

**DIPLOMACY AND INTERNATIONAL NEGOTIATIONS**

4255 Social Sciences Centre  
Tuesdays 9:30-11:20 a.m.

Pre-requisite: POL 2231 or IR 2701

Anti-requisite: POL 4201/POL 9746

Prof. Radoslav Dimitrov

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Monday & Thursday 10 - 12 a.m.

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**Course description** The course explores United Nations diplomacy and international negotiations. Topics include: national foreign policy institutions, international treaty-making processes, UN diplomatic protocol of conduct, organization and process of negotiations, power and influence in world politics, and intercultural communication. We will examine how process affects outcomes in diplomacy and explore the role of power, persuasion and argumentation strategy, language and translation, cultural differences in communication, and domestic politics. Students will engage in classroom simulations and gain practical experience in multilateral negotiations. The course draws on the instructor's experience in UN diplomacy, as member of the European Union delegation in climate change negotiations and UN rapporteur.

**Course objectives and outcomes**

The overarching objectives are to 1) accumulate factual knowledge about the subject, 2) obtain insight about factors affecting diplomacy, and 3) develop practical skills at negotiations that can be applied in various professional contexts. By the end of this course, students will be able to:

1. Demonstrate knowledge of foreign policy institutions
2. Show in-depth knowledge of diplomatic protocol, the treaty-making process and the conduct of international negotiations
3. Understand and debate political, economic and social factors that shape international diplomacy;
4. Apply knowledge in multilateral negotiations on international policy, through extensive and realistic simulations; and
5. Engage in critical reading, and assess academic claims and methods of inquiry.

Students who pass the course with 90 or above, would be able to:

7. Participate on Canadian delegations to UN conferences, and
8. Engage professionally in multilateral negotiations.

**Required readings**

Readings include book chapters placed on Weldon library reserve and journal articles in electronic format on Sakai (<http://owl.uwo.ca>). Students need to complete the

readings for each class period prior to class, and develop a grasp of the material sufficient to raise questions and engage in substantive class discussions.

## ASSIGNMENTS

**Simulation** We will conduct a classroom simulation of international negotiations. You will role-play a diplomat representing a government and will negotiate an international treaty, following official UN procedures. The purpose is to learn experientially about diplomacy and encounter first-hand the obstacles to international cooperation. Detailed instructions are posted on OWL Sakai in the “Simulation” folder.

**Quiz** The quiz will consist of short-answer questions. It will require straightforward answers and factual information from the readings and the lectures.

**Research paper** Students will write a research paper on “**Academic Perspectives on Diplomacy.**” The paper should consist of a literature review that explores theoretical perspectives on diplomacy. Please focus on academic literature published since the 1970s and provide a clear summary that highlights what you consider the most significant insights. You can use readings assigned in this course but need to go beyond them. The paper needs to address the following underlying questions: Undergraduate students: What are the key factors that affect diplomacy, according to academics? What keys to success in negotiations have academics identified? Graduate students: What are the main theoretical perspectives on diplomacy? What analytical points and theoretical propositions about negotiations has academic scholarship produced? The paper should be up to 15 double-spaced pages, font Times New Roman size 12, with 1-inch margins. See Appendix for additional research paper guidelines.

### Grade distribution

#### Undergraduate students:

Participation 10 %

Simulation 30 %

Quiz 30 %

Research paper 30 %

#### Graduate students:

Participation 10 %

Simulation 20 %

Quiz 20 %

Research paper 50 %

### CONSULTATIONS

Office hours provide students with a valuable opportunity to discuss issues and deepen understanding of course material. I encourage you to talk to me throughout the year about course content and expectations. If you have special needs, medical or family emergencies, please let me know and we will make appropriate arrangements.

### STUDENTS WITH DISABILITIES

The University of Western Ontario seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please give prior notice to the instructor to make arrangements for accommodations.

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## COURSE CALENDAR

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SEPT. 11

### INTRODUCTION

Scope and content of course, significance of topic and course expectations. What will I learn, why does it matter, and how difficult will it be?

1. Jean-Robert Leguey-Feilleux, *Dynamics of Diplomacy* (Lynne Rienner 2009), chapter 1: "Introduction."

2. Raymond Cohen, "Diplomacy through the Ages," in *Diplomacy in a Globalizing World*, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).

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SEPT. 18

### DIPLOMATIC RELATIONS: PAST AND PRESENT

3. Harold Nicholson, "The Development of Diplomatic Theory," chapter in Harold Nicholson, *Diplomacy* (Oxford: Oxford University Press 1963).

4. Brian Hocking, "The Ministry of Foreign Affairs and the National Diplomatic System," in *Diplomacy in a Globalizing World*, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).

5. Christina Archetti, "The Impact of New Media on Diplomatic Practice: An Evolutionary Model of Change," *The Hague Journal of Diplomacy* 7( 2012): 181-206.

#### Graduate students only

6. Hans J. Morgenthau, "Diplomacy," chapter in *Politics Among Nations: The Struggle for Power and Peace* (New York: Alfred Knopf 1966), pp. 539-51.

7. Paul Sharp, "For Diplomacy: Representation and the Study of International Relations," *International Studies Review* 2(1), pp. 33-57.

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SEPT. 25

### MULTILATERAL DIPLOMACY: THE UNITED NATIONS

8. Geoffrey Wiseman and Soumita Basu, "The United Nations," in *Diplomacy in a Globalizing World*, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).

9. Jean-Robert Leguey-Feilleux, *Dynamics of Diplomacy* (Lynne Rienner 2009), chapter 8: International Organization Diplomacy.

10. Radoslav S. Dimitrov, "The Paris Agreement on Climate Change: Behind Closed Doors," *Global Environmental Politics* vol. 16, no. 3 (August 2016).

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OCTOBER 2

**DIPLOMACY AND INTERCULTURAL COMMUNICATION**

11. Olga Khazan, "Why Some Cultures Frown on Smiling," *The Atlantic* March 27, 2016).

12. William H. Reuelo and John L. Graham, *Global Negotiation: The New Rules* (Palgrave 2008). Read chapter 4 "Cultural differences in negotiation style" (pp. 69-89)

13. Gilles Andreani, "Negotiating with Savoir Faire: Twelve Rules for Negotiating with the United States," pp. 279-292 in Richard H. Solomon and Nigel Quinney, *American Negotiating Behavior* (New York: US Institute of Peace 2010).

Graduate students

14. Michele J. Gelfand and Naomi Dyer, "A Cultural Perspective on Negotiation: Progress, Pitfalls and Prospects," *Applied Psychology* 49(1): 62-99.

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OCTOBER 9 READING WEEK – NO CLASS

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OCTOBER 16

**TREATY NEGOTIATIONS**

15. Joanna Depledge, *The Organization of Global Negotiations* (London: Earthscan 2005), chapter 2, pp. 5-17; and chapter 9, pp. 104-133.

16. John Sae, "Best Practice in Global Negotiating Strategies for Leaders and Managers in the 21<sup>st</sup> Century," *Journal of Business Economics and Management* 9(4): 309-318.

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OCT. 23

**TREATY NEGOTIATIONS II**

17. Putnam, Robert D. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42 (1988): 427-60.

18. Stephen Hurst, "The Iran Nuclear Negotiations as a Two-Level Game: The Importance of Domestic Politics," *Diplomacy and Statecraft* 27(3)(2016): 545-567.

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OCT. 30

**TREATY NEGOTIATIONS III**

**Quiz**

19. Fanny Benedetti and John L. Washburn, "Drafting the International Criminal Court Treaty," *Global Governance* 5 (1999).

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NOV. 6

**GREAT POWERS IN DIPLOMACY**

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20. Chen Zhimin, "US Diplomacy and Diplomats: A Chinese View," *The Hague Journal of Diplomacy* 6 (2011) pp. 277-297.

21. Knud Erik Jorgensen, "The European Union in Multilateral Diplomacy," *The Hague Journal of Diplomacy* 4 (2009) pp. 189-209.

22. Joseph Nye, "Public Diplomacy and Soft Power," *Annals AAPPSS* 616 (March 2008), pp. 94-109.

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NOVEMBER 13      **NEGOTIATING STRATEGY AND INFLUENCE**

23. William Ury, *Getting to Yes*, chapters 2 and 3.

24. Program on Negotiation. "Negotiation Skills: Negotiation Strategies and Techniques to Help You Become a Better Negotiator." Report of the Harvard Law School.

25. Radoslav S. Dimitrov, "The politics of persuasion," chapter in *Handbook of Global Environmental Politics* edited by Peter Dauvergne (Edward Elgar 2012), pp. 72-86.

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NOV. 20      **SIMULATION: NEGOTIATING THE IRAN DEAL**

26. Kenneth Waltz, "Why Iran Should Get the Bomb," *Foreign Affairs* 91(4): 2-5.

27. James Sebenius and Michael Singh, "Is a Nuclear Deal with Iran Possible: An Analytical Framework for the Iran Nuclear Negotiations," *International Security* 37(3) (Winter 2012/13): 52-91.

28. Paul Kerr and Kenneth Katzman, "Iran Nuclear Agreement and U.S. Exit," Congressional Research Service report, July 20, 2018.

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NOVEMBER 27      **SIMULATION** (continued)

29. Laurent Fabius, "Inside the Iran Deal: A French Perspective," *The Washington Quarterly* 39(3): 7-38 (Fall 2016).

30. Wendy Sherman, "How we Got the Iran Deal, and why we will miss it" *Foreign Affairs* September/October 2018.

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DECEMBER 4      **DIPLOMACY AND INTERNATIONAL RELATIONS: CONCLUSIONS**

Readings to be assigned

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DECEMBER 11      **Research paper due**

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**RESEARCH PAPER GUIDELINES**

Papers should be typed, double-spaced, font Times New Roman, size 12, with 1-inch margins on all four sides. Please insert page numbers. The papers are to be organized in sections with subtitles. A

bibliographical list of sources that you have used and in-text references to each of these sources are required.

**Evaluation criteria** reflect the following components of an excellent research paper in social sciences:

- 1) **Clear central argument:** What is my overarching point?
- 2) **Logic of analysis:** a logical progression of analytical steps building the argument. What type of evidence do I need for a persuasive argument?
- 3) **Solid empirical support** for the argument(s) is of central importance. What are the facts that lead to my conclusion?
- 4) **Clear and visible structure:** introduction, subtitled sections following a logical progression, and conclusion. Dividing the paper in titled subsections is important.
- 5) **Style and language:** rich vocabulary, fluid readability, correct grammar and spelling, no colloquialisms or slang.
- 6) **Bibliographic support:** The research paper needs to draw on respected sources of information: books, journal articles, mainstream news outlets, government documents and official policy reports from international organizations. Plan on a minimum of six published books and/or journal articles.

**References:** At the end of your paper, please list ALL sources of information that you have used during your research. Please follow the format of the American Political Science Association Style Manual (available online). **In-text references:** When you present concrete information, please refer to the original source in parentheses. For published sources, indicate author's last name, year of publication, and page numbers (Keohane 2009, p. 24). Such reference should be provided after direct quotes (marked with quotation marks) and after specific factual information found elsewhere.

NO ENDNOTES PLEASE, just footnotes. References to Internet sources should be made in footnotes and include the website's name and exact Internet address. For instance: "Canada 'playing with numbers' on climate target claims," *The Guardian*, Sept. 5, 2012, at:

<http://www.guardian.co.uk/environment/2012/sep/05/canada-carbon-emission-targets>

Below is a sample of the **evaluation sheet** you will receive with your graded research paper. The table displays the main aspects that will be evaluated.

	Research	Analysis	Writing	References
Excellent				

<b>Good</b>				
<b>Satisfactory</b>				
<b>Inadequate</b>				
<b>MARK:</b>				
<b>COMMENTS:</b>				

## APPENDIX TO UNDERGRADUATE COURSE OUTLINES

### DEPARTMENT OF POLITICAL SCIENCE

#### **Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

#### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

#### **Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*

(<http://www.westerncalendar.uwo.ca/>)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

### **Submission of Course Requirements**

**ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.**

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

**Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.**

### **Plagiarism**

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com>

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## **PLAGIARISM\***

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**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

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## **University Policy on Cheating and Academic Misconduct**

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In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.