

BOSTON UNIVERSITY
PARDEE SCHOOL OF GLOBAL STUDIES
CAS IR 330 Diplomatic Practice
Mondays, Wednesdays and Fridays 9:05-9:55 am
(CAS 318, 685 - 725 Commonwealth Avenue)
Spring 2017

Instructor: Ambassador Vesko Garcevic, veskog@bu.edu

Office: 152 Bay State Road, Room 446

Office hours: Monday: 10:30am-12:30pm; Tuesday: 1:30pm – 3:30pm;
Wednesday: 11:00 am – 1:00 pm, other days/times by appointment

Course Outline:

What is diplomacy? How much has it evolved so far and what is a role of diplomacy today? Traditionally, diplomacy is linked to the conduct of official, bilateral relations between states. In the late 19th century and throughout 20th century, however, diplomacy had been very much expanded to cover various types of activities including international conferences, parliamentary diplomacy, economic diplomacy, so called diplomacy of conscience, non-governmental or non-state actors diplomacy and finally supranational diplomacy born in Europe in the late 20th century. Change of its character has significantly changed diplomatic practice, the way it is performed, and the role of diplomats in international affairs.

The course is designed to get students familiarized with the “art of the possible” putting emphases how diplomatic practice has evolved so far. The course will be divided into two parts (A detailed schedule is included below). In the first part of the course, we’ll be focused on traditional (conventional) diplomacy. The introductory session will try to answer why an efficient diplomacy should have a good understanding of given geopolitical context. This point will be underlining motive in our course. Then we will have a short overview of the history of diplomacy and its development into its current form. Students will examine sets of legal provisions that shape up today’s diplomatic practice as they are codified in the Vienna Conventions on Diplomatic and Consular Relations (VCDR and VCCR) as well as the Vienna Convention on Representation of States in their Relations with International Organizations of a Universal Character. We will study the structure of diplomatic network and how it operates in everyday life. There is a clear division of responsibilities between ministries of foreign affairs and diplomatic offices abroad. The former sets a tune and the later plays music. Students will learn how embassies and diplomatic missions to international organizations are alike, and how they differ from each other. Diplomatic personnel make diplomatic service work. We will go through list of diplomatic ranks and get familiar with their scope of work, specific responsibilities and positions within diplomatic hierarchy. In the globalizing world there are many small states that have to keep pace with the big ones in the diplomatic arena.

We'll shed light how their diplomatic services function and how those states cope with global challenges.

How does diplomacy work in everyday life? Emphasis will be put on diplomatic reporting, diplomatic correspondence and communication. Students will learn what is Note Verbal, Non Paper, Pro Memoria, Demarche and how diplomatic correspondence is made; which information are classified; what a US diplomat and any other diplomat have in common... The issue of accountability and professional ethic is indivisible part of diplomatic life. We'll explore the old-new dilemmas inherent to practical diplomatic work: Should diplomacy be recognized and praised by set of values it follows? Is diplomacy we now driven only by "national interests"? Should diplomats always reconcile their personal views with official position of their country? Where and how values hide behind higher national interests.

World becomes global as diplomacy do. Multilateral diplomacy was born in 17th century with the Treaty of Westphalia, but it "came to power" in 20th century. The international arena has been enriched with a global, universal organization (UN) and numerous specialized world organizations. Globalization goes hand in hand with regionalization, which makes a fruitful soil for various regional organizations. Students will examine how global and regional international organizations function. This will bring us to the issue of "new multilateralism". A particular session will be devoted to this concept of multilateral diplomacy. Finally, students will examine a concept of supranational diplomacy, an experiment born in Europe several years ago and carried out by the EU external action service.

The international legal framework is under continuous change. The international norms, laws and obligations have gained weight in global affairs. The network of international legislative bodies (committees, councils, courts) has been created to uphold commitments stemming from international norms. Human rights violations are in focus of international community and a few international courts have been created to deal with this issue. Students will explore the composition and work of some of them. One class will be devoted to discussion whether the bombing of Yugoslavia was a violation of international legal norms or not.

The concept of traditional diplomacy will be ended up with a few classes about negotiations. The good negotiating skills are highly valued in diplomatic world. No doubt, negotiations are most demanding part of diplomatic work.

In the second section of the course, students will explore how over time new diplomatic methods and styles have been introduced and made diplomacy less conventional. The new approaches ask for new actors, newly designed techniques and new means of communication. Non-state actors and their role in contemporary diplomacy will be in our focus. So-call diplomacy of conscience (soft-power) that put emphasis on human rights, development aid and democratic values will be part of our interest, too. Students will learn how small or relatively small states have a significant role to play in this field. Public diplomacy is a logical continuation of our interest for new types of diplomatic work. It is often closely linked or coupled with "diplomacy of conscience" or work of non-state actors. The course will touch

upon the issue of hard power, soft power and smart power. How soft power in diplomacy sometimes yields a positive outcome and makes structural changes that hard power can't (some called it structural diplomacy or policy of structural diplomacy).

This will bring us to brand new trend in diplomacy – twiplomacy (twitter diplomacy) and the role of social networks in diplomacy. Will social networks kill the classified information and make the traditional diplomacy completely obsolete? These questions will take us to the last class where the future of diplomacy will be discussed. Do we need diplomacy in 21st century? And, if we need it how it will look like. What will be the role of diplomats? If diplomacy survives, will diplomats be needed?

Debating exercise:

The course includes the exercise: *Debating global issues*. This course will focus on the real-time international challenge: *DAESH/ISIS*. We'll examine political and other interests of various local, regional and global players. This is a student-centered simulation that requires full engagement, collaboration, and team-work in simulation and drafting papers. Every student will be given a role to play, and she/he should act in accordance with a real-life political actor she/he represents. Debate will be held at an international conference where every actor takes floor and where behind the scene consultations take place. Students have to closely follow the Middle East Crisis and events linked to DAESH/ISIS over the course of semester. **Two weeks before the simulation**, students will be given their assignments (roles). You will be asked to submit around **600 words paper** before the simulation (**March 29**). The paper should focus on your role: to describe the characteristics, positions and style of the person you are playing. These are "your official positions". The second part of your paper should focus on your real interests and goals. This will be confidential, and you will not share it with other participants. The conference will have two parts. In the first session, you will be expected to summarize and present your official position in 3 minutes. During the second session, you'll reply to arguments raised by other political actors during the first session. You will be given up to additional 2-3 minutes to do so. You are encouraged to get engaged in consultations with partners that have similar strategic interests (like-minded actors). This may take place prior the conference and during the conference. You may pre-negotiate a common position or draft a joint statement or paper and (present) propose it for adoption at the second part of the conference. If you came to an agreement on a common position or if you drafted joint statement or position paper, you should notify it with the chairman. In that case, one representative may take floor and speak on behalf of the group. She/he should introduce the joint paper/position. She/he will be given up to 5 minutes for it. A group of like-minded political actors unsatisfied with the results of the conference may agree on a position paper that would come out after the conference to reflect their standing points. This paper can be shared with others during debrief/brainstorming session. Your goal is not to come to an agreement but to practice (develop) diplomatic skills associated with multilateral diplomacy and debate an extremely difficult and complex issue. Chairman and co-chairman of the meeting should be well acquainted with procedural matters. They have to wrap up the session and propose the points of conclusion acceptable for all the parties in debate. They will be given 3-4 minutes for that at the end of the conference. They will have 2-3 minutes to open

conference, too. Chairman and co-chairman of the meeting should have their political roles, too.

Following debate, there will be a debrief/brainstorming session in which we discuss the results of the simulations. After that, students will be asked to write a reflection paper. It **should be 1200-1300 words (April 17)**. Since their positions are elaborated in the pre-simulation paper they don't need to repeat them. The reflection paper should have four parts: 1) description of the simulation briefly; 2) presentation of the results; 3) which goals (from the pre-simulation paper) have you achieved and which not; 4) evaluation

Missing the simulation will result in a failing grade for class participation and for the simulation.

You are encouraged to discuss your participation in the simulation with me over the course of the semester.

Briefing Paper

A big portion of our course will be devoted to diplomatic reporting, diplomatic correspondence and communication. Two forms of diplomatic activities have special weight: memorandum and demarche. You will be required to either write a memorandum as an Ambassador/Assistant Minister/Assistant Secretary of State to Minister/Secretary of State or to prepare demarche from Ministry/State Department to an Ambassador. **The paper (either a memo or a demarche) should be a maximum of 2500 words.** It should not exceed the maximum word limit.

If you choose a memorandum or reminder, please note that content of this document, its substance is much more important than the form it takes:

1. Background information: You must describe the problem and highlight your national position (rationale for your position). This should include the previous and the most recent actions by the sides involved (if they happened);
2. Risk analysis: Identify advantages and potential challenges and constraints. Give projection of potential developments. Try to anticipate what the other side is going to do.
3. Your strategy: Based on background information and risk analysis give proposals for short-term and long-term course of action. What outcome will satisfy your interests? Is there a room for a deal? What is the price to be paid (trade-offs)? What are potential achievements and benefits?

In the case of demarche, the form is almost as important as content of the message. Demarche has two parts: **instruction from the Ministry and written material.**

Instruction from the Ministry should include the following:

1. A clear statement of the purpose of the demarche. This is what your Government wants to achieve
2. Background: it highlights specificities of the case, its sensitivity, it gives special considerations. Additionally, It describes why this case is sensitive for the other side.
3. Argumentation: supporting arguments and counter arguments (rebuttals)
4. Talking points: they should be clear, concise, logical and organized so to build the case. Talking points give “ammunition” for conversation. Ambassador is free to interpret them in appropriate manner.

Demarche includes a written material to be left with the host government official. This material has a form of a “non-paper” or “aide memoire” that provides precise version of the verbal presentation. It mirrors supporting arguments and talking points from instruction. It must be succinct, clear and readable. This document should not be long, usually one/two pages (maximum three pages). **(You don’t need to prepare “non-paper” for this purpose)**

You are encouraged to discuss your paper with me over the course of the semester. **Paper is due April 26.** Late papers will be reduced 3% of the grade per day.

Participation:

Students are encouraged to creatively participate in class activities. Class discussion will be an integral part of the course. Active participation will account for 5% of the final class grade. Students are expected to attend all classes (two absences will be tolerated). Third unexcused absence and or numerous lateness will be considered in calculating the final grade. **Make-up quiz and exams will not be offered for unexcused absence. Please e-mail me in advance of any absence.**

We will often devote some time and discuss an actual issue from the foreign policy upon your choice. Be ready to propose an issue for discussion in due time (preferable a class in advance) or to actively contribute to the class discussion. Contribution may include your opinion, comments, clarification, questions etc. You are encouraged to read dailies like New York Times, Washington Post, Herald Tribune, Wall Street Journal etc., quality weeklies (such as The Economist) or magazines such as Foreign Affairs and Foreign Policy and come out with ideas for discussions. Access to periodicals is available on-line or through the Mugar library.

Students should be prepared for classes and do required reading in advance. The required texts not only illustrate the lesson concerned, they provide needed information and set the stage for discussion during the lecture. Lecture notes, including Power Point presentation, will be posted on Blackboard after the lesson.

Academic integrity:

Class members are expected to maintain high standards of academic honesty and integrity. There is no tolerance for plagiarism. Handing in someone else’s work as your own (even if you

worked together as a group) constitutes an example of plagiarism and dishonesty. You are expected to provide citations in papers for all quotations, paraphrases or ideas taken from any source other than your own. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe, and can include permanent expulsion from the University. Please, see the CAS Academic Conduct Code, available at <http://www.bu.edu/adacemics/resources/adademic-conduct-code/>

Examinations:

There will be a quiz, midterm examination and final examination during the course. The midterm examination will cover material from the beginning of the course. The final examination will cover the entire course, but with a greater emphasis on the second half. Material for quiz and exams will include the lectures, readings and discussions in the class.

Grade scale:

Quiz	10% (10 points) (February21)
Mid-term exam	20% (20 points) (March 22)
Simulation and reflection paper And Pre-simulation paper	20 % (5 points for pre-simulation paper; 5 points for simulation and 10 points for reflection paper = 20 points)
Briefing Paper	20% (20 points)
Final Exam	25% (25points)
Participation	5% (5 points)

Required readings:

Sir Ernest Satow ***Diplomatic practice***

(6th Edition; Edited by Sir Ivor Roberts; *Oxford University Press* 2009):

G.R.Berridge ***Diplomacy Theory and Practice*** (4th Edition; Palgrave Press, 2010)

Recommended readings:

Harry Kopp ***Career Diplomacy*** (2nd Edition; Georgetown University Press, Washington 2011)

Carne Ross ***Independent Diplomat*** (Cornel University Press, Ithaca New York 2007)

Henry Kissinger ***Diplomacy*** (Simon&Schuster Paperbacks, New York, 1994)

Schedule of Classes:

Friday, January 20, Introduction/Course overview

Has Globalization changed the Nature of Diplomacy?

(Francis Campbell, Vice-Chancellor of St Mary's University Twickenham and former UK Ambassador to the Holy See) (Blackboard)

Monday, January 23, History of Diplomacy

Sattow: pages 3-21

Berridge: pages 103-112

Recommended: Kopp: pages 10-19 (blackboard)

Wednesday, January 25, The Vienna Conventions

The Vienna Convention on Diplomatic Relations 1961

http://legal.un.org/ilc/texts/instruments/english/conventions/9_1_1961.pdf

The Vienna Convention on Consular Relations 1963

http://legal.un.org/ilc/texts/instruments/english/conventions/9_2_1963.pdf

Vienna Convention on the Representation of States in their Relations with International Organizations of a Universal Character

http://legal.un.org/ilc/texts/instruments/english/conventions/5_1_1975.pdf

Eilenn Denza: *The Vienna Convention on Diplomatic Relations*, Audio Visual Library <http://legal.un.org/avl/ha/vcdr/vcdr.html>

Friday, January 27, Ministries of Foreign Affairs; The Department of State

Berridge: pages 5-20

Kopp: pages 187-204 and page 237/238 (Blackboard)

Monday/Wednesday January 30-February 1, Embassies, Consulates, Missions to International Organizations, and Interest Sections

Berridge: pages 89-93 and 112-140 (Friday) 207-233 (Monday)

Sattow: pages 229-245

Friday & Monday, February 3/6, Diplomatic Personnel: Ambassadors, Consuls, Attaches...

Sattow: pages 81-93 and 203-215

Harry W Kopp: pages 207-221 (Blackboard)

Wednesday, February 8, - Diplomatic Protocol

The selection of students for presentation due February 17

Friday, February 10, Standard before Status; Recognition of States

Sattow: pages 71-81

Nina Caspersen, Peace and Conflict Studies, Lancaster University, UK:

Standard Before Status – Still Relevant? <http://theanalyticon.com/?p=1484&lang=en>
(Blackboard)

Monday & Wednesday & Friday February 13/15/17, Diplomatic Methods and Means of Diplomatic Intercourse

Sattow: pages 45-59

Department of State, Diplomatic Notes and

Demarches <https://fam.state.gov/fam/05fah01/05fah010610.html#H613>

Demarche on the US Government Policy on the International Criminal Court from Secretary of State to Ambassadors http://www.amicc.org/docs/Demarche_US.pdf

Dan Lawton: *The Art of Political Reporting: Adapting to the Information Age*, Foreign Service Journal, July-August 2014

<http://www.afsa.org/art-political-reporting>

Friday, February 17: Two presentations

- 1) A diplomatic meeting simulation/discussion (two students' /Discussion)
- 2) Diplomatic Qualities and Professional Ethics (Two students' presentations/Discussion)

Edward Marks: *Ethics for the Professional Diplomat*, Foreign Service Journal, July-August 2013 (Blackboard)

A view from other side: Carne Ross: *Independent Diplomat, Dispatches from an Unaccountable Elite*, Introduction – pages 20-26; Chapter VI: The Telegram or How to be Ignored – pages 116-128; Chapter VII – The Ambassador 129-149) (Blackboard)

Tuesday (Substitute Monday schedule of classes), February 21, QUIZ

Wednesday, February 22, Small States in International Affairs

Alan K. Henrikson: *Ten Types of Small State Diplomacy* (blackboard)

Dietrich Kappeler: *The Role of Diplomats from Small States* (blackboard)

Michael Corgan: *Small State Diplomacy* <http://www.e-ir.info/2008/08/12/small-state-diplomacy/>

Baldur Thorhallsson: *Small States in the UN Security Council: Means of Influence?* (The Hague Journal of Diplomacy, 2012) (Chapters: *Introduction, From a Beneficiary to a Contributor and An Active Member and How Small States Can Influence the UNSC*)

<https://rafhladan.is/bitstream/handle/10802/8801/Small-States-UN-Security-Council-by-Thorhallsson.pdf?sequence=1>

Friday & Monday & Wednesday & Friday, February 24 through March 13, Multilateral Diplomacy (Birth of International Organizations; the UN; Regional organizations; Summitry)

Berridge: pages 142-160; 161-166

Sattow: pages 317-353 and 419-465

The UN Charter <http://www.un.org/en/sections/un-charter/un-charter-full-text/index.html>
(Blackboard)

The US-UN Partnership <https://betterworldcampaign.org/us-un-partnership/> (Blackboard)
Jonatan M.Katz: *The Secretary General in His Labyrinth* (The New Republic, March 3, 2015)
<https://newrepublic.com/article/121190/ban-ki-moon-profile-does-united-nations-still-matter> (Blackboard)

Stewart Patrick: *Multilateralism a La Carte: The New World of Global Governance*, <https://www.scribd.com/doc/271530400/Multilateralism-a-La-Carte-The-New-World-of-Global-Governance> (Blackboard)

Recommended text - A short history of the League of Nations <http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/league-of-nations/>

Summitry:

Jan Melissen: *Summit Diplomacy Coming of Age* (The Netherlands Institute of International Relations "Clingendael", Blackboard) http://www.clingendael.nl/sites/default/files/20030500_cli_paper_dip_issue86.pdf

Richard Nixon: *Reagan and Gorbachev: Superpower Summitry* (Foreign Affairs, fall 1985 issue, Blackboard) <https://www.foreignaffairs.com/articles/russia-fsu/1985-09-01/reagan-and-gorbachev-superpower-summitry> *

Stanley Meisler: *Reagan and Gorbachev: Warming of a Relationship*
http://articles.latimes.com/1988-06-02/news/mn-5847_1_president-reagan

G7 team: *A New Age of Global Summitry?* (Global Policy, May 26, 2016)
<http://www.globalpolicyjournal.com/blog/26/05/2016/gli-g7-new-age-global-summitry>

Wednesday & Friday, March 15/17, European Union/ Supranational or Intergovernmental (Why Brexit?)

Sattow: pages 371 – 419

Heidi Maurer&Kristi Raik: *Pioneers of a European Diplomatic System, EU Delegations in Moscow and Washington* (The Finish Institute for International Affairs, 2014, Blackboard)

Wednesday: Set about UK and Brexit (Blackboard) Discussion:

How long will it take for Britain to leave the EU (Blackboard)

Britain's identity crisis: It's stuck between nostalgia and an uncertain future
<http://www.hindustantimes.com/world-news/brexit-and-britain-s-identity-crisis/story-BhxM4oXOyQomZrku0aYLAO.html>

Britain is the LEAST European nation in EU...two thirds of us say we're 'only British'
<http://www.express.co.uk/news/uk/615198/European-Union-referendum-Britain-least-European-nation-Brexit-EU-British>

Britain's Welcome Revival of Nationhood, <http://www.nationalreview.com/article/437141/brexit-britain-votes-nationhood-european-union-referendum>

Monday, March 20 – DAESH/ISIS (THE SIMULATION PREPARATION STARTS); Negotiations start

NPR Documentary *Rise of ISIS* http://www.dailymotion.com/video/x29qbh3_the-rise-of-isis-islamic-state-a-must-watch-documentary_news

NOTE: Roles for the Simulation will be distributed at the end of class

Wednesday, March 22 - Mid-Term Exam

Friday & Monday, March 24/27 Negotiations

Sattow: pages 469-477

Berridge: pages 25-53

Harvard Law School/Program on negotiation/Blog: *Negotiation Techniques from International Diplomacy: Lessons for Business Negotiators* (Blackboard)

<http://www.pon.harvard.edu/daily/dealmaking-daily/the-art-of-deal-diplomacy/>

Calum Coburn: Negotiations Conflicts Styles

(Blackboard) <https://hms.harvard.edu/sites/default/files/assets/Sites/Ombuds/files/NegotiationsConflictStyles.pdf>

Negotiations: a card game

pre-simulation preparations: negotiations among participating states

Wednesday, March 29, Mediation

Berridge: pages 235-253

Jacob Bercovitch: *International Mediation and Intractable Conflict* (Blackboard)

<http://www.beyondintractability.org/essay/med-intractable-conflict>

Negotiations: a card game debrief

PRESIMULATION PAPER DUE BY MIDNIGHT

Friday, March 31, (Pre-simulation negotiations)

Monday & Wednesday & Friday from April 3 through April 7, DAESH/ISIS Debate Simulation

Monday, April 10, Debrief/Brainstorm Session

Selection of students for an ICJ case simulation

Wednesday, April 12: International law and order (Treaties and Instruments)

Sattow: pages 533-558 and 567-589

Friday, April 14, The International Court of Justice (ICJ), International War Crimes Tribunals (ICTY) and the International Criminal Court

Sattow: pages 479-509

Albright and Williamson: *The United States and R2P: From Words to*

Action <https://www.usip.org/sites/default/files/PW-UnitedStates-And-R2P-Words-To-Action.pdf> (Blackboard)

MONDAY, APRIL 17, REFLECTION PAPER IS DUE BY MIDNIGHT

Wednesday, April 19, Legitimacy of the NATO Bombing of Yugoslavia (1999) – Violation of International Law or not?

A simulation of an ICJ case proceeding

Aaron Schwabach: *The Legality of the NATO Bombing Operation in the FR of Yugoslavia* (Pace International Law Review, issue II, fall 1999, September 1999)

<http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1240&context=pilr>

Andre Gunder Frank: NATO Violation of International Law (April 16, 1999)

http://rrojasdatabank.info/agfrank/nato_kosovo/msg00003.html

David Wippman: *Kosovo and the Limits of International Law* (Fordham International Law Journal, Volume 25, Issue 1

2001) <http://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=1813&context=ilj>

Friday, April 21, Hard Power – Soft Power: Public Diplomacy/Cultural Diplomacy

Berridge: pages 179-190

Jan Melissen: *The New Public Diplomacy/Soft Power in International Relations* (Chapters: *Public Diplomacy in the People's Republic of China*, Ingrid d'Hooghe pages 88-106; *Revolutionary States, Outlaw Regimes and the* , *Techniques of Public Diplomacy*, acy

Palgrave, Macmillan, New York, 2005 (blackboard)

Robert Cooper: Hard Power, Soft Power and Goals of Diplomacy (In: David Held/Mathias Koenig-Archibugi (eds), *American Power in the 21st Century*, 2004, pp. 167-180) (Blackboard)

<http://www.consilium.europa.eu/uedocs/cmsUpload/CooperarticleGoalsofdiplomacyweb.pdf>

Recommended:

Alistair Burnett: *China, Russia and the US Juggle Soft and Hard Power* (Yale Global, January 8, 2015) (Blackboard)

<http://yaleglobal.yale.edu/content/china-russia-and-us-juggle-soft-and-hard-power>

Monday, April 24, Soft Power: Diplomacy of Conscience: Human Rights and Values vs. Interests

Ted Piccone: *Democracy, Human Rights and the Emerging Global Order* (The Brookings Institution's Managing Global Order, Report, April 2013) (Blackboard)
<http://www.brookings.edu/research/reports/2013/04/10-democracy-human-rights-piccone>
David P. Forsythe: *Human Rights* (APSA-Seattle, 2011) (Blackboard)
[file:///Users/veskogarcevic/Downloads/SSRN-id1902987%20\(1\).pdf](file:///Users/veskogarcevic/Downloads/SSRN-id1902987%20(1).pdf)
Joseph Nye: *Soft Power*, (Foreign Policy, No 80, Fall 1990, pages 153-171) (Blackboard)
<http://faculty.maxwell.syr.edu/rdenever/PPA-730-27/Nye%201990.pdf>

Recommended:

EU Action Plan on Human Rights and Democracy 2015-2019 (Blackboard)
http://eeas.europa.eu/factsheets/news/150720_eu_action_plan_on_human_rights_and_democracy_2015-2019_factsheet_en.htm
US Department of State: Human Rights (Blackboard)
<http://www.state.gov/j/drl/hr/>

Wednesday, April 26, Other State Actors (the Role of Parliament/Congress) and Non State Actors in Diplomacy

Sattow: pages 509-521
Strategic Monitor, Chapter 4: *Non State Actors and Individuals* (Blackboard)
John Newhouse: *The Influence of Lobbies on U.S. Foreign Policy* (Foreign Affairs, May/June 2009) (Blackboard)
<https://www.foreignaffairs.com/articles/2009-05-01/diplomacy-inc> *

BRIEFING PAPER IS DUE BY MIDNIGHT

Friday, April 28, Other State Actors in Diplomacy: Pentagon (Ministry of Defense) /Intelligence Community

Monday, May 1, Digital Diplomacy/Twiplomacy

Brian Hocking and Jan Melissen: *Diplomacy in the Digital Age* (Clingendael, The Netherlands Institute of International Relations, July 2015) (Chapters: 1st, 2nd and 3rd) (Blackboard)
http://www.clingendael.nl/sites/default/files/Digital_Diplomacy_in_the_Digital%20Age_Clingendael_July2015.pdf
Ilan Manor articles: *The Social Networks of Foreign Ministries* (May 11, 2014), <https://diqdipblog.com/2014/05/11/the-social-network-of-foreign-ministries/>
On Social Media Information Dominance (May 27, 2016) <https://diqdipblog.com/author/ilanman1/>
Is Digital Diplomacy Really Cost Effective? (July 21, 2015) <https://diqdipblog.com/2015/07/21/is-digital-diplomacy-really-cost-effective/>
Matithas Luefkens: *World Leaders on Facebook Full Study* (Burson Marsteller, January

2016) <http://www.burson-marsteller.com/what-we-do/our-thinking/world-leaders-on-facebook/world-leaders-on-facebook-full-study/>

Recommended: follow Twiplomacy (www.twiplomacy.com)

Wednesday, May 3, Future of Diplomacy/A Brief Look Back

Mark Grossman: *A Diplomacy for the 21st Century: Back to Future?* (Foreign Service Journal, September 2014) <http://www.afsa.org/diplomacy-21st-century-back-future> (Blackboard)

Carne Ross: *Independent Diplomat, Dispatches from an Unaccountable Elite* (pages 187-226)

Paul Levinson: *Everyone is a Diplomat in the Digital Age* (Public Diplomacy Magazine, September 13, 2012) <http://publicdiplomacymagazine.com/everyone-is-a-diplomat-in-the-digital-age/>

Recommended: Are Diplomats Needed in the Digital Age? (www.opencanada.org various scholars and practitioners answer the same question)

May 08-12: Final Exam TBD