

NOTE: This is the syllabus for Spring 2016. The syllabus for PA 5814 will be remain substantially the same and be posted in the fall of 2016

**PA 5890 Session 002 (now PA 5814)
Bilateral and Multilateral Diplomacy
Spring 2016**

Professor: Mary T. Curtin, PhD

Class Meetings: Monday and Wednesday, 1:00-2:15, Humphrey School, Room 30

Office: 143 Humphrey

Office Hours: Tuesday and Friday from 10:00-12:00 or by appointment.

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Course Overview

This course will examine the theory, practice and profession of twenty-first century diplomacy in bilateral and multilateral environments. With the successful negotiation in 2015 of the Iran nuclear deal and the Paris climate agreement, more attention has been paid to how nations large and small use diplomacy in bilateral and multilateral environments to advance their foreign policy and broader national interests. In addition, international organizations, including the United Nations, and regional organizations, such as the European Union, the Organization of American States, and the African Union, have become not just venues for multilateral diplomacy, but also diplomatic players in their own right, seeking to negotiate resolutions to regional problems.

During the course of the semester, students will be introduced to the history of diplomacy around the world; to its norms and practices, including its international legal bases, and how modern technology and changing cultural norms have impacted the way that diplomats operate. Through readings, classroom discussions and simulations, students will come to understand the ways in which major powers, and medium and small states use bilateral and multilateral diplomacy to achieve their own goals and work with friends and allies to achieve regional and global objectives. Students will also examine the way in which nations come together in formal and informal blocs to advance regional goals, including within the context of the United Nations. We will also look at how non-state actors, including non-governmental organizations operate in the diplomatic sphere to achieve their objectives, as in the case of NGO activism that led to the signing of the Ottawa Landmine Convention, and at how governments and non-governmental organizations seek to resolve conflicts through Track II processes.

Readings

Most of the readings will come from two sources, one a required book available to purchase in the bookstore or to read at the library where it will be on reserve; the other an online resource available through the University of Minnesota Library website. Other readings will be posted on the Moodle Website and in a shared Google folder:

Pauline Kerr and Geoffrey Wiseman, [Diplomacy in a Globalizing World: Theories and Practices](#), Oxford University Press, 2013. Available to purchase in the bookstore or on reserve at the Wilson Library.

Andrew Cooper, Jorge Heine, and Ramesh Thakur, [The Oxford Handbook of Modern Diplomacy](#), Oxford University Press, 2013. Available fully online through the University of Minnesota at [The Oxford Handbook of Modern Diplomacy](#)

Learning Objectives

By the end of the course, the students will have gained an understanding of how diplomacy works in both the bilateral and multilateral environments, how nations and organizations use diplomacy to advance their goals, how the practice of diplomacy is changing in the twenty-first century, and some sense of what it is like to operate in a bilateral and multilateral environment. Students will have had practice at writing for diplomatic reporting, representation, and negotiation.

Course Requirements

Students will be graded on an A-F basis. Grading will be as follows:

- 30%--Overall Class participation--Students are expected to attend all classes unless excused, to complete all the readings, and to be prepared to participate in the classroom discussion. Students will be separately graded on classroom simulation exercises. Students will be assigned once during the semester to present one of the readings in a ten minute briefing. There will be a sign up sheet for this.
- 10%--Short (400-600) word diplomatic reporting memo from an embassy to a home government foreign ministry (or State Department) on an issue, summarizing events, the implication of those events for the home country, and recommendations on next moves or how to react.
- 15%--Group Negotiating Exercise: Students will identify the specific issues to be negotiated, decide on tactics, and then negotiate a solution with the help of the mediator. In the final session, the group will present a briefing (with visual slides) showing the results of the negotiation.
- 15%--UN Security Council Simulation: Students will be assigned a role to play in a mock UN Security Council meeting that addresses a critical issue.
- 30%--A final 2,500-3,000 word paper on one of the following:
 - the topic of the negotiation in which the individual student participated, with an analysis of the dispute and lessons learned from the exercise. The paper should be analytical and critical of the process and should also provide enough background on the dispute so that an uninformed reader could comprehend the ways in which historical and cultural factors, relative power, politics, and international concerns played a role;
 - the topic of the UN Security Council meeting simulation, assessing how the UN has or should addressed the problem, how various actors operate in and either facilitate or impede resolution of the problem, or some other aspect of the simulation as approved by the instructor; or

- another topic assessing a diplomatic actor or negotiation of interest to the student, **with prior approval by the instructor.**
- all papers must include properly cited references to research completed on the subject and a summary analysis of the issue.

Course Schedule

The course is outlined in an [attached schedule](#), which is an integral part of the syllabus.

The schedule could change depending on the availability of some potential guest speakers and/or opportunities that arise during the semester.

University Policies

Please read in full the following information, which we will also go over the first day of class. My intention is to uphold the letter and the spirit of university policies in the classroom.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) *If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional*

sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D 1.333
- +
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the

course requirements

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:

<http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned

exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.*

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*