

**TROY UNIVERSITY**  
**TERM 1, AY 2017-2018**  
**IR 5542 Diplomacy**

**Troy University**  
**Kadena Base Education Center**

**INSTRUCTOR:** Dr. Brendan M. Howe

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**MEETING DATES:** August 26-27; September 23-24 (0900-1800).

**AVAILABILITY:** By e-mail/Canvas; before/after class; by mutually convenient appointment.

**COURSE DESCRIPTION:** This course provides an examination of diplomacy in International Relations, viewed from both theoretical and practical perspectives. Topics will include fundamentals in the practice of statecraft, including negotiation and conflict resolution, and the difference between public and private diplomacy, ethics and morality in diplomacy, and the continually evolving nature of diplomatic practices.

**OVERALL OBJECTIVE:** This course examines the two sets of guidelines which structure foreign policy decision-making in a diplomatic environment: the rational basis of strategic diplomacy; and the normative basis of international society. Diplomacy is the term given to the official channels of communication employed by the members of a system of states, and increasingly to unofficial channels of communication and actors. This course aims to give the student a thorough grounding in both the theory and practice of competing diplomatic paradigms. Conflict is an inevitable outcome of interaction between actors with competing hierarchies of preferred outcomes, particularly in the international context where there is no overarching authority to help resolve collective actions problems and reconcile conflicting interests. Thus, traditionally, diplomacy has been pursued in order to secure the national interest of states in a hostile operating environment. Primarily national interest is taken to mean national security and economic wellbeing. The diplomat therefore acts in ways determined most likely to secure these things, and to structure the decision-making of others, whether through threats, promises, coercion, deterrence, balancing, appeasement, etc. Yet at the multilateral level, diplomacy becomes more of a collective or conference activity. Here the focus shifts to good governance, the resolution of conflicting interests through peaceful means, and the generation of the collective good. Finally, track two and track three diplomacy, as well as public diplomacy, have seen an increase in non-state-centric actors and roles. Upon completion of IR 5542, the student should understand the theoretical and practical methods of implementation of diplomatic techniques.

**SPECIFIC OBJECTIVES:** Upon completion of the course, the student should be able to demonstrate an understanding of:

1. Conceptual frameworks for analyzing diplomatic practices/statecraft;
2. An understanding of problems prevalent in the international arena;
3. A broader repertoire of negotiation strategies and skills;
4. A deeper understanding of how to work with conflict;
5. Rational and normative diplomatic constraints;
6. Confidence in their own negotiating, presentation and strategic interaction skills;
7. Improved analytical and research skills;
8. Improved oral and written communication skills;
9. Confidence in their ability to convey an understanding of the complex forces shaping contemporary international diplomacy.

**COURSE REQUIREMENTS:**

Exam:	30%	Total Grade
Presentation:	30%	
Final Research Project:	30%	
Participation (class/Bboard):	10%	

**METHODS OF INSTRUCTION:** Lectures, Class Discussion, Essay Exams, Canvas Participation (download and read additional material posted by instructor, discussion and completion of posted assignments) Student Oral Presentations and Feedback, Final Research Paper.

#### **WEB ENHANCED ELEMENTS**

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: discussion board posts (3 hours), and review of instructor slides/lectures posted on Canvas (6 hours).

**GRADE SCALE:**

A:	90-100
B:	80-89
C:	70-79
D:	60-69
F:	0-59

**ATTENDANCE POLICY:** Each enrolled student is expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the relevant class session. NOTE: Excessive absences may result in either a failing grade or the need for the student to drop the course.

**MAKE UP POLICY:** In exceptional cases (for example, medical/family emergencies, official duty requirements, TDY/TAD, etc.) an Authorized Absence may be permitted upon consultation with the Instructor. In these situations, the student MUST as soon as possible meet with the instructor to complete a comprehensive review of the missed material. Unauthorized Absences will require the mandatory review of the missed material, and may also adversely affect final grades.

**TEXTS:** Andrew F. Cooper, Jorge Heine, and Ramesh Thakur *The Oxford Handbook of Modern Diplomacy*: 2013. ISBN-13: 9780199588862  
Choi and Howe *International Negotiations: Theory and Practice*  
Ewha University Press: 2005. ISBN-13: 9788973007325

**LIBRARY RESOURCES:** Students can access online information resources through Troy Library Services home page at <https://www.library.troy.edu>

These resources include a variety of full databases that provide complete article texts from thousands of journals, magazines and newspapers to aid students in their original research for class participation, presentations, and final research project.

In addition, where necessary the Instructor will provide additional readings if they cannot be accessed through the Troy Library Service.

Students are advised to read widely (beyond the set texts) and keep up to date on current affairs through multiple news media. <http://afsa.org/fsj-archives>

### **AMERICANS WITH DISABILITY ACT (ADA)**

Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

**CELL PHONE AND OTHER ELECTRONIC DEVICE STATEMENT:** Use of electronic devices (phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.)

In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students

who are expecting an emergency call should inform the instructor before the start of the instructional period.

**ACADEMIC ETHICS:** Details of “Ethical Standards of Reporting Information” can be found in the PUBLICATIONS MANUAL of the AMERICAN PSYCHOLOGICAL ASSOCIATION. Troy University’s “Standards of Conduct,” published in the TROY UNIVERSITY GRADUATE CATALOGUE, also should be consulted by students.

### **REQUIREMENTS FOR STUDENT RESEARCH PROJECT**

1. Each enrolled student will complete a graduate level research paper of 4-6,000 words of double-spaced text with appropriate citations and bibliography not included in the word count.
2. Use the PUBLICATIONS MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION as your style guide for format and citations.
3. Papers are due 11 October 2017, 17:00 Korea/Japan time.
4. During the first class students will select a theme for their project.
5. The final Written Report will address a comprehensive critical case study of international diplomacy including descriptive, predictive and prescriptive analysis.
6. The Topic of the final Written Report must be cleared with the Instructor by the first week of classes, via e-mail or before, during or after session # 4.
7. During the appropriate student-led seminar each student will give an Oral and Visual/Multimedia Report lasting 30 minutes. During these seminars each presenter will be open to questions from their peers. Students will be well advised to encourage and to take advantage of these Q&A sessions in order to gain feedback for their final Written Report
8. Student must complete a substantial amount of reading before the first class session in order to be able to discuss contemporary diplomatic cases and to benefit from feedback on their proposed research projects.

**SYLLABUS**

**TEXTS:** Andrew F. Cooper, Jorge Heine, & Ramesh Thakur *The Oxford Handbook of Modern Diplomacy*: 2013. ISBN-13: 9780199588862 (CHT)  
Choi and Howe *International Negotiations: Theory and Practice*  
Ewha University Press: 2005. ISBN-13: 9788973007325 (C&H)

Session	Theme	Assignment
Preparatory Work	<b>Getting started.</b>	Get ahead in readings if possible – with the first face-to-face classes taking place in week 2, you should prepare as much as possible to get the most out of them in terms of discussion and participation. Give some thought to case study. Email correspondence with instructor.
Saturday 26 August Session 1	<b>Course overview and explanation.</b> Outline of basic course components. Also included is an overview of what is expected by way of student contribution, together with advice on research, structure and presentation. Different approaches to learning. <b>The Nature of the International Operating Environment</b>	CHT: Louise Fréchette: Foreword. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur: Introduction Part I: Setting the Scene 1: Andrew F. Cooper: The Changing Nature of Diplomacy 2: Jorge Heine: From Club to Network Diplomacy 3: Ramesh Thakur: A Balance of Interests
Saturday 26 August Session 2	<b>Traditional Diplomacy: Conflicting Interests and the Basis of Strategic Thinking</b> Essential elements of conflict. From individual choice to negotiation in the context of international conflict. Taking positions. Criteria for measuring success. Rationality, prediction and the security dilemma. Strategic actions.	C&H chapters 1,2&3 CHT 4: Lloyd Axworthy: The Political Actors: President, Prime Minister and Minister of Foreign Affairs 12: Andrés Rozental and Alicia Buenrostro: Bilateral Diplomacy 20: Juan Emilio Cheyre: Defense Diplomacy 31: Kal Holsti: Security 32: Rebecca Johnson: Arms Control and Disarmament

<p><b>Sunday 27 August Session 1</b></p>	<p><b>Modern Diplomatic Decision-Making Models and Processes</b></p>	<p>C&amp;H chapters 1,2&amp;3            CHT 5: Sir Jeremy Greenstock: The Bureaucracy: Ministry of Foreign Affairs, Foreign Service and other Government Departments            6: David M. Malone: The Modern Diplomatic Mission            46: David A. Welch: The Cuban Missile Crisis</p>
<p><b>Sunday 27 August Session 2</b></p>	<p><b>Conference Diplomacy: collective action problems</b>            Conflict between individually optimal vs socially optimal outcomes. Public good and the free-rider problem. N-person prisoner's dilemma.            Liberal and economic diplomacy.</p>	<p>C&amp;H chapter 3, 6            CHT 7: Margaret P. Karns and Karen A. Mingst: International Organizations.            13: Kishore Mahbubani: Multilateral Diplomacy            14: A. J. R. Groom: Conference Diplomacy            15: Gareth Evans: Commission Diplomacy            16: Richard Feinberg: Institutionalized Summitry            17: Fen Osler Hampson, Chester A. Crocker, and Pamela Aall: Negotiations            18: Martti Ahtisaari with Kristiina Rintakoski: Mediation            21: Steve Woolcock and Nicholas Bayne: Economic Diplomacy            22: Greg Mills: Trade and Investment Promotion            34: Diana Tussie: Trade            47: Lorraine Elliott: Climate Change            48: Amrita Narlikar: The Doha Development Agenda</p>
<p><b>Saturday 23 September Session 1</b></p>	<p><b>Normative and principled negotiations, soft power, and public diplomacy.</b></p>	<p>C&amp;H chapters 3, 4 &amp; 5            11: Shawn Powers: The Media            19: Jan Egeland: Humanitarian Action            23: Patricia M. Goff: Cultural Diplomacy            24: Jan Melissen: Public Diplomacy            32: Rebecca Johnson: Arms Control and Disarmament</p>

<b>Saturday 23 September Session 2</b>	<b>Humanitarian Diplomacy.</b>	33: Simon Chesterman: Peace-building and State-building 35: Jennifer Clapp: International Food Aid 36: David P. Forsythe: Human Rights 37: William Maley: Refugees 38: David Fidler: Health
<b>Sunday 24 September Session 1</b>	<b>Student-led seminar and presentations. Real world examples of diplomatic challenges.</b>	
<b>Sunday 24 September Session 2</b>	<b>Feedback and advice on completion of final papers. Revision session in preparation for exam.</b>	
<b>Wednesday 11 October.</b>	<b>Final Projects Due</b>	<b>17:00 Korea/Japan time</b>
<b>Saturday 14 October</b>	<b>Final Exam to be completed by 17:00 Korea/Japan time</b>	<b>Open Book Exam will be posted in advance on Canvas</b>