

SYLLABUS

Objectives | Requirements | Schedule

Office Hours

Drop by my office Miller 104B before or after class. I should be in my office by about 1:00 on Tuesdays and Thursdays when I finish teaching another course. I will also be available after class until about 5:30. Other times can be arranged.

Contact

Prof. Donna Marie Oglesby

Diplomat in Residence

E-mail me through Moodle or oglesbdm@eckerd.edu. I will respond promptly except in the middle of the night.

ext. 7977

On-line

The course web site is on Moodle. You are responsible for checking the site for course announcements, assignments and changes.

Google groups: Diplomacy and International Relations

Follow course related Tweets at #PO200S



Rationale

This 200 level political science course is intended to introduce students to the study of diplomacy. For IRGA students, this is a Group A “international relations and foreign policy” course. For students of political science, this is a Group C “international politics” course. For all students this course satisfies the social science distribution requirement.

This is not a lecture class, it is a team based active learning course which should give students an understanding of diplomacy as a global **political** activity



Course Materials

Statecraft: We will play a simulation of international politics. The semester subscription fee is \$30. You will need to sign up and pay at <http://www.statecraftsim.com/> before Feb 1, 2014. To sign up click "create account" and then type in the simulation code "Tritons" along with your username and password. Then take your foreign policy attitude test and pay through Paypal.

Required Texts:

Daniel W. Drezner, **Theories of International Politics and Zombies**, Princeton University Press, 2011

Pauline Kerr and Geoff Wiseman, **Diplomacy in a Globalizing World: Theories and Practices**, Oxford University Press, 2013

David Miller, **Political Philosophy**, Oxford University Press, 2003

Scott D. Sagan and Kenneth N. Waltz, **The Spread of Nuclear Weapons: An Enduring Debate** 3rd Edition, W.W. Norton & Co., 2013

Newspapers: The course covers contemporary issues, everyone should try to stay current. We will start many classes with a "news quiz" focused on diplomatic events. Reading the New York Times daily (www.nytimes.com), is highly recommended.

designed to enable states to secure the objectives of their foreign policies. It aims to provide students with the skill to listen and see from perspectives other than their own and gain the ability to argue for their positions (sometimes playing roles) reasonably, tactfully and effectively at the same time that they become increasingly sensitive to the psychocultural factors underlying the interest based positions of others.

Specific Learning Objectives:

By the end of this course, the successful student will:

- Develop an understanding of the events, places, processes, and players that characterize diplomacy.
- Explain and interpret diplomatic case studies through the lenses of the contending theories of diplomacy, international relations and levels of analysis.
- Be able to move beyond theory by starting to develop diplomatic skills such as negotiation, persuasion, leadership, and policy analysis.
- Be aware of how their own perspectives filter their views and reactions to world events and develop intellectual empathy for the reasoning of others in order to overcome cross-cultural misunderstanding.



Academic Integrity

Eckerd College definitions of cheating and plagiarism apply to all work required in this course. Eckerd students are expected to know and honor these standards without exception. On each paper please write out and sign "pledged." This will indicate to me that you know and adhere to the Eckerd honor code: *On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others.* **Violators of academic standards will be referred to the Academic Honors Council.**

Accommodations for Students With Disabilities

If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Disability Support Services at extension 8248 or via email at dss@eckerd.edu as soon as possible. **Appropriate accommodations can only be arranged through that office, and may not be made retroactively.**

Class Attendance

Regular attendance is expected and is essential if you want to do well in this course. Much of the class learning will occur through class application exercises including Statecraft. In addition, your teammates will need you to help with the team readiness assessments and cohesion. You should notify me in advance of any unavoidable absences; a reduction in the final grade of 5% is possible for each unexcused absence. **Five (5) absences for any reason** will trigger an "F" in the course. I expect you to arrive at class on time. I consider tardy arrivals to be disrespectful and will note them.

Assessment

Students will have graded assignments and feedback throughout the semester, and I will post them quickly on Moodle. You should know at any given moment how you are doing. I will also give all students a midterm grade (see below). The basic principle here is, no surprises. If you have a question about your grade or need extra help at any point, please come see me. I do not grade on a curve. You are not competing against each other. An unexcused absence from an examination, quiz, or debate presentation will result in a grade of zero for that assignment. Late submissions will be penalized at the rate of one grade per day.

Your grade will be a combination of team work (30%) and individual work (70%).

Individual work (70%)

Individual Readiness Assessment Tests (iRAT), 10%. At the beginning of every unit, you will take a multiple-choice readiness assessment that measures your grasp of the basic information and concepts in the assigned readings. These readings are detailed for each class and unit in the syllabus and updated if necessary on Moodle. You will also find there a study guide for each unit that will help focus your readings. Each iRAT is worth 2 percentage points. The idea here is to make sure you are ready to apply the material in class.

Class participation, 10%. Class periods will begin with an informal entry ticket question that both takes roll and samples what you know about diplomacy in the news or the course material on the table. There will also be exit ticket questions to check the pulse as we close for the day. In addition, students will have the opportunity to question a guest nuclear expert as well as your fellow student briefers. The highest grades will go to those who contribute regularly and constructively, demonstrate a capacity to read carefully and think critically, and make connections to earlier lessons and to the overall themes of the course.

Statecraft simulation (10%)

Individuals earn and lose points through attendance at simulation sessions, timely submission of thoughtful turn memos and two manual quizzes. Details are spelled out in the simulation instruction memo.

Mid-term (15%)

The mid-term exam will have two parts. The first will be short questions similar to the RATs that review material covered to date. The second will be an essay you will write during the exam session to apply course concepts to a specific, real-world case, based on skills and information you have gained during the course. The issue will come from the news we have been discussing.

You will receive a mid-term grade based on the mid-term exam plus iRATs, tRATs and application activities for Units 1, 2 and 3, and my initial assessment of your class participation. The grade will also reflect your midterm peer review score. The

participation and peer review scores will not become final until the end of the semester, so you will have time to raise them or lower them.

Final Iran Proliferation Simulation (20%)

You will each write an individually researched country/bloc policy negotiating brief of your actor's real world position on the Iran P+ 5 negotiations: red lines, strategy and tactics as well as key points on other's positions. (20%) At the end of the simulation you will write an op-ed for publication in your most prominent national (regional) newspaper justifying the agreement made or not made through negotiation.

Peer Review, 5%. You and your teammates will assess each other's contribution to your team at the halfway point, and at the end of the semester.

Team Work – 30%

Team Readiness Assessment Tests (tRAT), 15%: After taking the readiness assessments as an individual at the beginning of each unit, you will then sit with your teammates and answer the same questions. These team readiness assessment tests, or tRATS, whose answers you will discover immediately, will be worth 3 points each. The grade will apply to all team members. You will come to appreciate that quiet teammate who always seems to know the answer to the hardest question.

Application Activities, 10%: For each class unit, you will work in your team on application exercises (including debates) where you apply the principles and facts you have learned to real world problems. This will be done in class. You will receive a description of the issue at hand and the choices you have for solving it. Your task as a team will be to reach a common decision on the solution, using a worksheet with key questions you should address. One of you will then report your findings to the group. Your grade will be based on the reasoning you use in reaching your decision, as indicated in the report of your spokesperson and notes you make on the worksheet. Each activity is worth 2 points. The grade will apply to all team members.

Final Iran Simulation (5%)

There will be a final negotiation session which concludes with a group paper resulting from the simulation. This paper -- graded on the basis of the clarity, cohesiveness and logical structure of the new agreement or position papers -- will either be (1) a common agreement finally resolving the issue; (2) no common agreement but a detailed presentation explaining why negotiations have

collapsed; or (3) a partial agreement involving only some countries/blocs with the countries/blocs rejecting it presenting their rationale separately.

Statecraft simulation (5%) Bonus opportunity

You will be awarded performance points for certain achievements during the simulation such as maintaining the peace, protecting the planet or furthering economic development. Opportunities to earn these bonus points are listed in the instruction memo for Statecraft.

Course Schedule

#1 Tuesday, Jan. 28, 2014 - Course introduction and overview

We will begin with a two-day introduction of the main course concepts and mechanics. One of the most important is forming a team. The course teams will be formed effective Tuesday, February 4. This gives you a week to sample the course approach and decide whether or not to continue.

- Play: state of nature
- Examine syllabus and explore the team based learning scaffolding on which this course is built.

#2 Thursday, January 30, 2014 - How do we make sense of world affairs?

- Read: Stephen Walt "International Relations: One World, Many Theories," *Foreign Policy*, Spring 1998. (Moodle)
- Practice RAT - this is a dry run of the mechanics we will be using in this course.

End of Add/Drop period: February 4th, 2014

Unit 1:

*What accounts for broad patterns of conflict and cooperation in the international system?
Why are international phenomena structured as they are and behave as they do?
How do international conditions – such as the distribution of power, the design of international institutions, or the prevalence of international norms – influence the behavior of states and non-state actors?*

#3 Tuesday, February 4, 2014 - IR Competing Perspectives

- #1 Readiness assessment process (RAP)

- Read: Jack Snyder, "One World, Rival Theories," *Foreign Policy*, November/December 2004. (Moodle)
- Application exercises working the theories

#4 Thursday, February 6, 2014 - The Zombies are coming!

- Read: Daniel Drezner: Theories of International Politics and Zombies, introduction and pages 22 - 77
- Application exercises continue with Zombies and Pandemics

#5 Tuesday, February 11, 2014 - Working IR Theories & Statecraft: Turn Zero (set-up)

- Read: Statecraft: the entire manual
- Take: on-line quiz #1 on the manual before coming to class
- Read: Mearsheimer, John J; Walt, Stephen M., "An Unnecessary War," *Foreign Policy* 134 (Jan/Feb 2003): 50-59. (Moodle)
- Application exercises identifying theoretical mindsets underlying arguments

#6 Thursday February 13, 2014 - Considerations of Power

- David A. Baldwin. (2005) "Power and International Relations," in Walter Carlsnaes (ed.) *Handbook of International Relations*, Sage, pp. 177-182 (Moodle)
- Read: Joseph S. Nye Jr. "The Future of American Power," *Foreign Affairs*, November/December 2010, (Moodle)
- Application exercises on power

#7 Tuesday February 18, 2014 - Security Dilemma & Statecraft: Turn #1

- Post: Turn #1 Simulation memo on-line before turn begins on Monday
- Take: on-line quiz #2 on manual before coming to class
- Play: We will devote 45 minutes of the class time to the Turn #1 simulation
- Read: Charles L. Glaser, "The Security Dilemma Revisited," *World Politics*, Vol. 50, No.1, Oct. 1997 (Moodle)

Unit 2

Politics: Why is it all so political anyway? Why does it matter that government is good or bad? What should be the scope of political authority and justice?

#8 Thursday, February 20, 2014 - Political Judgment

- Read: David Miller, Political Philosophy, entire text
- RAT #2 Process

#9 Tuesday February 25, 2014 - Political Knowledge: Democracy, Legitimate Political Authority & Statecraft Turn #2

- Post: Turn #2 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #2 simulation
- Application exercises on political authority and legitimacy

#10 Thursday, February 27, 2014 - Political Knowledge: Freedom

- Debate: The International Community should intervene in Syria for Humanitarian Reasons
 - Read: Check Moodle for updated issue specific readings

#11 Tuesday, March 4, 2014 - Political Knowledge: Justice & Statecraft Turn #3

- Post: Turn #3 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #3 simulation
- Application exercises on justice

Unit 3

Levels of analysis: How are foreign policies constructed? By whom and with which institutional structures? How do national or individual characteristics - such as culture, type of political regime, or beliefs of individual leaders - affect foreign policy?

#12 Thursday, March 6, 2014 - Levels of Analysis

- Read: Jack S. Levy. (1998) "The Causes of War and the Conditions of Peace," *Annual Review of Political Science* 1:139-65. (Moodle)
- RAT #3 Process

#13 Tuesday, March 11, 2014 - Bureaucratic Politics & Statecraft Turn #4

- Post: Turn #4 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #4 simulation
- Read: Daniel Drezner, *Theories of International Politics and Zombies*,: pages 77 - 115
- Application exercises on bureaucratic politics

#14 Thursday, March 13, 2014 - Two Level Games

- Read: Robert D. Putnam, "Diplomacy and Politics: The Logic of Two-Level Games," *International Organization*, Vol. 42. No. 3. (summer, 1988) pp. 427 -7 460. (Moodle)
- Read: David Milne, "The 1968 Paris peace negotiations: a two level game?" *Review of International Studies*, 2011, 37: 577 - 599
- Application exercises on two level games

#15 Tuesday, March 18, 2014 - Psychology & Statecraft Turn #5

- Post: Turn #5 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #5 simulation
- Read: Daniel Kahneman and Jonathan Renshon. "Why Hawks Win," *Foreign Policy* Foreign Policy 158 (Jan/Feb 2007): 34-38.
- Application exercises on psychological factors

#16 Thursday March 20, 2014 - Mid-term exam

spring break

#17 Tuesday, April 1, 2014 - Revisiting the Course Syllabus & Statecraft turn #6

- Post: Turn #6 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #6 simulation

Unit 4

Who are diplomats and what do they do? Why do we need them?

#18 Thursday, April 3, 2014 - Diplomacy

- RAT #4 Process
- Read: Raymond Cohen, "Diplomacy Through the Ages" ch. 1 in Pauline Kerr and Geoffrey Wiseman (eds), *Diplomacy in a Globalizing World: Theories and Practices* (hereafter *DGW*), New York, Oxford University Press, 2013, pp. 15-30.
- Read: Geoffrey Wiseman and Pauline Kerr, "Conclusion," in *DGW*, pp. 336-343.
- Read: Brian Hocking, Jan Melissen, Shaun Riordan, and Paul Sharp, *Futures for Diplomacy: Integrative Diplomacy in the 21st Century*, Clingendael, October 2012. (Moodle)

19 Tuesday, April 8, 2014 - American Diplomacy & Statecraft Turn #7

- Post: Turn #7 Simulation memo on-line before turn begins on Monday
- Play: We will devote 45 minutes of the class time to the Turn #7 simulation
- View: Video-documentary: National Geographic, "Ambassador" (Moodle)
- Read: Alan Henrikson, "United States Contemporary Diplomacy: Implementing a Foreign Policy of 'Engagement,'" ch. 15, in *DGW*, pp. 265-281.
- Read: Brian Hocking, "The Ministry of Foreign Affairs and the National Diplomatic System," in *DGW*, pp. 128-130.
- Application exercises on diplomacy

#20 Thursday, April 10, 2014 - Intelligence and Diplomacy

- Read: Jennifer E. Sims, "Diplomacy and Intelligence," ch. 14 in *DGW*, pp. 244-261.
- Debate: The Snowden Case: The United States should not spy on allies.

- Read: Check Moodle for updated issue specific reading materials

Withdraw with "W" Deadline: April 11, 2014

#21 Tuesday, April 15, 2014 - Negotiation & Statecraft Turn #8?

- Post: Turn #8 Simulation memo on-line before turn begins on Monday
- Play: We **may** devote 45 minutes of the class time to the Turn #8 simulation (if there is one)
- Read: William Zartman, "Diplomacy as Negotiation and Mediation", ch. 6 in *DGW*, pp. 103-119.
- Application exercises on negotiations

#22 Thursday, April 17, 2014 - Leadership in Multilateral Diplomacy

- Geoffrey Wiseman and Soumita Basu, "The United Nations," in *DGW*, pp. 319-335.
- Read: David Bosco, "Course Corrections: The Obama Administration at the United Nations," *The Hague Journal of Diplomacy*, 6 (2011) 335 - 341 (Moodle)
- Read: Thomas Wright, "Bilateral and Multilateral Diplomacy in Normal Times and in Crises," in *DGW*, pp 175 - 191.
- Application exercises on diplomacy
- View: Sergio

Unit 5

What will the spread of nuclear weapons do to the world? What are the likely consequences of further Nuclear proliferation in the Middle East? Can it be stopped? Should it be?

#23 Tuesday April 22, 2014 - The Nuclear Proliferation Debate

- Read: The Spread of Nuclear Weapons, Chapters 1 - 4 (pages 3 - 112)
- RAT #5: Readiness assessment test on the nuclear proliferation debate

- Engage: Guest Speaker: BG (ret.) John Reppert

#24 Thursday, April 24, 2014 - Working the nuclear debate theoretically

- Read: The Spread of Nuclear Weapons, Chapter 5 (pages 135 - 175)
- View: Dr. Strangelove
- Debate on Iran: Is there a military solution?
 - Read: Matthew Kroenig, "Still Time to Attack Iran," *Foreign Affairs*, January 2014 (Moodle)
 - Read: Colin H. Kahl, "Still Not Time To Attack Iran," *Foreign Affairs*, January 2014. (Moodle)

#25 Tuesday, April 29, 2014 - Focusing in on Iran

- Read: The Spread of Nuclear Weapons, Chapter 6 (pages 175 - end of book)
- Other Iran specific reading will be added to make them as timely as possible to guide your research

#26 Thursday, May 1, 2014 - Iran nuclear proliferation simulation begins

- Research, Prepare and discuss your state/bloc positions in groups

#27 Tuesday, May 6, 2014 - Peer Review country/bloc policy memos

- Draft individual country/bloc policy memos due for peer review
- Final team negotiating position determined

#28 Thursday, May 8, 2014 - Negotiations Begin

- Final individual country/bloc policy memos due
- Final summit process negotiated

Exam Week

**Negotiations conclude with final summit during our designated 3 hour exam period:
Tuesday, May 13, 2014, 6:30 - 9:30.**

Individual op-ed due at 5 p.m. the following day.