

International Diplomacy: Global Governance in a Divided World



Faculty Contact Information

Name:

Email:

Office Hour information:

Course Information

Course Description

This course gives students a deep understanding of world affairs through the lens of its “master institution”, diplomacy. We explore diplomacy’s history and its relevance to key contemporary issues such as war and peace, climate change, and global governance. Students will also learn key skills for international diplomatic appointments such as negotiation, communication and networking which have wide applicability in all walks of life. Development is optimized by active participation in practical course work and is fully supported by authentic discussions on current affairs, written communication exercises, and professional-level presentations.

The course introduces students in the process of dialogue and negotiation particularly with regards to political, legal, and ethical questions.

Course Goals

This course covers the work of diplomatic missions in the execution of foreign policy and their organisation to accomplish that work. Course objectives include understanding the vital role diplomacy plays in shaping international affairs, explaining the activities of the various sections and agencies that compose diplomatic missions to improve understanding of the role of diplomacy in advancing national and international interests, to highlight the different skills and professions engaged in “diplomatic” work, and to show the services and assistance that citizens, companies, and other organisations can expect to obtain from diplomatic missions.

Student Learning Outcomes

At the end of this course, students will:

1. Demonstrate their understanding of the role of diplomatic missions in advancing national interests;
2. Explain the changing nature of diplomacy;
3. Apply negotiation skills particularly with regard to political, legal, and ethical questions.

Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Research Paper	25%	Please see rubric on MyStudy

Presentation	25%	Please see rubric on MyStudy
Exams	30%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Research Paper (3,000 words)

Due:

Students are required to write a paper from the list of questions below. Each paper should be 3,000 words long. They should be chiefly analytical and argumentative, although key concepts, institutions, and features of international diplomacy should be explained where relevant.

1. To what extent do foreign ministries dominate the conduct of diplomacy?
2. What is diplomacy? How has it evolved since World War One? Use specific examples to support your argument
3. How significant are diplomatic missions in maintaining bilateral relations between states?
4. What factors contribute towards successful crisis management?
5. Are intelligence failures inevitable? Use specific examples to support your argument.
6. To what extent has diplomacy succeeded in preventing the proliferation of nuclear weapons?
7. Discuss the contention that insurgencies are wars without end. Use clear examples to support your argument.
8. What are the advantages and disadvantages of Public Diplomacy?
9. What are the differences between 'club' and network 'diplomacy'? How is this affecting the profession?
10. To what extent is diplomacy able to address climate change? Discuss it's successes and failures

Assessment 2: Presentation

Due:

Students present on the political, economic, and commercial themes on each weekly topic. The presentation should draw on actual current issues and development of national or regional significance and draw on both written and human sources.

Students will be required to work in a group but present separately on a chosen specific topic and seminar question for that respective week. Presentations should be no more than 15 mins and use of PowerPoint/Prezi is encouraged.

Students must refer back to theory discussed in class and academic references in their presentations. Students are welcome to choose external case studies and additional readings/resources as means of evidence to further their research and presentations.

All students are required to email the instructor a copy of their presentation 24 hours before the scheduled date of the presentation.

Assessment 3: Exam

Due:

2 one-hour written exams (one midterm and one final). One question must be answered on each exam. The midterm will be case study based and the final will be reflection based.

Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

	Relevance Questions are interpreted correctly; Argument/thesis is clear and developed throughout; Discussion is focused on topic of the questions; Irrelevant content and discussion are not included	Knowledge and Understanding Recommended literature and/or research guidelines are used and interpreted appropriately; Selection and use of evidence shows understanding and insight; There is evidence of study beyond the recommended literature and that introduced in the module	Analysis, Critical Thinking and Integration of Experiential Learning Approach shows evidence of analysis and independent reasoning; Originality in argument; Evidence of critical insight and reasoned questioning of assumptions; Integration of connections and experiences outside of the formal classroom	Scholarship and Style Conclusions are well justified and complete; Facts reported and statements made are accurate; Writing is clear and fluent; All sources are appropriate, accurately acknowledged and formatted in recognised style; All work is the student's own
A 93-100%	Totally appropriate interpretation and relevant; Excellent and thorough thesis development	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and original critical insight; Meaningfully integrates	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified; Accurate and thorough referencing

			experiential learning where appropriate	
A- 90-92%	Almost wholly appropriate interpretation and relevant; Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight; Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified; Accurate referencing
B+ 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing
B 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing
B-	Mostly appropriate interpretation and relevant;	Sound understanding of evidence and some wider reading	Sound analytical skills;	Sound level of accuracy and written fluency and some

80-82%	Thesis is underdeveloped but clear		Sound evaluation of data; Shows some critical judgement identifies experiential connections	use of appropriate language; Conclusions are coherent; Sound use of referencing conventions
C+ 77-79%	Some appropriate interpretation and relevant; Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills; Some evaluation of data; Shows some critical judgement though often descriptive; Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C 73-76%	May contain some misinterpretation and/or irrelevant material; Thesis lacks clarity	Evidence is largely understood; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Scant critical judgement mostly descriptive; Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C- 70-72%	Limited interpretation and relevance; Thesis is inconsistent	Weak understanding of evidence; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Lacks critical judgement;	Inconsistent written fluency; Weak use of appropriate language; Weak justification for conclusions;

			Little integration of experiential learning	Adequate use of referencing conventions
D 60-69%	Limited interpretation and relevance; Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight; Little integration of experiential learning	Inconsistent written fluency; No justification for conclusions; Inaccurate use of referencing
F 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement; Lacks integration of experiential learning	Poorly written with little fluency; No justification for conclusions; Poor referencing; Evidence of plagiarism or inappropriate use of AI

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.

- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

As this course draws its current topics and uses various media, there is not a single text book. A good introduction can be found in Berridge, G.R., *Diplomacy: Theory and Practice*, which you can easily find on the internet or a decent London bookshop such as Foyles.

Additional Resources and Readings

An additional outstanding text is Watson, A. (1982). *Diplomacy: The Dialogue Between States*. Routledge. 2020. Not required but an excellent historical and theoretical text.

Nicolson, Harold George . (1939). *Diplomacy*. Washington: Institute For The Study Of Diplomacy., 1988 A slightly out of date but nonetheless excellent text written by a diplomat.

Neumann, I.B. (2012). *At Home with the Diplomats : Inside a European Foreign Ministry*. Cornell University Press. is a fascinating anthropological study of the inside workings of a European Foreign Ministry.

[MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

[FIE's Values in the Curriculum](#)

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

[Topics](#)

- **National Interests, Foreign Policy, and Diplomacy:** Public diplomacy: What it is, and what it is not; public diplomacy and argument formation in foreign policy rhetoric; National Interest and New Diplomacy; National Interest and the challenges off foreign policy in current international affairs; Commercial diplomacy and national interest .
- **The Diplomatic Mission: Structure of the Mission:** The Vienna Convention, diplomatic relations, consular relations; types of diplomatic posts; diplomatic, consular, and other representation; diplomatic protocol, diplomatic immunities and privileges.
- **Ambassador and In-Country Team as first line of engagement:** The In-Country Team: Public Diplomacy Section – persuasion, clarification, and representation; The In-Country Team: Economic Section – multilateral economic diplomacy; The In-Country Team: Education and Culture Section.
- **Intelligence, Espionage, and Covert Operations**
- **The Diplomatic Environment: Cross-Cultural Issues:** Role of race, language, and culture in inter-ethnic international relations; Globalisation and cultural diplomacy; Culture and the new economy; The Diplomatic Environment: Crisis Management; Theories of crisis behaviour; Crisis management versus crisis diplomacy; New European Preventive Diplomacy (NEPD).
- **The New Diplomacy:** Examining the changing nature of diplomacy, with particular emphasis on the interaction of traditional state diplomatic actors with NGOs, international organisations, and firms in contemporary patterns of global governance; the role of the media and its implications for diplomacy.
- **Environmental Diplomacy and Diplomacy for the Environment:** The new generation of environmental dangers; 1992 UN Conference on Environment and Development (UNCED); the Montreal Protocol and creative diplomacy; Environmental diplomacy in an unequal world; from environment diplomacy to environmentally sound diplomacy; the trade and environment nexus.

Possible co-curricular activities

- The Diplomatic Academy of London, University of Westminster
- Centre for International Studies & Diplomacy, SOAS
- Commonwealth Office, London
- The Royal Institute of International Affairs, Chatham House
- Relevant guest speakers

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email studentlife@fie.org.uk. If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.