1. **Title of the module**

POLI9350 Global Governance and International Organisation (Brussels) (PO935)

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in International Relations

MA in European Public Policy

MA in International Political Economy

MA in Political Strategy and Communication

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1: appreciate the different levels of analysis – international, domestic, regional, transnational – at which global policy is formulated; understand the different mechanisms of interest creation, articulation, and implementation at those different levels; and understand the relationship and interplay between them in the formulation of global policy

2: summarise and critically assess the dominant theories of policy making, from the local to the global.

3: understand and evaluate the relative merits of different approaches to global policy making in multilateral diplomacy, including the opportunities and limitations of each approach.

4: understand and analyse the emergence and development of global institutions and especially the United Nations system

5: assess the role of different actors in the policy process – civil society, governmental, inter-governmental organisations -, in particular the actors involved in the UN system;

6: apply theoretical perspectives to case studies in global governance

7: identify the practical and ethical problems and limits of international law, state sovereignty, and international justice with regard to key state and non-state practices in a global context

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1: work with theoretical knowledge and apply theory to practical issues

2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as in their own work

3: undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

4: have a level of conceptual understanding that will allow them to evaluate research, policies, and practices critically

5: be reflective and self-critical in their work

6: use the internet, bibliographic search engines, online resources, and effectively conduct research

7: engage in academic and professional communication with others

8: have independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

The aim of this course is to achieve an analytical understanding of global governance and international organizations. More specifically, the course aims to deepen the students':

- contextual understanding of the history of international organizations;

- understanding of theories explaining actor behavior and policy outcomes in the context of international organizations and global governance;

- analytical and practical understanding of various global governance fora and policies;

- understanding of philosophical and normative accounts of global governance;

- understanding of strategies, norms and interests that drive the states and non-governmental actors in various global governance fora and policy areas (e.g. the United Nations, the WTO, the G7/G8/G20, global security governance, global economic governance, global development cooperation, etc.).

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

J. Timmons Roberts and Amy Bellone Hite (eds.) The Globalisation and Development Reader, Oxford, Blackwell 2007

Paul Taylor and A.J.R.Groom (eds.), The United Nations at the Millennium, London, Continuum, 2000

Rorden Wilkinson (ed.), The Global Governance Reader, London, Routledge, 2005

Ramesh Thakur, The United Nations, Peace and Security, Cambridge, Cambridge University Press, 2006.

Alain Noel and Jean-Philippe Thérien: Left and Right in Global Politics, Cambridge University Press, 2008.

Rob Reinalda, Routledge History of International Organisations: From 1815 to the Present Day, London, Routledge, 2009.

Journal ‘Global Governance’

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Essay, 3000 words (50%)

Exam, 2 hours (50%)

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018