



**PPE 3022  
DIPLOMACY**

ACADEMIC YEAR 2024/2025

SPRING SEMESTER

**COURSE SYLLABUS**

**1. COURSE INFORMATION**

Classes held on: S/T 1:40 PM - 3:20 PM  
Room: UG-501  
Credits: 4  
Prerequisite(s): None

**2. FACULTY INFORMATION**

Faculty Name: Dr. Herman T. Salton  
Title and Department: Visiting Associate Professor of International Relations, PPE  
Email: herman.salton@auw.edu.bd  
Office Location: UG-701  
Office Hours: Sunday, 4:00 PM - 6:00 PM

Qualifications: J.D. Trento, PhD Auckland (Int'l Law), MPhil Oxford (Int'l Relations), PhD Wales (IR)  
Areas of Expertise: International Relations, International History, International Organizations  
Profile: I am an Associate Professor based in Tokyo (Japan) and a Visiting Fellow at Oxford University (UK). Previously, I was an Associate with the Under-Secretary-General of the United Nations in New York City; a Senior Research Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY); a Visiting Scholar at Sciences-Po in Paris (France); and an officer at the Icelandic Human Rights Centre in Reykjavík (Iceland). I am fluent in English, French, Italian and Spanish, and I have published widely on the United Nations, international relations, on human rights. More info on [www.hermansalton.net](http://www.hermansalton.net)

**3. TEXT AND OTHER COURSE MATERIALS**

Materials will be uploaded on Google Classroom. Books used include: 1) Cooper, Andrew, et al (eds) *The Oxford Handbook of Modern Diplomacy* (Oxford, 2018); 2) Kerr, Pauline et al, *Diplomacy in a Globalizing World* (Oxford, 2013); 3) McKercher et al, *Routledge Handbook of Diplomacy and Statecraft* (London, 2022).

#### 4. COURSE OBJECTIVES AND DESCRIPTION

This course reviews the history and practice of diplomacy, defined as the use of peaceful means to manage relations between states and other international actors. Generally conceived as a moderating institution in international politics, diplomacy has undergone tremendous changes in the last few decades, both as a result of technological advancement and the multiplication of international treaties, organizations and institutions.

This course aims to highlight the elements of continuity that help explain the longevity of diplomacy, as well as the changing character of diplomatic practice in the 21st century. It will do so through a mixture of lectures, presentations, and class discussions. Depending on class size and expertise/background of students, this may involve examples of negotiations, practicum assignments on as wide a range of issues as trade agreements, peacekeeping, environmental protection, among others.

The course involves a mixture of lectures, discussions and presentations. My classes are interactive: in my view, the role of the teacher is not to offer correct answers but to raise questions, especially in a course such as this that deals with a wide range of topics. As a result, it will not be enough to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shyer than others, which is fine (the best students are not the most talkative!) But you need to interact with myself and your peers.

#### 5. LEARNING OUTCOMES

Student Learning Outcomes	Method of Assessment
By the end of the course, students will be able to:	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>
1. Understand the rationale for—and events surrounding—diplomacy’s development;	<ul style="list-style-type: none"> <li>• Group Discussions</li> </ul>
2. Recognize the links between diplomatic practice and international politics;	<ul style="list-style-type: none"> <li>• Participation</li> </ul>
3. Grasp the differences between bilateral and multilateral diplomacy;	<ul style="list-style-type: none"> <li>• Midterm</li> </ul>
4. Appreciate the role and functions of diplomacy, yesterday and today;	<ul style="list-style-type: none"> <li>• Final paper</li> </ul>

#### 6. ATTENDANCE REQUIREMENT & GRADING POLICY

Students are expected to attend all classes. Missing classes will reduce the attendance and participation components of the final grade (see below). Students will be excused for health reasons only if they provide supporting documentation. Other reasons for excused absences will also require supporting evidence. As per AUW policy, missing more than 25% of classes will result in a student’s failure in the course.

#### 7. CONTACT WITH PROFESSOR

The best way to reach me is either by coming to my office hours or by emailing me. However, please note that I send/receive a high number of emails daily, so it may take some time to get back to you.

## 8. COURSE SCHEDULE

### **Week 1 | 5-7 January 2025 | Introduction**

CLASS 1 — Introduction: Teacher, Students, Goals

Discussion Questions: Why him? Why us? Why here?

Required Readings: None

CLASS 2—Methodology: What, Why and How to Learn

Discussion Question: What is the best approach to study diplomacy?

Required Readings: TBC

### **Week 2 | 12-14 January 2025 | History of Diplomacy**

CLASS 1 — Diplomacy through the Ages

Discussion Question: When did diplomacy begin and why?

Required Readings: Kerr, Chapter 1

CLASS 2— Diplomacy in East Asia

Discussion Question: How did diplomacy in Asia differ?

Required Readings: Kerr, Chapter 2

### **Week 3 | 19-21 January 2025 | The Transformation of Diplomacy**

CLASS 1 — The Changing Nature of Diplomacy

Discussion Question: Why and how has diplomacy changed?

Required Readings: Cooper, Chapter 1

CLASS 2— From 'Club' to 'Network' Diplomacy

Discussion Question: What does the change to 'network' diplomacy involve?

Required Readings: Cooper, Chapter 2

### **Week 4 | 26-28 January 2025 | Whose Interests Does Diplomacy Pursue?**

CLASS 1 — A 'Balance of Interests'?

Discussion Question: What does it mean to pursue a 'balance of interests'?

Required Readings: Cooper, Chapter 3

CLASS 2— National versus International Diplomacy

Discussion Question: What are the differences between national and international diplomats?

Required Readings: Cooper, Chapter 7

### **Week 5 | 2-4 February 2025 | The Actors of Diplomacy**

CLASS 1 — *No Class* [Sawaswati Puja]

Discussion Question: None

Required Readings: None

CLASS 2 — Political and Bureaucratic Actors

Discussion Question: What is the difference between political and bureaucratic actors?

Required Readings: Cooper, Chapters 4 & 5

**Week 6 | 9-11 February 2025 | Diplomacy and Civil Society**

CLASS 1 — The Diplomacy of Global and Transnational Firms

Discussion Question: Are transnational firms the 'new diplomats'?

Required Readings: Cooper, Chapter 10

CLASS 2— Media, Diplomacy and Geopolitics

Discussion Question: What is the relationship between media, diplomacy and geopolitics?

Required Readings: Cooper, Chapter 11

**Week 7 | 16-18 February 2025 | Diplomacy and Human Rights**

CLASS 1 — Humanitarian Diplomacy

Discussion Question: Does humanitarian diplomacy (still) matter?

Required Readings: Cooper, Chapter 19

CLASS 2— Human Rights

Discussion Question: Do human rights (still) have a place in diplomacy?

Required Readings: Cooper, Chapter 36

**Week 8 | 23-25 February 2025 | Hard or Soft Power?**

CLASS 1 — Hard, Soft and Smart Power

Discussion Question: What are the differences between these forms of power?

Required Readings: Cooper, Chapter 30

CLASS 2— The Diplomacy of the USA and China

Discussion Question: How does US diplomacy differ from China's

Required Readings: Kerr, Chapter 15

**Week 9 | 2-4 March 2025 | The Diplomacy of Rising Powers**

CLASS 1 — The Diplomacy of the BRICS

Discussion Question: Are the BRICS powers becoming more influential?

Required Readings: Cooper, Chapter 49

CLASS 2— Refugee Diplomacy

Discussion Question: What is the role of refugees in diplomacy?

Required Readings: Cooper, Chapter 37

**Week 10 | 9-11 March 2025 | Contemporary Diplomacy**

CLASS 1 — The Diplomacy of Bush, Obama, and Trump

Discussion Question: What are the differences between their diplomatic actions?

Required Readings: McKercher, Chapter 3

CLASS 2— China's Rise and the New World Order

Discussion Question: Is China the new superpower?

Required Readings: McKercher, Chapter 4

**Week 11 | 16-18 March 2025 | British and Russian Diplomacy**

CLASS 1 — British Foreign Policy and Brexit

Discussion Question: How did Brexit affect British foreign policy?

Required Readings: McKercher, Chapter 5

CLASS 2— Russian Foreign Policy and the War in Ukraine

Discussion Question: How did the Ukraine war affect Russian foreign policy?

Required Readings: McKercher, Chapter 6

**Week 12 | 23-25 March 2025 | French and German Diplomacy**

CLASS 1 — French Diplomacy

Discussion Question: How is French diplomacy changing?

Required Readings: McKercher, Chapter 7

CLASS 2— German Diplomacy

Discussion Question: How is German diplomacy changing?

Required Readings: McKercher, Chapter 8

**Week 13 | 6-8 April 2025 | Japanese and Turkish Diplomacy**

CLASS 1 — Japan's Diplomacy and the US Conundrum

Discussion Question: How is Japanese diplomacy changing?

Required Readings: McKercher, Chapter 9

CLASS 2— Turkish Foreign Policy as a Middle Power

Discussion Question: How is Turkish diplomacy changing?

Required Readings: McKercher, Chapter 14

**Week 14 | 13-15 April 2025 | Final Assessment Week**

9. ASSESSMENT METHODS
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1) Presentation (20%):

This will be a 5-minute presentation that you will give to the class on a topic related to the course. Afterwards, there will be a short Q&A (question & answer) session. Some people are nervous about speaking in public, but this is a key part of your development and the sooner you start, the better.

*When:* One presentation per student, beginning from Week 3.

2) Mid-Term (30%):

This mid-term assessment will test you on the main concepts covered up to the middle of the course. Detailed instructions on how to prepare will be given during the first few weeks of the course, and tips on how to answer the questions effectively will also be provided.

*Due:* Mid-Term Assessment Week

### 3) Final Paper (40%)

This final essay paper will include two parts. The first part will test the breadth of your knowledge on the topics covered, while the second part will ask you to critically evaluate a diplomatic event. To succeed in the first part of the paper, you will need to attend classes regularly and to read widely on the topics covered in the course. To succeed in the second part you will need to use your critical thinking skills to apply in practice the concepts we covered. Samples of the essay questions can be provided.

*Date:* Final Assessment Week

### 4) Attendance/Particip. (10%)

Your attendance to class will be monitored and your active participation to class debates will be assessed on a regular basis. Being absent from more than 25% of the classes will result in your failing the entire course.

Your performance will be assessed according to the AUW scale:

A+	4	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	60-66
F	0	0-59

More specifically, the criteria used for grading the final paper are as follows:

- Whether there is evidence of reading
- Whether it shows knowledge and understanding of the relevant theories and concepts
- Whether it brings tools of analysis from politics, philosophy, and economics
- Critical analysis
- Clarity of writing

- Accurate referencing; for references and bibliographies use any of the standard
- referencing systems

We will do preparations for essay-writing in class. In general, the sooner you start working on your paper(s), the better the result (and grade!) will be. The golden rule is: don't leave it to the last minute!

## 10. KEY DATES & DEADLINES

Presentations:	TBC
Mid-Term:	Mid-Term Assessment Week
Final Exam:	Final Assessment Week
Participation:	On a regular basis

## 11. PLAGIARISM & ACADEMIC INTEGRITY

At university, plagiarism and the use of AI without declaring it is regarded as theft. Because of this, I take a zero-tolerance approach to both, so don't cheat! I will find out, you will receive a failing grade, and you also will be in my very own blacklist, which means I won't be able to write any reference letter for you. Remember: ZERO tolerance. It is better to submit a poor paper than a plagiarized or AI-generated one.

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to ensure quotes of three or more sequential words from someone else are put in quotation marks.
- If you paraphrase (reword) another person's ideas, you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source. Cite materials you copy or paraphrase from the internet, even if the author is not identified. If you are not sure: cite it!

### Other Forms of Academic Dishonesty

1. Making up references, quoting wrong sources, etc.
2. Falsifying data.
3. Misrepresenting your situation to be excused from academic work.
4. Submitting the same paper in more than one class.
5. Informing a student in a later class about questions on tests or quizzes.
6. Misrepresenting your academic work or qualifications in any way.

Full details about plagiarism, academic dishonesty and penalties are available in the Academic Honor Code in the Academic Bulletin.

## 12. STRATEGIES TO PREVENT PLAGIARISM & VIOLATIONS OF ACADEMIC INTEGRITY

I use anti-plagiarism software, but typically I don't need to. We can see plagiarism from miles off!

### 13. CLASS BEHAVIOUR

My assumption is that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself. Also, please do not to read or sleep in class nor talk to students around you.

Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call. If you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. I encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class or through email. It is my job to help you understand the material and I will do what I can to make sure that you do.

### 14. GRADING RUBRICS

Grades are important and you should strive to obtain the best possible grade.

However, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your personal development.

Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is your approach to a certain problem. But you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

The rubrics used to assess your work are reproduced in the following page.



Written Work				
Criteria	A	B	C	D
Content	Thorough understanding of material used; use of evidence; convincing argument; clear separation between others' and one's opinion.	Some uncertainty regarding the material used; good argument but insufficiently supported.	Vague understanding of material used; unclear argument with no support; unclear purpose of the essay.	Wrong understanding of material used; no argument.
Writing style & structure	Clear structure of the essay overall and of separate paragraphs; sentences are clear and to the point; no unnecessary words; emotionally neutral language; accurate spelling and grammar.	Mostly clearly structured with a few minor "jumps" in the flow of arguments; few unnecessary words and/or sentences that do not directly relate to the topic; some spelling or grammatical errors.	Poorly structured; paragraphs consisting of one sentence and/or one-page paragraphs with no lead sentences; frequent use of emotionally loaded and/or unnecessary words; significant spelling and grammatical errors.	Unstructured text; long, complex, unclear and grammatically incorrect sentences; short non-sentences; many spelling mistakes
References	All references done correctly and consistently.	Most references done correctly with minor mistakes that allow the reader to identify the source regardless. Minor inconsistencies.	Some info on the source provided in an inconsistent manner; some essential information missing or misplaced.	Very limited and/or incorrect information that makes it very hard to identify the sources used.

Discussions and Class Participation				
Criteria	A	B	C	D
Contribution to class discussion	Well prepared for class; active participation in class discussions; meaningful contributions by linking assigned readings to other knowledge; engagement with class; often shows critical thinking.	Prepared for class; average participation in class discussions; contributions mostly based on simple re-statement of material from assigned readings; rarely engages in direct discussions; sometimes shows critical thinking;	Most of readings done in advance, but the information is not very internalized; very limited participation in class discussion; rarely demonstrates critical thinking.	Readings rarely done in advance; no participation in class discussions; no critical thinking.