both, but there must be a difference between the two. As the SIU Thesis allows for more length, it is expected that the SIU Thesis will have additional material not included in the UoR Thesis.

### **a) Statement of Commitment**

All students and tutors have to sign the Statement of Commitment after the Thesis proposal has been approved by the thesis supervisor.

### **b) Thesis submission**

Once the thesis and oral viva is complete, all documents specified in the Thesis Manual have to be uploaded onto the Blackboard either undergraduate or postgraduate course shell. Additionally, the thesis in paper plus the marking sheet for both the thesis and the viva must be sent in a hard copy to the University of Roehampton and one hard copy would be kept in the Library Archive at the Schiller International University.



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**Appendix 5.2 A: Sample DISSERTATION STATEMENT OF COMMITMENT**  
**DISSERTATION STATEMENT OF COMMITMENT**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

Prof. \_\_\_\_\_ (Heidelberg)<sup>2</sup>  
Dissertation Advisor/Tutor,

C E R T I F I E S

That Mr./Ms. \_\_\_\_\_  
student from Schiller International University, has committed to develop the project  
titled

as the Dissertation of the \_\_\_\_\_ 3 studies that  
the student is at present undertaking.

The above mentioned tutor confirms that the theme of the project has been previously examined and  
that it has been preliminary classified as SU1TABLE for the purpose and scope of the subject.

In the same way the student commits to the development of the project in accordance with the  
objectives and quality standards required within the subject.

Correspondingly the tutor commits to orientate, help and support the student with the development of  
the business project in accordance with the terms and regulations established by Schiller International  
University and the University of Roehampton.

Signed: Prof. ....

The Advisor/Tutor

Signed: Mr./Ms.: ....

The student

2 Campus Location

3 Name of the program in which the student is enrolled





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**Appendix 5.3: Sample DROP ADD FORM**

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**DROP ADD FORM**

First Name: \_\_\_\_\_ Family Name: \_\_\_\_\_

Degree/Major: \_\_\_\_\_ Graduation Date: \_\_\_\_\_ Date: \_\_\_\_\_

I am registered for the following courses:

Course Number	Credits	Course Number	Credits
1.		4.	
2.		5.	
3.		6.	

I would like to **DROP** the following course(s)

Course Number	Instructor	Credits
1.		
2.		
3.		

I would like to **ADD** the following course(s):

Course Number	Instructor	Credits
1.		
2.		
3.		

After the above changes my TOTAL NUMBER OF CREDITS is:

--

I understand that I will receive an F (failed =no credit) if after the end of the drop add period it is found out that I do not have the pre-requisite(s) for a course I added.

Student's Signature: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

**For Office Use Only:**

1. \_\_\_\_\_ Tally Sheet

4. \_\_\_\_\_ Class List

2. \_\_\_\_\_ Computer

5. \_\_\_\_\_ Instructor informed

3. \_\_\_\_\_ Registration Form

Date: \_\_\_\_\_



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**Appendix 5.4: Sample COURSE WITHDRAWAL FORM**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**COURSE WITHDRAWAL FORM**

First Name: \_\_\_\_\_ Family Name: \_\_\_\_\_  
Degree/Major: \_\_\_\_\_ Date: \_\_\_\_\_

I understand that I will receive a "W" (= withdrawal) for a course I drop BEFORE and an "F" (= failed) for a course I drop AFTER the midterm week, unless I have a passing grade with the missing assignments having 0 points.

Student's signature: \_\_\_\_\_

\_\_\_\_\_

Course Number	Course Title	Instructor

Advisor's signature: \_\_\_\_\_



Dear \_\_\_\_\_

\_\_\_\_\_ Please put a "W" (=withdrawal) down on your grade sheet.  
\_\_\_\_\_ The student submitted this form after the midterm exam. Please complete:

In \_\_\_\_\_ the student's grade is \_\_\_\_\_.  
(Course number / title) (Grade)

Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to the registrar.

For Office Use Only:

\_\_\_\_\_ Registration Form  
\_\_\_\_\_ Class List:

Instructor \_\_\_\_\_  
Date: \_\_\_\_\_



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**Appendix 5.5: Sample REPORT OF INCOMPLETE GRADE**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM

**Report of Incomplete Grade**

Campus: Heidelberg

**This form is to be completed by the instructor issuing the “I” grade, signed by all parties, and filed in the department with a copy to the student.**

Student's name \_\_\_\_\_ SID# \_\_\_\_\_  
Year & Semester Enrolled \_\_\_\_\_  
Course Number and Title \_\_\_\_\_ Credit hours \_\_\_\_\_

The student must complete and submit the following work by \_\_\_\_\_ (date).

**The following work must be completed either by the above date or within 30 days for the “I” to be removed and replaced by the appropriate grade.** Specific information for any exams to be taken and for grading should be attached to the department copy of this form. The 30-day period starts on the last day of final exams of the term when the student was enrolled in the course. If the “Incomplete” grade is not replaced within 30 days, it changes to a “F.”

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Describe what portion of the course remains to be completed and how the final grade will be determined after the required work has been completed and graded.

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Date \_\_\_\_\_ Student's signature \_\_\_\_\_  
Date \_\_\_\_\_ Instructor's signature \_\_\_\_\_  
Date \_\_\_\_\_ Approved by Academic Dean or Head Studies or Campus Director \_\_\_\_\_

4/13/2015—Form approved by the Office of the Provost



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**Appendix 5.6: Sample THESIS EXTENSION FORM**

**PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM**

**APPLICATION FOR AN EXTENSION TO MAXIMUM PERIOD OF REGISTRATION FOR THE THESIS**

If you wish to extend your maximum period of registration you should complete this form. Provided that you are within your registration period, and you have the approval of your adviser, you may be allowed to extend your maximum period of registration for a six-month period your current registration expiry date. Extensions must be applied for in advance. **All periods of extension must be paid for at the relevant part-time or full-time rate. (Consult the Office of the Registrar for applicable fees.)**

Please type this form or complete it in black ink and in block capitals and, when the necessary signatures have been obtained, return it to your Academic Adviser, the Academic Dean, or the campus Registrar.

**SECTION 1: REGISTRATION DETAILS**

**Program:**

- ☐ MAIRD  
☐ MBAIT  
☐ BS IB

- ☐ MIB  
☐ MIM  
☐ BA IE

- ☐ MBA  
☐ BA IRD

**Date of initial registration:**

**Mode of Study:**

- ☐ Part-time ☐ Full-time

**Student SIU:** \_\_\_\_\_ **UoR:** \_\_\_\_\_ **Name:** \_\_\_\_\_  
**ID#:**

**Title of research:**

**SECTION 2: EXTENSION REQUEST**

**Current registration expiry date:**

**I wish to extend my registration to the following date (THIS DATE MAY NOT EXCEED SIX MONTHS FROM THE CURRENT REGISTRATION EXPIRY DATE)**

**Extended registration expiry date:**



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**SECTION 3: OUTLINE OF PROGRESS AND PROVISIONAL TIMETABLE FOR COMPLETION**

*Please give an outline of your progress so far and your intended timetable for completion. You must justify why the additional time is required and how you will make best use of this time.*

*Continue on a separate sheet if necessary*

Signature:

Date:

---

**SECTION 4: SIGNATURES**

*I recommend that the candidate's registration be extended for the period requested and believe that the candidate has outlined a workable timetable for completion*

Director/Chair of Studies (Advisor)	Signed:	Date:	Program:

**For completion by the Program Administrator/Academic Dean or Campus Director:**

Academic  
Director:

Dean/Campus

Date:

Signature:



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**Appendix 5.7: Sample PETITION FOR GRADUATION**

PLEASE SEE THE REGISTRAR FOR AN OFFICIAL LOGO COPY OF THIS FORM



**Petition for Graduation**

Completion and submission of this form is required to process your degree and transcripts upon completion of your program. Please complete and secure the appropriate signatures, Thank you

*Graduate Clearance Form should be turned in prior to or no later than the last week of your last class*

Expected Graduation Date (not Graduation Ceremony):	
Program of Study:	
First Name:	Last Name:
Current Mailing Address (street/city/state)	
Email:	Schiller Email:
Cell phone:	Home phone:
International Student:	International Student: Will you apply for OPT:
International student: I have (student/graduate) met with the Registrar regarding OPT application:	
Alternate Contact (Required) Family member that can receive an important message or document for you.	
Name:	Relationship:
Cell phone:	Email:
Mailing Address:	
Student/Graduate Signature (Type if emailing)	
Do you plan to participate in the Graduation Ceremony?	Campus: Heidelberg
SIU Administration Selection: (Required Signatures)	
Financial Aid Officer:	Date:
Business Manager:	Date:
Registrar:	Date:
Registrar: The student above will complete all required class by this date:	
(The following must be completed prior to receiving the CS signature)	
Resume Submitted: Yes/No	Resume Approved by CS Department:
Career/Student Services:	Date:
Notes:	
Graduate folder paperwork submitted (Exit, Survey, Placement form)	
APPROVED to Process: If No HOLDING For:	