



### **DIPLOMACY AND INTERNATIONAL NEGOTIATIONS**

4255 Social Sciences Centre

Tuesdays 9:30-11:20 a.m.

Pre-requisite: POL 2231 or IR 2701

Anti-requisite: POL 4201/POL 9746

Prof. Radoslav Dimitrov

Office: 4219 Social Sciences

Monday & Thursday 11:00–13:00

Tel. (519) 661-2111 ext. 85023

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

### **Course objectives and outcomes**

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

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

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

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

**Required readings**

Readings include book chapters placed on Weldon library reserve and journal articles in electronic format on Sakai (<http://owl.uwo.ca>). Students need to complete the readings for each class period prior to class, and develop a grasp of the material sufficient to raise questions and engage in substantive class discussions.

**ASSIGNMENTS**

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

**Exam** The exam will consist of short-answer questions. It will require straightforward answers and concrete information from the readings and the lectures.

**Research paper** Students will research and produce a case study of 10-15 pages on a specific empirical case of international negotiations between two or more countries. Your paper needs to recount the history of international negotiations on a specific issue in international relations. (Examples: trade negotiations between Canada and the EU; landmines control; ozone depletion; the Oslo Accords, etc.) The exact empirical case is of your own choice. Please make an appointment to see me for consultation and obtain approval of your topic before starting the research. The paper needs to contain a brief problem description, a history of the talks, positions of key countries, the exact outcome of negotiations, and a discussion of the explanatory factors that shaped the outcome. The paper should be 3000 words, font Times New Roman size 12, with 1-inch margins. See Appendix for additional research paper guidelines.

**Grade distribution**

Participation	10 %
Simulation	30 %
Exam	30 %
Research paper	30 %

**CONSULTATIONS**

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

**STUDENTS WITH DISABILITIES**

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

**MAKEUP EXAMS** Students are strongly discouraged to take a makeup exam at an alternative time. Makeup exams require considerable resources from the department. Please consult Appendix B on OWL for the official “Procedures for Requesting Academic Consideration.”

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## COURSE CALENDAR

SEPT. 10	<p><b>INTRODUCTION</b></p> <p>Scope and content of course, significance of topic and course expectations. What will I learn, why does it matter, and how difficult will it be?</p> <ol style="list-style-type: none"> <li>1. Paul Sharp, "For Diplomacy: Representation and the Study of International Relations," <i>International Studies Review</i> 2(1), pp. 33-57. Focus on pages 33-44 (first 11 pages).</li> <li>2. Raymond Cohen, "Diplomacy through the Ages," in <i>Diplomacy in a Globalizing World</i>, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).</li> </ol>
SEPT. 17	<p><b>TRADITIONAL DIPLOMATIC RELATIONS</b></p> <ol style="list-style-type: none"> <li>3. Corneliu Bjola and Markus Kornprobst, <i>Understanding International Diplomacy</i> (Routledge 2018), <u>only Chapter 5 and 6</u>: Contexts of Global Diplomacy; and Tasks of Global Diplomacy. Available on OWL.</li> <li>4. Brian Hocking, "The Ministry of Foreign Affairs and the National Diplomatic System," in <i>Diplomacy in a Globalizing World</i>, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).</li> </ol>
SEPT. 24	<p><b>MULTILATERAL DIPLOMACY: THE UNITED NATIONS</b></p> <ol style="list-style-type: none"> <li>5. Geoffrey Wiseman and Soumita Basu, "The United Nations," in <i>Diplomacy in a Globalizing World</i>, edited by Pauline Kerr and Geoffrey Wiseman (Oxford University Press 2013).</li> <li>6. Jean-Robert Leguey-Feilleux, <i>Dynamics of Diplomacy</i> (Lynne Rienner 2009), chapter 8: International Organization Diplomacy.</li> </ol>
OCTOBER 1	<p><b>DIPLOMACY AND INTERCULTURAL COMMUNICATION</b></p> <ol style="list-style-type: none"> <li>7. Olga Khazan, "Why Some Cultures Frown on Smiling," <i>The Atlantic</i> March 27, 2016).</li> <li>8. William H. Requelo and John L. Graham, <i>Global Negotiation: The New Rules</i> (Palgrave 2008). Read chapter 4 "Cultural differences in negotiation style" (pp. 69-89)</li> <li>9. Gilles Andreani, "Negotiating with Savoir Faire: Twelve Rules for Negotiating with the United States," pp. 279-292 in Richard H. Solomon and Nigel Quinney, <i>American Negotiating Behavior</i> (New York: US Institute of Peace 2010).</li> </ol>

OCTOBER 8	<b>TREATY NEGOTIATIONS</b> <p>10. John Saece, "Best Practice in Global Negotiating Strategies for Leaders and Managers in the 21<sup>st</sup> Century," <i>Journal of Business Economics and Management</i> 9(4): 309-318.</p> <p>11. Joanna Depledge, <i>The Organization of Global Negotiations</i> (London: Earthscan 2005), chapter 2, pp. 5-17; and</p> <p>12. Depledge chapter 9, pp. 104-133.</p>
OCT. 15	<b>TREATY NEGOTIATIONS II</b> <p>13. Siwon Park, "The Power of Presidency in UN Climate Negotiations: Comparison Between Denmark and Mexico," <i>International Environmental Agreements</i> (2015).</p> <p>14. Putnam, Robert D. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." <i>International Organization</i> 42 (1988): 427-60.</p>
OCT. 22	<b>TREATY NEGOTIATIONS III</b> <p>15. Fanny Benedetti and John L. Washburn, "Drafting the International Criminal Court Treaty," <i>Global Governance</i> 5 (1999).</p>
OCT. 29	<b>GREAT POWERS IN DIPLOMACY</b> <p>16. Chen Zhimin, "US Diplomacy and Diplomats: A Chinese View," <i>The Hague Journal of Diplomacy</i> 6 (2011) pp. 277-297.</p> <p>17. Knud Erik Jorgensen, "The European Union in Multilateral Diplomacy," <i>The Hague Journal of Diplomacy</i> 4 (2009) pp. 189-209.</p> <p>18. Joseph Nye, "Public Diplomacy and Soft Power," <i>Annals AAPSS</i> 616 (March 2008), pp. 94-109.</p>
NOV. 5	Reading week – no class
NOVEMBER 12	<b>NEGOTIATING STRATEGY AND INFLUENCE</b> <p><b>Quiz</b></p> <p>19. William Ury, <i>Getting to Yes</i>, chapters 2 and 3.</p> <p>20. Program on Negotiation. "Negotiation Skills: Negotiation Strategies and Techniques to Help You Become a Better Negotiator." Report of the Harvard Law School.</p> <p>21. Radoslav S. Dimitrov, "The politics of persuasion," chapter in <i>Handbook of Global Environmental Politics</i> edited by Peter Dauvergne (Edward Elgar 2012), pp. 72-86.</p>

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NOV. 19**SIMULATION: NEGOTIATING THE IRAN DEAL**

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

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

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

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NOVEMBER 26**SIMULATION** (continued)

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

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

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DECEMBER 3**DIPLOMACY AND INTERNATIONAL RELATIONS: CONCLUSIONS**

**Research paper  
due**

Readings to be assigned

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## RESEARCH PAPER GUIDELINES

Papers should be typed, double-spaced, font Times New Roman, size 12, with 1-inch margins on all four sides. Please insert page numbers. The papers are to be organized in sections with subtitles. A bibliographical list of sources that you have used and in-text references to each of these sources are required.

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

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

**References:** At the end of your paper, please list ALL sources of information that you have used during your research. Please follow the format of the Chicago Manual of Style (available online at <https://pitt.libguides.com/c.php?g=12108&p=64732> ). **In-text references:** When you present concrete information, please refer to the original source in parentheses. For published sources, indicate author's last name, year of publication, and page numbers. Such reference should be provided after direct quotes (marked with quotation marks) and after specific factual information found elsewhere.

NO ENDNOTES PLEASE. References to Internet sources should be made in footnotes and include the website's name and exact Internet address. For instance: "Canada 'playing with numbers' on climate target claims," *The Guardian*, Sept. 5, 2012, at: <http://www.guardian.co.uk/environment/2012/sep/05/canada-carbon-emission-targets>

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

	Research	Analysis	Writing	References
Excellent				
Good				
Satisfactory				
Inadequate				
<b>MARK:</b>				
<b>COMMENTS:</b>				

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES**

### **DEPARTMENT OF POLITICAL SCIENCE**

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

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

#### **Essay course requirements**

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

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

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

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

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

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

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

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

#### **Duplication of work**

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

#### **Grade adjustments**

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

#### **Academic Offences**

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

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

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

### **Attendance Regulations for Examinations**

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

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

Students registered in Social Science should refer to

[https://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html) for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

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

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

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

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

## **PLAGIARISM\***

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

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

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

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

### **B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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

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

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

## SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at [www.registrar.uwo.ca](http://www.registrar.uwo.ca)
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

## Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

## Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

### Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

### Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.