

**School of International Service
AMERICAN UNIVERSITY
Washington, D.C.**

SIS-233

SIS-653-008– Diplomatic Practice

Spring 2012

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COURSE OBJECTIVES: The course is designed to explore diplomacy both in theory and in practice, as a political process and as an instrument of foreign policy. It will consider the historical context for diplomacy as well as the ways in which diplomats interact with their own governments and with the countries in which they serve. The course is designed to examine how diplomats use and obtain information on the politics, economics and society of their host nations and to explore the future of diplomacy in an era of globalization and instant communications. It will seek to illustrate approaches to diplomacy through historical examples and contemporary case studies. It will look critically at the headquarters end of diplomacy, examining the functioning of the foreign policy bureaucracy and its interaction with overseas operations. It will also consider the relationship between diplomacy and intelligence and law enforcement operations and the growth in importance of “new “areas of foreign policy concern such as the environment, biotechnology, terrorism, drug trafficking and transnational crime. The course will focus primarily on U.S. diplomatic practice, but the material is also relevant in understanding the way other governments organize their diplomatic activities.

LEARNING OUTCOMES:

By the end of the course students should be able:

- to work in groups to make crisis and resource allocation decisions
- draft focused realistic policy options papers for senior officials
- report on significant events with appropriate analytical content and recommendations
- organize a notional program for a high level visitor to Washington
- draft professionally relevant materials such as speeches, press guidance and UN Security Council resolutions

REQUIREMENTS: In order to get full benefit from this course, you will be expected to complete assigned readings and exercises, attend all classes, arrive on time and take an active

part in class discussions. There will be eight writing exercises which will count for 80% of the final grade. There will be no mid-term examination, but there will be a take-home final examination (due May 7) in which students will be asked to analyze a hypothetical crisis both from the perspective of the field and of Washington. You will be expected to recommend specific courses of action using the diplomatic tools that have already been practiced in class. The final will count for 20%. Much of the course will focus on developments arising in a mythical third world country: Erewhon. However, students will also be asked to choose a country currently a member of the UN. At various points in the course they will be asked to carry out specific functions related either to Erewhon or to the chosen country's mission to the United States. During the course students will be asked to write reporting cables on the President's State of the Union Address and the Annual Human Rights Report of the State Department, to recommend a program for a high level visitor from your country, to draft an aid program for Erewhon, to do an options paper for the President or Secretary of State, to write a speech for an American Ambassador, to draft a UN Security Council Resolution and to review a diplomatic memoir or oral history. (A list of suitable books will be distributed in class). Oral histories are available on-line on the Library of Congress website. Options paper materials, reporting cable guidance, and a list of diplomatic memoirs will be distributed in class and will be available on blackboard.

PAPER REQUIREMENTS: All papers must meet the following minimum standards:

- Papers must be typewritten or computer printed in a font size no smaller than 10 pt. The preferred font size is 12 pt. Papers may be printed on both back and front.
- Your name and the date of submission. This should be at the top of the first page, or on a separate title page. Either form is acceptable.
- Papers should have no grammatical or spelling errors. Writing should be clear and concise with ideas conveyed in simple direct sentences. Please be sure to proof-read your papers before you turn them in.

ACADEMIC INTEGRITY CODE ll students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods.

Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

BOOKS

The following books have been ordered through the Campus Store or are on reserve in the Library:

Berridge, G. R., *Diplomacy: Theory and Practice*, 3rd Edition, Palgrave, 2004
American Academy of Diplomacy, *First Line of Defense: Ambassadors, Embassies and American Interests Abroad*, 2000
Kopp, Harry W., *Commercial Diplomacy and the National Interest*. 2004
American Foreign Service Association, *Inside a US Embassy*

I. INTRODUCTION

Thinking About Diplomacy

January 23 What is Diplomacy? Nature and origins of diplomatic forms and practices. Historical Background to modern American diplomacy. Changing Roles and Structures.

View: "Ambassadors: Inside the Embassy and "Profiles in Diplomacy- the U.S. Foreign Service"

Biographic Reporting Exercise. You will be asked to interview a fellow member of the class to obtain and record key biographic information about him/her.

Written Exercise No. 1: You should write up the information you have learned from your student interview in a short one-page memorandum of conversation to be submitted by the afternoon of January 24.

January 30: The Ambassador and the Country Team. Policy-making and Coordination

Discussion of the Bush and Obama letters of instruction to Ambassadors. Copies to be distributed in class.

Readings:

- Berridge, chapter 7, pp. 108
- First Line of Defense, chapters 1, 2 and 3
- Dorman, S. ed., Inside a U.S. Embassy The book contains short articles on all aspects of Embassy work

February 6: Priority Setting: The Role of Foreign Ministries

Written Exercise No. 2: Submit a report from the perspective of a foreign embassy in Washington analyzing the principal foreign policy issues of the President as reflected in his State of the Union Address.

Reading:

- Berridge, Chapter 1, pp 5-25
- Quadrennial Development and Diplomacy Review (Text available on State.gov)

II. DIPLOMATIC FUNCTIONS

February 13: Political Work: a) information gathering and reporting
b) representing a government's position
c) managing visitors
d) coordinating with the CIA station

Written Exercise No. 3: Submit a scenario and schedule for a visit to the United States of your country's President or Prime Minister

February 20: Economic and Military Assistance: Good works and Nation-building; Provincial Reconstruction Teams and their Role

- a) Creating sustainable development
- b) Keeping up with changing developmental theories
- c) Nation-building - the role of military assistance

In-class group exercise: Carving up the aid pie.

February 27: Public Diplomacy: a) Managing the media
b) Getting out America's message

b) Winning hearts and minds

Readings:

- *A Call for action on Public Diplomacy*, a Report of the Public Diplomacy Council, January 2005 (on e-reserve)
- Council on Foreign Relations *Finding Americas Voice: A Strategy for*
- *Reinvigorating US Public Diplomacy* (on e-reserve)

Presentation by Ambassador Bill Rugh

Written Exercise No. 4: Prepare a draft speech, approximately ten minutes in length, which an American Ambassador would give to an important American audience in a country of your choice. Three or four class members will be asked at random to give their speech in class.

March 5: Consular, Administrative and Security Work:

- a) Protecting U.S. citizens
- b) Keeping the bad guys out
- c) Keeping the Embassy running and safe

Visiting Presentation: Ambassador Janice Jacobs Assistant Secretary of State for Consular Affairs.

In-class discussion of consular, security and administrative problems. Materials to be handed out in class.

March 19: Economic and Commercial Work:

- a) supporting American business
- b) analyzing the local economy

Visiting Presentation: Ambassador Teresita Schaffer, former U.S. Ambassador to Sri Lanka and Deputy Assistant Secretary of State

Readings:

- First Line of Defense, chapter 5
- Henry Kopp, ed., Commercial Diplomacy and the National Interest

Economic and Military Assistance: Good works and Nation-building; Provincial Reconstruction Teams and their Role

- a) Creating sustainable development
- b) Keeping up with changing developmental theories
- c) Nation-building - the role of military assistance

In-class group exercise: Carving up the aid pie.

III. THE CHANGING AGENDA OF DIPLOMACY

March 26: Drugs, Thugs and Terrorists

Readings: State Department Country Reports on Terrorism, 2009.

www.state.gov/s/ct/rls/crt/c17689.htm

In class discussion of options in a terrorist incident. Materials to be distributed in class. Be prepared to discuss the US Government's counter terrorist policy.

Written Exercise No. 5: You should submit a draft aid program for Erehwon drawing on materials presented and discussed in the previous week's class.

April 2: Human Rights: America – the Conscience of the World

Written Exercise No. 6: Prepare press guidance for your foreign ministry commenting on the recent State Department human rights/religious freedom report on your chosen country.

Readings:

- State Department Annual Human Rights report for your chosen country. www.state.gov/g/drl/rls/hrrpt/2009
- Annual Report to Congress on International Religious Freedom. www.state.gov/g/drl/rls/irf/2009

April 9: Global and Multilateral Issues: The New Foreign Policy Agenda

Visiting Presentation: Ambassador George Moose, former US Ambassador to the United Nations in Geneva and to the Republic of Senegal and Assistant Secretary of State for Africa

Reading:

- Lyman, Princeton "The Growing Influence of Domestic Factors" in Patrick and Forman, eds, Multilateralism and US Foreign Policy. See also Part I - Setting the Context. (on e-reserve)
- Berridge, Chapter 10, pp. 151-170
- Lyman, Princeton, "Lessons Learned : The Sudan Peace Process" (on e-reserve)

In-class group exercise: Drafting a UN Security Council Resolution

Options paper due

April 16 Crisis Management

Simulation Exercise: "Earthquake in Erehwon (Materials to be distributed in class)

Readings:

- First Line of Defense, chapter 4
- Sullivan, Joseph J. ed., Embassies Under Siege, pp ix-xi, and chapters 3, 4 and 5 (on reserve)
- Dorman, S, ed., Inside a U.S. Embassy, Part 3 (on reserve)

Written Exercise No. 7: On the basis of a revised scenario submit a draft Security Council Resolution following up on the one discussed in the previous week's class.

April 23 : Assessment of Diplomatic Performance

Written Exercise No. 8: Diplomatic memoir reviews due. Each class member will be asked to discuss the memoir or oral history he/she reviewed.

Read the Oral History submissions of at least three diplomats who served in the same country and be prepared to discuss the similarities and differences among them. These oral histories can be found on the Library of Congress website. Frontline Diplomacy: The Foreign Affairs Oral History Collection of the Association for Diplomatic Studies and Training.

April 30: The Future of Diplomacy

Readings:

- Quadrennial Development and Diplomacy Review, US Department of State
- *American Diplomacy for a Changing World*, Task Force Report of the American Academy of Diplomacy, November 2004 (e-reserve)
- State Department Reform, Report of an Independent Task Force cosponsored by the Council on Foreign Relations and the Center for Strategic and International Studies 2001 (on reserve)
- Net Diplomacy: Beyond Foreign Ministries, United States Institute of Peace, 2002 (on reserve)
- A Foreign Affairs Budget for the Future: Fixing the Crisis in Diplomatic Readiness, American Academy of Diplomacy, (on reserve)

Final Exam scenario will be distributed.

May 7: Discussion of Final Exam scenario