Current and Future Challenges in Diplomacy

**Number of ECTS credits:** 6

**Classes on Thursdays, 18:00-20:00 T 21**

**Contact Details – Professor Jürgen Dieringer**

E-mail: dieringerj@gmail.com

Office hours: Thursdays, 17:00-18:00 (please, schedule an appointment).

**Course Description**

This course addresses current and future challenges in diplomacy. Students will learn to analyze contemporary problems and issues appearing on the diplomatic horizon by using theoretical presumptions and applying them to the cases selected. We are going to combine theories and models from both IR theory and Comparative politics. You will identify the major processes and actors currently setting and shaping the diplomatic agenda. Given the immense speed of change in international relations since the end of the Cold War, the methodology of diplomacy has changed from traditional club diplomacy to network-based diplomacy. Against this background we will see how actors widen and reshuffle the toolbox of diplomacy in order to meet these challenges. We put special emphasis on the current crisis of the West and the threats to multilateralism, on security challenges, new technologies and the strive for the last free spots on earth (and beyond).
**Major Learning Objectives, Teaching Methods, Testing and Feedback Questionnaire (MA GPSSS)**

*Course code and course name:* Current and Future Challenges in Diplomacy  
*Instructor:* Jürgen Dieringer

**Summary:**  
Number of assignments used in this course: 3  
Number of Feedback occasions in this course (either written or oral): 3  
Number and Types of Teaching Methods: 3  
Does your course require graded student oral presentations? Yes

<table>
<thead>
<tr>
<th>Major Learning Objectives (see Categories A-F) – please write down each required Learning Objective</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
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</table>
| A.1 To understand the role of diplomacy in foreign policy-making against the background of IR theory and to use theoretical concepts as tools for analysis. | To learn how diplomacy evolved over time and which role it plays on both the policy formulation and policy implementation phases of the policy cycle. | Lecture, discussion | Has to be included in all essays (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% | Oral feedback to the research question  
Oral feedback to the proposal  
Informal feedback throughout the course during the seminar |
| A.4 Understanding the role and intentions of core actors, organizations and players at the national, regional and global level – both in the state-centric and non-state actor realm. | To be able to identify the relevant actors in the policy at stake and to draw up a map of interests and capabilities of those actors. | Lecture, discussion | Has to be included in all essays (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% | Oral feedback to the research question  
Oral feedback to the proposal  
Informal feedback throughout the course during the seminar |
| A.5 Learning about major tools, instruments, formats and strategies of diplomatic action and their change in the emerging multilateral framework over time. | Being able to select from the toolbox of diplomacy and understanding how to use different formats in particular constellations or sceneries of conflict. | Lecture, discussion | Has to be included in all essays (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% | Oral feedback to the research question  
Oral feedback to the proposal  
Informal feedback throughout the course during the seminar |
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<tbody>
<tr>
<td>A.8 Policy-oriented debates related to issues of peace and security</td>
<td>To learn and research contents in various challenging policies</td>
<td>Readings will provide specific examples. Presentations will be based on group work</td>
<td>Has to be included in all essays (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30%</td>
<td>Oral feedback to the research question Oral feedback to the proposal Informal feedback throughout the course during the seminar</td>
</tr>
<tr>
<td>A.10 Develop ideas and arguments emanating from the knowledge aspects as a basis for original research across diplomatic issues</td>
<td>To develop an argument based on broad knowledge of the policy and putting it into the theoretical context.</td>
<td>Discussion, consultation with the instructor, student presentation, research proposal, and the final essay.</td>
<td>Has to be included in all essays (4,000 + words) 50% (10% for the research proposal +40% for the final paper).</td>
<td>Oral feedback to the research question Oral feedback to the proposal Informal feedback throughout the course during the seminar</td>
</tr>
<tr>
<td>B.1 Learn to apply particular policy-knowledge</td>
<td>To apply knowledge on an issue by writing a position paper and/or presentation.</td>
<td>Lecture, discussion, student presentation</td>
<td>Student’s presentation and position paper</td>
<td>Written feedback to student presentations Informal feedback throughout the course during the seminar</td>
</tr>
<tr>
<td>B.3 To analyze an issue in the framework of group research (bigger group)</td>
<td>To learn how to contribute to research of a bigger entity To learn to make the own contribution visible without trying to dominate the group</td>
<td>Group research on a selected issue</td>
<td>Group presentation</td>
<td>Oral feedback</td>
</tr>
<tr>
<td>C.1 Developing and applying critical thinking skills and a critical mindset to the synthesis, comparing and contrasting and evaluation of particular problems of diplomacy and find explanation for actor’s position and behavior against the background of theoretical assumptions.</td>
<td>To learn how to compare and evaluate different perspectives in a critical manner.</td>
<td>Lecture, discussion, student presentation</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% Presentation 20%</td>
<td>Oral feedback to the research question and the proposal Oral feedback to student presentations Informal feedback throughout the course during the seminar</td>
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<td>D.1 Demonstrate and develop the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner in written form</td>
<td>To learn how to carry out independent research. To write clearly and effectively. To judge on the quality of sources.</td>
<td>Research proposal and the final essay.</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper).</td>
<td>Oral feedback to the research question and the proposal. Oral feedback to student presentations. Informal feedback throughout the course during the seminar.</td>
</tr>
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<td>D.4 Demonstrate and develop the ability to communicate to the academic and scholarly community, embedded in concept-driven and theory-guided discourses and conventions.</td>
<td>To communicate more clearly, fluently and accurately, in oral and written forms.</td>
<td>Discussion, student presentations</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% Presentation 20%</td>
<td>Informal feedback throughout the course during the seminar.</td>
</tr>
<tr>
<td>E.1 Develop the ability to critically reflect on one’s strengths and weaknesses with a view to continuously improve and enhance one’s knowledge, skills and capacities;</td>
<td>To critically reflect on one’s own assumptions about international relations in general and diplomacy in particular.</td>
<td>Lecture, discussion, student presentation</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% Presentation 20%</td>
<td>Oral feedback to the research question and proposal. Oral feedback to student presentations and position papers. Informal feedback throughout the course during the seminar.</td>
</tr>
<tr>
<td>E.2 Develop independence of thought and an autonomous approach to studying, research as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments.</td>
<td>To learn how to carry out independent research. To be exposed to unfamiliar perspectives.</td>
<td>Discussion, student presentation, writing the research proposal and the final essay. Preparing and presenting a position paper on a selected issue.</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30% Presentation 20%</td>
<td>Oral feedback to the research question and proposal. Oral feedback to student presentations and position papers. Informal feedback throughout the course during the seminar.</td>
</tr>
<tr>
<td>F.5 Develop and demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to</td>
<td>To differentiate between empirical and normative statements.</td>
<td>Lecture, discussion, student presentation, position papers</td>
<td>Essay (4,000 + words) 50% (10% for the research proposal +40% for the final paper). Written Final Exam 30%</td>
<td>Oral feedback to the research question and proposal. Oral feedback to student presentations.</td>
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<td>contribute to rigorous analysis and diverse academic debates.</td>
<td>To have an open-minded attitude toward different perspectives. To represent other’s opinions despite disagreement</td>
<td></td>
<td>Presentation 20%</td>
<td>Informal feedback throughout the course during the seminar</td>
</tr>
</tbody>
</table>
Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

➢ Student presentations 10%
➢ Essay proposal 10%
➢ Final Essay 40%
➢ Final examination 40%

TOTAL 100%

Deadlines:
- Contact the instructor about the topic for the essay by 14 February.
- Proposal for the final essay by 18:00, 28 February.
- Final essay by 18:00 on 25 April. To be submitted on Canvas, which uses Turnitin to detect plagiarism.

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 2 hours of lectures or seminars per week and 8 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class: 2 hours per week / 28 hours per semester
Time allocated for course readings: 7 hours per week / 84 hours per semester
Time allocated for preparing for seminar brief and seminar leading: 7 hours
Time allocated for preparing for the final essay and proposal: 25 hours
Time allocated preparing/revising for written Final Exam: 7 hours

Total hours for this Course: 151 hours

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
</tbody>
</table>
**Description of assessment activities, grading criteria and deadlines:**

**Student presentations (10%)**

The in-class oral assignment consists of a general presentation of the topic of the week by a group of students. The presentation is based on the required reading and on individual research. You will present a discussion paper and steer the discussion. You are encouraged to use different didactical methods and technical tools – without losing the focus on content! The length of individual presentations depends on the number of students in the class, but should not be longer than 20 minutes each. A Q&A section will follow the presentation. Please make sure that you are prepared to ask questions at any time, no matter whether you are presenting or just sitting in the “auditorium”.

The discussion paper should be not more than two pages, contain in the header your name/s and – in cases of group work – define clearly which student is responsible for which content. In the paper please inform your fellow classmates about the general background of the policy at stake, the specific problems discussed in science and diplomatic practise, the central actors involved (and their particular interests). Please send me the electronic version of the **discussion paper by 9:00 the day before class** and distribute hard copies to all participants in the class.

I will grade your presentation due to the criteria content, presentation skills, leading the discussion and the quality of your discussion paper.

**Essay proposal (10%)**

Please send me your **essay proposal by 18:00, 28 February** by E-Mail. Please consult with the instructor about your topic by 12 September and get approval before starting to work on your paper. The proposal should be between 400-800 words in length and present a first draft of your research question, the theoretical background of the topic selected, your methodology and a general outlook on the empirical material you plan to do research on.

<table>
<thead>
<tr>
<th>Research question</th>
<th>Formulate a research question pointing at an under-researched aspect of the topic, a specific problem or draw an interest profile of an actor in specific policy. Research questions in this phase are never final, you may change it slightly during your research (with consent of the instructor).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical background</td>
<td>Explain your point of departure from a theoretical point of view: What theory or approach is your research based on, what are your presumptions? Finally, please write some sentences on your methodology.</td>
</tr>
<tr>
<td>Structure</td>
<td>Your structure should resemble in a first part the research question, the theoretical presumptions and the methodology. The second part are your empirical chapters. The third part draws conclusions. The final part is your preliminary bibliography.</td>
</tr>
<tr>
<td>Preliminary bibliography</td>
<td>Present the major literature your research is based on – including central internet sources.</td>
</tr>
</tbody>
</table>
Final Essay (40%, by 18:00 on 25 April)

You will write an essay based on the topics discussed in class. Please consult with me (during the office hours) about your topic and get approval before starting to work on your paper. Your essay is **due by 18:00 on 25 April on Canvas, which uses Turnitin.** A hard copy should be submitted to me as well. When submitting to Canvas, use an informative file name, including your surname and the issue covered (for example “N.N. “Brexit”). Make sure you submit your paper in Word format (NO PDF). **NOTE: Late submission reduces the score 10 percentage points per day (if you are late for 1 minute, your maximum point becomes 90%. It becomes 80% between 24 hours and 48 hours late, and so on).** To avoid problems with the computer or the Canvas website, you are strongly encouraged to submit the paper a few days before the deadline. The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. It should be between 3200 and 4000 words, **INCLUDING** every part of the paper (e.g., the cover page, footnotes, and the bibliography). Papers that deviate from the word range will be penalized.

Papers should be structured in 5 sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (10%)</td>
<td>Outline briefly the structure of the paper and present a short version of your research question. Explain in a few sentences which outcome you expect and pave the reader a way through your empirical part.</td>
</tr>
<tr>
<td><strong>Theoretical background and methodology</strong> (20%)</td>
<td>Present the theoretical background your research is based on and the methodology of your research. This includes a critical discussion of the qualitative sources and the weighting of quantitative data you use. Be critical and sceptical especially with respect to internet resources and data.</td>
</tr>
<tr>
<td><strong>Empirical findings</strong> (40%)</td>
<td>This is the core of your paper. Let the scientific community know what you found out! Present your empirical material in a structured way, with clear links from one chapter to the other.</td>
</tr>
<tr>
<td><strong>Conclusion</strong> (20%)</td>
<td>Present the results of your research against the background of your theoretical assumptions and answer your research question here. Do not hesitate to come up with the falsification of your assumption, Popper would be very happy, indeed. Verification will be OK, too.</td>
</tr>
<tr>
<td><strong>Bibliography</strong> (10%)</td>
<td>Present a bibliography of all literature and sources you used and include non-quoted major- and background writings in the topic.</td>
</tr>
</tbody>
</table>

**System of bibliographic referencing**

Please use APA, MLA, Chicago, or Harvard style for your referencing – or the system I used below.

For general guidance on “Acknowledging, Paraphrasing, and Quoting Sources”, please consult this overview developed by the writing center at University of Wisconsin-Madison and available at: [http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf).

Please, also consult the following short guide for “Acknowledging, Paraphrasing, and Quoting Sources”, available at: writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

If you use my system: For direct quotes, page number, when available, should be **cited** in the text of your work.

**Harvard style of referencing - Examples:**
In-text citation:
Both unities of discourses and objects are formed “by means of a group-controlled decisions” (Foucault, 2011:32).
Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

In your reference list:

How to quote books:

How to quote chapters in edited books:

How to quote articles:

How to quote electronic sources:

Grading Form for the final essay (40%)
The following criteria will be applied in assessing your written work: Selection of a clearly focused topic, a logical, well-structured and well-organized analysis; Ability to select and summarize core theoretical tools; Critical understanding of the concepts and theories studied in the course; Ability to proceed to a theoretically grounded analysis of the selected topic. (see below for more details).

<table>
<thead>
<tr>
<th>Area</th>
<th>Fail (0-49%)</th>
<th>Good (70-89%)</th>
<th>Excellent (90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Research Question / Statement / (20)</td>
<td>The research question is irrelevant or not well identified; the topic is not adequately contextualized; the outline is absent or flawed.</td>
<td>Good ability to identify a research question and to pose a relevant research question. Some redundancies. The outline is overall good and background information is relevant.</td>
<td>Clear and concise research question / Succinct outline of structure of the paper and main argument.</td>
</tr>
<tr>
<td>Reviewing, understanding and applying theories (20)</td>
<td>Theories are simply mentioned. Weak engagement with the course material. Severe conceptual or theoretical oversimplification.</td>
<td>Sufficient engagement with theoretical arguments; not all information provided is relevant to the analysis or the research question. The literature review shows basic critical engagement.</td>
<td>Clear identification of academic arguments and debates; Good ability to compare and contrast key arguments; good justification and critical assessment of theoretical frameworks.</td>
</tr>
</tbody>
</table>
The analysis shows major pitfalls; Inability to apply theoretical frameworks to empirical cases. Information provided is insufficient; the analysis is superficial.

Sufficient ability to review relevant facts for the analysis. Core statements are not always supported by reference or evidence; not all information is relevant. Basic critical engagement.

Good critical analysis, supported by good information and data; some flaws in the use of data and reference in support of one's argument; Minor flaws in the argumentative line and the application of theories.

Excellent use of evidence and references; Clear application of theoretical frameworks; Critical evaluation of core assumptions of other authors.

Loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis.

Some flaws in the structure of the paper; not all information is relevant; mismatch between theoretical and analytical frameworks.

Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument.

Coherent and logical structure; clear argument, linking theories and empirical examples back to answering the main research question.

The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings.

The conclusions show some attempts to critically review the main findings

The conclusions show a good ability to engage critically with the topic and assess the main findings.

Succinct summary of key findings and answer to the research question; Critical and open-minded evaluation of core arguments and results. Offers policy implications.

Incorrect expression/referencing system; Insufficient readings (less than 5) Some flaws in the expression and the referencing systems; Sufficient number of sources (at least 5).

Overall correct use of language and referencing system; adequate number of sources (5-9 references).

Correct use of language and referencing system; Appropriate Number of Sources (10 or more references).

Final exam (40%)

The final exam (40%) will be held at the end of the course (location and time to be announced once the final exam schedule is posted). Questions for the final exam can address any topic covered in this semester. I will present three open questions to you, out of which you will have to answer two. Please note: I will not read your last answer if you answer all three questions!). Each of the two questions will make up 15% of your over-all grade. More details about the exam will be discussed in class.

Review for the final exam

In reviewing different theories, students are invited to focus and reflect on:

- The key propositions of each theory;
- The way in which each theory defines the structure and nature of the international system and main actors;
- The identification of the major units of analysis;
- The definition of the main logics of interactions;
- Key concepts of each theory
- The definition of power and instruments of international politics;
- Definition of the main analytical and research strategies;
- The scope of application of the theories;
- A general assessment of each theory;
- Examples of each theory’s application to reality

**Final exam grading criteria**

The questions will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Structure and completeness of the answer</th>
<th>Fail (0-2.5)</th>
<th>Pass (2.6 – 3.4)</th>
<th>Good (3.5 – 4.3)</th>
<th>Excellent (4.4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer is loosely structured and fails to provide most relevant information.</td>
<td>The answer provides only most relevant information and it is not structured at best.</td>
<td>The answer is well structured, although with some flaws. Information provided is pertinent and overall exhaustive.</td>
<td>The answer addresses the question in a structured, succinct and analytical manner.</td>
<td></td>
</tr>
<tr>
<td>Expression is poor and technical vocabulary is not developed.</td>
<td>Expression is occasionally defective. Several imprecisions in the use of technical vocabulary.</td>
<td>Overall good capacity to express complex concepts and correct language. Some minor flaws</td>
<td>Excellent capacity to express complex concepts. Command of technical language.</td>
<td></td>
</tr>
<tr>
<td>Theories are simply mentioned. Weak engagement with the course material. Severe conceptual or theoretical oversimplification.</td>
<td>Sufficient engagement with theories; not all information provided is relevant or well explained. Sufficient understanding of theoretical frameworks.</td>
<td>Overall, theories are well presented and reviewed. Some minor imprecision in the review of theories and concepts; fairly good critical ability to assess theoretical frameworks.</td>
<td>Excellent understanding of arguments and debates; good critical assessment of theoretical frameworks; good ability to compare and contrast key arguments.</td>
<td></td>
</tr>
<tr>
<td>The examinee fails to apply theoretical frameworks to empirical cases.</td>
<td>Sufficient attempt to relate theoretical frameworks to concrete cases although with some mistakes. Some ability to critically engage with the theories and topics under enquiry.</td>
<td>Overall, the examinee manages to relate theoretical and conceptual frameworks to concrete examples and cases. Some imprecisions and mistakes.</td>
<td>Excellent ability to apply theories to concrete cases. The answer reveals a critical understanding of both theoretical frameworks and topics under enquiry.</td>
<td></td>
</tr>
</tbody>
</table>

**Vesalius College Attendance Policy**

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.
**Late paper policy**

The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:

- Late submission reduces the score 10 percentage points per day (if you are late for 1 second, your maximum point becomes 90%, until 24 hours after the deadline. The maximum point becomes 80% between 24 hours and 48 hours after the deadline, and so on).

- Students are strongly encouraged to submit papers at least an hour before the deadline. Problems with internet, printer, etc. will not excuse late submission.

In the event of exceptional circumstances which impede the delivery of assignments, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance that impeded the fulfilment of the task. **In this case, the student should still submit the draft she/he has produced so far.**

Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. These include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources, attending a wedding.

**Academic Honesty**

Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Student Conduct Committee for disciplinary action. Appropriate references and citations must be provided to any work, including your own previous writing. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

**Course Schedule**

*Some changes may be made to the following schedule, and I reserve the right to revise the syllabus accordingly.*

*In addition to the readings listed below, students will be sometimes required to read short news articles. Students are not required (but are encouraged) to read the suggested readings.*

<table>
<thead>
<tr>
<th>Current and Future Challenges in Diplomacy - Topics</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>W1 24 Jan Current and future challenges to diplomacy</td>
<td></td>
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<tr>
<td><strong>Section 1</strong> Diplomacy as a foreign policy tool</td>
<td></td>
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<tr>
<td>W2 31 Jan Conceptualizing Diplomacy</td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
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<td>------</td>
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<tr>
<td>W3</td>
<td>7 Feb</td>
</tr>
<tr>
<td>W4</td>
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READINGS:

**General literature** (please scroll through those books during the semester)


January 24  

**Introduction**

Central texts


SECTION I: DIPLOMACY AS A FOREIGN POLICY TOOL

January 31  

**Conceptualizing Diplomacy**

Central text


Further required reading


Suggested reading


February 7 From club to network diplomacy: Theoretical perspectives

Central text


Required Reading


Suggested reading


February 14  The institutional dimension: actors and instruments

Central text


Required reading


Kaye, Dalia Dassa (2007). Talking to the Enemy. Track Two Diplomacy in the Middle East and South Asia, RAND Corporation; (Book Chapter 1: “Rethinking Track Two Diplomacy”, pp. 1-29).

Suggested reading


SECTION 2: DIPLOMACY AND THE COHERENCE OF THE WEST

February 21  Challenges for EU foreign policy-making

Central text


Required reading


Suggested reading


February 28 Brexit diplomacy: Leaving Europe and Beyond

Central texts


Suggested reading


This is a research session. You will be assigned to search the net for analysis, information and opinions on Brexit.

March 14 Safeguarding Transatlantic Relations

Central texts


Suggested reading


SECTION 3: DIPLOMACY AND POLICY AREAS

March 21 The global environment challenge: The Climate Change Regime

Central text

Required reading


Suggested reading


March 28

Trade policies and the challenge of new protectionism

Central texts


Further reading


The challenge of Russian military- and Chinese economic expansionism

Central texts


Suggested reading


Further readings


Winter, T. (2016). One Belt, One Road, One Heritage: Cultural Diplomacy and the Silk Road, in: The diplomat, March 29, https://s3.amazonaws.com/academia.edu.documents/44318360/One_Belt__One_Road__One_Heritage.pdf?AWSAccessKeyId=AKIAIWOYYGZ2Y53UL3A&Expires=1547215534&Signature=AoWhbUrcWvft5Jb9APkCom1Hk%2FA%3D&response-content=
SECTION 4: DIPLOMACY BEYOND THE LIMITS

April 25  

**Digital- and cyberspace diplomacy**

*Central text*


*Required reading*


*Suggested reading*


**May 2**

The last free spots: The strive for the Poles and the Moon

*Central text*


*Suggested reading*


**Further reading**


**May 16**  **Revision of the course**