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School of Diplomacy and International Relations

Fall 2007

Interdisciplinary Seminar in Diplomacy and International Relations

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Recommended Citation

Kamal, Ahmad Ambassador; Deyrup, Marta Dr.; Goldstein, Stanley; and Fomerand, Jacques Dr., "Interdisciplinary Seminar in Diplomacy and International Relations" (2007). *Diplomacy Syllabi*. 5.

<https://scholarship.shu.edu/diplomacy-syllabi/5>



**JOHN C. WHITEHEAD
SCHOOL OF DIPLOMACY AND INTERNATIONAL RELATIONS
SETON HALL UNIVERSITY**

**INTERDISCIPLINARY SEMINAR IN
DIPLOMACY AND INTERNATIONAL RELATIONS**

DIPL 1002

The Interdisciplinary Seminar in Diplomacy and International Relations is a team taught course. Four professors with different areas of expertise join together to provide students with an engaging introduction to some of the critical skills and issues that are an essential part of international affairs. After a common introductory session for the course on September 11th, students will spend the next twelve weeks in four different modules, each one three weeks long. The four professors covering these modules are: Ambassador Ahmad Kamal, Dr. Marta Deyrup, Mr. Stanley Goldstein, and Dr. Jacques Fomerand.

There are four sections of DIPL 1002 in Fall 2007. All meet on Tuesdays from 5:45 to 8:15 pm, and this combined syllabus covers all four sections. Section NA meets in Corrigan Hall 62, section NB meets in Corrigan Hall 78, section NC meets in the Corrigan Hall 76, and section ND meets in Corrigan Hall 82. Students in each section will stay together as a group in the same room across the semester; every three weeks the professors will rotate rooms.

COURSE DESCRIPTION

Successful careers in international affairs require a broad understanding of key issues in world politics as well as the mastery of a number of important skills. This course is designed to provide first-year students in the Whitehead School of Diplomacy with the opportunity to further their development in both of these areas. It is taught as an interdisciplinary seminar where students are able to learn from four different professors as well as from each other through class discussions, role-play scenarios, and other active learning experiences. Students will discuss important global issues including globalization, governance, multilateralism, terrorism, peace, and justice while developing essential skills in critical thinking, research, information literacy, leadership, writing, persuasion, and group decisionmaking.

Each of the modules is centered on a set of critical issues or essential skills. Ambassador Kamal will have you explore three current global trends, globalization, governance, and multilateralism, through discussion and drafting. Dr. Deyrup will introduce various library research tools and strategies relevant to international issues and enhance your information literacy. Mr. Goldstein will provide an introduction to the importance of leadership in international affairs through an investigation of the different characteristics and strategies that can be effective. Finally, Dr. Fomerand will have you consider the role of the international community and the United Nations in efforts to design strategies for preventing terrorism.

COURSE MATERIALS

Students must complete a variety of required readings across the semester. Some of these materials are available at the Seton Hall bookstore, including the autobiography of John C. Whitehead required for the Goldstein module and the textbook on terrorism used in the Fomerand module. Other materials, such as those for the Kamal and Deyrup modules, are available online through websites or electronic reserve (which can be found on the Seton Hall Library website).

In addition to these various readings, students are expected to closely follow current events throughout the semester. This course will be more intelligible to the news literate and, furthermore, a deep understanding of current events is essential for any career in international affairs. Therefore, students should plan on spending about 30 minutes every day reading a newspaper that provides thorough coverage of international news (such as the *New York Times*). Students may obtain access to many high quality papers on the internet or read them in Walsh Library.

COURSE POLICIES

The following course policies will apply to all of the modules in this course. Additional information on the specific assignments and expectations for each module is provided later in the syllabus.

1) Attendance: You are required to attend class. First, you cannot participate if you do not attend. Moreover, given the brevity of each module missing class will invariably affect your learning and your grade. Finally, important announcements may be made in class. Being absent is not an excuse for one's ignorance of those announcements.

2) Participation: The format of this course also requires that you actively participate. We expect that you will ask questions when you have them, and raise issues when you believe they need to be discussed. Being part of our discussions, however, also means that you should be open to having your beliefs and sensibilities challenged. The discussion of political issues inevitably generates controversy and disagreement – this is what makes the subject matter interesting and relevant. However, everyone should be made to feel comfortable sharing their ideas, and should be able to discuss them without being personally offended by other points of view. Conduct that is disrespectful of other students or of the class in general will not be tolerated.

3) Readings: Students must be prepared to complete the assigned readings before class each day so that they may actively and effectively participate in class discussion. This preparation will also enable each student to develop their own perspectives on the complex issues that will be addressed.

4) Grading: You cannot pass this course unless you complete all four modules, and unless you complete all assignments in each module (described below). In each module you will receive a final grade which will be on a 100 point scale. The overall grade for the course will be the average of these four module grades (put another way, each module is worth one-fourth of the total course grade). Your overall numerical grade will be translated into a letter grade for the course as follows: 100-93 = A, 92-90 = A-, 89-88 = B+, 87-83 = B, 82-80 = B-, 79-78 = C+, 77-73 = C, 72-70 = C-, 69-68 = D+, 67-60 = D, and below 60 = F.

5) Lateness: In the unlikely event that an assignment is late, it will be penalized one half letter grade per day until it is turned in. No extensions will be granted unless they are approved in advance. The only exception to this policy is in case of dire medical emergency which must be documented with the associate dean of academic affairs.

6) Academic Integrity: Both Seton Hall University and the Whitehead School have academic integrity policies that specify severe penalties for any cases of cheating or plagiarism. All students will be provided with a copy of the Whitehead School's academic integrity policy at the beginning of the semester, and it will be strictly enforced throughout this course.

7) Disability Services: Students at Seton Hall who have a disability may be eligible for special accommodation in this course. Students who may be in need of assistance must self-identify at the Office of Disability Support Services in Duffy Hall in order to develop an appropriate plan of study, which the professors in this course will honor.

ROTATION PLAN

For the first class session on September 11th, all four sections will meet together in Jubilee Auditorium from 6:00 to 7:00 in order to have a common introduction to the course. At about 7:00, students will break into the four sections, return to their normal classrooms, and get to know each other. The first module will begin the following week, on September 18th.

First Rotation: September 18th, September 25th, and October 2nd

Section NA	Corrigan Hall 62	Kamal
Section NB	Corrigan Hall 78	Goldstein
Section NC	Corrigan Hall 76	Deyrup
Section ND	Corrigan Hall 82	Fomerand

Second Rotation: October 9th, October 16th, and October 23rd

Section NA	Corrigan Hall 62	Fomerand
Section NB	Corrigan Hall 78	Kamal
Section NC	Corrigan Hall 76	Goldstein
Section ND	Corrigan Hall 82	Deyrup

Third Rotation: October 30th, November 6th, and November 13th

Section NA	Corrigan Hall 62	Deyrup
Section NB	Corrigan Hall 78	Fomerand
Section NC	Corrigan Hall 76	Kamal
Section ND	Corrigan Hall 82	Goldstein

Fourth Rotation: November 27th, December 4th, and December 11th

Section NA	Corrigan Hall 62	Goldstein
Section NB	Corrigan Hall 78	Deyrup
Section NC	Corrigan Hall 76	Fomerand
Section ND	Corrigan Hall 82	Kamal

Please Note:

Classes are cancelled for all four sections on Tuesday, November 20th

KAMAL MODULE

Ambassador Kamal was the Permanent Representative of Pakistan to the United Nations for more than a decade and is currently a Senior Fellow at the United Nations Institute of Training and Research.

Contact Information: His office hours are before and after class. He is also available over the telephone (212-963-3776) at the United Nations in the early mornings (9:00-10:00 am) and by email at: kamal@un.int

Topics: This portion of the course will encourage students to think through, and discuss among themselves, three forces that are shaping our world. Each of the three sessions will be devoted to one of these forces, in the following order:

- Globalisation: An analysis of what it really means, what is its history, what are its current components, how it affects our daily lives, and how it is likely to develop in future.
Reading from: <http://hdr.undp.org/reports/global/1999/en/default.cfm>
- Governance: The meaning of democracy, its application in other countries, its current shortcomings in many parts of the world, its potential for improving the conditions of life particularly in developing countries.
Reading from: <http://magnet.undp.org/Docs/!UN98-21.PDF/Recon.htm>
<http://magnet.undp.org/policy/default.htm>
- Multilateralism: Its relationship with unilateralism, its actual implementation in international organizations, its limits in a unipolar world, and its possible development in the future.
Reading from: <http://www.un.org/Pubs/CyberSchoolBus/unintro/unintro.asp>

Grading of this three-week portion of the course will be divided into three equal parts as follows:

- Participation: This includes physical attendance, the interaction with the professor and with fellow students, and the quality and quantity of questions asked during debates.
- Drafting: Great emphasis will be attached to the quality of writing skills to be developed during the course, with the objective of being able to draft logically and succinctly. Tips on how this is best done will be distributed in the very first introductory session of the course.
- Final Paper: This will be a 4-5 page single-spaced paper, to be written on a theme which each student will be able to choose freely, but which must fall within the parameters of the course. The specific theme to be chosen by each student will have to be discussed with the Professor in the very first class of this portion of the course.

GOLDSTEIN MODULE

Stanley Goldstein has been affiliated with Seton Hall University since 1995. He teaches a Stillman School of Business MBA level course on the biopharmaceutical industry from which he retired after 30 years experience, mostly in the international sector. He taught strategic planning and globalization courses at the then School of Diplomacy and International Relations in 1999 and 2000. He currently teaches business and technical presentation courses at Kean University where he is Communication department professor. Professor Goldstein consults to businesses on their strategic planning and manufacturing operations. Many clients are biotechnology organizations.

Contact information: Office hours are on Tuesdays before and after class. He is also available by telephone/fax at 908 889 4215. His email address is s.n.goldstein@att.net

Module goals: This module focuses on leadership and its importance in global industry and diplomacy. Leadership is defined and analyzed while leadership models, competencies and characteristics are studied. The impact of globalization and cultural differences on leadership will be considered. The topics that will be studied include the following:

- Team building and leadership effectiveness - Whitehead on leadership (see below)
- A 2007 look at Globalization
- Cross cultural issues influencing leadership
- A paradigm shift - Leading and Visioning vis-à-vis Management
- More critical skills - Empowerment, Accountability, Innovation.
- Emotional Intelligence - Is it a critical leadership skill? - Analysis of the Goleman paper (see below)
- Leadership as strength deployment across a range of abilities and development areas

Grading Criteria:

- Overall participation - To include attendance, punctuality, quality and quantity of interaction with instructor, students and in team exercises. (45%)
- Written assignment - One written paper is required in this module: A five page double spaced paper profiling and evaluating a leader's performance in relation to the models and concepts above and discussed in class. Students will select a leader as paper subject. Professor will approve choice. (45%) Due to instructor by the end of class three.
- Creativity and innovation - Unusual approaches and variations in oral and written participation that contribute to student and team participation. Those approaches must comply with the assignments and not deviate from logic and scholarly approaches. (10%) Examples, not restricted to the following, are visual aids, data and researched information that reinforce persuasive and informative presentations.

Reading Assignments:

John C. Whitehead, *A Life in Leadership*. Basic Books, 2005, New York. Please complete reading by start of week three class.

Daniel Goleman, "What Makes a Leader?" *Harvard Business Review*, Inside the Mind of the Leader, January 2004, Harvard. Please complete reading by start of week two class.

DEYRUP MODULE

Marta Deyrup has been at Seton Hall since 1999. She is an Associate Professor/Librarian II and has taught library science courses at Seton Hall, Rutgers, the Harriman Institute, Columbia University, the Institut Marocain de l'information scientifique et technique, Morocco and the University of Zadar, Croatia.

Contact Information: Professor Deyrup's office hours are 3:45 to 4:45 on Tuesdays in room 227 of Walsh Library (the Dean's Suite on the second floor). Her phone number is 973-275-2223 and her email address is deyrupma@shu.edu.

Module Goals: Experienced researchers in the field of IR know how to find, evaluate, and correctly cite information. This section of Diplomacy 1002 will teach you these skills and suggest ways to integrate the information you've found into your assignments.

We will have wide-ranging discussions on the following topics:

- How is information in IR created, distributed and used?
- What is the Web? Who publishes on the Web? What kind of criteria can be used to evaluate a Web site? What is the difference between the Web and research databases?
- Should we care about the ethical use of information? How do experienced researchers use and organize information in an ethical fashion?
- Are there differences between electronic and print information? Why is print information valued in the academic community? What is the peer review process?

Module Topics and Assignments: Our three sessions focus on the completion of a final project that will highlight the skills you have learned in the class. In the first session you will pick a topic to research (it might be, for example, the status of women's health in Africa or the effects of immigration and migration on European foreign policy). Over the next two sessions you will trace your topic through a variety of information resources, including governmental and non-governmental Web sites, electronic scholarly and news articles, and print resources. The purpose is not to write a paper, but to assemble the information you would need to write a timely and informative piece of work. As a final project, you will create a report that includes five annotated Web resources, the proper citations of three news articles and three scholarly articles, and the proper citations of three books or book chapters. All citations will be done in APA style. Your contributions will be posted at our class Blackboard site.

Before your first session in this module, please visit the discussion forum in the Blackboard site for your section to discuss the following question: How do you look for information when you begin a research project? All students should make at least one post contributing to this discussion.

Grading: Students are expected to attend all three sessions. Evaluation will be on class participation (40%) and the completion of a final project (60%).

FOMERAND MODULE

Jacques Fomerand joined the UN Secretariat in 1977 where he followed economic, social and coordination questions in the Department of International Economic and Social Affairs, and from 1992 to 2003, he was Director of the UN University office in North America. He has since taught at John Jay College, the School of International Public Affairs of Columbia University, and the Graduate Certificate United Nations Program of Long Island University. He is the Assistant Director of the United Nations Program of Occidental College and has taught at the Whitehead School of Diplomacy and International Relations of Seton Hall University since its very inception. Dr Fomerand has published widely on matters related to the UN. His latest book is a *Dictionary of the United Nations* (2007).

Contact Information:

Email: Fomerand@gmail.com

Cell.: 917-699-2680

Objectives and focus of the module:

Soon after the establishment of the Security Council's Counter-Terrorism Committee in 2001, Louise Frechette, the former United Nations Deputy-Secretary-General expressed the view that the United Nations was capable of adapting to new challenges and had already in recent years undergone significant reform to function effectively. She noted, in particular, that 'the UN has...been very active in addressing terrorism and weapons of mass destruction and its role in that effort is more important than is usually recognized. "

Exactly, what is the role of the United Nations in combating terrorism? To what extent can it be said to be "more important than is usually recognized" and if this is so, what can realistically be expected from a state based international organization still grounded on the principle of the sovereign equality of its members? The purpose of this portion of the course is to encourage students to reflect on, explore and discuss among themselves the historical and systemic (both national and international) foundations of the phenomenon of global terrorism. At the same time, they will be called upon to take stock of and assess the activities of the United Nations with particular attention to its work in the development of a regulatory normative framework for dealing with international terrorism and the sanctions regime developed by the Security Council. A detailed outline of the course will be distributed on 11 September.

Requirements of the module:

All students are expected to read Jane Boulden and Thomas G. Weiss (eds) . *Terrorism and the UN. Before and After September 11*. Bloomington, Ind.: Indiana University Press, 2004. Other required readings to be retrieved from the internet will be announced in due time.

In addition, students will be asked to submit at the end of the semester a 4-5 page analysis of a particular instance of terrorism highlighting a) the broad characteristics of the case; b) the actors and issues involved; and c) the degree and nature of the involvement of the UN (if there is none, explain why and how the UN should become involved).

Grading: Students must attend all sessions of this portion of the course. The final grade will be determined as follows:

Attendance: 10%

Participation: 30%

Paper: 60%