ICIR 323 The Practice of Diplomacy

Course Description & Aims:
This course examines the uses of diplomacy and negotiation in resolving political and commercial disputes. It describes and explains the role, function and methods of diplomats and negotiators in conducting a wide range of international relationships. Students will develop and use practical skills methods to identify problems and develop innovative solutions.

The uses of diplomacy; negotiation; conflict resolution; political and commercial disputes. Describing the role; function; methods of diplomats and negotiators in international relationships. Students will develop; understand; assess; evaluate; practice methods to identify problems and develop innovative solutions.

Lecturer: Dr. Nigel Gould-Davies
Office number and hours: 2107
Email address: nigel.gou@mahidol.ac.th
Student hours: Tuesdays and Thursdays, 11-12 and 3-4

Assessment

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<td>Participation</td>
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<td>Three (3) class exercises</td>
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<td>Final paper</td>
<td>30%</td>
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Course Learning Outcomes
At the completion of the course the student will be able to:

1. Understand and explain the range of work and skills required in modern diplomacy
2. Describe and apply negotiation and other diplomatic skills to a range of problems
3. Analyze and interpret contemporary events from a diplomatic perspective
4. Evaluate how the context and practice of contemporary diplomacy are changing
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**Assessment Methods & Criteria**

**Classroom Participation 10%**
Students will receive 0-10% depending on attendance and active participation in class (contribution to discussions, asking and answering questions). Coming to student hours, or meeting to discuss the course at other times, is also encouraged. There will be a group debate on a major issues –details will be given early in the course.

**What are “student hours”?** Student hours (formerly “office hours”) are times a teacher sets aside each week for students to come and ask any questions and discuss any issues they would like. It is time devote solely to student interests and concerns. If you would like to come but cannot make the regular student hours, please contact me to arrange a convenient time to meet.

**Three class exercises 20% each**
These will test, and provide an opportunity to develop, practical diplomatic skills of negotiation, diplomatic reporting, and preparing and making a speech:

**i. Negotiation Exercises 20%**
The class will conduct a series of negotiation exercises. Each negotiation will be a different type of negotiation (for example, distributive, integrative, bilateral, multilateral, crisis, diplomatic, etc.). For each negotiation, instructions and assessments will be distributed. Assessment will be a 1-2 page report by the group, due in week after the negotiation. This will be due at the end of week 6.

**ii. Diplomatic Reporting 20%**
Students will be given a scenario and required to seek information from various sources, synthesize them, and respond to a reporting request. They should present a clear and concise report that addresses the request effectively, paying attention to reporting style, distinguish analysis from interpretation, and offer recommendations where necessary. This will be due at the end of week 10.

**iii. Diplomatic Speech 20%**
In pairs, students will draft a 3-minute maximum diplomatic or foreign policy speech. Only one person of the pair will read the speech. Assessment for the speech will be distributed before, but it will be based on the accurate use of diplomatic language, and suitability of the speech to the context. This will be due at the end of week 12.

**Final paper 30%**
Students will analyze a complex diplomatic scenario, and offer advice on how to address it. They will be required to draw upon and synthesize many aspects of the course. The course will enable students to develop practical skills and experience in applying theories of diplomacy and negotiation to practical situations through exercises. Where possible, the
class will engage with practitioners through field visits and guest speakers. The final paper is due at the end of week 13 (exam week).

Diplomacy is also part of the everyday life of all goal-seeking individuals and groups. We negotiate with, and seek to influence and persuade, all the time. This course will therefore help students reflect on, and enhance, their own performance, whether or not they plan to play a professional part in international life.

Students will be expected to maintain an active interest in current international affairs, and to incorporate them into class discussion. Successful completion of ICIR 226 The History and Concept of Diplomacy is a pre-requisite for taking this course.

**Key sources include:**

- G. R. Berridge, *Diplomacy: Theory and Practice 5th edn*
- Geoffrey Allen Pigman, *Contemporary Diplomacy* (Polity)
- Paul Lauren, Paul Craig and Alexander George, *Force and Statecraft* (OUP, 2013), chs. 10-11

Students should ensure they keep well informed about current international events through quality news source

**Review of Old Diplomacy**

**Topic description:** Introduction and course overview, and expectations/requirements for successful completion of the course. Establish baseline student knowledge of key current international events and figures. Review of methods and patterns of old diplomacy and its modern innovations (from ICIR 226). Role of diplomacy in everyday life.

**Expected Learning Outcomes:** Students will understand the expectations of them in this course. They will understand the key features of traditional diplomacy and forces driving changing practice. They will encounter, and analyze, examples of diplomatic experience.

**Readings:**

Hamilton and Longhorne, “The Old Diplomacy” in *The Practice of Diplomacy*

Barston, *Modern Diplomacy*, chapter 1

**Viewing:**

https://www.youtube.com/watch?v=x6b2DBMRy4g
https://www.youtube.com/watch?v=gZ4IyNVJ0Ng
https://www.youtube.com/watch?v=8eI6qa-DyT0
https://www.youtube.com/watch?v=QPwftNqgm2o

**Class discussion:** what were the main features of old diplomacy?
Status of Diplomats and Diplomacy: Laws, Convention, and Duties

Topic description: The international laws, norms and institutions that define the status of diplomats, their premises and activities. The rights, immunities and obligations of diplomats. Challenges, exceptions and violations.

Expected Learning Outcomes: Students will understand the distinctive framework of rules and institutions that govern diplomatic status and conduct and how this contributes to the effective functioning of diplomacy. They will understand the consequences of their rejection, violation or misuse.

Readings:


Class discussion:
1. Why are rules governing diplomatic conduct important?
2. What is diplomatic immunity, and why does it matter?

Diplomatic Representation and Presenting Issues

Topic description: Principles and practice of diplomatic representation. The institution and meaning of representation. The experience of its practice. The relationship between person and role in diplomatic relations. A visiting current or former practitioner will present his/her views and take part in discussions.

Expected Learning Outcomes: Students will understand the principles, and gain insight into the experience of practicing, diplomatic representation. They will explore the relationship between personal views and professional positions, including dilemmas and dissent. They will understand and analyse forms of diplomatic communication.

Readings:
- Berridge, Diplomacy: Theory and Practice, chapter 1
- Pigman, Contemporary Diplomacy chapter 1
- Iver Neumann, At Home with the Diplomats (Cornell UP, 2012)

Class discussion:
1. What does it mean to “represent” a country diplomatically? Is this different from representing another international actor – e.g. a company or NGO, and if so how?
2. What can go wrong with diplomatic representations?

Expected Learning Outcomes: Students will understand theories of negotiation and analyze negotiating situations and issues. They will reflect on the importance of negotiation in everyday life, and how they approach it. They will conduct practice negotiation exercises and reflect on their performance.

Readings:
- Fisher and Urry. Getting to Yes
- Berridge, Diplomacy: Theory and Practice, chapters 3-5
- Raymond Cohen, Negotiating Across Cultures (US Institute of Peace, 1997)

Class discussion: what is “negotiation”? What does it mean to “negotiate” an outcome?

Exercise 1: Negotiation

Topic description: Exercise 1: Negotiation

Expected Learning Outcomes: Students will conduct a series of negotiations. Different scenarios will present different structures of negotiation. Students will then reflect on, and assess, their performance and lessons to draw from it.

Readings:
- Review of week 4 readings

Class exercise: Negotiations

Diplomatic Analysis and Reporting

Topic description: The role of diplomatic reporting. Use and synthesis of information sources. Forms, content, style and purpose of reporting. Engaging and influencing home government and other domestic audiences. How diplomatic reporting differs from other sources.

Expected Learning Outcomes: Students will understand the purposes and practice of diplomatic reporting. They will study real examples of it. They will evaluate debates on the relevance of diplomatic reporting in the information age.

Readings:
- Berridge, Diplomacy: Theory and Practice
- Pigman, Contemporary Diplomacy
- Case studies and documents to be circulated

Class discussion: what are the most important things for diplomatic reporting to convey?
New Diplomacy: Multilateral Diplomacy, Media and Diplomacy

**Topic description:** Changes in the context and practices of diplomacy: “new diplomacy”, multilateral diplomacy, and the changing media environment.

**Expected Learning Outcomes:** Students will analyze the drivers of innovation in diplomatic practice, and their implications. They will discuss the new skills these require of diplomats. They will analyze the rise of virtual technologies and the ways these are used for diplomatic purposes.

**Readings:**
- Berridge, *Diplomacy: Theory and Practice*, chapters 7 and 10-14
- Pigman, *Contemporary Diplomacy*, chapters 4-11
- Hamilton and Langhorne, *The Practice of Diplomacy*, chapters 5-7
- Tom Fletcher, *Naked Diplomat*
- https://www.youtube.com/watch?v=QPwftNqgm2o

**Class discussion:** How and why has the diplomatic skillset evolved?

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**Public Diplomacy, Place & Nation Branding**

**Topic description:** Public Diplomacy, place & nation branding

**Expected Learning Outcomes:** Students will understand how public diplomacy has grown, why it matters, and the skills and mindset it demands. They will understand the role of nation branding and, drawing on real examples, assess and critique its practice.

**Readings:**
- Tom Fletcher, *Naked Diplomat*, chs 14-16
- Barston, *Modern Diplomacy*, chapter 3, 16
- Case studies of nation branding

**Class discussion:** what examples of nation branding do you know? How effective are they?

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**Exercise 2: Diplomatic Reporting**

**Topic description:** Exercise 2: diplomatic reporting.

**Expected Learning Outcomes:** Students will gather information, research and write a concise diplomatic report (c. 400-500 words) on a current, real-world situation. They will reflect on the range of sources they might use, and their reliability. They will reflect on, and discuss, how they approached and delivered this assignment.

**Readings:**
- Examples of reporting telegrams and Foreign Ministry reports
- Case study materials to prepare for exercise

**Class exercise:** Diplomatic Reporting
Crisis Diplomacy, Conflict Resolution & Prevention

**Topic description:** The nature, conduct and experience of crisis diplomacy. Principles and practices of conflict resolution and prevention.

**Expected Learning Outcomes:** Students will understand the nature of crises in international relations, focusing on the key features of time, stakes and uncertainty. They will analyze the role of diplomacy in managing and resolving them. They will analyze successes and failures to draw lessons for crisis conduct and prevention.

**Readings:**
- Paul Lauren, Paul Craig and Alexander George, *Force and Statecraft* (OUP, 2013), chs. 10-11
- J. L. Richardson, *Crisis Diplomacy* (CUP, 2013)
- Thomas C. Schelling, *Arms and Influence* (Yale UP, 1966), esp. chapter 1

**Class discussion:** What makes a situation a “crisis”?

### Exercise 3: Diplomatic Speeches

**Topic description:** Exercise 3: diplomatic speeches.

**Expected Learning Outcomes:** Working in pairs, students will write and deliver a short speech in an assigned scenario. They will draw upon elements of the course to influence and persuade multiple audiences. They will reflect on and discuss their performance.

**Readings and viewings:**
- Case studies and videos of diplomatic speeches

**Class exercise:** diplomatic speeches

### The Future of Diplomatic Practice

**Topic description:** The future of diplomatic practice. What is, and is not, changing in the institutions and practices of diplomacy. The implications of: information technology and AI, declining power of the West, growing diversity of actors, channels and methods. The skills needed to meet these challenges.

**Expected Learning Outcomes:** Students will understand the forces shaping diplomatic practice, and consider scenarios for future diplomacy. They will understand the skills and mindset required for an effective diplomat, and government, in contemporary international relations.

**Readings:**
- Tom Fletcher, *Naked Diplomat*, chs. 10-12

**Class discussion:** Are diplomats still needed? How might they conduct their core functions – representation, analysis, negotiation, reporting in 20, 50, 100 years’ time?