

SYLLABUS: DIPLOMACY IN THE 21ST CENTURY

GENERAL ASPECTS

NAME OF THE COURSE	: Diplomacy in the 21 st Century
CODE	: DRI358
CREDITS	: 8
LECTURER	: Prof. Matthias Erlandsen
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OFFICE HOURS	: Upon request by appointment: https://calendly.com/matterlandsen/office-hours-udd
CLASSROOM	: Online, via Zoom.
SCHEDULE	: Monday H2+H3 (10:00 – 12:50).

COURSE DESCRIPTION

Some scholars in the social sciences consider diplomacy ‘the master-institution’ or ‘the engine-room’ of international relations. A foreign policy can succeed or fail depending on the quality of the nation’s diplomacy. Yet, non-diplomats often misunderstand the role of diplomacy. This is unfortunate because diplomacy is a primary instrument of national power and in many contexts is more effective than the application of coercion by a state. In fact, many of the global issues (e.g., climate change, pandemics, and poverty) facing the world today are incapable of a military solution, lending themselves instead to diplomacy to address.

This course analyzes the distinction between foreign policy and diplomacy. It delves into the history of diplomacy and considers the accretion of diplomatic norms and laws. It explores traditional (bilateral, political, consular, and headquarters), as well as non-traditional (multilateral, publica, summit, ‘networked’, etc.) diplomacy. We address thinkers and theories of diplomacy. Student will present on these and other matters to the class. We will conclude by discussing key issues in diplomacy, including personal/professional ethics such as dissent, and career diplomacy.

This course provides students with an understanding of the institution of diplomacy —where it comes from, who are its actors, how it functions, and how it is evolving. Students learn how diplomats contribute to the development and execution of foreign policy. In addition to the practical aspects of the course, students are introduced to theoretical bases for diplomacy.

While traditional scholars of diplomatic studies equate diplomacy with negotiation per se and we take up some aspects of negotiation and mediation (e.g., cross-cultural communication), this course is anything but a stand-alone course on negotiation. Neither is it a course on foreign policy, nor diplomatic history. Students who drill down on the readings, prepare the short papers and presentations will not only learn what diplomats do, but also how they do it. The course prepares students for practical careers as either national diplomats, international civil servants, or even private international employees. Indeed, skills emphasized in this course will further students’ understanding of international relations generally and lend themselves to the diplomatic aspect found in the range of international careers.

SKILLS

GENERAL SKILLS

- **Communications:** The ability to convey information to another effectively and efficiently, both orally and written, in a clear, precise, and assertive way.
- **Teamwork:** cooperation, using individual skills and providing constructive feedback, despite any personal conflict, cultural differences, or personal skills among the members of each class.

TRANSVERSE SKILLS

- **Critical thinking:** intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- **Conceptual combination:** fundamental cognitive process by which two or more existing basic concepts are mentally synthesized to generate a composite, higher-order concept. The products of this process are sometimes referred to as "complex concepts." This will allow the students to use a finite number of concepts which they already understand to construct a potentially limitless quantity of new, related concepts.

SPECIFIC SKILLS

- **Global Studies:** Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures around the world. Students will also recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

OBJECTIVES OF THE COURSE

CONCEPTUAL LEVEL:

- The students will learn about the concepts of International Relations and Social Sciences, with focus on bilateral and multilateral relations based upon diplomatic affairs.

PROCEDURAL LEVEL:

- The students will be able to integrate skills and knowledge previously acquired through their college studies, as well as to determine their best skills when working with multicultural and multidisciplinary topics and members.
- The students will be able to develop basic skills in social science research, taking in consideration the globalized world and the current international affairs.

ACTITUDINAL LEVEL:

- The students will be able to improve their written, oral, and listening skills in English.
- The students be results-oriented in terms of communication goals, complying with deadlines.

COURSES POLICIES

Email and Canvas

Throughout the semester, expect to receive e-mails from me regarding the course. As such, it is important that you check your UDD e-mail account regularly and make sure that course e-mails are not going to your junk folder.

All e-mail is automatically sent to students' @udd.cl accounts. Therefore, you must regularly check your UDD e-mail. Note, though, that UDD has good firewalls. You must use your UDD e-mail to contact your instructor. Your instructor will not reply to e-mails sent from non-UDD accounts. Plus, e-mail from accounts other than your UDD account may not get through anyway.

Readings are available online in Canvas, although you are encouraged to personally seek for each paper or chapter in the bibliography of this syllabus.

To succeed in this course, it is essential that you have regular and reliable online access. Your instructor may post announcements and/or send out individual and class e-mails with updated information about the class. Consequently, you should regularly (i.e., daily) check Canvas.

Late Work

Computer and/or system problems do NOT excuse late work or missed exams. Students who wait until the last minute to submit assignments are taking a huge risk. Computer, internet, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one's control. Be prepared by completing your assignments early. In general, you should prepare your work ahead of deadline. Penalties will apply to all late work unless advance arrangements have been made with the instructor. Deadline extensions will be considered ONLY for those who immediately provide written and verifiable documentation of severe illness, death in the immediate family, or official UDD-related business.

Academic Integrity and Academic Misconduct

UDD's *Reglamento de Disciplina del Alumno* (<https://bit.ly/2KV5dZm>) defines academic misconduct as any activity that violates "*una conducta ética y de respeto con la Universidad, sus autoridades, profesores, personal y estudiantes de ésta y con cualquier persona natural o jurídica con la que la Universidad haya celebrado algún convenio académico o reciba o preste servicios.*" While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;

- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Reglamento de Disciplina del Alumno* and this syllabus may constitute "Academic Misconduct." Ignorance of the University's *Reglamento de Disciplina del Alumno* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Reglamento de Disciplina del Alumno* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Reglamento de Disciplina del Alumno* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Technology Use and General Politeness

Accordingly, our Zoom meetings should be focused on discussion —not for texting, web browsing, e-mailing, etc.

Please be respectful of those around you by turning off or silencing your microphone when not needed. **However, your camera must be turned on throughout the session, unless we all are having issues with our connexions.**

To maintain an atmosphere conducive to learning during the discussion-based classroom meetings of this course, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

Disruptions: Disruptions and distractions, threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, and be reported to the corresponding authorities at the University.

Attendance and participation: We will have a lecture and discussion format in classroom sessions. Attendance is required at all class sessions. We will take attendance each day the class meets.

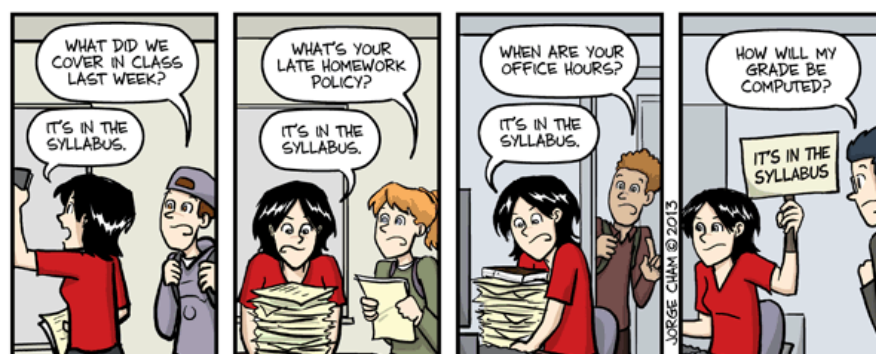
You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who come to class regularly and engage in discussion learn more and generally do better in the class. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. This is very important. Please make an effort to be on time for the class.

Attendance and Participation are worth 12% of your final grade. Students will be evaluated on their ability to intelligently discuss the assigned materials. The first, minimum component of participation is class attendance. I expect students to attend all class sessions unless serious circumstances make doing so impossible. ALL students will be expected to participate fully in the class by both asking questions AND answering them. Participation might also be assessed through relatively easy in-class pop quizzes that will simply appraise whether you prepared for class by familiarizing yourself with that day's materials. We can also have some brief impromptu assignments responding to news and events.

To earn full credit for participation, you should (1) be prompt and attend all classes, (2) complete all readings prior to class, (3) consistently participate in class discussion, (4) display an understanding of the readings and demonstrate an ability to apply course concepts, and (5) complete any participation assignments presented during the course.

Diversity statement: This course embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. This space will be dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Read this syllabus carefully. By remaining enrolled in the class, you have accepted the conditions and requirements of the course. The requirements and rules indicated in this syllabus are non-negotiable. You should drop the class immediately if any aspects of the course, its rules, and/or requirements are not acceptable to you.



IT'S IN THE SYLLABUS

SCHEDULE & BIBLIOGRAPHY (SUBJECT TO REVISION AND CHANGES)

MARCH 1ST.

SESSION 1: Who is who? What does this course seek to achieve?

Introductions. Course goals. Syllabus. Readings, including required texts and articles. Written assignments. Grading. Required private meetings with the instructor. Expectations. Working as a team, etc.

Why to study diplomacy? Practise vs. Theory. Practitioner vs. Theoretician. Using real world examples. What can be achieved through diplomacy? (Who was Raoul Wallenberg?).

MARCH 8TH.

SESSION 2: What is Diplomacy?

Distinguishing diplomacy from foreign policy, statecraft, strategy, national power, etc. In fact, what is power? The power of diplomacy. Who is a diplomat? What are the roles of diplomats (or 'scripts' as anthropologist Iver Neumann has called them)? What is an epistemic community? How does one train a diplomat/provide a professional formation/education?

Readings:

Kerr, P., & Wiseman, G. (2018). Introduction. In *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 1-18). New York City, NY: Oxford University Press.

Aggestam, K., & Towns, A. E. (2018). Diplomacy: A Gendered Institution. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 237-250). New York City, NY: Oxford University Press.

Fendrick, R. J. (2014). Diplomacy as an instrument of national power. In J. B. Bartholomees (Ed.), *U.S. Army War College Guide to National Security Policy and Strategy* (pp. 179-186). Carlisle, PA: Strategic Studies Institute, U.S. Army War College.

Neumann, I. B. (2005). To Be a Diplomat. *International Studies Perspectives*, 6(1), 72-93.
doi:10.1111/j.1528-3577.2005.00194.x

Kennan, G. F. (1977). Foreign Policy and the Professional Diplomat. *The Wilson Quarterly*, 1(2), 148-157.

Hutchings, R., & Suri, J. (2017). The Making of an Effective Diplomat: A Global View. *The Foreign Service Journal*. Retrieved from <https://www.afsa.org/making-effective-diplomat-global-view>

Wright, H. (1939). Can a Woman Be a Diplomat? *The North American Review*, 248(1), 100-108.

Written Assignment:

Scenario-based remarks: details to be provided in class.

Local key high school in Freedonia requests your ambassador to present on "Why is Diplomacy Useful? What Diplomats Do?" Or similar subject. You prepare short remarks or talking points. The assignment is designed to get you to think about and describe diplomacy to a foreign audience, possibly a hostile one, in relatively simplistic terms. One and a half to two pages maximum for text, plus one page for bibliography.

Due: Thursday March 4th, 2021 at 23h59 via Canvas.

MARCH 15TH.

SESSION 3: History of Diplomacy – Not Diplomatic History.

Where does diplomacy come from? The ancient to the present. Sir Harold Nicolson and his “Evolution,” Machiavelli and the Italian system (resident ambassador/political reporting/intrigue). Richelieu and the first foreign ministry, “continuous negotiations,” and “raison d’état”. “Old” diplomacy (traditional) and “new” diplomacy. From “club” to “network” diplomacy. What about the transition from “national interest” (or “raison d’état”) to “something more, call it, for example, “raison de regime.” Diplomacy in flux.

Readings:

- Cohen, R. (2018). Diplomacy Through the Ages. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 21-36). New York City, NY: Oxford University Press.
- Zhao, S. (2018). Past Diplomacy in East Asia: From Tributary Relations to Cold War Rivalry. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 37-54). New York City, NY: Oxford University Press.
- Nigro, L. J. J. (2012). Theory and Practice of Modern Diplomacy: Origins and Development to 1914. In J. B. Bartholomees (Ed.), *U.S. Army War College Guide to National Security Issues* (Vol. Volume I: Theory of War and Strategy, pp. 179-192). Carlisle, PA: Strategic Institute U.S. Army War College.
- Nicolson, H. (1954). *The Evolution of Diplomatic Method*. London, UK: Constable.

Side Readings:

- Boesche, R. (2003). Kautilya's "Arthaśāstra" on War and Diplomacy in Ancient India. *The Journal of Military History*, 67(1), 9-37.
- Troy, J. (2018). ‘The Pope’s own hand outstretched’: Holy See diplomacy as a hybrid mode of diplomatic agency. *The British Journal of Politics and International Relations*, 20(3), 521-539.
doi:10.1177/1369148118772247

Written Assignment:

Each student will be assigned a “diplomatic thinker” to research, write on (One Page – Three Paragraphs Only of text, plus One Page Only Bibliography) e.g., Richelieu, Callières, Kissinger. The first paragraph will present important historical details and what the diplomatic thinker did. The following two paragraphs will describe the thinker’s contribution to diplomacy. Students will provide five minutes maximum, no more than four slides presentation on the thinker. Presentations will be staggered through several class periods. Timing TBD, although we will do this in rough historical order e.g., Kautilya will be before Machiavelli and so on.

The written piece will be due: Thursday March 18th, 2021 at 23h59 via Canvas.

MARCH 22ND.

SESSION 4: Traditional (“Old”) Diplomacy and Multilateral (“New”) Diplomacy (and International and Regional Organizations).

Embassies and bilateral diplomacy; political diplomacy — what one customarily thinks of as the role of a diplomat. Diplomatic reporting. While the UN is the subject of a separate course, no foundational course in diplomacy can leave it out of the syllabus entirely. In many ways the UN system is a driver of the diplomatic universe. And the regional institutions have taken on increasing importance, especially for smaller and medium-sized countries. We will delve into the European Union and the Organization of American States.

Readings:

- Pouliot, V., & Cornut, J. (2018). Bilateral and Multilateral Diplomatic Practices. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 185-198). New York City, NY: Oxford University Press.
- Wiseman, G., & Basu, S. (2018). The United Nations. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 328-345). New York City, NY: Oxford University Press.
- Bátora, J. (2018). Regional Institutional Diplomacies: Europe, Asia, Africa, South America, and Other Regions. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 308-327). New York City, NY: Oxford University Press.
- Smith, M. (2016). European Union Diplomacy. In C. M. Constantinou, P. Kerr, & P. Sharp (Eds.), *The SAGE Handbook of Diplomacy* (pp. 308-318). London, UK: SAGE.

Side Readings:

- Crowe, B. (2008). *The European External Action Service: Roadmap for Success*. Retrieved from London, UK:
https://www.chathamhouse.org/sites/default/files/public/Research/Europe/0508eas_report.pdf
- Keukeleire, S. (2003). The European union as a diplomatic actor: internal, traditional, and structural diplomacy. *Diplomacy & Statecraft*, 14(3), 31-56. doi:10.1080/09592290312331295556
- Rana, K. S. (2002). *Bilateral Diplomacy*. Valetta, Malta: DiploFoundation.
- Ross, C. (2007). *Independent Diplomat: Dispatches from an Unaccountable Elite*. Ithaca, NY: Cornell University Press.
- Smith, R. F. (2011). *The Craft of Political Analysis for Diplomats*. Dulles, VA: Potomac Books.
- Soto, Y. (2016). *The Role of the Organization of American States in Conflict-Affected States in the Americas*. Retrieved from Stockholm, Sweden:
<https://www.idea.int/sites/default/files/publications/the-role-of-the-organization-of-american-states-in-conflict-affected-states-in-the-americas.pdf>

MARCH 29TH.

SESSION 5: The Chilean National Diplomatic System. The Foreign Ministry. Whole of Government Operations.

Foreign ministries have come a long way from Richelieu's time and are constantly changing to adapt to the newer, more complex world. We will explore the Chilean Ministry of Foreign Affairs and its dependencies/agencies.

Readings:

Hocking, B. (2018). The Ministry of Foreign Affairs and the National Diplomatic System. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 129-150). New York City, NY: Oxford University Press.

Written Assignment:

Draft a diplomatic cable.

Scenario: You are a diplomat from any country with diplomatic relations with Chile, serving in Santiago. Your foreign ministry requests that (for example) you assess Sebastián Piñera's views on diplomacy after four years of presidency and in a pandemic and social commotion environment and the impacts that may have on your (the sending) country; the region of the world in which your country is located; and the world. Cable length: no more than three pages of text, including a summary and conclusion.

Due: April 1st, 2021 at 23h59 via Canvas.

APRIL 5TH.

SESSION 6: Diplomatic Negotiation and Mediation.

Focus on how diplomatic negotiation is different from, e.g., "The Art of the Deal." The norm/concept of "continuous negotiation." Culture and negotiation — the USIP negotiation series. What is the value-added of diplomatic negotiation? The mediation process. Example of mediation, bringing a matter to international arbitration, e.g., the Beagle Channel Arbitration 1971-1977. The "track diplomacy" system. A note on diplomacy and the use of force.

Readings:

Zartman, I. W. (2018). Diplomacy as Negotiation and Mediation. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 110-126). New York City, NY: Oxford University Press.

Lyman, P. N., & Beecroft, R. M. (2014). *Using Special Envoys In High-Stakes Conflict Diplomacy*. Retrieved from Washington, DC: <https://www.usip.org/publications/2014/10/using-special-envoys-high-stakes-conflict-diplomacy>

Laudy, M. (2000). The Vatican Mediation of the Beagle Channel Dispute: Crisis Intervention and Forum Building. In M. C. Greenberg, J. H. Barton, & M. E. McGuinness (Eds.), *Words Over War: Mediation and Arbitration to Prevent Deadly Conflict* (pp. 293-320). Lanham, MA: Rowman & Littlefield Publishers.

APRIL 12TH.

SESSION 7: Diplomatic Culture and Norms (e.g., civility, communication, and representation) and Diplomatic Law.

Diplomatic law. The Vienna Conventions; embassies, chanceries, consulates, interests' sections and other diplomatic/consular "structures"; immunities, diplomatic asylum; security of diplomatic premises & archives. Discuss the World Court case on the takeover of the US embassy in Tehran. Consider the disclosure of diplomatic communications by WikiLeaks.

Readings:

Jönsson, C., & Hall, M. (2005). Communication. In *Essence of Diplomacy* (pp. 67-97). Cham, Switzerland: Palgrave Macmillan.

Oglesby, D. M. (2016). Diplomatic Language. In C. M. Constantinou, P. Kerr, & P. Sharp (Eds.), *The SAGE Handbook of Diplomacy* (pp. 242-254). London, UK: SAGE.

Vienna Convention on Diplomatic Relations 1961 (2005).

Vienna Convention on Consular Relations 1963 (2005).

Side Readings:

International Court of Justice. (n.a.). United States Diplomatic and Consular Staff in Tehran (United States of America v. Iran). Retrieved from <https://www.icj-cij.org/en/case/64>

Roberts, I. (2017). *Satow's Diplomatic Practice* (7th ed.). Oxford, UK: Oxford University Press.

Wiseman, G. (2005). Pax Americana: Bumping into Diplomatic Culture. *International Studies Perspectives*, 6(4), 409-430. doi:10.1111/j.1528-3577.2005.00218.x

Written Assignment:

Scenario-based diplomatic law/immunities project.

Draft either talking points or diplomatic notes – host government to sending state; sending state to host government either way – re diplomatic immunities of Chinese ambassador to Chile treatment by the Police at the airport; or, the opening and search of the Canadian diplomatic bag at the airport; or, the penal prosecution in Chile of a South Korean diplomat under allegedly child abuse; or the allegations of two Nepalese domestic workers at the Official Residence of their country in Chile who claim their employers confine and physically and sexually abuse them; or, the 98 unpaid parking tickets the Egyptian embassy to Chile that the municipality of Las Condes charges.

Due: April 12th 2021 at 23h59, via Canvas.

APRIL 19th.

SESSION 8: CERTAMEN 1.

APRIL 26th.

SESSION 9: Theory and Diplomacy.

Although there is no deep, unified theory of diplomacy per se, there is much fascinating exploration into the theoretical context of diplomacy by political scientists. This is also the opportunity to learn something about an area of international relations theory that is not frequently studied: the English School.

Readings:

Sharp, P. (2018). Diplomacy in International Relations Theory and Other Disciplinary Perspectives. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 57-70). New York City, NY: Oxford University Press.

Pigman, G. A. (2018). Debates about Contemporary and Future Diplomacy. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 71-89). New York City, NY: Oxford University Press.

Badie, B. (2018). Transnationalizing Diplomacy in a Post-Westphalian World. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 90-109). New York City, NY: Oxford University Press.

Written Assignment:

Students are assigned to write five questions and submit them via Canvas after reading the paper Cull, N. J. (2008). Public diplomacy: Taxonomies and histories. *The ANNALS of the American Academy of Political and Social Science*, 616(1), 31-54. doi:10.1177/0002716207311952

Due: April 29th 2021 at 23h59 via Canvas.

MAY 3rd.

SESSION 10: Non-Traditional Diplomacy: Public Diplomacy.

Guest Speaker: Nicholas Cull, University of Southern California. (TBC).

Public diplomacy has “taken off” in recent years, especially following Joseph Nye’s development of the concept of soft power and as a result of the social media phenomenon. Like many topics in this syllabus, public diplomacy deserves treatment as a course in itself.

Readings:

Cull, N. J. (2008). Public diplomacy: Taxonomies and histories. *The ANNALS of the American Academy of Political and Social Science*, 616(1), 31-54. doi:10.1177/0002716207311952

Melissen, J. (2018). Public Diplomacy. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 199-218). New York City, NY: Oxford University Press.

Side Readings:

Melissen, J. (2007). *The New Public Diplomacy: Soft Power in International Relations*. Cham, Switzerland: Palgrave Macmillan.

Nye, J. S. (2004). *The Soft Power: The Means to Success in World Politics*. New York City, NY: Public Affairs.

Written Assignment:

Students are assigned to write five questions and submit them via Canvas after reading Leira, H., & Neumann, I. B. (2018). Consular Diplomacy. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 170-184). New York City, NY: Oxford University Press.

Due: May 6th 2021 at 23h59 via Canvas.

MAY 10th.

SESSION 11: Non-Traditional Diplomacy: Consular Diplomacy.

Guest Speaker: Nathalie Gervais, Embassy of Canada. (TBC).

Guest Speaker: Rhonda Wells, Embassy of the United States. (TBC).

Guest Speaker: John Derrick, British Embassy (TBC).

Very difficult practical work for a diplomat. Major and growing function. How does it differ from classical diplomacy? Evolution of consular function. The new face of the embassies. Challenges and difficulties.

Readings:

Leira, H., & Neumann, I. B. (2018). Consular Diplomacy. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 170-184). New York City, NY: Oxford University Press.

Okano-Heijmans, M. (2010). *Change in Consular Assistance and the Emergence of Consular Diplomacy.*

Retrieved from The Hague, The Netherlands:

https://www.peacepalacelibrary.nl/ebooks/files/Clingendaelcdsp_consular_assistance_diplomacy.pdf

MAY 17th.

SESSION 12: CERTAMEN 2.

MAY 24th.

SESSION 13: Non-Traditional Diplomacy: Environmental Diplomacy.

Guest Speaker: Ambassador Harman Idema, The Netherlands. (TBC).

Guest Speaker: Edward Vernon, Maltese Environmental Attaché to the EU. (TBC).

Guest Speaker: Dechen Tsering, Director, Asia and the Pacific Office, UN Environmental Program. (TBC).

Guest Speaker: Audet Chenet, Director Climate Change, Pacific Community. (TBC).

International environmental agreements have increased exponentially within the last five decades. According to an estimate from the United Nations Environment Programme world leaders have signed up to over 500 internationally recognized agreements, including 61 atmosphere-related; 155 biodiversity-related; 179 related to chemicals, hazardous substances and waste; 46 land conventions; and 196 conventions that are broadly related to issues dealing with water. Following trade, environment is now the most common area of global rule-making. What have been the successes and failures in the environmental treaty-making arena? How has the role of civil society and scientific consensus contributed to this maturing process? Why have some treaties been more enforceable than others, and which theories of international relations can further inform efforts in this regard?

Readings:

Ali, S. H., & Voinov Vladich, H. (2016). Environmental Diplomacy. In C. M. Constantinou, P. Kerr, & P. Sharp (Eds.), *The SAGE Handbook of Diplomacy* (pp. 601-616). London, UK: SAGE.

Republic of Kiribati. (2008). Statement by His Excellency Anote Tong President of the Republic of Kiribati. *The General Debate of the 63rd Session of the United Nations General Assembly*. Retrieved from https://www.un.org/en/ga/63/generaldebate/pdf/kiribati_en.pdf

Written Assignment:

Students are assigned to write five questions and submit them via Canvas after reading Berridge, G. R. (2015). Economic and Commercial Diplomacy. In *Diplomacy: Theory and Practice* (5th ed., pp. 210-224). London, UK: Palgrave Macmillan.

Due: May 27th 2021 at 23h59 via Canvas.

MAY 31st.

SESSION 14: Non-Traditional Diplomacy: Economic & Science and Technology.

Guest Speaker: Giacomo L. Bampini, Science Attaché Embassy of Belgium in France. (TBC).

Guest Speaker: Mark Richardson, Embassy of Canada. (TBC).

Economic statecraft, reinvigorated for the 21st century.

Readings:

Woolcock, S. (2018). Economic Diplomacy. In P. Kerr & G. Wiseman (Eds.), *Diplomacy in a Globalizing World: Theories and Practices* (2nd ed., pp. 219-236). New York City, NY: Oxford University Press.

Berridge, G. R. (2015). Economic and Commercial Diplomacy. In *Diplomacy: Theory and Practice* (5th ed., pp. 210-224). London, UK: Palgrave Macmillan.

Melchor, L. (2020). What is a Science Diplomat? *The Hague Journal of Diplomacy*, 15(3), 409-423. doi:10.1163/1871191X-BJA10026

Bampini, G. L. (2018, February 19). "What does a Science Diplomat look like?". Retrieved from <https://www.linkedin.com/pulse/what-does-science-diplomat-look-like-giacomo-leopoldo-bampini/>

Written Assignment:

Students are assigned to write five questions and submit them via Canvas after reading Manor, I. (2019). The Digitalization of Ambassadors. In *The Digitalization of Public Diplomacy* (pp. 289-321). Cham, Switzerland: Palgrave Macmillan.

Due: June 3rd 2021 at 23h59 via Canvas.

JUNE 7th.

SESSION 15: Non-Traditional Diplomacy: Digital Diplomacy.

Guest Speaker: Ilan Manor, Oxford University. (TBC).

Guest Speaker: Anne Marie Engtoft Larsen, Tech Embassy of Denmark to Silicon Valley. (TBC).

The Internet revolution has affected all aspects of life, including International relations. Diplomacy as a tool of foreign policy has also been transformed by this revolution. We will examine the concept of digital diplomacy, focusing on the use of digital media in the field of diplomacy and how countries are utilizing these tools in the pursuit of their foreign policies. We will address the opportunities and challenges these media offer for diplomatic activities, and argue that countries cannot afford to be left behind in this era of digital diplomacy as they can greatly benefit from these emerging diplomatic trends. Digital diplomacy and Internet activities as a whole can greatly assist in projecting a state's foreign policy positions to domestic and foreign audiences.

Readings:

Manor, I. (2019). The Digitalization of Ambassadors. In *The Digitalization of Public Diplomacy* (pp. 289-321). Cham, Switzerland: Palgrave Macmillan.

Gilboa, E. (2016). Digital Diplomacy. In C. M. Constantinou, P. Kerr, & P. Sharp (Eds.), *The SAGE Handbook of Diplomacy* (pp. 540-551). London, UK: SAGE.

Written Assignment:

Students are assigned to write five questions and submit them via Canvas after reading Chatterj, R., & Saha, S. (2017). Para-diplomacy: Concept and Context. *India Quarterly: A Journal of International Affairs*, 73(4). doi:10.1177/0974928417731638

Due: June 10th 2021 at 23h59 via Canvas.

JUNE 14th.

SESSION 16: Non-Traditional Diplomacy: Para-diplomacy.

Guest Speaker: Joni Smith, Scottish Affairs Counsellor to North America. (TBC).

Guest Speaker: Noé Cornago, University of the Basque Country (TBC).

Guest Speaker: Mariano Álvarez, University of Leiden. (TBC).

Paradiplomacy is international relations conducted by subnational or regional governments on their own, with a view to promoting their own interests. With globalization, non-state regions play an increasingly influential international role. Regions, federal states, provinces and cities seek their way to promote trade, investments, cooperation and partnership in a long list of subjects and account for a significant part of today's cross-border contacts. This trend raises new interesting questions concerning public international law and opens a debate on the future of the state system that has provided the grounds for the international political order in the last centuries.

Readings:

- Kuznetsov, A. S. (2015). Introduction. In *Theory and Practice of Paradiplomacy* (pp. 1-20). Oxon, UK: Routledge.
- Kuznetsov, A. S. (2015). Region and paradiplomacy: In search of definition. In *Theory and Practice of Paradiplomacy* (pp. 21-33). Oxon, UK: Routledge.
- Erlandsen, M. (2018). Twitter as a Tool of Para-Diplomacy: An Exploratory Cohort Study Based on Catalonia (2013-2017). *Revista Chilena de Relaciones Internacionales*, 2(1), 211-231.

Side Readings:

- Chatterj, R., & Saha, S. (2017). Para-diplomacy: Concept and Context. *India Quarterly: A Journal of International Affairs*, 73(4). doi:10.1177/0974928417731638

JUNE 21st.

SESSION 17: Issues in Diplomacy & Career Diplomacy.

On ethics and dissent. Reconsideration of the morality piece. Speaking truth to power. How national interest and personal integrity can clash and that might be addressed. The “spoils system” in the U.S. and in Chile. Education/Training for diplomats.

Readings:

- Bjola, C. (2016). Diplomatic Ethics. In C. M. Constantinou, P. Kerr, & P. Sharp (Eds.), *The SAGE Handbook of Diplomacy* (pp. 123-132). London, UK: SAGE.
- Kennan, G. F. (1997). Diplomacy without diplomats. *Foreign Affairs*, 76(5), 198-213.
- Erlandsen, M. (Forthcoming). Diplomacia Pública (y Digital) en una Potencia Intermedia: Reenfoques para una Mejor Actuación de Chile al 2030. In C. Baywaters, D. Sepúlveda Soto, & A. Villar Gertner (Eds.), *Nuevas Voces de Política Exterior*. Santiago, Chile: Fondo de Cultura Económica.

JUNE 28th.

SESSION 18: Final Exam: Simulation of a Diplomatic Negotiation.

GRADING, ASSIGNMENTS, AND EXAM

This course contemplates:

Attendance (70% of attendance in order to pass the class)	: 20% (12% of the final mark).
9 written assignments plus one active participation discretionary marking:	30% (18% of the final mark).
1 certamen, written test	: 20% (12% of the final mark).
<u>1 certamen, written paper plus one oral presentation</u>	<u>: 30% (18% of the final mark).</u>
SUBTOTAL BEFORE EXAM	: 60% of the final mark.
<u>1 final exam, diplomatic negotiation</u>	<u>: 40% of the final mark.</u>
TOTAL AFTER EXAM	: 100%

Students whose health renders them unable to complete any assignment should contact the professor BEFORE DEADLINES under non-exceptional circumstances.

Certamen 1.

Students are assigned to write a paper on a specific diplomatic theoretician, and prepare a short presentation.

Due Date: Written piece, on March 18th 2021 at 23h59 via Canvas (30% of the marking).

Oral presentation, when corresponding (70% of the marking).

Certamen 2.

Students will sit a written online synchronic test based on the subjects reviewed and discussed during our sessions. The test will contemplate multiple choice, true or false, and open-ended questions.

Due Date: April 19th, 2021.

Exam.

The final exam will cover the full course. It will consist of a diplomatic simulation in real-time. The instructions will be provided at the beginning of the activity.

Due Date: June 28th, 2021.

American Psychological Association (APA) Standards

It is expected that you will conduct independent research. Each written assignment will be prepared in accordance with American Psychological Association (APA) standards for citations and documentation of references, etc. Each assignment should include at minimum six (6) credible references.

American Psychological Association (APA) standards for citation and references are detailed below and at the APA Style web site's The Basics of APA Style: <http://www.apastyle.org/learn/tutorials/index.aspx>

1. Papers must be typed on a computer, in Microsoft Word .doc or .docx format, using letter size paper, portrait.
2. The text in the paper must be double-spaced using Times New Roman, 12 points only.
3. Leave only one space after periods and other punctuation marks.

4. The margins of the document must be one inch on all sides. Paragraphs are to be indented on one-half inch from the left margin (five spaces or press “Tab” once).
5. All pages are to be numbered consecutively in the bottom right corner.
6. Use either italics or underlining consistently throughout the document for the titles of longer works and, only when necessary, to provide emphasis.
7. Footnotes must be in consecutively Arabic numbers (1, 2, 3...)
8. References are to be at the end of your paper, starting on a separate page.

APA assistance also available online at the Purdue Owl web site:

<https://owl.english.purdue.edu/owl/resource/560/01/>

If you have any question, please ask the librarian at the reference section.