

## Course Syllabus

1	Course title	Diplomacy 1
2	Course number	3001705
3	Credit hours (theory, practical)	3 (theory)
	Contact hours (theory, practical)	
4	Prerequisites/corequisites	None
5	Program title	Diplomatic Studies
6	Program code	01
7	Awarding institution	University of Jordan
8	School	Prince Al Hussien Bin Abdullah II School International Studies
9	Department	International Relations and Diplomatic and Regional Studies
10	Level of course	Master
11	Year of study and semester (s)	2019/2020 first semester
12	Final Qualification	
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Date of production/revision	September 22, 2019

### 16. Course Coordinator:

Office numbers, office hours, phone numbers, and email addresses should be listed.

**Name of Instructor:** Hassan Barari **Office Hours:** Tuesday 2:00-4:00

**Email:** h.barari@ju.edu.jo

### 17. Other instructors:

Office numbers, office hours, phone numbers, and email addresses should be listed.

None

### 18. Course Description:

This course offers an overview of the evolution and practice of contemporary diplomacy. It attempts to familiarize students with the work and activities of a modern diplomacy within a wider historical and theoretical scene. The normal practice of the art of diplomacy and the range of techniques of negotiations among parties will be addressed.

This course seeks to realize the following objectives: presenting the complex historical development of modern diplomatic practice; introducing students to various dimensions of diplomatic methods and how they are being used in negotiations by both state and non-state actors; and to engage critically in a discussion about a range of different theories of diplomacy in a changing world.

## 19. Course aims and outcomes:

### A- Aims:

1. To equip students with theoretical knowledge of the realm of diplomacy in a changing world.
2. To provide them with the opportunities to develop their understanding of diplomacy as a key function of foreign policy.
3. To help students analyse the role of diplomacy in time of crisis.
4. To help student think critically about the use of diplomacy.
5. To enrich students' understanding of the methods of corrosive diplomacy.

B- Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to

After completing this program, the student is expected to be able to:

1. Developing work in community institutions by employing all knowledge and ideas gained in interpreting issues related to International Relations and Diplomatic Studies.
2. Proficiency in writing and dialogue that demonstrates the acquired knowledge and theories on student's behaviour in the work of diplomatic institutions and the ability to demonstrate discipline.
3. Analysing and evaluating the surrounding political phenomena in a way that links theory and practice through critical thinking and solutions proposed for political problems.
4. Using technology and scientific research methods to conduct research on various issues related to political and diplomatic work, and to publish reports and research in scientific journals.
5. Participating in the proposal, organization and presentation of conferences, seminars and workshops in the field of diplomatic studies.
6. Taking responsibility and demonstrate communication skills with others and the art of meaningful dialogue based on knowledge.
7. Describing and classifying the nature of knowledge fields in the field of diplomatic studies.

## 20. Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
Diplomacy Defined	1 & 2	Hassan Barari	Describing and	Discussion	G. R. Berridge,

			classifying the nature of knowledge fields in the field of diplomatic studies.		Diplomacy: Theory and Practice, fifth edition (USA: Palgrave, 2015), pp.25-54  Robert Putnam, "Diplomacy and domestic politics: the logic of two-level game," <i>International Organization</i> , Vol. 42, no.3 (1988), pp.427-460.
The Art of Negotiation	3 & 4	Hassan Barari	Analysing and evaluating the surrounding political phenomena in a way that links theory and practice through critical thinking and solutions proposed for political problems.	Discussion the key concept in negotiating a diplomatic settlement with specific focus on Iranian nuclear deal and the Oslo accord.	G. R. Berridge, Diplomacy: Theory and Practice, fifth edition (USA: Palgrave, 2015), pp.55-99
Coercive Diplomacy	5 & 6	Hassan Barari	Participating in the proposal, organization and presentation of conferences, seminars and workshops in the field of diplomatic studies.	Discussion and presentations	<a href="http://stanleyfoundation.org/publications/pab/pab06CoerDip.pdf">http://stanleyfoundation.org/publications/pab/pab06CoerDip.pdf</a>  <a href="https://lif.blob.core.windows.net/lif/docs/default-source/publications/2010-publications-">https://lif.blob.core.windows.net/lif/docs/default-source/publications/2010-publications-</a>

			6. Taking responsibility and demonstrate communication skills with others and the art of meaningful dialogue based on knowledge		<a href="#">coercive-diplomacy.pdf?Status=Temp&amp;sfvrsn=2</a>  Kennon H. Nakamura and Susan B. Epstein, Diplomacy for the 21st Century: Transformational Diplomacy, CRS Report for Congress, 2007
Integrating Diplomacy and Social Media	7	Hassan Barari	Proficiency in writing and dialogue that demonstrates the acquired knowledge and theories on student's behaviour in the work of diplomatic institutions and the ability to demonstrate discipline. 3. Analysing and evaluating the surrounding political phenomena in a way that links theory and practice through critical thinking and solutions proposed for political	Discussion	<a href="http://www.eir.info/2009/06/29/is-coercive-diplomacy-a-viable-means-to-achieve-political-objectives/">http://www.eir.info/2009/06/29/is-coercive-diplomacy-a-viable-means-to-achieve-political-objectives/</a>

			problems. 4. Using technology and scientific research methods to conduct research on various issues related to political and diplomatic work, and to publish reports and research in scientific journals.		
Diplomacy and International Theory	9	Hassan Barari	Describing and classifying the nature of knowledge fields in the field of diplomatic studies	Discussion	Barry H. Steiner: "Diplomacy and International Theory," <i>Review of International Studies</i> , Vol. 30, No. 4 (Oct., 2004), pp. 493-509  Juergen Kleiner, "The Inertia of Diplomacy," <a href="http://dx.doi.org/10.1080/09592290802096380">http://dx.doi.org/10.1080/09592290802096380</a>
The American Diplomacy toward the Middle East	10 & 11	Hassan Barari	Analysing and evaluating the surrounding political phenomena in a way that links theory and practice through	discussion	Improving U.S. Public Diplomacy toward the Middle East  <a href="https://www.heritage.org/defense/report/improving-us-">https://www.heritage.org/defense/report/improving-us-</a>

			critical thinking and solutions proposed for political problems.		<p><u>public-diplomacy-toward-the-middle-east</u></p> <p>American Foreign Policy and the Arab World</p> <p><u><a href="https://www.mepc.org/speeches/american-foreign-policy-and-arab-world">https://www.mepc.org/speeches/american-foreign-policy-and-arab-world</a></u></p> <p>After the Cold War: U.S. Foreign Policy in the Middle East</p> <p><u><a href="http://www3.nccu.edu.tw/~lorenzo/Chomsky%20Middle%20East.pdf">http://www3.nccu.edu.tw/~lorenzo/Chomsky%20Middle%20East.pdf</a></u></p>
Diplomacy and Mediation	12 & 13	Hassan Barari	Participating in the proposal, organization and presentation of conferences, seminars and workshops in the field of diplomatic studies.	Discussion	<p>Against Conventional Wisdom: Mediating the Arab-Israeli Conflict</p> <p><u><a href="https://www.hcdcentre.org/wp-content/uploads/2016/08/4EzzedineChoukri-FishereMiddleEastWEB-June-2008.pdf">https://www.hcdcentre.org/wp-content/uploads/2016/08/4EzzedineChoukri-FishereMiddleEastWEB-June-2008.pdf</a></u></p> <p>European Involvement in the Arab</p>

					Israeli Conflict  <a href="https://www.iiss.europa.eu/sites/default/files/EUISSFiles/cp124-European_Involvement_in_the_Arab-Israeli_Conflict_1.pdf">https://www.iiss.europa.eu/sites/default/files/EUISSFiles/cp124-European_Involvement_in_the_Arab-Israeli_Conflict_1.pdf</a>
Case studies and presentation of term papers	14, 15 & 16	Hassan Barari	Proficiency in writing and dialogue that demonstrates the acquired knowledge and theories on student's behaviour in the work of diplomatic institutions and the ability to demonstrate discipline. 3. Analysing and evaluating the surrounding political phenomena in a way that links theory and practice through critical thinking and solutions proposed for political problems.	Students' presentation	

## 21. Teaching Methods and Assignments:

QF-AQAC-03.02.1.2

Development of ILOs is promoted through the following teaching and learning methods:

Lectures  
Discussion  
Students' presentations  
Videos  
Discussing online courses  
E learning facilities

## 22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Assessment Overview:

Description	Weight	Due date
Attendance, participation, presentation	10	
Midterm exam	25	During week 8
Research paper	20	Week 14
Presentation of term paper	5	Week 15
Final Exam	40	TBA

## 23. Course Policies:

A- Attendance policies:

Students need to attend all classes. In this course you are permitted two unexcused absences



(absences not caused by illness). If you have more than two unexcused absences your grade for the course will be lowered by one “mark” for each additional unexcused absence. For example, after three unexcused absences an A becomes an A- and so on.

#### B- Participation: Presentations and Discussions:

Questions, attendance, presentations and discussions are what will make this class work; your physical and mental presences in class, as well as consistent participation, are mandatory. Please make sure that you do the reading each and every time and that you come to class ready to express yourself, give effective presentations and discuss the readings.

#### C- Term Paper (3000 words):

Approval of the paper topic (0% of grade). Submission of an outline and bibliography (10%of the paper grade). Submission of a first draft (10%of the paper grade). Submission of a final paper (80% of the final paper grade). Students are expected to complete a research paper on a topic to be chosen in consultation with the instructor. Papers must conform to the MLA format using 12-point font.

#### D. Guidelines for writing the term Paper

The paper is to address a topic related to the subject that was discussed during classes or to themes included in this syllabus or to a subject related to the course. All paper topics should be approved by the Instructor. Papers should be 10-15 pages, double –spaced (excluding title page, endnote page and bibliography) that conform to MLA format using 12-point font, you should d summarize all related literature, focusing on the main arguments presented, and set out a framework for discussion.

Three are five components/ criteria to the paper that serve as the basis for evaluation.

#### **Intellectual Content (20 points possible)**

20 = The paper clearly conveys a challenging, well-articulated thesis, delineates its implications intelligently, and concludes effectively.

15 = The paper conveys a thesis, perhaps somewhat generally, follows some of its implications, and concludes with fair effectiveness.

10 = The paper conveys only a vague thesis idea, follows few of its implications; its attempted conclusion is vague or unrelated.

5 = The paper does not convey a thesis, no related implications are followed, no conclusion is present.

#### **Scholarship (20 points possible)**

20 = The paper incorporates multiple, scholarly sources of information, interprets them accurately and objectively and interrelates materials coherently.

15 = The paper incorporates some scholarly sources of information, interprets them with some accuracy or objectivity, and interrelates them with some coherence.

10 = The paper incorporates few scholarly sources, provides minimal interpretation that is accurate or objective, and interrelates them with uneven or little coherence.

5 = The paper incorporates no scholarly sources, provides no interpretation that is accurate or objective, and does not interrelate materials coherently.

**Organization (20 points possible)**

20 = The topic is fully developed in a logical manner with a clear structural development (beginning, middle, ending). Sections are inter-related with meaningful transitions. Paragraphs are appropriately structured.

15 = The topic is generally developed in a logical manner with clear structural development of at least 2 or 3 elements. Most sections are interrelated with meaningful transitions. Most paragraphs are appropriately structured.

10 = The topic shows a minimum of logical development. The paper shows minimal structural development. Many sections lack appropriate structure.

5 = The topic is not developed in a logical manner. The paper shows no evidence of structural development. Sections lack transitions. Paragraphs are not appropriately structured.

**Style (20 points possible)**

20 = The paper shows excellent sustained use of standard English, precise language, complete sentences with varied structures, correct spelling punctuation and capitalization.

15 = The paper shows satisfactory control of standard English, etc. There are several minor errors throughout or one or two major sentence errors.

10 = The paper shows unsatisfactory control of standard English, etc. There are numerous minor errors and major sentence errors.

5 = The paper shows little awareness of standard English, etc.

**Format and Documentation (20 points possible)**

20 = The paper adheres to an assigned format, makes consistent use of documentation conventions, and reflects care in crediting ideas to their sources.

15 = the paper partially adheres to an assigned format, generally uses documentation conventions, and reflects some effort to credit ideas to their sources.

10 = The paper shows little attention to format, uses documentation conventions haphazardly, and reflects little effort to credit ideas to their sources.

5 = This paper does not adhere to any particular format, does not use documentation conventions, and reflects no effort to credit ideas to their sources.

**The total will be out of 100 and then I will convert it to be out of 20**

**24. Required equipment: (Facilities, Tools, Labs, Training....)**

None

**25. References:**

**Required book (s), assigned reading and audio-visuals:**

G. R. Berridge, *Diplomacy: Theory and Practice*, fifth edition (USA: Palgrave, 2015).

Robert Putnam, "Diplomacy and domestic politics: the logic of two-level game," *International Organization*, Vol. 42, no.3 (1988), pp.427-460.

Barry H. Steiner: *Diplomacy and International Theory*," *Review of International Studies*, Vol. 30, No. 4 (Oct., 2004), pp. 493-509

Kennon H. Nakamura and Susan B. Epstein, *Diplomacy for the 21st Century: Transformational Diplomacy*, CRS Report for Congress, 2007

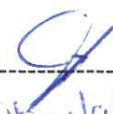
**Recommended books, materials, and media:**

J. Brown, 'Diplomatic Immunity: State Practice under the Vienna Convention on Diplomatic Relations', *The International and Comparative Law Quarterly*, Vol. 37, No. 1 (Jan., 1988), 53-88

R. Russell, 'American Diplomatic Realism: A Tradition Practised and Preached by George F. Kennan', *Diplomacy and Statecraft*, Vol. 11, No. 3, (November 2000), 159 -82.

**26. Additional information:**

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Name of Course Coordinator: Hassan Barari-----Signature: ----- Date: --22/9/2019---

Head of curriculum committee/Department: Dr. Waleed Abu-Darb-----Signature: -----

Head of Department: Dr. Waleed Abu-Darb-----Signature: -----

Head of curriculum committee/Faculty: Dr. Mokid Akhbar-----Signature: -----

Dean: DR. Al-Khatib-----Signature: -----