



**DALHOUSIE
UNIVERSITY**

Department of Political Science
POLI 3581 Diplomacy and
Negotiation
Fall 2020: September 8-December 8

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

The [Elders in Residence program](#) provides students with access to First Nations Elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre, 1321 Edward Street, or email Elders@dal.ca.

Contact Information

Instructor: Darryl C. Eisan, MA

Office Hours: No set hours; if you need to contact me, do not hesitate to email or phone

E-mail: deisan@dal.ca

Telephone: 902.430.7363

Class Time: Remote – Asynchronous

Class Location: Remote – Asynchronous

Access the Brightspace Course Website: <https://dal.brightspace.com/d2l/home/131482>

Course Description

POLI 3581 looks at the way states decide which diplomatic strategies to pursue, and why these succeed or fail. The main focus is on the understanding, assessment, and application of various theoretical lenses for explaining bargaining strategies, processes and outcomes. Among the themes considered are the evolution of diplomacy as an international institution, national power and bargaining leverage, and the effects of domestic politics, psychology, and culture on international negotiation. Specific historical cases which may be reviewed in any given year include: the Munich Crisis, the Cuban Missile Crisis, the negotiation of the Canada-US Free Trade Agreement (FTA), the North American Free Trade Agreement (NAFTA), the Canada-United States-Mexico Agreement (CUSMA) and the Kyoto Protocol.

Credit Hours: 3

Course Pre-Requisites: POLI 2520 or POLI 2530 recommended.

Learning Objectives

By the end of the course, students should be able to:

- discuss the theories and practices of Diplomacy and Negotiation;
- apply theories of Diplomacy and Negotiation to historical cases;
- critically examine, evaluate and discuss academic literature on Diplomacy and Negotiation;
- communicate confidently and effectively with your classmates so as to impart knowledge and understanding of the course material; and
- confidently conduct research for the preparation of written assignments.

Instructional Approach

POLI 3581 will comprise regular and meaningful interaction between the students and the Professor. As such, students are to prepare by completing the assigned readings and actively participating in the on-line discussions. The on-line sessions may incorporate some additional learning technologies that will contribute to student learning and understanding as well as providing source material for on-line discussion and debate.

POLI 3581 will be delivered as **asynchronous**, which means course content is on Brightspace and you are self-paced through course lessons (e.g., lectures; written content that you can review, discussion boards, etc.).

POLI 3581 is also a *Seminar* course, and it is expected that students demonstrate a comprehensive understanding of the course material. This will be a key ingredient in creating robust on-line Discussions and a satisfying learning experience.

Students are encouraged to approach the Professor with any questions and / or concerns at any time.

Course Communication

Given that POLI 3581 will be delivered as asynchronous, Brightspace will serve as the primary communication channel. So, make sure to check Brightspace for announcements, course notes, PowerPoint slide decks, etc. on a regular basis.

Please ensure that when you send me e-mails you put the course name and section in the subject line, i.e. POLI 3581.

I will make every effort to respond to e-mails within 24-hours and ensure that your Banner e-mail address is up to date.

Learning Materials

1. Please see the Weekly Schedule - pp.10-18 - for the list of Required Readings.
2. Robert Zoelick, *America In The World: A History of U.S. Diplomacy and Foreign Policy*, (New York, New York: Grand Central Publishing, 2020) – available via the Dalhousie University Bookstore.
3. Additional required readings may be placed on Brightspace.

Evaluation

Course Requirement	Due Date	% of Final Grade
INTRODUCTORY		
Self-Introduction	September 18	3%
ON-LINE PARTICIPATION		
Week 1	September 8-11	—
Weeks 2 and 3	Week 2 - September 14-18 Week 3 - September 21-25	4%
Weeks 4 and 5	Week 4 - September 28-October 2 Week 5 - October 5-9	4%
Weeks 6 and 7	Week 6 - October 13-16 Week 7 - October 19-23	4%
Weeks 8 and 9	Week 8 - October 26-30 Week 9 - November 2-6	4%
Week 10	November 9-13 Fall Study Break	—
Weeks 11 and 12	Week 11 - November 16-20 Week 12 - November 23-27	4%
Week 13	Week 13 - November 30-December 4	4%
Week 14	December 7-8 Catch-up and Review	—
INDIVIDUAL WRITING ASSIGNMENTS		
Newspaper Article Analysis	October 2	8%
Preparation of Briefing Note for use by Prime Minister Trudeau	November 6	15%
Review of <i>America In The World: A History of U.S. Diplomacy and Foreign Policy</i>	December 4	20%
EXAM		
End of Term Exam	During Formal Examination Period December 10-20	30%

INTRODUCTORY

Self-Introduction - September 18 - 3%

Introduce yourself to me and to your fellow classmates.

This discussion post is to be presented in paragraph form, be at least one–page in length, include a recent photo, i.e., a head-shot, and ideally address the following:

1. Name, number of years in University and number of years since high school graduation.
2. Where are you from?
3. What contribution do you want to make to your community, society, family, etc.?
4. Why are these contributions important?
5. What types of volunteer and sport activities are you involved in?
6. *Aside from attaining a good grade*, what are your expectations for POLI 3581?
7. Any particular issues / topics you would like to see addressed?
8. What could the Professor do to enhance your learning?
9. Is this the first time that you have taken a Distance Learning / Online course? Are you nervous? Excited?
10. What media stories have you been following recently? (minimum of 3 examples)
11. Tell us about one interesting activity you undertook over the summer months?
12. Confirm that you have read the Course Syllabus and accept it as the Learning Contract for POLI 3581.

ON-LINE PARTICIPATION

Discussion Modules - Throughout Term - 24%

You are required to participate in **all** online discussions. Each online discussion will comprise an initial posting on the discussion topic and *at least* three response postings / comments - either in response to a classmate's posting or as an augmentation of your initial posting.

Focused online discussions allow students to express their understanding of information addressed in each of the Modules, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Initial posting (200-250 words)

Choose one question from the list of questions provided for each Module. Post a written response to the chosen question highlighting the connection between your answer to the discussion posting question and the course materials and class discussion on the topic. Your posting is to be logical with good grammar and sentence structure.

Response Postings (100-150 words each)

Read the postings of your classmates and respond *to at least three postings* either in response to a classmate's posting or as an augmentation of your initial posting. Present additional / alternate perspectives or, if you agree or disagree with them, explain why.

You should be an active participant in the discussions. A quality comment should build on another student's posting, your own or add an additional point of view that references the text, course readings or some other reference material.

Your grade for this part is to be assessed on the extent to which your answer draws on the materials in the course and the relevance of your comments. Students should review the comments of all classmates and are encouraged to continue discussion in the module forum as you would in a lecture in a classroom.

Evaluation Criteria

Discussion Postings (includes Initial and Response Postings) will be graded per the following criteria:

1. **Demonstrates an understanding of a course concept.** This applies to your initial and response posts, and includes the following elements:
 - a. Are your posts relevant to the assigned topic and question?
 - b. Do your posts demonstrate accurate understanding of course material?
 - c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on experience and informed opinions, the most successful posts will support personal opinions with reference to course material.

2. **Advances the discussion by adding new knowledge.** This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:
 - a. Apply references to course material/theoretical concepts.
 - b. Provide a counter-example based on personal / practical experiences that refute or weaken the position taken by the initial author (e.g., I hear you say this..., but my experience suggests this...)
 - c. Apply a related concept from the course that the initial post did not reference.
 - d. Apply a related example from current events or some other resource.
3. **Have uploaded your Initial Post and Response Posts by the stated dates.** Waiting until the last minute to make a required post can decrease the quality of the conversation

about the topic. Posting earlier allows other students and me the opportunity to respond to a post and engage in debates that help everyone in the class get the most out of the conversation.

INDIVIDUAL WRITING ASSIGNMENTS

Newspaper Article Analysis - October 2 - 8%

Your task is to research current events in the media that are directly related to “Diplomacy and Negotiation” and to develop a Newspaper Article Analysis.

Specifically, you are to:

1. Pick one of the following media sources:
 - <http://www.cbc.ca/>
 - <http://www.theglobeandmail.com/>
 - <http://thechronicleherald.ca/>
 - <https://www.cnn.com/>
 - <https://www.nytimes.com/>
 - <https://www.washingtonpost.com>
2. Log on to your chosen web site and search for titles that incorporate “Diplomacy and Negotiation”, and record how many “Results” you get.
3. Pick **FIVE** of the 2020 results of your search and create a Newspaper Article Analysis that relates to “Diplomacy and Negotiation”.
4. **Each article** is to be:
 - a. Briefly summarized; and
 - b. Accompanied by a three-quarter page (single spaced typewritten) explanation / analysis of how it relates to the course material of POLI 3581 or other elements of Diplomacy and Negotiation.

Preparation of Briefing Note for use by Prime Minister Trudeau - November 6 - 15%

In preparation for Prime Minister Trudeau’s first telephone call with the new U.S. President after the November 3 Presidential election, you are to write a Briefing Note (*don’t worry I’ll be providing a template*) for use by the Prime Minister.

It is to be no more than three pages in length and you are expected to outline Canada’s top three Diplomatic and Negotiating priorities / issues with the United States.

The purpose of the Briefing Note is to provide reference material and advice that the Prime Minister can use in his discussion.

You should support your Briefing Note with both logic and evidence and you may find information anywhere, including the internet, newspapers, television, or scholarly works. Wherever you turn for your information, you must be confident of its veracity. This is not just an exercise; you must choose real issues and priorities!

Review of America In The World: A History of U.S. Diplomacy and Foreign Policy - December 4 - 20%

Read “*America In The World: A History of U.S. Diplomacy and Foreign Policy*”, and complete the following:

1. Provide a succinct summary of the book;
2. Identify and explain at least five key insights / revelations that the author makes about U.S. Diplomacy and Foreign Policy;
3. Identify and explain five key issues that the author believes are key to U.S. Diplomacy and Foreign Policy;
4. Include at least five subjective observations that relate or connect to the course material; and
5. Include any other pertinent information that you feel was important to understanding the book.

Word Count: Minimum: 1,700 words; Maximum: 2,000 words.

You are encouraged to provide documented evidence in the form of at least four third party citations taken from textbooks, academic journals, government sources, the news media or other literature to support your review of the Book.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

EXAM

End of Term Examination - During Formal Examination Period - December 10-20 - 30%

The End of Term Examination is to be scheduled during the official examination period (December 10-20).

The End of Term Examination is **cumulative**.

It will most likely comprise multiple choice, critical thinking, and one or more essay-based questions.

Due Dates and Late Assignments

All assignments are to be submitted in MS-Word (**not as a pdf or in pages, etc.**) and to Brightspace by 11:59 PM ADT the day they are due. Any assignment that is not submitted before 11:59 PM ADT the day they are due, will receive a grade of zero. There are **absolutely** no exceptions.

If you are concerned that your assignment was not successfully uploaded to Brightspace, e-mail your work directly to me before the deadline. It is the student's responsibility to double check their file uploads.

The required format for electronic submissions should include the student's first name, last name and assignment name. For example, john_smith_essay#1 is the acceptable format.

There will be **no** extensions or make-up assignments.

Grading of Written Work

Written work will be assessed against the following criteria:

Thesis

- Clearly stated, creative, original and insightful
- Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory

Background, Course Content Research, Supporting Data and Analysis

- Contains relevant background information
- Draws upon course readings, lecture material, external sources and other research
- Uses relevant data, analyses and conclusions
- Includes a critical analysis of the sources used

Conclusions

- Are clear, creative, and insightful
- Contain a clear, cogent reiteration of and support for the central points of the thesis

Writing Style and Essay Structure

- Essay is very well organized
- Central ideas are presented very clearly, cogently, and effectively
- There is critical analysis and integration of ideas throughout the paper

Grammar and Mechanics

- Written in MS-Word
- All sources are cited accurately using APA style
- Inclusive of a separate title page
- Minimal spelling, punctuation, and grammatical errors
- Type-written
- Single-spaced
- 12-pt Arial font
- One-inch wide margins on all four sides

Drop Dates

- Final date to withdraw from a course **without a "W"**: October 2nd
- Final date to withdraw from a course **with a "W"**: November 2nd
- Full-year classes carry withdrawal dates of November 2nd and February 1st.)

Ground Rules

As with face-to-face conversations, appropriate online communication etiquette is expected.

Some examples are:

- Emails: put the topic in the Subject and your name at the end.
- Don't write messages in all capital letters; this can be perceived and interpreted as shouting.
- Grammar and spelling are important. Online courses demand the same standard of academic communication as face-to-face delivery.
- Avoid unkind, public criticism of others on the Discussion Boards.
- Use sarcasm cautiously. In the absence of non-verbal clues such as facial expressions and voice in flexions, your message may be misinterpreted.
- Never use profanity in any area of the course.
- Be careful what you put in writing. Though you may send an email to a single person, it is very easy to forward your messages to others.

In addition, the following are considered **unethical behaviours** in this course:

- Telling or lobbying me for a certain grade;
- Asking for extra assignments or different weightings for the purpose of raising your grade;
- Making fraudulent excuses to postpone exams or assignments; and
- Having someone impersonate you, do your work for you, or sign your name on work you did not do.

Weekly Schedule

This section presents a weekly schedule identifying course topics, assigned readings, assignments, mid-term exams, tests, any other in-class assessments, and their due dates.

Week 1 – September 8-11

- **Topic: Course Orientation**
 - Preparation
 - Review the Course Syllabus and the expectations for POLI 3581
 - Task
 - Complete the Self-Introduction – before September 18 - located under Orientation on Brightspace.

Week 2 – September 14-18

- **Topic: What is Diplomacy?**
 - Preparation
 - Harold Nicholson, Diplomacy (3rd ed., Oxford, 1969) chapter 1 Origins of Organized Diplomacy - **Available as PDF in Readings Module in Brightspace**
 - Giorgio Shani, “Toward a Post-Western IR: The Umma, Khalsa Panth, and Critical International Relations Theory” International Studies Review 10 (2008)
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=35323846&site=ehost-live>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **September 15** and your Response Postings (at least three Response Postings; 100-150 words each) by **September 17**
 - Note
 - Self-Introduction due by 11:59 PM ADT, Friday, September 18.

Week 3 – September 21-25

- **Topic: The Historical Evolution of Diplomacy**

- Preparation

- Harold Nicholson, The Evolution of the Diplomatic Method (Greenwood, 1977), ch. 4. The Transition Between the Old Diplomacy and the New - **Available as PDF in Readings Module in Brightspace**
- Sasson Sofer, “Old and New Diplomacy: A Debate Revisited” Review of International Studies 14 (1998): 195-211.
<https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/20097144>
- Steven Livingston, “The New Media and Transparency: What are the Consequences for Diplomacy?” in Evan H. Potter, ed., Cyber-Diplomacy: Managing Foreign Policy in the Twenty-First Century (McGill/Queens, 2002).
<http://ezproxy.library.dal.ca/login?url=https://www.deslibris.ca/ID/400099>

- Task

- Upload your Initial Posting (200-250 words) to the Discussion Board by **September 22** and your Response Postings (at least three Response Postings; 100-150 words each) by **September 24**

Week 4 – September 28-October 2

- **Topic: Power**

- Preparation

- Thucydides, “The Melian Dialogue,” from History of the Peloponnesian War (Penguin, 1979), Book V. PDF in Readings Module in Brightspace - **Available as PDF in Readings Module in Brightspace**
- G. John Ikenberry, “Institutions, Strategic Restraint, and the Persistence of American Postwar Order,” International Security 23 (1998).
<https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/2539338>
- Michael Barnett & Raymond Duvall, “Power in International Politics,” International Organization 59 (2005).
<https://login.ezproxy.library.dal.ca/login?url=https://www.jstor.org/stable/3877878>

- Gregory Chin, “The Economic Diplomacy of the Rising Powers,” in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., The Oxford Handbook of Modern Diplomacy (New York: Oxford University Press, 2013) - **Available as PDF in Readings Module in Brightspace**
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **September 29** and your Response Postings (at least three Response Postings; 100-150 words each) by **October 1**
 - Note
 - Newspaper Article Analysis due by 11:59 PM ADT, Friday, October 2

Week 5 – October 5-9

- **Topic: Rational Choice, Part 1: Simple Strategic Bargaining**
 - Preparation
 - Thomas C. Schelling, “An Essay on Bargaining” in The Strategy of Conflict (Harvard, 1960).
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015000551989&view=1up&seq=9>
 - Kenneth A. Oye, “Explaining Cooperation under Anarchy: Hypotheses and Strategies” World Politics 38 (1985).
<https://heinonline.org/HOL/P?h=hein.journals/wpot38&i=19>
 - R. Harrison Wagner, “Economic Interdependence, Bargaining Power, and Political Influence” International Organization 42 (1988).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/2706786>
 - Stephen J. DeCanio and Anders Fremstad, “Game Theory and Climate Diplomacy,” Ecological Economics 90 (2013): 177-187.
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1016/j.ecolecon.2011.04.016>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **October 6** and your Response Postings (at least three Response Postings; 100-150 words each) by **October 8**

Week 6 – October 13-16 (note: October 12 - Thanksgiving - No Class)

- **Topic: Rational Choice, Part 2: Complex Strategic Bargaining**
 - Preparation
 - Robert D. Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games” International Organization 42 (1988).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/2706785>
 - James D. Fearon, “Domestic Political Audience Costs and the Escalation of Disputes” American Political Science Review 88 (1994).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/2944796>
 - James D. Morrow, “Signaling Difficulties with Linkage in Crisis Bargaining” International Studies Quarterly 36 (1992).
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9207131809&site=ehost-live>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **October 14** and your Response Postings (at least three Response Postings; 100-150 words each) by **October 15**

Week 7 – October 19-23

- **Topic: Psychology**
 - Preparation
 - Jack Snyder, “Rationality at the Brink: The Role of Cognitive Processes in Failures of Deterrence” World Politics 30 (1978).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/2009870>
 - Mark L. Haas, “Prospect Theory and the Cuban Missile Crisis” International Studies Quarterly 45 (2001).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/3096110>
 - Esra Cuhadar and Bruce Dayton, “The Social Psychology of Identity and Inter-group Conflict: From Theory to Practice,” International Studies Perspectives 12 (2011)
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=63644420&site=ehost-live>

- Jonathan Mercer, "Emotion and Strategy in the Korean War," *International Organization* 67 (2013).
<https://login.ezproxy.library.dal.ca/login?qurl=https://www.jstor.org/stable/43283301>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **October 20** and your Response Postings (at least three Response Postings; 100-150 words each) by **October 22**

Week 8 – October 26-30

- **Topic: Culture**

- Preparation
 - Raymond F. Smith, *Negotiating with the Soviets* (Indiana, 1989), chs. 1 Negotiating with the Soviets **PDF in Readings Module in Brightspace**
 - Amitav Acharya, "Ideas, Identity and Institution-Building: From the ASEAN Way to the Asia-Pacific Way," *Pacific Review* 10 (1997).
<https://doi-org.ezproxy.library.dal.ca/10.1080/09512749708719226>
 - Robert Kagan, "Power and Weakness" *Policy Review* 113 (2002).
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=6805213&site=ehost-live>
 - Luwei Rose Luqiu & John D. McCarthy, "Confucius Institutes: The Successful Stealth 'Soft Power' Penetration of American Universities," *Journal of Higher Education* 90 (2019).
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=137144301&site=ehost-live>
- Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **October 27** and your Response Postings (at least three Response Postings; 100-150 words each) by **October 29**

Week 9 – November 2-6

- **Topic: Multilateral Negotiation**

- Preparation

- Lisa Martin, “Interests, Power, and Multilateralism” International Organization 46 (4) pp. 765-792(1992).
https://www.jstor.org/stable/2706874?seq=1#metadata_info_tab_contents
 - Christophe Dupont, “Negotiation as Coalition-Building” International Negotiation 1 (1) 47-64 (1996).
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=52505454&site=ehost-live>
 - Michael Barnett & Martha Finnemore, “The Politics, Power and Pathologies of International Organizations” International Organization 53 (4) 699-732 (1999).
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1162/002081899551048>

- Task

- Upload your Initial Posting (200-250 words) to the Discussion Board by **November 3** and your Response Postings (at least three Response Postings; 100-150 words each) by **November 5**

- Note

- Preparation of Briefing Note for use by Prime Minister Trudeau due by 11:59 PM ADT, Friday, November 6

Week 10 – November 9-13 - Fall Study Break. No classes.

Week 11 – November 16-20

- **Topic: Part I - From Theory to Practice**
 - Preparation
 - Roger Fisher & William Ury, “The Method” (Part II), in Getting to Yes: Negotiating an Agreement without Giving In (2nd ed., Random House, 1996). - Separate the People from the Problem - **Available as PDF in Readings Module in Brightspace**
 - Natalie B. Florea, et al., “Negotiating from Mars to Venus: Gender in Simulated International Negotiations,” Simulation and Gaming 34 (2003): 226-248 <https://doi-org.ezproxy.library.dal.ca/10.1177/1046878103034002005>
 - Peter Economy, “11 Winning Negotiation Tactics from Donald Trump's 'The Art of the Deal'” inc.com, May 7, 2016. <https://www.inc.com/peter-economy/11-winning-negotiation-tactics-from-trump-s-art-of-the-deal.html>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by November 17 and your Response Postings (at least three Response Postings; 100-150 words each) by November 19

Week 12 – November 23-27

- **Topic: Part II - From Theory to Practice: *Experiences and Lessons Learned from Senior NS Government Officials***
 - Preparation
 - The Nova Scotia – China Engagement Strategy: Partnering for Success. <https://novascotia.ca/china/>
 - Nova Scotia-Europe Engagement Strategy. <https://novascotia.ca/europestrategy/>
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by November 24 and your Response Postings (at least three Response Postings; 100-150 words each) by November 26

Week 13 – November 30-December 4

• **Topic: The Future of Diplomacy**

○ Preparation

- Crister Jönsson, et al., “Negotiations in Networks in the European Union,” International Negotiation 3 (3) pp. 319-344 (1998).
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=12609111&site=ehost-live>
- Andrew Moravcsik, “In Defence of the ‘Democratic Deficit’: Reassessing Legitimacy in the European Union” Journal of Common Market Studies 40 (4) pp. 603-624 (2002).
<http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1111/1468-5965.00390>
- Justin Rosenberg, “Globalization Theory: A Post-Mortem” International Politics 42 (1) pp. 2-74(2005).
<http://ezproxy.library.dal.ca/login?url=https://search-proquest-com.ezproxy.library.dal.ca/docview/203118051?accountid=10406>
- Leonard Seabrooke, “Diplomacy as Economic Consultancy” in O.J. Sending, Vincent Pouliot, and Iver Neumann, eds., Diplomacy and the Making of World Politics (Cambridge University Press, pp. 195-219, (2015). <https://www-cambridge-org.ezproxy.library.dal.ca/core/books/diplomacy-and-the-making-of-world-politics/862A29BB9FD3EBF5DAE5508C7B55C0B6>

○ Task

- Upload your Initial Posting (200-250 words) to the Discussion Board by **December 1** and your Response Postings (at least three Response Postings; 100-150 words each) by **December 3**

○ Note

- Review of *America In The World: A History of U.S. Diplomacy and Foreign Policy* due by 11:59 PM ADT, Friday, December 4

Week 14 – December 7-9

• **Topic: Catch-up and Review**

- Preparation
 - Prepare your own specific review questions.
- Task
 - Think about these questions:
 - What have I learned?
 - How can I use this learning to understand Diplomacy and Negotiation going forward?
 - How can I best prepare for the End of Term Exam?

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

Appendix

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate ([University Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49.9	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

INC	0.00	Incomplete
W	Neutral and no credit obtained	Withdrew after deadline
ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending (PND)	Neutral	Grade not reported

University Grading Practices

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

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.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate”. Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the [Student Accessibility Centre](#) (dal.ca/access) and/or make arrangements to discuss with the instructor.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

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.

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).

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)