

# DIPLOMACY AND NEGOTIATION

(POLITICAL SCIENCE 3581)



Class Time: Tuesdays, 2:35-5:25pm  
Classroom: Henry Hicks Academic Admin Bldg, Rm 217

Professor: **Brian Bow** ([brian.bow@dal.ca](mailto:brian.bow@dal.ca))  
Professor's Office: Henry Hicks Academic Admin Bldg, Rm 343  
tel: 494-6629

Office Hours: Wednesdays, 10:00-12:00pm (check Brightspace for changes)

## Introduction

POLI 3581 is a course on the theory and practice of international diplomacy and negotiation. The main focus is on the understanding, assessment, and application of various theoretical lenses for explaining bargaining strategies, processes and outcomes. Among the various themes to be discussed are: the evolution of the institution of diplomatic norms and practices, the nature of bargaining "power" in international politics, basic game theoretic and rational choice accounts of negotiation, and the role of culture and ideas in international bargaining. Each section of the course looks at a small number of abstract theoretical arguments or discussions, and a handful of more concrete applications of those theoretical ideas to specific historical episodes.

Prior coursework in International Relations (e.g., POLI 2520, 2530) is not a formal prerequisite for this course. However, familiarity with basic IR theory is extremely helpful in this course, and students with no background in IR should talk with me about ways they can "catch up" on the fundamentals.

## Resources

The Brightspace site is the main place to go for information about the course, and it will expand and evolve over the course of the semester. Students should have a good look around on the site at the beginning of the term, and then check it for updates **at least** once per week.

Main functions of the Brightspace site:

- Important course documents like the syllabus and (later in the term) instructions for the in-class simulation exercise.
- Copies of required readings. (There is no textbook for this course.)
- Updates and information from the prof to students: e.g., general administrative information, like problems with access to readings or changes to discussion questions; possibly also more important updates like cancelation of class due to bad weather, etc. See the "Announcements" area of the site.
- Submission of some assignments (i.e., papers, simulation report) and posting of individual and class grades.

- Discussion forums for students to communicate with professor and with one another, particularly for the ABC simulation (see below).

### Assignments / assessment

Assignment	Due date	Share of final grade
Matrix paper	February 4	15%
Outline for research paper	February 14	5%
Quiz 1	February 25	15%
Quiz 2	March 31	15%
Simulation participation	March 17	10%
Simulation report	March 24	10%
Research paper	April 7	30%

**NOTE** that many of the deadlines for this course are in the last month. To manage your workload and avoid end-of-term disaster, you **must** start working on your research paper early in the term, and study for the two quizzes as we go along.

### Class Participation

There is no class participation grade for this course. However, all students are expected to attend all classes, except where their ability to participate is significantly compromised by circumstances outside their control (i.e., documentable physical or mental health challenges, death in the family—see “Absences and Late Submission of Work,” below). Past experience clearly indicates that students who miss more than one or two classes—without formal accommodation—tend to do poorly on the quizzes (see below), and therefore on their overall course grades.

Many classes will involve at least one participatory exercise. These exercises are designed to get students into a more active learning mode, in which they think through and explain their views on a variety of topics covered in the lecture and/or readings. Some of these exercises will involve speaking in front of the whole class. Students can of course disagree with one another, but all will be expected to participate in ways that are respectful and constructive. Students facing relevant physical or mental health challenges can choose to opt out of these exercises, and complete an alternative (written) assignment to cover this portion of the overall course grade.

### Quizzes

This course has traditionally had an end-of-term exam, as a mechanism to reward students who do all of the course reading, and can clearly explain what they’ve learned. Kind of old-school, and not especially popular, but—I thought—necessary, as a way to make sure students keep up with reading, and are prepared for class discussion. However, I’ve decided that the exam wasn’t working as it should have, and a lot of students were still not consistently doing the reading, and instead relying on end-of-term cramming to get through the exam. I’ve therefore switched to in-class quizzes, as an alternative way to get everyone

to keep up with the reading. There will be two quizzes, on **February 28** and **March 21**. For each, you will have 45 minutes to answer three short-answer questions. These questions will cover basic concepts and theories from previous classes. The quizzes should be the kind of thing that will be easy to do (and ought to bring your grades up), *as long as you have been consistently keeping up with reading*. More details about format and content of the quizzes will be provided on the Brightspace website.

### Matrix paper

For this assignment, you will **use basic game theory to try to explain the process and outcome of bargaining in the Melian Dialogue**, an episode in Thucydides' History of the Peloponnesian War. We'll talk about the Melian Dialogue in class on January 21, and about simple game theory in class on January 28. Basically, you'll need to try to figure out what the primary choice was for each of the two main players in the Melian Dialogue, put those choices into a 2x2 game matrix, characterize the bargaining "problem" in that 2x2 game, and then use that to explain the process and outcome of bargaining in this episode. Then, you'll reflect on what new insights your game-theoretic analysis might give us into Thucydides' account of the Melian Dialogue ***and/or*** the limitations of simple 2x2 game theory as a way of understanding international diplomacy.

The matrix paper is due on **February 4** (a week after the class on simple game theory). Your paper should be 4 or 5 pages (average 1250 words, absolute maximum 1500 words). More detailed instructions and advice will be provided in the Brightspace site.

### Research paper, and outline

For this assignment, you will **choose one well-documented diplomatic episode** (e.g., the Cuban Missile Crisis, the GATT Uruguay Round, etc.), **and use it as a vehicle for applying and "testing" two or three of the basic theoretical perspectives on bargaining reviewed in the course** (e.g., simple game theory, prospect theory, culture, etc.). Further details about the expectations for the term paper will be provided in the Brightspace site.

The full version of the research paper is due on **April 7**, a week after the final class meeting. Your paper should be about ten pages (average 2500 words, absolute maximum 3500 words). **You will decide for yourself which case study to research, and choose the theoretical perspectives you think most useful in understanding the process and outcome of the negotiations.** You should also offer your own views on the most important lesson(s) to be drawn from your chosen case study, both in terms of the development of general theories of international bargaining and in terms of general advice to diplomatic practitioners.

**You are required to submit two copies of your research paper—a hard copy to be submitted to the Political Science department office, and a digital copy to be submitted via the Brightspace site.** Both are to be submitted by 4:00pm on April 7.

Each student must submit a **one-page outline/proposal** for their term paper, by 4:00pm on **February 14**. The outline should be brief and to the point, but it should be presented as complete sentences, rather than bullet points (which are usually too vague). Your outline should provide the following information:

- identify the historical case you plan to examine, being as clear as possible about the relevant players, the issues/interests at stake, and the time period under consideration;
- identify the two or three theoretical perspectives or “factors” that you plan to apply to the case, with some indication as to how you might know whether/how each theory/factor is more or less “useful” to us in explaining the process and outcome in the historical episode you’re focusing on;
- list 5-10 of the most promising sources you’ve found so far.

The outline/proposal is not a binding contract; you can change the sources, theories, or even the case itself after you submit the outline. But it is important to get an early start on the paper, and to have worked your way through all of these questions as soon as possible. **Don’t wait until the outline is due to get started thinking about your paper; come and talk with me about your ideas, whether you feel like you are having a hard time with it or not.**

#### Simulation exercise: preparation, participation and simulation report

The course features a number of small group exercises, a few quick “pop-up” simulations, and one 3-hour simulation exercise at the end of the semester.

General instructions for the big simulation exercise will be posted on the Brightspace site in late January or early February. **Just after class on March 10, I will post additional information for the simulation, on the Brightspace site**, including more information about the basic game scenario, specific role assignments and personal instructions for each player, and some more practical, logistical information. **Important rule: no player is ever allowed to let other players see his or her role-specific instructions, before or during the simulation.** Not even team-mates or close allies. No one. Never. You can of course *tell* one another things, based on what’s in your instructions, but then it’s up to others to decide whether or not to believe you.

Your simulation participation grade will be based on the quality of your participation in the role-playing exercise, particularly as it reflects your preparation and strategic planning. You should play your role as accurately and effectively as you can, but remember that you don’t necessarily have to “win the game” to do well on this assignment.

Some students may have physical or mental health challenges which make it difficult for them to participate in some of these exercises. If you have concerns about your own participation, for whatever reason, please let me know as early as possible, so that it is possible to make special arrangements or set up an alternative assignment. The big simulation at the end of the semester requires participating students to be assigned to specific roles, and the success of the simulation exercise as a whole depends on all of the students assigned to a role actually showing up and being prepared. If even one of the students assigned to a specific role doesn’t show up for the simulation, or shows up unprepared, it can seriously undercut the experience for everyone else. Out of respect for students, I will do everything I can to accommodate students who need special arrangements or want to do an alternative assignment, as long as they have talked with me about it at least a few days before the simulation. I’ll expect each student to show the same respect to me and to their classmates, by actually showing up to participate on March 17 (unless they have made arrangements to do an alternative assignment).

After the simulation exercise, you will reflect on what happened in a **simulation report**, which is due at (or before) 2:30pm on **March 24**. This will be a **short essay** (1500-1800 words), summarizing what happened in the simulation, and why you think it turned out the way it did: What advantages did you (and your group, if you were part of a group) have at the outset? What disadvantages? What obstacles to effective communication did you experience, and how did you respond to them? What outcome did you expect, and how did that differ from the actual outcome? Etc.

In your simulation reports, try to look at what happened both from your own “first-person” perspective and, as much as possible, from the same kind of objective, “bird’s-eye-view” perspective that we usually take when we look back on real historical events. Make explicit connections, wherever you can, to some of the general theoretical perspectives that we have talked about in class.

**Simulation reports will be submitted on-line**, through the Brightspace site, and will be “published” there (i.e., posted where all students can read them) after they have been graded. If you don’t want your simulation report posted on the site, be sure to let me know that when you submit it.

#### General policies concerning assignments, deadlines, and grades

The University Calendar makes plain that “[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines.” **Late assignments will be assessed a late penalty at the instructor's discretion.** Students who miss an assignment deadline on account of illness are expected to hand it in within one week of their return to class, with a medical certificate in hand, per academic regulations in the Dalhousie Calendar.

Assignments not submitted directly to the professor must be submitted in person to the Political Science office between 9:00 and 4:00 on weekdays. (If you submit a paper at the department office, be sure to ask to have it stamped with the date and time.) Neither the professor nor the Department can assume responsibility for assignments submitted by mail, fax, or email.

**Plagiarism**—representing other people’s ideas as your own, either intentionally or through lack of care and due diligence—is a significant violation of academic ethics, and will be taken very seriously in this class. For more information on what counts as plagiarism, and how to avoid it, refer to the university’s academic integrity site (<http://academicintegrity.dal.ca/>).

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University’s regulations, and all of the course policies outlined above, will be strictly enforced. See also “Additional notes on resources and policies,” below.

#### **Disclaimer**

This syllabus is intended as a general guide to course requirements. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

**CLASS SCHEDULE**

January 7	<b>WHAT IS DIPLOMACY?</b>
Topics/themes	<ul style="list-style-type: none"> <li>• Foreign policy, diplomacy, and negotiation</li> <li>• Diplomacy in theory and practice</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Harold Nicholson, <u>Diplomacy</u> (3<sup>rd</sup> ed., Oxford, 1969), ch. 1.</li> <li>2. Giorgio Shani, "Toward a Post-Western IR: The Umma, Khalsa Panth, and Critical International Relations Theory" <u>International Studies Review</u> 10 (2008).</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Francois de Callieres, <u>On the Manner of Negotiating with Princes</u> (Notre Dame, 1963).</li> <li>• Adam Watson, <u>Diplomacy: The Dialogue Between States</u> (Methuen, 1982), Preface and ch. 1.</li> <li>• I. William Zartman, "Negotiation as a Joint Decision-Making Process" <u>Journal of Conflict Resolution</u> 21 (1977).</li> <li>• Christer Jönsson, "Diplomacy, Bargaining and Negotiation" in Walter Carlsnaes, Thomas Risse and Beth Simmons, eds., <u>Handbook of International Relations</u> (Sage, 2002).</li> <li>• Amitav Acharya, "Dialogue and Discovery: In Search of International Relations Theories Beyond the West" <u>Millennium</u> 39 (2011).</li> </ul>

January 14	<b>THE HISTORICAL EVOLUTION OF DIPLOMACY</b>
Topics/themes	<ul style="list-style-type: none"> <li>• Essential continuities which define diplomacy</li> <li>• Diplomacy as a way of solving problems specific to time and place</li> <li>• Different "modes" and practices of diplomacy in different historical eras</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Discussion: Diplomacy, the State, and Citizen</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Harold Nicholson, <u>The Evolution of the Diplomatic Method</u> (Greenwood, 1977), ch. 4.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Sasson Sofer, "Old and New Diplomacy: A Debate Revisited" <u>Review of International Studies</u> 14 (1998): 195-211.</li> <li>3. Steven Livingston, "The New Media and Transparency: What are the Consequences for Diplomacy?" in Evan H. Potter, ed., <u>Cyber-Diplomacy: Managing Foreign Policy in the Twenty-First Century</u> (McGill/Queens, 2002). [Dal eBook]</li> <li>4. Jan Melisson, "Public Diplomacy," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., <u>The Oxford Handbook of Modern Diplomacy</u> (New York: Oxford University Press, 2013).</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Garrett Mattingly, <u>Renaissance Diplomacy</u> (Courier/Dover, 1988).</li> <li>• Henry Kissinger, <u>Diplomacy</u> (Simon and Schuster, 1994), chs. 4 &amp; 9.</li> <li>• Keith Hamilton and Richard Langhorne, <u>The Practice of Diplomacy: Its Evolution, Theory, and Administration</u> (Routledge, 1995), ch. 7.</li> </ul>

<b>January 21</b>	<b>POWER</b>
Topics/themes	<ul style="list-style-type: none"> <li>• How do we measure "power" in international bargaining? How does it work?</li> <li>• Does power asymmetry make diplomacy irrelevant?</li> <li>• How do big states get what they want from small states? How do small states get what they want from big states?</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Discussion: Defining "power"</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Thucydides, "The Melian Dialogue," from <u>History of the Peloponnesian War</u> (Penguin, 1979).</li> <li>2. G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," <u>International Security</u> 23 (1998).</li> <li>3. Michael Barnett &amp; Raymond Duvall, "Power in International Politics," <u>International Organization</u> 59 (2005).</li> <li>4. Gregory Chin, "The Economic Diplomacy of the Rising Powers," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., <u>The Oxford Handbook of Modern Diplomacy</u> (New York: Oxford University Press, 2013).</li> </ol>

<p>Recommended reading</p>	<ul style="list-style-type: none"> <li>• I. William Zartman and Jeffrey Z. Rubin, "The Study of Power and the Practice of Negotiation," in Zartman and Rubin, eds., <u>Power and Negotiation</u> (Michigan, 2000), but only skim after the middle of p. 14.</li> <li>• Robert O. Keohane, "The Big Influence of Small Allies" <u>Foreign Policy</u> 2 (1971).</li> <li>• William Mark Habeeb, <u>Power and Tactics in International Negotiation</u> (Johns Hopkins, 1988), chs. 2, 4.</li> <li>• G. John Ikenberry and Charles A. Kupchan, "Socialization and Hegemonic Power" <u>International Organization</u> 44 (1990).</li> <li>• Thomas Risse-Kappen, <u>Cooperation among Democracies: The European Influence on US Foreign Policy</u> (Princeton, 1995).</li> <li>• John Ravenhill, "Cycles of Middle Power Activism: Constraint and Choice in Australian and Canadian Foreign Policies," <u>Australian Journal of International Affairs</u> 52 (1998).</li> </ul>
<p>Other stuff (recommended)</p>	<p>"The Mouse that Roared" (1959): A British comedy from the early Cold War era, which tells the story of a tiny European country which decides to cope with an economic crisis by declaring war on the United States. Generally pretty silly, but raises some interesting questions about the nature of power/leverage in international diplomacy.</p>

<p>January 28</p>	<p><b>RATIONAL CHOICE, PART 1: SIMPLE STRATEGIC BARGAINING</b></p>
<p>Deadline reminder</p>	<p>Matrix paper due February 4 (see above)</p>
<p>Topics/themes</p>	<ul style="list-style-type: none"> <li>• Negotiation as rational/strategic choice</li> <li>• Assessing and modifying "utilities"</li> </ul>
<p>In-class</p>	<ul style="list-style-type: none"> <li>• Bargaining games: PD &amp; Chicken game series</li> </ul>
<p>Required reading</p>	<ol style="list-style-type: none"> <li>1. Thomas C. Schelling, "An Essay on Bargaining" in <u>The Strategy of Conflict</u> (Harvard, 1960).</li> <li>2. Kenneth A. Oye, "Explaining Cooperation under Anarchy: Hypotheses and Strategies" <u>World Politics</u> 38 (1985).</li> </ol>



	<ol style="list-style-type: none"> <li>3. R. Harrison Wagner, "Economic Interdependence, Bargaining Power, and Political Influence" <u>International Organization</u> 42 (1988).</li> <li>4. Stephen J. DeCanio and Anders Fremstad, "Game Theory and Climate Diplomacy," <u>Ecological Economics</u> 90 (2013): 177-187.</li> </ol>
<p>Recommended reading</p>	<ul style="list-style-type: none"> <li>• Fred C. Ikle and Nathan Leites, "Political Negotiation as a Process of Modifying Utilities" <u>Journal of Conflict Resolution</u> 6 (1962).</li> <li>• Arthur Stein, "The Politics of Linkage" <u>World Politics</u> 33 (1980).</li> <li>• Steven J. Brams, <u>Negotiation Games: Applying Game Theory to Bargaining and Arbitration</u> (Routledge, 2003), chs. 4, 5.</li> <li>• Kaveh Madani, "Modeling International Climate Change Negotiations More Responsibly: Can Highly Simplified Game Theory Models Provide Reliable Policy Insights?" <u>Ecological Economics</u> 90 (2013): 68-76. [reply to DeCanio &amp; Fremstad, above]</li> <li>• Ronald Brownstein, "How Donald Trump is Negotiating Like a Hostage-Taker," <u>CNN.com</u>, October 17, 2017. <a href="http://www.cnn.com/2017/10/17/politics/donald-trump-negotiating-strategy/index.html">http://www.cnn.com/2017/10/17/politics/donald-trump-negotiating-strategy/index.html</a></li> </ul>
<p>Other stuff (recommended)</p>	<p>"Dr. Strangelove" (1964): An American comedy from the early Cold War era, which reflects on the absurdities of nuclear deterrence. Useful for thinking about the connection between self-control and the credibility of commitments.</p>

<p>February 4</p>	<p><b>RATIONAL CHOICE, PART 2: COMPLEX STRATEGIC BARGAINING</b></p>
<p>Deadline reminder</p>	<p>Matrix paper due February 4 (see above)</p>
<p>Topics/themes</p>	<ul style="list-style-type: none"> <li>• Domestic politics as constraint, leverage, complication</li> <li>• Re-thinking the relationship between I.R. theory and diplomacy</li> </ul>
<p>In-class</p>	<ul style="list-style-type: none"> <li>• Bargaining games: Treaty Ratification game series</li> </ul>
<p>Required reading</p>	<ol style="list-style-type: none"> <li>1. Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" <u>International Organization</u> 42 (1988).</li> </ol>

	<ol style="list-style-type: none"> <li>2. James D. Fearon, "Domestic Political Audience Costs and the Escalation of Disputes" <u>American Political Science Review</u> 88 (1994).</li> <li>3. James D. Morrow, "Signaling Difficulties with Linkage in Crisis Bargaining" <u>International Studies Quarterly</u> 36 (1992).</li> <li>4. TBA</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• James K. Sebenius, "Negotiation Arithmetic: Adding and Subtracting Issues and Parties" <u>International Organization</u> 37 (1983).</li> <li>• Frederick W. Mayer, "Managing Domestic Differences in International Negotiations: The Strategic Use of Internal Side-Payments" <u>International Organization</u> 46 (1992).</li> <li>• Janice Gross Stein, "The Political Economy of Security Agreements: The Linked Costs of Failure at Camp David" in Harold K. Jacobsen, et al., eds., <u>Double-Edged Diplomacy: International Bargaining and Domestic Politics</u> (California, 1993). [Dal eBook]</li> <li>• Jeffrey W. Knopf, "Beyond Two-Level Games," <u>International Organization</u> 47 (1993).</li> </ul>
Other stuff (recommended)	<p>"Gore vs Perot: The NAFTA Debate" (November 10, 1993): A special episode of <i>Larry King Live</i>, in which Vice President Al Gore debated upstart presidential candidate Ross Perot over NAFTA. Widely seen to have been a turning point for public attitudes toward the agreement, and the election itself. Useful for thinking about the shaping of domestic political constraints in connection with international negotiations.</p>

<b>February 11</b>	<b>PSYCHOLOGY</b>
<b>Deadline reminder</b>	term paper outline due February 14 (see above)
Topics/themes	<ul style="list-style-type: none"> <li>• Perceptions and reality</li> <li>• Rationality, revisited</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Bargaining games: Chicken game series, again</li> </ul>

Required reading	<ol style="list-style-type: none"> <li>1. Jack Snyder, "Rationality at the Brink: The Role of Cognitive Processes in Failures of Deterrence" <u>World Politics</u> 30 (1978).</li> <li>2. Mark L. Haas, "Prospect Theory and the Cuban Missile Crisis" <u>International Studies Quarterly</u> 45 (2001).</li> <li>3. Esra Cuhadar and Bruce Dayton, "The Social Psychology of Identity and Inter-group Conflict: From Theory to Practice," <u>International Studies Perspectives</u> 12 (2011).</li> <li>4. Jonathan Mercer, "Emotion and Strategy in the Korean War," <u>International Organization</u> 67 (2013).</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Irving L. Janis, <u>Victims of Groupthink: Psychological Studies of Foreign Policy Decisions and Fiascoes</u> (1983), chs. 1-2.</li> <li>• Fen Osler Hampson, "The Divided Decision-Maker: American Domestic Politics and the Cuban Missile Crisis" <u>International Security</u> 9 (1984).</li> <li>• Jonathan Mercer, "Anarchy and Identity" <u>International Organization</u> 49 (1995).</li> <li>• Jack S. Levy, "Prospect Theory, Rational Choice, and International Relations" <u>International Studies Quarterly</u> 41 (1997).</li> </ul>
Other stuff (recommended)	<p>"Twelve Angry Men" (1957): An American courtroom drama, which tells the story of a jury struggling to agree on a verdict in the case of a young man accused of murdering his father. Brings up a number of different cognitive and affective distortions often seen in decision-making under stress.</p>

<b>February 18</b>	STUDY BREAK – NO CLASS MEETING
	<ul style="list-style-type: none"> <li>• Work on your term papers!</li> </ul>

<b>February 25</b>	<b>CULTURE</b>
<b>Quiz #1</b>	History, power, rational choice, psychology, culture
Topics/themes	<ul style="list-style-type: none"> <li>• Do different countries have different approaches to diplomacy? If so, why? Are these differences important?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are some of the theoretical, methodological, and ethical complications with using culture to explain the process and outcomes of international diplomacy?</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Discussion: does culture matter? When/how?</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Raymond F. Smith, <u>Negotiating with the Soviets</u> (Indiana, 1989), chs. 1-2.</li> <li>2. Amitav Acharya, "Ideas, Identity and Institution-Building: From the ASEAN Way to the Asia-Pacific Way," <u>Pacific Review</u> 10 (1997).</li> <li>3. Robert Kagan, "Power and Weakness" <u>Policy Review</u> 113 (2002).</li> <li>4. Luwei Rose Luqiu &amp; John D. McCarthy, "Confucius Institutes: The Successful Stealth 'Soft Power' Penetration of American Universities," <u>Journal of Higher Education</u> 90 (2019).</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Raymond F. Cohen, <u>Negotiating Across Cultures: International Communication in an Interdependent World</u> (USIP, 1997), chs. 2-3.</li> <li>• Christopher Hemmer and Peter J. Katzenstein, "Why Is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism," <u>International Organization</u> 56 (2002): 575-607.</li> <li>• Denis Stairs, "The Political Culture of Canadian Foreign Policy," <u>Canadian Journal of Political Science</u> 15 (1982).</li> <li>• Leonard J. Schoppa, "The Social Context in Coercive International Bargaining" <u>International Organization</u> 53 (1999).</li> <li>• Joseph Nye, "Public Diplomacy and Soft Power," <u>Annals of the American Academy of Political and Social Science</u> 616 (2008).</li> </ul>
Other stuff (recommended)	<p>"Rising Sun" (1993): An American drama, which is a pretty terrible film, but which might be worth watching here, because it tries to think seriously about inter-cultural negotiation, and, as a bonus, has some points to make about race and politics.</p>

<b>March 3</b>	<b>MULTILATERAL NEGOTIATION</b>
Topics/themes	<ul style="list-style-type: none"> <li>• Is multilateral bargaining different from bilateral? If so, how, exactly?</li> <li>• How does "power" come into play in multilateral negotiations?</li> </ul>

	<ul style="list-style-type: none"> <li>• When is multilateral negotiation most likely to be successful?</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Bargaining game: multilateral treaty negotiation game</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Lisa Martin, "Interests, Power, and Multilateralism" <u>International Organization</u> 46 (1992).</li> <li>2. Christophe Dupont, "Negotiation as Coalition-Building" <u>International Negotiation</u> 1 (1996).</li> <li>3. Michael Barnett &amp; Martha Finnemore, "The Politics, Power and Pathologies of International Institutions" <u>International Organization</u> 53 (1999).</li> <li>4. Margaret P. Karns and Karen A. Mingst, "International Organizations and Diplomacy," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., <u>The Oxford Handbook of Modern Diplomacy</u> (Oxford University Press, 2013).</li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Miles Kahler, "Multilateralism with Small and Large Numbers" <u>International Organization</u> 46 (1992).</li> <li>• Fen Osler Hampson, with Michael Hart, <u>Multilateral Negotiations: Lessons from Arms Control, Trade, and the Environment</u> (Johns Hopkins, 1995), chs. 1, 11.</li> <li>• Karen Mingst and Craig Warkentin, "What Difference Does Culture Make in Multilateral Negotiations?" <u>Global Governance</u> 2 (1996).</li> <li>• Kal Raustiala, "The Architecture of International Cooperation," <u>Virginia Journal of International Law</u> 43 (2002).</li> <li>• Norichika Kanie, "Leadership in Multilateral Negotiation and Domestic Policy: The Netherlands at the Kyoto Protocol Negotiation," <u>International Negotiation</u> 8 (2003).</li> </ul>

<b>March 17</b>	<b>FROM THEORY TO PRACTICE</b>
Topics/themes	<ul style="list-style-type: none"> <li>• The relationship between theory &amp; practice</li> <li>• General "how-to" advice for negotiators</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Discussion: "Getting to Yes" vs "The Art of the Deal"</li> </ul>

Required reading	<ol style="list-style-type: none"> <li>1. Roger Fisher &amp; William Ury, "The Method" (Part II), in <u>Getting to Yes: Negotiating an Agreement without Giving In</u> (2nd ed., Random House, 1996).</li> <li>2. Natalie B. Florea, et al., "Negotiating from Mars to Venus: Gender in Simulated International Negotiations," <u>Simulation and Gaming</u> 34 (2003): 226-248.</li> <li>3. Peter Economy, "11 Winning Negotiation Tactics from Donald Trump's 'The Art of the Deal'" <u>inc.com</u>, May 7, 2016. <a href="https://www.inc.com/peter-economy/11-winning-negotiation-tactics-from-trump-s-art-of-the-deal.html">https://www.inc.com/peter-economy/11-winning-negotiation-tactics-from-trump-s-art-of-the-deal.html</a></li> </ol>
Recommended reading	<ul style="list-style-type: none"> <li>• Richard Ned Lebow, <u>The Art of Bargaining</u> (Johns Hopkins, 1996), esp. chs. 1-4.</li> <li>• Winston Churchill, <u>The Second World War, Vol. 2: The Gathering Storm</u> (Mariner, 1986).</li> <li>• Robert S. McNamara, <u>In Retrospect: The Tragedy and Lessons of Vietnam</u> (Vintage, 1996).</li> <li>• Allan Gotlieb, <u>The Washington Diaries, 1981-1989</u> (McClelland &amp; Stewart, 2007).</li> <li>• Mark A. Boyer, et al. "Gender and Negotiation: Some Experimental Findings from an International Negotiation Simulation," <u>International Studies Quarterly</u> 53 (2009): 23-47.</li> <li>• "CEOs React to 'The Art of the Deal'," <u>Vanity Fair</u>, November 6, 2017. <a href="https://www.youtube.com/watch?v=mCvyHzoNkA4&amp;feature=youtu.be">https://www.youtube.com/watch?v=mCvyHzoNkA4&amp;feature=youtu.be</a></li> </ul>
Other stuff (recommended)	<p>"Thank You for Smoking" (2006): An American comedy, which touches on a variety of themes not easily accommodated within social science theories about negotiation: persuasion, principles/truth, deception, reputation, etc.</p>

<b>March 17</b>	<b>CRISIS BARGAINING ("ABC") SIMULATION (location TBA)</b>
Required reading	<ul style="list-style-type: none"> <li>• GENERAL SIMULATION INSTRUCTIONS – Brightspace</li> <li>• ROLE-SPECIFIC SIMULATION INSTRUCTIONS – Brightspace</li> </ul>

<b>March 24</b>	<b>POST-SIMULATION / WRAP-UP</b>
	simulation report due March 24 (see above)
Topics/themes	<ul style="list-style-type: none"> <li>• What happened in the simulation exercise and why?</li> <li>• Course evaluations</li> </ul>
Other stuff (recommended)	<p>“Rashomon” (1950): A Japanese drama from the early post-war era, which explores subjectivity, trust, and human nature. Useful in connection with your simulation reports, for thinking about the divergence of players’ perceptions of the simulation, and how we can work out—collectively and individually—what happened and why.</p>

<b>March 31</b>	<b>THE FUTURE OF DIPLOMACY</b>
<b>Quiz #2</b>	<ul style="list-style-type: none"> <li>• Everything (but <i>mostly</i> themes covered <i>after</i> Quiz #1)</li> </ul>
Topics/themes	<ul style="list-style-type: none"> <li>• Globalization, the State, and diplomacy</li> <li>• Transgovernmental networks</li> <li>• Technocracy vs democracy</li> </ul>
In-class	<ul style="list-style-type: none"> <li>• Discussion: can we hold on to the classical model of diplomacy?</li> </ul>
Required reading	<ol style="list-style-type: none"> <li>1. Cister Jönsson, et al., “Negotiations in Networks in the European Union,” <u>International Negotiation</u> 3 (1998).</li> <li>2. Andrew Moravcsik, “In Defence of the ‘Democratic Deficit’: Reassessing Legitimacy in the European Union” <u>Journal of Common Market Studies</u> 40 (2002).</li> <li>3. Justin Rosenberg, “Globalization Theory: A Post-Mortem” <u>International Politics</u> 42 (2005).</li> <li>4. Leonard Seabrooke, “Diplomacy as Economic Consultancy” in O.J. Sending, Vincent Pouliot, and Iver Neumann, eds., <u>Diplomacy: The Making of World Politics</u> (Cambridge University Press, 2015).</li> </ol>

Recommended reading	<ul style="list-style-type: none"> <li>• Stephen Gill, "Globalisation, Market Civilisation, and Disciplinary Neoliberalism" <u>Millennium</u> 24 (1995).</li> <li>• Leonard Seabrooke, "The Economic Taproot of US Imperialism: The Bush Rentier Shift" <u>International Politics</u> 41 (2004).</li> <li>• Geoffrey Allen Pigman, "The Diplomacy of Global and Transnational Firms," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., <u>The Oxford Handbook of Modern Diplomacy</u> (New York: Oxford University Press, 2013).</li> </ul>
---------------------	---

**Additional notes on resources and policies**

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University’s regulations, and all of the course policies outlined here, will be strictly enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines.

If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university’s standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students’ grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper and final exam. Progress updates on grading will be posted on the Brightspace site.

Guidelines for formatting of written work

Hard copies of written work are preferable for grading, but there’s no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please don’t add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your



Banner ID number, the course number (POLI 3581), and either the name of the assignment (e.g., Simulation Report) or the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 30 or 40 of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI3581 – type of assignment – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

## University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

### Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/Syllabus\\_Statement\\_\(Aug%202015\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

### Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

## Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). <https://www.dal.ca/cultureofrespect.html>

## Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## Learning and Support Resources

- General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health and Wellness (includes Counselling and Psychological Services): [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)