POLI 3581

DIPLOMACY & NEGOTIATION

FALL 2022
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POLI 3581 is a course on the theory and practice of international diplomacy and negotiation. The main focus is on the understanding, application, and assessment 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 helpful; there is some advice on "catching up" on basic IR concepts and theories in the course's Brightspace site—in the General/recurring folder.

Basic structure of the course

This syllabus provides a basic overview of the course as a whole, and detailed info about readings and assignments for each week. I need each of you to read all of the way through the syllabus, carefully, at least once, before the course gets going. To incentivize this, I've set up an **online quiz for the end of the first week of class**, which asks basic multiple-choice questions about the syllabus and the Brightspace site (more on this first quiz, below).

The course is organized on a week-by-week basis, with a different set of themes or problems explored in each week. This table provides a simple overview of themes, required readings, and assignments. More detailed explanations of these components are provided below.

Week	Theme(s)	Required readings	Assignments
1: Sept 6 & 8	What is diplomacy?	Nicolson; Adler-Nissen	Quiz on syllabus/BS, Sept 8-11
2: Sept 13 & 15	Westphalia, etc.	Kissinger; Shani; Sverdrup-Thygesen; Lightfoot & MacDonald	Quiz on weeks 1 & 2, Sept 16-18
3: Sept 20 & 22	Power	Thucydides; Habeeb; Ikenberry; Pu & Wang	
4: Sept 27 & 29	Strategy	Schelling; Oye; Gruber	Matrix paper, due Oct 1
5: Oct 4 & 6	Politics	Nicolson; James & Quaglia; Fearon; Lantis	
6: Oct 11 & 13	Decision-making	Haas; Wong; Hafner-Burton et al	

7: Oct 18 & 20	Theory & practice	Fisher & Ury; Florea et al	Decision paper, due Oct 22
8: Oct 25 & 27 (dates/times TBC)	Simulation	simulation instructions	Simulation participation & Post-Sim Log
9: Nov 1 & 3	Post-simulation	none	Simulation report, due Nov 5
Fall break: Nov 7-11			
10: Nov 15 & 17	Culture	Smith; Acharya; Kagan; Popovic et al	
11: Nov 22 & 24	Multilateral	Dupont; Barnett & Finnemore; Karns & Mingst	
12: Nov 29 & Dec 1	Tech/Future	Bjola & Manor; Adler-Nissen & Eggeling; Jönsson; Reus-Smit	Quiz on weeks 10-12, Dec 1-2
13: Dec 6-7	Case Study Paper online workshops	none	Case Study Paper, due Dec 13

Basic format of the course

This course has been prepared for traditional in-person delivery, but the quizzes (see below) will be done online, to avoid taking up class time. Based on our experience with the COVID-19 pandemic over the last couple of years, there's clearly a need to try to be flexible and have contingency plans for unexpected disruptions. It may be necessary, for example, to switch to online delivery for a while, to deal with a public health crisis or other unexpected event; if that happens, I'll change and repost the syllabus as necessary, and let you know about the changes through the Brightspace site.

The class will meet twice per week, on Tuesdays and Thursdays (1:05-2:25pm AST), in the **Dunn Building, Room 135**. Most of these meetings will be organized as **"lecture-discussion" sessions**. That means that I'll have a prepared lecture to work through, but will pause the lecture from time to time, to switch over to an active/participatory learning component: e.g., seminar-style discussion, small group break-out meetings, brief simulation exercises, etc. In most weeks (see below), there will be a cluster of 3 or 4 required readings per week. Every student will be expected to have read all of these assigned readings *in advance* (i.e., before the class meetings for that week), made some basic notes about their core arguments, and taken some time to reflect on the readings and the way they fit into the overall framework of the course. During the class meetings, students are expected to take notes during the lecture portions, and to actively participate in the active-learning components.

The **exceptions** to the basic lecture-discussion format will be Weeks 8, 9, and 13. Week 8 will be a crisis diplomacy role-playing (i.e., simulation) exercise for the class as a whole, and Week 9 will be a post-simulation "round-up," in which participants will try to sort out exactly what happened in the crisis, and how to interpret the process and outcomes. More details about the simulation exercise, post-simulation discussion, and the related Simulation Report assignment are provided below. Week 13 will be an informal Case Study Paper workshop, run as a discussion board through the BS site, in which groups of students will discuss their respective Case Study Paper ideas, and ask clarifying questions and offer advice. More info on the workshop exercise—and the Case Study Paper itself—is provided below.

If you have physical or mental health challenges that might limit or complicate your engagement with the class, please contact the Accessibility office to request whatever **accommodations** may be suitable, and let me know about these issues

as far in advance as possible. If, for whatever reason, you think you might not be able to participate in the simulation exercise, or might need some kind of accommodation in order to participate, it is critically important that you tell me well in advance. (See the description of the ABC Simulation, below, for more details.)

Technical stuff

Dalhousie has adopted **Brightspace** (BS) as a learning management system (LMS). For this course, in Fall 2021, the primary functions of the BS site will be: i. self-serve repository of important course materials, including the syllabus, required and recommended readings, and copies of Powerpoint slides from lecture; ii. venue for taking the three online quizzes; iii. discussion boards for sharing ideas after the simulation (i.e., Post-Sim Log in Weeks 8 & 9) and to discuss Case Study Paper projects (in Week 13); and iv. official submission of (digital) copies of written assignments (i.e., Matrix Paper, Decision-making Paper, Simulation Report, Case Study Paper). I may also use the BS site to post video lectures from time to time, either as a supplement to regular class meetings or because in-person class has had to be cancelled for some reason (e.g., heavy snowfall, COVID, etc.).

Please keep in mind that I will be managing the BS site for the course, uploading all of the readings, video lectures, Powerpoint slides, etc. If you are having no trouble accessing BS, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I've made a mistake in uploading it. Please email me right away, and I'll try to fix it ASAP. If, on the other hand, you are having trouble accessing BS itself, or you're not sure how to navigate the site or download a file, or if you're having some kind of technical problem with your computer, email the university IT department's **Help Desk, at helpdesk@dal.ca**; see also https://www.dal.ca/dept/its/help.html. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help. There are links for other support services on campus (e.g., CLT, Accessibility) in the "Resources & policies" section of the syllabus, below.

The university has a policy on the **recording, copying, and/or sharing of lectures or other course materials**: you can only record or copy lectures with my explicit permission, and—just to be clear—*I do not intend to give that permission except where necessary for students with disabilities to have full access to the course*. There are two main reasons for this: i. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the "Resources & policies" section, below.

I'll be working on a PC laptop most of the time, and *where files are to be uploaded for your use*, most of those will be MS **Word** and/or **Adobe pdf** files (for documents), and MS **Powerpoint** files (for lecture slides). If you have trouble accessing or working with files in these formats, please let me know, and I'll do what I can to help. *When you submit assignments and other documents for this course*, I would strongly prefer that they be in the latest version of MS **Word**; where that's not an option for you, please convert your file to an Adobe pdf, and submit that.

Office hours and communicating with professor

My experience in recent years is that very, very few students ever show up for scheduled, "drop-in" office hours. Because of that, and the ongoing risk of COVID-19, I will be doing all of my meetings "by-appointment" only for 2022-23. That doesn't mean that I don't want to talk with you. Talking with students is an important part of my job, and I do want to make sure that you're getting the help and support that you need. But I think it makes more sense to meet at times that make sense for both of us, and by whatever means are easiest for both of us. So, if you have questions or concerns about the course, or if there's anything you want to talk about, please **send me an email**, and I'll get back to you ASAP. (I'm not promising to reply immediately, obviously.) If your question is something very simple, then I'll just reply by email, and that'll be that. If it's something more complicated, but it seems like something that could be resolved through a **video meeting**, then I'll write back to suggest some dates/times for that, and then send you an invitation for a meeting through

MS Teams (or another software platform that works for both of us). If it makes sense to meet in person, either because of the circumstances (e.g., right after lecture) or the issue (e.g., something sensitive), then I'll propose that we meet in-person, at **my office** (HHAAB 357).

Because students often ask about this (or don't ask, but then wonder and worry afterward), my general preference is that you address me as "Professor Bow." (Other things are also OK, as long as it's respectful.) **When you send me an email**, I don't expect it to look like a formal letter; in fact, given the huge number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to *be clear in your emails*; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you use the subject line of the email to tell me what the email is about (e.g., "POLI 3581 term paper question" or "POLI 3581 missed quiz due to illness"). You'd be amazed by the number of emails I get from students, about really important stuff, that have unhelpful subject lines like "hi" or "question," and you'd be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 18 years.

What you need to do

Begin each week by reading the "Reading Notes" file in the BS folder for that week. This will be a very brief overview of the main themes and problems for the week, with some advice about things to look for in the readings. Next, read the **required reading** for each week, to prepare for the week's class meetings. Just to be clear, I'm asking you to try to do all of the reading for each week *before* that week begins: so, for example, to prepare for Week 3 of the course, you'll need to do the required reading associated with it during Week 2, or—more likely, at least for most of you—during the weekend in-between. On average, you should expect the overall amount of required reading to be about 75 pages per week, but the number of pages varies a bit from one week to the next, as some readings are "denser" and more difficult than others. A few weeks have very little required reading, or none.

Pdf copies of all of the required (and recommended) readings are stored in the BS site, in the folder for the relevant week. In each week's folder, you'll find **separate subfolders for required and recommended readings**. When you're looking at the folder for the week as a whole, you'll just see the author names and titles. *But when you go into the subfolder for the required readings, you'll see that **most readings have some brief notes attached to them*** (in the description of the file), to give you a sense of what the reading is about, how it fits into that part of the course, and some questions you should ask yourself while you're doing the reading.

Beyond the things raised in the Reading Notes and the notes in the description for each reading, there are some basic things you should always be looking for and thinking about, for every reading: *Who* wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? *When* was this written, and what do we know about what was going on in the world at that time? Who's the target audience? What's the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., proposal of new theory or approach, clarification of existing theory or concept, critique of existing theory or approach, empirical test of an existing theory, etc.)? How does the author's main argument relate to other theories and debates we've discussed in the course?

Recommended readings and other recommended items (e.g., videos) are—as the name suggests—optional. They have been provided to give you extra context and/or provide suggestions for other things you may find interesting (during or after this semester). They may be referred to in the lectures or in discussion boards, but you will not be evaluated on whether or not you've read/watched them. Note that these items are listed—and in most cases either provided or linked to—in the BS site, but they are not listed here in the syllabus.

As noted above, most **class meetings** will be built around prepared lectures, but will pause from time to time to make space for some more active/participatory learning exercises: e.g., seminar-style discussion, small group "break-out" meetings, brief simulation exercises, etc. A few class meetings will have no lecture, and will

be focused on a particular class activity: i.e., simulation exercise in Week 8, post-simulation discussion in Week 9, and Case Study Paper discussion boards in Week 13.

Students are **expected to attend all class meetings** (except, obviously, when prevented from doing so by serious illness or family crisis), take notes during lecture, **and be actively involved in participatory components**. Some of the concepts and arguments from the required readings will come up in lecture from time to time, but overlap between lectures and readings will usually be minimal. Attending lectures is not a substitute for doing the reading, and vice versa.

I use **Powerpoint** slides to help clarify the structure of the lecture and to convey important visual info (e.g., photos, maps, tables). I hope you'll find the slides helpful, but keep in mind that they will not actually contain a lot of information, and probably will only be marginally useful in preparing for the quizzes or other assignments. *Having the PPT slides is **not** a good substitute for actually attending class meetings and taking good notes.*

Assignments / assessment

The course has kind of an eclectic mix of different kinds of assignments, which test your involvement and your ability to work with the course material in different kinds of ways. There are quite a few, relatively-"small" assignments, which you may like, as it means that the overall stress level on any given assignment is relatively low, but which you may also not like sometimes, because it will often feel like you're *always* having to do something for this course. There isn't a midterm or a final exam, but there are three quizzes, near the beginning and at the end of the term, which serve as a check that students have been keeping up with and understanding the reading.

Assignment	Based on	Available/due	Instructions, submission in BS site; look in folder	Percentage of final grade
Week 1 Quiz	syllabus and BS site	Sept 8-11 (45 mins)	Week 1	4%
Week 2 Quiz	lectures and readings from Weeks 1 & 2	Sept 15-17 (60 mins)	Week 2	10%
Matrix Paper	lectures and readings from Weeks 3 & 4	Sept 30, 11:59pm AST	Week 4	12%
Decision-making Paper	lectures and readings from Weeks 5-7	Oct 21, 11:59pm AST	Week 7	15%
Simulation participation & Post-Sim Log (or alternative assignment)	see "Simulation," below	TBD, week of Oct 25	Week 8	15%
Simulation Report (or alternative assignment)	see "Simulation Report," below	Nov 4, 11:59pm AST	Week 9	9%
Week 12 Quiz	lectures and readings from Weeks 10-12	Dec 1-3 (90 mins)	Week 12	10%
Case Study Paper online workshop participation	prep work for Case Study Paper	Dec 6-7	Week 13	5%
Case Study Paper	see "Case Study Paper," below	Dec 13, 11:59pm AST	Case Study Paper	20%
Total				100%

There are **three quizzes** over the course of the semester (Week 1, Week 2, and Week 12), but they are different in scope and purpose. All will be **administered through the BS site**; the Week 1 Quiz will be multiple-choice questions only, and the Week 2 Quiz and Week 12 Quiz will each be a combination of multiple-choice questions (i.e., check the box for the best answer to the question) and short-answer questions (i.e., write a paragraph or two of text to answer the question). Multiple-choice questions will be graded automatically by BS, and checked by me; short-answer questions will be graded "by hand." The quizzes will be "open book" (i.e., you are allowed to refer to the readings and lecture notes while doing the quizzes). My aim in preparing the questions will be to make them the kind of thing that's easy to answer if you've taken notes during lecture and done all of the required readings, but hard to answer if you're desperately rushing to look things up (for the first time) while you're writing the quiz.

Quizzes will be time-limited, but the time constraints will not be very tight. Each quiz has a time-window and a time-limit. The *time-window* is the amount of time the quiz will be available to you in BS (i.e., when it will "open" and "close"); the *time-limit* is how much time you'll have to work on the quiz once you've started it. You'll only have one attempt at each quiz, but if there are significant technical problems, I can re-set it. Once your quiz is submitted, you will not be able to go back in and edit your responses.

The **Week 1 Quiz** (as mentioned above) is designed to incentivize you to read the syllabus and explore the BS site, fairly carefully, in the first week of the course, and to reward you for doing so. The questions will literally be about what's in the syllabus, and the quiz itself will be very easy if you've actually read through it. It will be possible to get a really high score on this first quiz, and you should take advantage of the opportunity to pad your grade a little. You may find it useful to download the syllabus to the desktop on your computer, or print out a hard copy, and have that with you while you're doing the quiz. There will be 20 multiple-choice questions, randomly drawn from a larger pool. It shouldn't take more than 10 minutes to complete the quiz, but I'm going to set the time-limit on this one to 45 minutes, in case some of you have technical troubles with BS. The time-window for this quiz will also be fairly long, to accommodate students who join the class a little late: the quiz will "open" at 8:00am AST on Thu Sept 8, and "close" at 11:59pm AST on Sun Sept 11.

The **Week 2 Quiz** is more of a "regular" quiz, on the actual substance of the course. The questions will ask you about core ideas from the lectures and readings from Weeks 1 and 2 of the course. When I say "core ideas," I mean that this will not be a trivia test—I'm not interested in whether you can memorize tiny details. The questions will be asking about whether you can remember the bigger theories, concepts, and problems outlined in the course, and—for some questions— whether you can explain those ideas clearly. You'll answer 12 multiple-choice questions and 3 short-answer questions. The time-window will be from 8:00am AST on Thu Sept 15 to 11:59pm AST on Sat Sept 17. The time-limit for this quiz will be 60 minutes.

The **Week 12 Quiz** is basically the same kind of quiz as Week 2, but it will cover the core ideas from the lectures and readings from Weeks 10, 11, and 12. It may also ask you to refer back to ideas from other, previous weeks, and to explain their connections to ideas from Weeks 10, 11, and 12. This will be a bigger quiz, because it covers more ground. You'll answer 15 multiple-choice questions and 5 short-answer questions. The time-window will be from 8:00am AST on Thu Dec 1 until 11:59pm AST on Sat Dec 3. The time-limit will be 90 minutes.

The quizzes are meant to evaluate each student's own comprehension of the course material. You can talk with other students in the class about how to prepare for quizzes in general (i.e., study techniques, time management), but **you are expected to work on the quizzes on your own, with no help from classmates or others**. If your quiz answers are very similar to those of other students, it may raise questions about possible cheating, so make sure you work out your answers on your own, and write them in your own words. For more information about university policies regarding academic dishonesty, see https://www.dal.ca/dept/university_secretariat/academic-integrity.html.

Students who are concerned that they may not be able to write a quiz during the scheduled time-window (e.g., serious illness, hospitalization) should get in touch me, as far in advance as possible, to work out special arrangements. More specific details about how to access, complete, and submit the quizzes will be made available on the BS site.

The **Matrix Paper** will ask you to apply basic game theory concepts that you learn in Week 4 to a specific historical episode that we'll have discussed in Week 3, and try to use that to work out an explanation for what happened in that historical episode. The historical episode is the failed negotiation and subsequent conflict between the Athenians and the Melians in Thucydides' *History of the Peloponnesian War*, which is one of the required readings for Week 3. Thucydides provides a detailed narrative of what happened, but readers have disagreed about how to understand what Thucydides is saying about why the two sides made the choices they did. So we're going to see if we can figure it out using basic 2x2 game theory, which will be one of the main ideas discussed in Week 4.

For this assignment, *you'll need to understand and apply the main ideas from both of these two weeks*; you should get started during Week 3, so that it's not too much of a scramble in Week 4. You will each construct a 2x2 matrix like the one pictured in the assignment instructions—or possibly 2 or 3 of them, if that helps—and you'll write up a short, informal essay to explain how you did it, and why you did it that way, and what you think it tells you about the Melian Dialogue. 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 at 11:59pm AST on Fri Sept 30 (the end of Week 4), and will be submitted via the BS site. Your paper should be 4 or 5 pages (1250-2000 words). More detailed instructions and advice will be provided in BS; look in the Week 4 subfolder.

The **Decision-making Paper** is a short reflection on a theoretical problem. For this assignment, each of you will choose one of the three clusters of linked questions (below), and write a short (i.e., 1500-2500 words) expository essay to explain your own views on these issues. Try to make explicit connections to the general theories discussed in lecture and some of the specific arguments and ideas developed in the required readings (and the recommended readings, if you want to). Your focus should be on ideas raised in lectures and readings from Weeks 5-7, but you can also draw on ideas from Weeks 1-4, where you think that helps clarify and support your views.

Option #1:   How should we think about the role played by **individual decision-makers** (e.g., political leaders, diplomats) in shaping the process and outcomes of negotiation? What kinds of *theories* could be built around the importance/impact of individual decision-makers (e.g., personalities, priorities, perceptions, skill, etc.)? What would those "agent-centred" theories be good for, and what would they not be good for? In general, do you think it would be better for us to focus on structural theories, which focus on the circumstances in which decisions are made, or on agent-centred theories, which focus on the decision-makers themselves? If your answer to that last question is "it depends," then what does it depend on?

Option #2:   Most scholars working on diplomacy tend to think about **rational choice and psychology** as being opposed to each other, because rational choice is based on some assumptions about how people make decisions, and psychology often challenges those assumptions. What are some of the assumptions we usually associate with basic rational choice theories, and what are some of the ways in which ideas from psychology have challenged those assumptions? Can you think of ways in which we might be able to get past the idea that rational choice and psychology are strictly opposed to one another, and use them together, to develop more useful explanations of diplomacy's processes and outcomes? What might that look like, and what might be some of the difficulties involved in making it work?

Option #3:   As noted in the lectures for Week 7, diplomatic **practitioners** often find Political Science research on diplomacy and negotiation unhelpful, because it's too complicated, too abstract, and/or too disconnected

with the everyday practice of diplomacy. Which of the readings from Weeks 5-7 do you think *most* practitioners would find most useful, and why? Which of the readings do you think they would find *least* useful, and why? What do you think: should Political Science research on diplomacy and negotiation make it a priority to deliver results that are accessible and useful to practitioners, or should it follow its own style and priorities? Why? Either way, can you think of ways in which there could be more mutually-rewarding engagement between academic experts and practitioners?

The Decision-making Paper is due by 11:59pm AST on Fri Oct 21. Submit yours via the assignment portal in the BS site, in the Week 7 folder.

In Week 8 of the course, we will be doing the **ABC simulation exercise**. This is a game I developed when I first started at Dalhousie in 2004, and have been gradually tweaking and updating ever since; this year will be ABC XIV. The simulation is a simplified representation of a crisis negotiation between the governments of three fictional countries (with each government seeking to maintain the support of different domestic groups), trying to work out agreements across four interlocking issue-areas.

Each student is **assigned to play a specific role** (e.g., Foreign Minister of Country B), and each role has its own goals and priorities, so each student has their own role-specific instructions. About 2/3 of the players will play government officials, and the rest will play transnational/domestic lobby groups, multinational corporations, or journalists. General instructions (i.e., for everyone) will be posted to the BS site (in the Week 8 folder) on Thu Oct 20, and role-specific instructions will be sent out to each player by email that evening. **Do not show/share your role-specific instructions (or the maps that come with them) with anyone else in the class—not even players from the same country.** (Just to be clear, you can *tell* other players about things that are in your instructions, where you think that will advance your agenda/interests, but you can't actually show them the instructions themselves.)

Most students enjoy the simulation exercise, and course-evaluation comments often identify it as the best part of the course. But in each year there are usually a few students who chose not to participate (e.g., anxiety) or are unable to participate (e.g., illness). Last year, I set up a new rule that **every student has to explicitly opt in to participation**, with the understanding that opting in to participate means that you commit yourself to be there, prepared and ready to play the game, and will only withdraw from participation under genuinely exceptional circumstances (e.g., diagnosed COVID-positive or other significant illness, death in the family). Students who do not opt in for the simulation will do an alternative assignment instead, which is outlined below.

We have a double **scheduling challenge** with the simulation this year, because: 1. the game works best when it's played in one three-hour session, but we are scheduled for two 1.5-hour classes; and 2. the game is built for about 30 students, and enrollment last time I checked was over 50. So…my current plan is to divide the class into two groups, and have each group play the game in a separate 3-hour session. The most likely thing is that we'll have one 3-hour session on Tue Oct 25 and another 3-hour session on Thu Oct 27. What that means is that we'll have to find times that work outside of our usual class time (e.g., normal class time is 11:30-1:00pm, so will try to arrange for each session for either 10:00-1:00pm or 11:30-2:30pm).

A **survey** will be posted in the BS site (General/recurring folder) for each student to record their preferences: i.e., opt in or opt out of the simulation and, for those opting in, indicating what dates and times would be best for your participation. It may be quite difficult to figure out dates/times that work for everyone that wants to participate, and there may be some students who are not able to participate on the dates/times that are eventually chosen; those students, unfortunately, will have to do the alternative assignment. Please do the survey ASAP, and let me know if you want to revise/update your choices after you've done it. We need to have all of this finalized by September 23, at the latest.

Once the simulation is over, we all have to work together to try to **figure out what happened**. The game is complicated, with different groups of players working on different issues at the same time, so no one can see all of what happened, let alone know what other players were thinking. We'll try to figure it all out together, and we'll do it in five steps.

- First, I'll collect the text of any formal agreements that have been negotiated between the parties.
- Second, I'd like you all to take some **notes** about what happened—during the simulation if you have time, or immediately afterward if you don't. Nothing fancy, just your initial impressions of what's happened, and why.
- Third, we'll share what we've figured out in an ongoing discussion board in the BS site, called the **Post-Sim Log**. I'll post copies of whatever final agreements have been negotiated here, and you all can post your comments on those, on what you think they mean (e.g., A got a better deal than C? B and C failed to reach an agreement on issue X because the B govt couldn't agree on what they wanted? etc.). The Post-Sim Log discussion board can be accessed through the BS site, in the Week 9 folder.
- Fourth, our **class meetings in Week 9** will be an opportunity to talk more about what happened, face-to-face, and really sort things out. Bring your notes with you to class, and we'll add things and correct things in the Post-Sim Log as we work through it.
- Fifth, each of you will write up your own **Simulation Report**, to talk about how things played out, from your point of view. These will be informal essays; for this assignment, I'll be much more interested in the content of your ideas than in the way you present them. And they'll be relatively short—1500-2000 words. In your Simulation Report, I'd like you to try to pay some attention to both your own personal experience in the simulation and the bigger-picture, bird's-eye-view of the whole simulation. For the personal experience part, I'd like you to reflect on: i. what you were trying to accomplish in the simulation (based on your reading of your role-specific instructions and your coordination with team-mates/allies); ii. where you achieved what you wanted, and where you didn't (based on your direct experience and the outcomes in the Post-Sim Log); and iii. why things turned out the way they did for you (based on your reflection on the outcomes, and—where relevant—insights from theories and concepts from the course). For the bird's-eye-view part, you'll probably be relying less on what you remember or your own notes, and more on the crowd-sourced history and analysis in the Post-Sim Log. For this part, I'd like you to focus on: i. how you would characterize the overall outcomes, in each of the main issue-areas and overall (e.g., who got the best outcome?); and ii. why you think things turned out the way they did, in each of those main issue-areas and overall (e.g., why did the winners win? how can concepts and theories from the course help us to understand this?). Keep in mind that the Post-Sim Log is a public document, and all of your classmates can read it; the Simulation Report is just between you and I, so you don't have to worry so much about hurting anyone's feelings by saying that you think someone made a mistake in the game. The Simulation Report is due at 11:59pm AST on Fri Nov 4. Submit yours through the assignment folder in the BS site, inside the Week 9 folder.

Students who (for whatever reason) do not participate in the simulation exercise—and therefore not able to contribute to the Post-Sim Log or submit a Simulation Report—will have the option to complete an **alternative assignment**. Students who take on this option will confer with me to figure out a kind of written assignment that makes the most sense for them, based on their interests, background, and academic goals. A wide variety of different kinds of essays could be undertaken here, including—but not limited to—a review of a recent academic book or special issue of a journal on some aspect of diplomacy and negotiation; a summary and review of a recent/ongoing trend or controversy in the study of diplomacy; or an analysis of the explicit or implied arguments about diplomacy or negotiation in a film, novel, etc. If you have other ideas, I'd be happy to talk about them. The only thing I won't consider is an assignment which essentially duplicates the work from one of the other course assignments.

It's important to note that, because the alternative assignment replaces two graded course components (i.e., simulation participation and Post-Sim Log, Simulation Report), it represents a significant part (25%) of the overall course grade for those that undertake it. So it's not a small assignment. These papers—whatever they turn out to be—should be about 2500 words, and should involve a significant amount of research or other scholarly work. Alternative assignments are due at the same time as the Simulation Reports (i.e., 11:59pm AST on Fri Nov 4), and should be submitted through the BS site (see the Week 9 folder).

(If you're reading through these assignments in order, don't forget that there is a Quiz in Week 12, which covers the lectures and readings from Week 10-12; it's explained in some detail above.)

The **Case Study Paper** is a chance to apply some of the bigger concepts and theories from the course to a specific historical "case" (i.e., a specific international negotiation). Each of you will choose your own historical case, figure out where there is a controversy about how best to understand what happened in that case, and then apply concepts and theories from the course to try to explain the process and outcomes of negotiation.

Those of you that have taken my version of POLI 2530 (Foreign Policy in Theory and Practice) will recognize this as very similar to the term paper project for that course. The main difference is that, whereas the POLI 2530 term paper asks you to explain why a particular state made a particular choice, the POLI 3581 paper asks you to think more about **how two or more states arrived at a particular diplomatic outcome**: were the states able to reach an agreement? why or why not? did one state get more of what it was trying to get (or more than we might have expected)? if so, why?

This will be a **formal Political Science essay**, and should follow the basic structure of that kind of essay: general introduction with a clear statement of the core research question; brief literature review, to explain where there is controversy and why it matters; plan of research, to explain why this case is an interesting/important one, and a useful place to apply some of the concepts and theories you plan to work with; analytical narrative, which describes just enough of what happened in the case to show the controversy and to explain and assess your own interpretation; and a concluding section, to summarize your main points and briefly explain what lessons could be drawn from your results. You'll be expected to do substantial research on your case, and on the relevant concepts and theories. And you'll need to properly **cite your sources**. This will be a medium-sized paper—i.e., **about 3000 words** (absolute max 3500 words). More detailed guidelines will be provided in the BS site, in the Case Study Paper folder.

The Case Study Paper is meant to be an "all-semester" assignment, that you can start working on in September or October, and have made significant progress on it before you get to the big end-of-semester crunch in December. Case Study Papers will be **due on Tuesday, December 13**, at 11:59pm AST. I'd like each of you to submit both a *hard copy* of your paper (at the Political Science department office) *and* an *electronic copy* (via the BS site). (If prevailing public health advisories indicate that it would be a bad idea for you to be on-campus at that time, I'll waive the requirement for a hard copy.) If you can, I would strongly prefer that you prepare and submit the digital version of your paper in MS Word format; if you can't, please convert the file from whatever format you've been working in to Adobe pdf format, and submit that. Additional information about format and submission of the Case Study Paper assignment will be provided in the BS site.

Each of you is strongly encouraged (but not formally required) to email me at some point in October, to lay out your plan for the Case Study Paper (e.g., what historical case are you thinking about looking at? what might be controversial or interesting about that case? which theories and concepts do you think might be relevant?), and **get some advice**. I'm happy to arrange a meeting—probably via Teams, but possibly in-person—to talk through your ideas. By the time we get to Week 8 or 9, each student should have a pretty clear idea of what case they plan to explain, and how.

The course is technically supposed to have a final class meeting on Tue Dec 6. In lieu of that in-person meeting, we are going to have an **asynchronous online discussion running through Tue Dec 6 and Wed Dec 7**, to present and discuss your progress on the Case Study Paper, and to get some advice from classmates about changes you might make in the final week, to improve the paper before you hand it in on Tue Dec 13. Each student will post a **brief summary** (150-200 words) of their project, as it is up to that point, and each student will post **brief replies** (100-150 words each) to at least **two** other students' presentations, to offer constructive criticism and advice. More detailed instructions will be provided in the discussion board, in the Week 13 folder.

On all written assignments, students are encouraged to confer with me, and to talk with classmates about their ideas. You can also have a classmate or friend proofread your writing to check for typos, grammatical errors, etc. It is, however, extremely important that the work there is ultimately your own, and that if you borrow ideas or ways of writing something from someone else, you explicitly recognize those people. You're expected to do research for your paper, and you're expected to give credit to the sources of information and insight that you draw on, by citing them. Using others' ideas/writing without citing them may constitute a violation of the university's standards for **academic integrity**. Please review the university's policies and advice, at https://www.dal.ca/dept/university_secretariat/academic-integrity.html; if you have questions about any of this, please email me.

CLASS SCHEDULE AND READING LIST

WEEK 1 (Sept 6 & 8): What is diplomacy?

📖	1. course syllabus and BS site 2. Harold Nicolson, "Origins of Organized Diplomacy," in *Diplomacy* (3rd ed, Oxford, 1969). 3. Rebecca Adler-Nissen, "Just Greasing the Wheels?: Mediating Difference or the Evasion of Responsibility in Diplomacy," *The Hague Journal of Diplomacy* 10 (2015).
💬	• Tue, Sept 6: basic orientation; working definitions of diplomacy • Thu, Sept 8: thinking about diplomacy theoretically
✓	• Quiz (asynchronous, via BS): questions about syllabus and BS site; window opens Thu Sept 8, 8am AST, closes Sun Sept 11, 11:59pm AST; time limit = 45 mins from start

WEEK 2 (Sept 13 & 15): Westphalia, etc.

📖	1. Henry Kissinger, "The Concert of Europe" (ch. 4) and "The New Face of Europe" (ch. 9), in *Diplomacy* (Simon & Schuster, 1994). 2. Giorgio Shani, "Toward a Post-Western IR: The Umma, Khalsa Panth, and Critical International Relations Theory," *International Studies Review* 10 (2008). 3. Bjornar Sverdrup-Thygeson, "A Neighbourless Empire? The Forgotten Diplomatic Tradition of Imperial China," *The Hague Journal of Diplomacy* 7 (2012): 245-267. 4. Sheryl R. Lightfoot & David MacDonald, "Treaty Relations between Indigenous Peoples: Advancing Global Understandings of Self-Determination," *New Diversities* 19 (2017).
💬	• Tue, Sept 13: the Westphalia model and the western tradition • Thu, Sept 15: non-western experiences and ideas

	• Quiz (asynchronous, via BS): multiple-choice & short-answer questions about lectures & readings from Weeks 1 & 2; window opens Thu Sept 15, 8am AST, and closes Sat Sept 17, 11:59pm AST; time limit = 60 mins from start

WEEK 3 (Sept 20 & 22): Power

	1. Thucydides, "The Melian Dialogue," from *History of the Peloponnesian War* (Penguin, 1979).
	2. William Mark Habeeb, "The Panama Canal Negotiations" (ch. 4) in *Power and Tactics in International Negotiation* (Johns Hopkins, 1988).
	3. G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security* 23 (1998).
	4. Xiaoyu Pu & Chengli Wang, "Rethinking China's Rise: Chinese Scholars Debate Strategic Overstretch," *International Affairs* 94 (2018).
	• Tue, Sept 20: measuring power and its effects • Thu, Sept 22: hierarchy & balance
	• make sure you understand 2x2 games; Matrix Paper assignment due Fri, Sept 30 • start thinking now about Case Study Paper ideas

WEEK 4 (Sept 27 & 29): Strategy
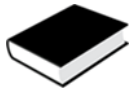
	1. Thomas C. Schelling, "An Essay on Bargaining," in *The Strategy of Conflict* (Harvard, 1960).
	2. Kenneth A. Oye, "Explaining Cooperation under Anarchy: Hypotheses and Strategies," *World Politics* 38 (1985).
	3. Lloyd Gruber, "Power Politics and the Free Trade Bandwagon," *Comparative Political Studies* 34 (2001).
	• Tue, Sept 27: bargaining leverage & strategies; basic game theory • Thu, Sept 29: more basic game theory; BATNA
	• Matrix Paper assignment due Fri, Sept 30, at 11:59pm AST • talk to prof about your ideas/options for the Case Study Paper

WEEK 5 (Oct 4 & 6): Politics
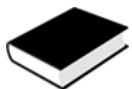
	1. Harold Nicolson, "The Transition between the Old Diplomacy and the New," in *The Evolution of the Diplomatic Method* (Greenwood, 1954).

	2. Scott James and Lucia Quaglia, "The Brexit Negotiations and Financial Services," *The Political Quarterly* 89 (2018).
	3. James D. Fearon, "Domestic Political Audience Costs and the Escalation of Disputes," *American Political Science Review* 88 (1994).
	4. Jeffrey Lantis, "'Winning' and 'Losing' the Iran Nuclear Deal," *Politics & Policy* 47 (2019).
💬	• Tue, Oct 4: democracy and diplomacy; two-level games • Thu, Oct 6: audience costs; diplomatic agendas & domestic coalitions
✅	• start working on Decision-Making Paper, due Fri, Oct 21 • gather sources for Case Study Paper

WEEK 6 (Oct 11 & 13): Decision-making

📖	1. Mark L. Haas, "Prospect Theory and the Cuban Missile Crisis," *International Studies Quarterly* 45 (2001). 2. Seanon S. Wong, "Emotions and the Communication of Intentions in Face-to-Face Diplomacy," *European Journal of International Relations* 22 (2016). 3. Emelie M. Hafner-Burton, Brad L. LeVeck, and David G. Victor, "No False Promises: How the Prospect of Non-Compliance Affects Elite Preferences for International Cooperation," *International Studies Quarterly* 61 (2017).
💬	• Tue, Oct 11: cognitive biases • Thu, Oct 13: affective biases & emotions
✅	• keep working on Decision-Making Paper due Fri, Oct 21 • sketch outline and draft notes for Case Study Paper

WEEK 7 (Oct 18 & 20): Theory & practice

📖	1. Roger Fisher & William Ury, "The Method" (Part II), in *Getting to Yes: Negotiating an Agreement without Giving In* (2nd ed., Random House, 1996). 2. Natalie B. Florea, et al., "Negotiating from Mars to Venus: Gender in Simulated International Negotiations," *Simulation and Gaming* 34 (2003): 226-248.
💬	• Tue, Oct 18: academic theory and diplomatic practitioners; "folk wisdom" about diplomacy • Thu, Oct 20: using simulations to learn about diplomacy; negotiating "styles"; gender and negotiation

☑	• Decision-Making Paper due Fri, Oct 22, at 11:59pm AST

WEEK 8 (Oct 25 & 27): CRISIS NEGOTIATION SIMULATION EXERCISE

📕	1. general instructions – see BS site, in "ABC Simulation" folder 2. role-specific instructions & maps – to be sent to you by email on Thu Oct 20 (see below); *reminder: don't show your role-specific instructions to other students*
💬	• date/time/location TBD (see above): simulation exercise
☑	• contribute to Post-Sim Log in BS • Simulation Report assignment due Nov 4

WEEK 9 (Nov 1 & 3): Post-simulation discussion & term paper round-up

📕	• none
💬	• Tue, Nov 1: post-simulation discussion • Thu, Nov 2: post-simulation discussion, cont.?; term paper discussion
☑	• contribute to Post-Sim Log in BS • bring your notes from simulation and draft work for Simulation Report to the class meetings • Simulation Report assignment due Fri, Nov 4, at 11:59pm AST

FALL BREAK: Nov 7-11

WEEK 10 (Nov 15 & 17): Culture & diplomacy
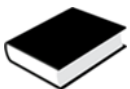
📕	1. Raymond F. Smith, *Negotiating with the Soviets* (Indiana, 1989), chs. 1-2. 2. Amitav Acharya, "Ideas, Identity and Institution-Building: From the ASEAN Way to the Asia-Pacific Way," *Pacific Review* 10 (1997). 3. Robert Kagan, "Power and Weakness," *Policy Review* 113 (2002).

	4. Milos Popovic, Erin K. Jenne, & Juraj Medzi, "Charm Offensive or Offensive Charm? An Analysis of Russian and Chinese Cultural Institutes Abroad," *Europe-Asia Studies* 72 (2020).
💬	• Tue, Nov 15: culture as "software"; national cultures & diplomatic styles • Thu, Nov 17: skepticism about culture; studying culture and its effects; culture and "soft power"
☑	• prepare for Week 12 Quiz, Dec 1-3

WEEK 11 (Nov 22 & 24): Multilateral negotiations

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📖	1. Christophe Dupont, "Negotiation as Coalition-Building," *International Negotiation* 1 (1996). 2. Michael Barnett & Martha Finnemore, "The Politics, Power and Pathologies of International Institutions," *International Organization* 53 (1999). 3. Margaret P. Karns and Karen A. Mingst, "International Organizations and Diplomacy," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, eds., *The Oxford Handbook of Modern Diplomacy* (Oxford, 2013).
💬	• Tue, Nov 22: bilateral vs multilateral; multilateral vs multilateralism • Thu, Nov 24: solving the world's biggest problems?
☑	• prepare for Week 12 Quiz, Dec 1-3

WEEK 12 (Nov 29 & Dec 1): Technology & transformation

📖	1. Corneliu Bjola & Ilan Manor, "Revisiting Putnam's Two-Level Game Theory in the Digital Age: Domestic Digital Diplomacy and Iran Nuclear Deal," *Cambridge Review of International Affairs* 31 (2018). 2. Rebecca Adler-Nissen & Kristin Anabel Eggeling, "Blended Diplomacy: The Entanglement and Contestation of Digital Technologies in Everyday Diplomatic Practice," *European Journal of IR* (2022). 3. Crister Jönsson, et al., "Negotiations in Networks in the European Union," *International Negotiation* 3 (1998). 4. Christian Reus-Smit, "The End of Global Pluralism?" *European Journal of International Relations* 13 (2021).
💬	• Tue, Nov 29: public diplomacy, digital diplomacy, diasporas • Thu, Dec 1: transgovernmental networks, supranational organization, post-Westphalian world?

☑	• Week 12 Quiz (asynchronous, via BS): questions about lectures & readings from Weeks 10-12; window opens Thu Dec 1, 10am AST, closes Sat Dec 3, 11:59pm AST; time limit = 90 mins from start

WEEK 13 (Dec 6-7): Case Study Paper online workshop
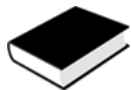
📕	• none
💬	• no class meeting • Case Study Paper online workshop (BS discussion board, students assigned to groups), open from Tue Dec 6 at 8:00am AST until Tue Dec 7 at 11:59pm AST
☑	• Case Study Paper online workshop (BS discussion board, students assigned to groups), open from Tue Dec 6 at 8:00am AST until Wed Dec 7 at 11:59pm AST • Case Study Paper due on or before Tue Dec 13, 11:59pm AST, via the BS site (for more detailed instructions, see above and in the General/recurring folder in the BS site)

Resources & policies

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate: https://academiccalendar.dal.ca/~/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&topicgroupid=27571

Grading, absences/lateness, and accommodations

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 consistently enforced.

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 Case Study Paper. Progress updates on grading will be posted on the BS site.

Guidelines for formatting of written work

All assignments are to be submitted online, in digital form, via the BS site. A hard copy of the Case Study Paper should also be submitted, to the Political Science department office (HHAAB 301).

1. For online submission of digital files, all assignments are to be submitted in MS Word or Adobe pdf format.

2. Please use common sense/courtesy in naming all digital files. You'd be amazed at how many students name the file for their term paper as "paper" (or even the default "Document1"), and how easy it is to then mix them up, when you have a pile of 50 of them—especially when some of those students also haven't written their names on the paper itself. 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

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 reading 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 reading to follow to ensure academic integrity.
http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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

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

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. Contact the program at elders@dal.ca.

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
  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
- Student Submission of Assignments and Use of Originality Checking Software Policy:
  https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Student Accommodation Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.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
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.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
- Information Technology Services (ITS): https://www.dal.ca/dept/its/current.html
- Centre for Learning and Teaching (CLT): https://www.dal.ca/dept/clt.html
- Bissett Student Success Centre: https://www.dal.ca/campus_life/academic-support/student-success-centre.html
- Writing Centre: 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