



Course Title: International Diplomacy:
Issues, Conventions & Practices – an experience in London.

Instructor: Dr. Rajini Pani

Course Objectives: This course will cover in some detail the work of diplomatic missions in the execution of foreign policy and their organization to accomplish that work. Course objectives include explaining the activities of the various sections and agencies that compose diplomatic missions in order to improve understanding of the role of diplomacy in advancing national and international interests, to highlight the different skills and professions engaged in “diplomatic” work, and to show the services and assistance that citizens, companies and other organizations can expect to obtain from diplomatic missions. The experience will be that of missions based in London and selected sites in mainland Europe.

Course Learning Outcomes:

this course is designed to prepare students with skills for international appointments
Professional development is optimised by active participation in practical course
work and is fully supported by authentic discussion, current affairs, written
communication and planning activities
The cultural and professional visits integrated with and structured around academic
elements of the course so as to complement the professional training
The course introduces students in the process of dialogue and negotiation particularly
with regards to political, legal and ethical questions

Co-curricular activities will include collaboration and visits with the following institutions in London and mainland Europe:

1. The Diplomatic Academy of London – University of Westminster
2. Centre for International Studies & Diplomacy– SOAS
3. College of Europe – the EU International Relations & Diplomacy Studies programme based in Bruges
4. Visit to the European Commission in Brussels
5. Commonwealth Office, London
6. The Royal Institute of International Affairs, Chatham House, London

Instructional Methods:

The core of the course will be based on a series of lectures, classroom discussions, site visits and experience-based reflections in the form of student presentations. As this course draws its topics, materials and uses various mediums, it is not possible to prescribe a single text book. As a good part of the course will be conducted in collaboration with various institutions in London and on mainland Europe, reading materials and checklists will be provided in class and onsite.

Assessment Plan:

- assignments of 1700-2000 words each from a list of questions given to students at the start of the course, due in week 6 and week 13. (50%) 2
- ten minute class presentation (15%) 1
- class participation and attendance (20%) C
- symposium/seminar presentation (15%) S

The assessment criteria for written work and presentations will be as follows:

- the success with which the student has addressed the topic in question and whether there has been an answer given to the question (i.e. relevance) T
- the originality, ambition and scope of the essay/presentation in terms of the topic being addressed (i.e. content) T
- the structure and form of the essay/presentation (i.e. argument) the delivery of the essay/presentation in terms of attention to clarity of expression, and technical clarity (i.e. expression) T

Topic 1: National Interests, Foreign Policy & Diplomacy- Part 1:

Public diplomacy, what it is, and what it is not; public diplomacy and argument formation in foreign policy rhetoric; National Interest and New Diplomacy, National Interest and the Challenges of Foreign Policy in current international affairs.

Topic 2: National Interests, Foreign Policy & Diplomacy – Part 2:

Commercial diplomacy and national interest – case studies from the European Union; Cultural Diplomacy and Foreign Policy – case studies from the Common Wealth.

Topic 3: The Diplomatic Mission-Structure of the Mission

The Vienna Convention, diplomatic relations, consular relations; types of diplomatic posts; diplomatic, consular & other representation -Embassies, Diplomatic Missions and Consular General offices; diplomatic protocol, diplomatic immunities & Privileges.

Topic 4: Ambassador and Country Team as first line of engagement- Part1:

The Country Team: Public Diplomacy Section – persuasion, clarification & Representation

Topic 5: The Country Team: Economic Section- Part 2:

Multilateral economic diplomacy –EU, WTO

Topic 6: The Country Team: Education & Culture Section –Part 3:

a study of the British Council in British diplomacy, Sports as diplomacy – in the run-up to the London Olympics 2012.

Week 7: Intelligence, Espionage & Covert Operations

Espionage in the age of Terrorism – Case studies of French, British and American Intelligence in the War on Terror.

Topic 8 : The Diplomatic Environment: Cross-Cultural Issues

Role of race, language and culture in inter-ethnic international relations; case study – a cross cultural analysis of the current issues in the India-US Nuclear deal; Globalization and cultural diplomacy – culture & the new economy.

Topic 9: Diplomatic Environment: Crisis Management – Part 1:

Theories of Crisis Behaviour; Crisis management versus Crisis Diplomacy; Diplomacy and force in the Middle East crisis as case study of the Intifada in 2000.

Topic 10: Diplomatic Environment: Crisis Management – Part 2:

Reflections on Public Diplomacy after the Danish Cartoon crises – from crisis managements to normal Public Diplomacy; New European Preventive Diplomacy (NEPD), focused on preventive diplomacy which deals with political and environmental crises prevention, mediation, conflict resolution, reconciliation, humanitarian actions and other collective security issues.

Topic 11: The New Diplomacy

Examining the changing nature of diplomacy, with particular emphasis on the interaction of traditional state diplomatic actors with NGOs, international organisations and firms in contemporary patterns of global governance; the role of the media and its implications for diplomacy.

Topic 12: Environmental Diplomacy- Diplomacy for the Environment:

The new generation of environmental dangers; 1992 UN Conference on Environment and Development –UNCED; the Montreal Protocol and Creative Diplomacy; Environmental Diplomacy in an Unequal World; from Environment Diplomacy to Environmentally Sound Diplomacy; the Trade and Environment Nexus.

Topic 13: Interdisciplinary intensive workshops in diplomacy (including skills) incorporating the following themes:

- Negotiation & Mediation exercises
- Decision-making and strategic problem solving in intercultural environment exercises
- Intercultural Communication exercises
- Global migrations, frontiers and human geography in the 21st century
- The organization and management of humanitarian actions
- The protection of minorities – cultural versus universal human rights
- The protection of national heritage in EU and the world
- The psychology of collective conflicts, war, mediation and conflict resolution

Assignments for the workshops will include:

Written assignment# 1. Students will be assigned a country that has official representation in London and for writing simulations will serve as countries representatives in London. Working from that perspective, students will prepare a short (2-3 page) paper describing their county's national interests the U.S. and in the European region.

Written Assignment #2. Students will draft a reporting telegram (3-4) pages on a political, economic or commercial theme bearing on their country's national interests. The telegram should draw on an actual current issue or development of national or regional significance and must draw on both written and human sources.

Writing assignment#3. Students will draft a report (3-4 pages) advising nationals of their country/s on conditions prevailing in London and potential risks of which they should be aware.

Indicative Reading:

Baker, James, *The Politics of Diplomacy*, Putnam & Sons, 1995

Berjeijk, Peter, *Economic Diplomacy*, Brookfield, 1994

Berridge, George, *Diplomacy: Theory & Practice*, Prentice Hall, 1995

Cohen, Raymond, *Negotiating Across Cultures*, United States Institute of Peace, 1994

Craig Gordon A, & George Alexander L, *Force & Statecraft: Diplomatic Problems of our Time*, Oxford University, 1990

Dorman (ed), "What is Public Diplomacy?" <http://www.publicdiplomacy.org/1.htm>

Dunn, David, *Diplomacy at the Highest Level: The Evolution of International Summity*, St.Martins Press, 1996

Freeman Jr., Chas. W, *Arts of Power: Statecraft and Diplomacy*, United States Institute for Peace, Washington, DC 1997

Greene Graham, *The Quiet American*, Penguin 20th Century classics

Harris Paul G, *Europe & Global Climate Change: Politics, Foreign Policy and Regional Cooperation*, Edward Elgar Publishing, 2007

Herz, Martin, *The Modern Ambassador: The Challenge & the Search*, Institute for the Study of Diplomacy, Georgetown University, 1983

Kennan George, *A Diplomat at Century's End*, US News & World Report, March 11, 1996, p41

Kissinger, Henry, *Diplomacy*, Simon & Schuster, 1995

Lederer William J & Burdick Eugene, *The Ugly American*, 1956

McClanahan Grant V, *Diplomatic Immunity*, St.Martin's Press, 1989

Miller Robert H., *Inside an Embassy*, Congressional Quarterly Book, 1992

Nicholson Harold Sir., *Diplomacy*, Institute for the Study of Diplomacy, Georgetown University, 1989

Rosati Jerel A, *How Governments Respond to Global Change*, University of South Carolina Press, 1994

Sullivan Joseph G., *Embassies Under Siege: Personal Accounts by Diplomats on the Frontline*, Institute for the Study of Diplomacy, Georgetown University, 1995

FIE's Attendance Policy

Class attendance is mandatory. Regular attendance is essential to achieving a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests and examinations.

In addition to physical presence in class, a student's class **participation score of 20%** will be based on the mastery of assigned course readings as reflected in a consistent contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on a student's participation score.

Class attendance will be formally recorded, and incorporated into a student's final grade.

Attendance is taken at the beginning of each class. Any student arriving late in class by 5 minutes or more, will be marked absent for that day, unless the tardiness is excusable. It is the responsibility of the student to contact the course Instructor in advance, in the event of an excused absence. Absence from class does not relieve a student of responsibility for assignments. There is a strong relationship between class attendance and success or failure in the classroom. It is the responsibility of the student to communicate with the instructor about absences due to illness or family emergency. Class absences are deemed excused only at the discretion of the Academic Directors and require documentation, where possible.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** Two unexplained absences will be flagged immediately by the Instructor who will file an Unsatisfactory Progress Report with the Academic Directors. The Academic Directors and the Instructor will then take a joint decision on further action.

A recommended Rubric for FIE courses

Introductory Note:

One way to ensure consistency in grading and to reduce student complaints is to construct and use grading rubrics. A rubric specifies the criteria used to evaluate a student's performance. It divides an assignment into a variety of component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance in each dimension.

A rubric provides students with a clear guide to how their work will be assessed. By spelling out evaluative criteria, a rubric greatly reduces subjectivity in grading and makes the grading process more transparent.

In short, a good rubric tells the performer (student) and evaluator (teacher):

- by what criteria will the work be judged
- the difference between excellent work and weaker work
- it also helps maintain a standard (continuity) for judging and (when used correctly) can help both performers and judges focus on achieving excellence
- puts an *intentional* focus on elements and help guide the judge in giving feedback that is descriptive as well as evaluative

By supplying students with a scoring rubric while they are preparing their performance (handed out along with the initial assignment), you are making it very clear what is expected of them. Rubrics may help eliminate comments such as, "I wasn't sure what you wanted." or "I don't see why I got a "B" instead of a "C".

FIE Grading Rubric

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A to A –	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artifact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples

		technical errors		
B+ to B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently; develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artifact; achieves partial integration of knowledge from diverse disciplines to interpret an issue ; some understanding of cultural impact through appropriate examples
C+ to C	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct.	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact, gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information.	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight;	Does not follow the instructions; rambling, disorganized and incoherent. Numerous	Little or no development; may list facts or misinformation; uses no quotations or fails to cite	Little or no integration experience and narrative; lack of insight and fails to understand cultural

	information is inaccurate or absent.	grammatical errors	sources or plagiarizes	impact
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