GOVT 342: Diplomacy

Mason Korea Spring 2020
10:30-13:10 Thursdays

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E-mail: skwon14@gmu.edu

Office Hours:
Wednesday 2pm or by Appointment

Course Description:
This course offers an introduction to contemporary diplomacy by looking at its tasks, procedures, instruments, and problems. The course examines how states manage their external relations, and explores the conditions under which diplomacy has contributed positively or negatively to various foreign policy outcomes. It also looks at the way foreign policy decisions are made and carried out and the role of individuals and institutions responsible.

The course is comprised of two parts. The theoretical part is organized to study diplomacy in the context of international relations theory, approaches to conducting diplomacy, and mode of diplomacy in different issue areas. The practical part is organized to learn about the diplomatic strategies, the art of negotiation, diagnostic and prescriptive characteristics of effective diplomacy as tools of statecraft. Students will study diplomatic cases and conduct simulations, in which teams of students speak on behalf of an assigned country on a variety of challenging issues to expand their understanding of diplomacy, global geopolitics and international relations.

The classes are designed to have both lectures and interactive workshops, in which participants share their understanding of the readings (lectures) and exchange ideas through discussions or take part in simulated negotiations. Other supplementary format of learning will be introduced, including role-play of diplomatic functions as a messenger, analysist, communicator, and negotiator. It may offer an opportunity to grasp a comprehensive understanding of the unfolding events, and to exercise critical but constructive thinking on the pending issues. This course would serve as an adequate basis for further study in global governance, international politics, or conflict analysis and resolution. This course is also helpful for those who seek career in diplomatic service or government agencies.
Course Objectives
The course aims to help students to learn:

- Theoretical and practical aspects of diplomacy with understanding of the essence and objectives of diplomacy
- Factors that facilitate cooperation or foster competition in international negotiations
- The art of and ingredients for successful international negotiations
- Effective public speaking, presentation, leadership and teamwork
- Diplomatic skills to be competent messenger, analyst, communicator, and negotiator.

Course materials
The following texts are required for the course:

Additional reading materials will be posted on BB
The following reference books are recommended for the course:

For scholarly research, refer to the following journals:

<table>
<thead>
<tr>
<th>Diplomacy &amp; Statecraft</th>
<th>Global Governance</th>
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<tr>
<td>International Peacekeeping</td>
<td>Cooperation &amp; Conflict</td>
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<tr>
<td>Security Dialogue</td>
<td>International Affairs</td>
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<tr>
<td>International Interaction</td>
<td>International Studies Review</td>
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<td>Foreign Affairs</td>
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Course Requirements and Grading

**Prerequisites:** GOVT 132 or GOVT 133 or CONF 101. Please note that this course requires the level and work load equivalent to the 300 level classes.

**Active participation:** Active participation means having arrived in class with notes on the readings and questions/comments, volunteering for role-play exercises, taking an active part in class discussions. Attendance will be taken.

**Exams.** There will be written mid-term and a final exam. For the written mid-term, you will be asked to identity terms and write short essay responses– both lectures and readings – up to the date when the exam is given. The final exam will be based on a diplomatic simulation conducted as a group work and the final resolution reached, which gives lessons on arts of negotiations that lead to diplomatic success and failure.

**Diplomatic Simulations.** The class will form teams, each representing a selected country or party and simulate negotiations on the issue of contention. The teams are required to undertake background research on the respective countries or issues, draw up country negotiating strategies and develop national/party negotiation positions with clearly identified ‘red lines’ in writing. Each team will select its leader (head of delegation), technical experts and legal adviser in the conduct of the negotiations. At the end of the session, the class as a whole will make an internal assessment of the actual exercise, focusing on the content and manner of presentation of each team’s principal arguments and counter-arguments as well as the strengths and weaknesses of their respective negotiating positions in the framework of the art of negotiations and the modes of diplomacy. The teams are required to submit their negotiating positions and assessments in the activity sheet provided in hard copy at the end of each session.

**Research Paper:** Students will be required to write a term paper of approximately 10-12 pages in length. Paper topics can be found below. The research proposal must be submitted for review by the instructor in advance. It should include an outline, methods, a full bibliography, and a synopsis (summary of points and issues you propose to develop in your final draft). The bibliography must list relevant books, official publications, scholarly articles and/or working papers. Students are required to submit all papers electronically via blackboard (not via email) as well as hard copies by the due date. Deadlines must be strictly observed. There will be penalty for the delay of submission. Failure to submit after seven days will result in a grade of zero for that paper. All papers will be in Microsoft Word format and double spaced; have one-inch margins on all four sides; use 12 in Times New Roman Font; and use Chicago style in-paragraph citations with bibliography.
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The Chicago style citation guide can be found at: http://www.chicagomanualofstyle.org/tools_citationguide.html I also highly suggest you download and use Zotero citation software (https://www.zotero.org) and use it with Firefox web browser in order to help you properly cite sources. For assistance on writing a political science paper, check out “How to Write a Good Paper” http://bss.sfsu.edu/sguo/courses/Howto.htm

Research Topics: success or failure Case(s) of different mode of diplomacy which you will learn in class. This should include at least two journal articles as reference.

Requirements, Evaluation, Grading Rubric

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<thead>
<tr>
<th>Criteria</th>
<th>Content of Evaluation</th>
<th>%</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Class Attendance</td>
<td>10</td>
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<tr>
<td></td>
<td>Participation in discussions</td>
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<tr>
<td>Mid-term Exam</td>
<td>Written Exam (short essay responses)</td>
<td>20</td>
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<td></td>
<td>Mastery of the course materials</td>
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<tr>
<td>Final Exam</td>
<td>Group Work &amp; Presentation based on Diplomatic Simulations</td>
<td>20</td>
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<tr>
<td>Term Paper</td>
<td>Research efforts and clear presentation of your argument in</td>
<td>20</td>
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<td></td>
<td>a written form</td>
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<tr>
<td>Diplomatic Simulation</td>
<td>Active participation in the role-play exercises</td>
<td>10</td>
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<tr>
<td>Activities</td>
<td>Preparation and post-simulation reviews</td>
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<tr>
<td>Assignments</td>
<td>• Case studies</td>
<td>20</td>
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<td></td>
<td>• Work sheets</td>
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Grading scale:

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<tr>
<th>Points Accumulated</th>
<th>Grade</th>
<th>GPA</th>
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<tr>
<td>97-100</td>
<td>A+</td>
<td>4.0+</td>
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<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74-77</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>60-69</td>
<td>D</td>
<td>1.00</td>
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<td>0-59</td>
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<td>0.00</td>
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Course Policies and Information:

**Diversity Statement:** George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected. Please see [http://ctfe.gmu.edu/professional-development/mason-diversity-statement/](http://ctfe.gmu.edu/professional-development/mason-diversity-statement/) for the full GMU diversity statement.

**Participation and Attendance:** This is a very interactive class and will be run in a seminar style format with an emphasis on discussion. Students are expected to have read all assignments before class, and participate actively and responsibly in class discussion based on thoughtful consideration of the literature and experience. Class participation will account for 10% of the final class grade. Unexcused absences will adversely affect your final grade. To claim an excused absence, you must provide proper proof within three calendar days of your return from that absence. You are responsible for all announcements, assignments, materials and date changes covered or made in class while you are absent.

**Class Discussion:** Students will present and lead discussions in this class, especially on assigned readings. All questions and vigorous discussion and debate are encouraged in this course, with the expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. In our class we deal with sensitive and sometimes controversial materials, images and ideas. I expect that each class is approached with seriousness, critical thinking, cultural awareness and sensitivity, and respect for your peers, our guests, the material and myself. Above else, have fun and enjoy the interaction and vigorous debates.

**Writing Guidelines**
Your written assignments for this class will be graded according to the following criteria. The relative weight given to each of these categories will vary depending on the nature of the assignment.

1. Clear and sound content, including a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence; clarity of argument.
2. Depth of engagement with ideas; originality; seriousness of thought; conceptual complexity.
3. Well-organized structure; text “flows” with coherent and effective transition between and among ideas; appropriate voice, tone, and style for audience and purpose (e.g. no slang or contractions); accurate word choice.
4. Sufficiently and consistently cited and documented; one style of citation used throughout the paper; references adequate number and appropriate type of sources; uses quotations and reference marks appropriately.
5. Correct mechanics including grammar, syntax, spelling, and punctuation.

All papers should be thoroughly proofread before being handed in, and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are likely to be unable to communicate clearly or make an argument that is strong and carefully supported.

**Communication:** My door is always open to talk with and assist you. However, please bring any questions and concerns you may have in a timely manner. Do not hesitate to ask for guidance and clarification, whatever the issue is.

**Electronic Devices:** Before each class, please remember to silence or turn off any electronic devices, especially cell phones. No calls or texting during class. If you must use your cell phone during class time for a personal emergency, please leave the room without disturbing the class. You may use your laptops or tablets to take notes and look up information pertinent to our class topics. You may NOT use this opportunity to complete tasks that are not related to our classroom, play games, surf the internet or chat with your friends on social media or elsewhere. Use of these devices is for note-taking and simulations only. In the event that this opportunity is abused, you will be asked to leave the classroom immediately.

**Email Policy:** In compliance with a University-wide initiative, our correspondence will be only through GMU assigned email accounts. Please check your email account regularly for updates and important announcements. This also means that you must use blackboard. Please check the syllabus before emailing me regarding course matters, and contact a classmate for notes if you miss class. I will not respond to email inquiries that arise from a lack of attention to the syllabus (i.e. office location, office hour times, due date for assignments, etc.) or class absence. I am happy to respond to clarification requests on assignments, though I strongly prefer to address these matters during class time.

**Academic Accommodations:** If you are a student with disability and require some special arrangements or assistance to meet the course requirements, please contact the instructor as soon as possible to make necessary accommodation.

**Important Dates:** [http://masonkorea.gmu.edu/academic-calendar/](http://masonkorea.gmu.edu/academic-calendar/)
## Class Schedule: Topics and readings

| Week 1 | Induction | **Introduction and Course Overview**  
Introductory video on Diplomacy |
|--------|-----------|----------------------------------|
| Week 2 | Workshop  | **Conceptualization of Diplomacy (Group Work)**  
*Role-Play: Messenger* |
| Lecture| **Origin and Evolution of diplomacy**  
Berridge 1-3 and 115-119  
Reference:  
The Vienna Convention on Diplomatic and Consular Relations  
Berridge 137-146;  
Jan Wouters et al. *The Oxford Handbook of Modern Diplomacy*, Chap. 28 |
| Week 3 | Lecture  | **Relations among state in an anarchic world**  
National interests and national power  
*Role-Play: Analyst*  
Freeman 3-5 and 9-21 |
| Seminar| **Diplomatic institutions and missions**  
Roles and Functions of the Ministry of Foreign Affairs, Embassy & Consulates, other related actors and institutions  
Berridge Chap. 8-9, Chap. 15-16  
The Oxford Handbook of Modern Diplomacy, Chap. 4. 91-105 |
| Week 4 | Lecture  | **Making Foreign Policy: Actors and Processes**  
Berridge Chap. 1  
Smith et al. *Foreign Policy*, Chap. 6 BB |
| Seminar| **Diplomatic Notes, Foreign Policy Analysis, and Briefing** |
| Week 5 | Lecture  | **The Structure of diplomacy and its uses: Types / Modes / Tracks of diplomacy**  
Freeman 33-85: 93-104  
“The Relationships between track 1 and track 2 diplomacy” on BB  
“Track two Pathways” on BB |
| Seminar| **Diplomatic Communications**  
*Role-Play: Communicator* |
| Week 6 | Workshop  | **New Diplomacy**  
| Week 7 | Lecture | Diplomatic Strategies 1. Political Negotiations  
*Role-Play: Negotiators  
*Freeman 87-92; Berridge Chap. 2-5 |
| --- | --- | --- |
| Simulation | Diplomacy in Action. (Group Work)  
Grouping  
Simulation 1 Prep: Briefing and strategy paper will be provided. |
| Week 8 | Simulation | Diplomacy in Action cont.  
*Formal and Informal sessions (2h)  
*Final Resolution and Review (1h)  
*Mid-term Exam |
| Week 9 | Lecture | Diplomatic Strategies 2. Coercive Diplomacy  
Sanctions, Boycott, Containment  
Sayde-hope Crystal: Coercive Diplomacy theoretical and practical evaluation (BB) |
| Simulation | Case Study: successful case vs. failed case (Group 1 & 2)  
Coercive Diplomacy as an alternative to War? |
| Week 10 | Reading Week | Assignment: multilateral diplomacy in Action Brief Package |
| Week 11 | Lecture | Diplomatic Strategies 3. : Public Diplomacy  
*Cultural Diplomacy and Sports Diplomacy  
*Berridge Chap. 13  
*Mark Leonard, Public Diplomacy Chap. 2 and 6 |
| Seminar | Case Study: successful case vs. failed case (Group 3 & 4)  
Ping-Pong diplomacy between China and US |
| Week 12 | Lecture | Diplomatic Strategies 4. Multilateral Diplomacy and Mediation  
*Berridge chap. 17 |
| Seminar | Case Study: Successful case vs. failed case (Group 5 & 6) |
| Week 13 | Simulation | Multilateral Diplomacy in Action |
| Week 14 | Simulation | Multilateral Diplomacy Informal Negotiations and Resolutions |
| Week 15 | Simulation | *Conclusion: Perspectives on Diplomatic Practice  
*Berridge pp.266-268  
*Final Exam |
| Week 16 | Test | Final Exam Week |

*The contents and the reading lists are subject to change.*