

Fall 2006

Interdisciplinary Seminar in Diplomacy and International Relations

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**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. Five 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 5, students will spend the twelve weeks in four different modules, each one three weeks long. The five professors covering these modules are: Ambassador Ahmad Kamal, Dr. Marta Deyrup, Mr. Stanley Goldstein, Dr. Courtney Smith, and Father Paul Holmes.

There are four sections of DIPL 1002 in Fall 2006. All meet on Tuesdays from 1:00 to 3:30 pm, and this combined syllabus covers all four sections. Section AA meets in Fahy Hall 236, section AB meets in Alfieri Hall 122, section AC meets in the Curriculum Room in Walsh Library (behind the circulation desk on the second floor in the rear right corner of the building), and section AD meets in Alfieri Hall 123. 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 five 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, 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. Smith and Father Holmes will have you consider various meanings of peace and the role that your own hierarchy of values plays in your assessment of different strategies for building peace.

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. 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). Finally, copies of the materials for the Smith and Holmes module will be distributed in class during the first session of that module. Information on the specific readings that are required for each module can be found below.

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 assistant dean of undergraduate students or 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 5th, all four sections will meet together in Jubilee Auditorium from 1:00 to 2:30 in order to have a common introduction to the course. At about 2:30, students will break into their four sections, return to their normal classrooms, and get to know each other. The first module will begin the following week, on September 12th.

First Rotation: September 12th, September 19th, and September 26th

| | | |
|------------|-------------------------|--------------|
| Section AA | Fahy Hall 236 | Kamal |
| Section AB | Alfieri Hall 122 | Deyrup |
| Section AC | Library Curriculum Room | Goldstein |
| Section AD | Alfieri Hall 123 | Smith/Holmes |

Second Rotation: October 3rd, October 10th, and October 17th

| | | |
|------------|-------------------------|--------------|
| Section AA | Fahy Hall 236 | Smith/Holmes |
| Section AB | Alfieri Hall 122 | Kamal |
| Section AC | Library Curriculum Room | Deyrup |
| Section AD | Alfieri Hall 123 | Goldstein |

Third Rotation: October 24th, October 31st, and November 7th

| | | |
|------------|-------------------------|--------------|
| Section AA | Fahy Hall 236 | Goldstein |
| Section AB | Alfieri Hall 122 | Smith/Holmes |
| Section AC | Library Curriculum Room | Kamal |
| Section AD | Alfieri Hall 123 | Deyrup |

Fourth Rotation: November 14th, November 28th, and December 5th

| | | |
|------------|-------------------------|--------------|
| Section AA | Fahy Hall 236 | Deyrup |
| Section AB | Alfieri Hall 122 | Goldstein |
| Section AC | Library Curriculum Room | Smith/Holmes |
| Section AD | Alfieri Hall 123 | Kamal |

Please Note:

Classes are cancelled for all four sections on Tuesday, November 21st

All four sections will meet together on December 12th in the Beck Rooms on the first floor of Walsh Library

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@undp.org

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/IUN98-21.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-space 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.

DEYRUP MODULE

Contact Information: Professor Deyrup's office hours are 3:45 to 4:45 on Tuesdays in room 227 of Walsh Library (in 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 establishment and development of NGOs in Eastern Europe). 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 article. In the final class, you will present a Web page that you have created that includes the names and links of five annotated Web resources, the proper citations of three news articles and three scholarly articles, and the proper citation of three books or book chapters. All citations will be done in APA style. Your contributions will be posted at our class Website.

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%).

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.

Contact Information:

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

Module Overview:

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 2006 look at Globalization
- Cross cultural issues influencing leadership
- A paradigm shift—Leading and visioning vis a 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

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 end 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. Whithead, 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.

SMITH AND HOLMES MODULE

Father Paul Holmes is Vice President and Interim Dean of the Whitehead School and an associate professor in the Department of Religious Studies. Courtney Smith is the Associate Dean of Academic Affairs at the Whitehead School, where he is also an associate professor.

Contact Information: Father Paul Holmes: holmespa@shu.edu or 973-313-6186
Courtney Smith: smithcou@shu.edu or 973-313-6203

Module Goals: The issues which dominate the field of international relations rarely lend themselves to easy answers. Instead, the practice of diplomacy is fraught with tradeoffs in the goals that should be pursued and the strategies through which they can best be achieved. Effectively navigating these tradeoffs requires, first, a vision of a preferred outcome regarding an issue or crisis and, second, a means of deciding between the often competing values that are at stake. This module will actively engage students in thinking about how one of the overriding goals in the field of international relations, the attainment of peace, can and should be pursued across their future careers. The module will do this in three steps:

1. Students will discuss various meanings of peace, including the many elements that are often included when peace is defined.
2. Students will explore their own hierarchy of values in order to better understand the choices that they, and others, make when faced with a choice between competing values.
3. Students will work with their colleagues to pick a current case of peacelessness in the world and consider how various “tools“ for building peace might be applied to this case.

Student Responsibilities: Students are expected to attend all three sessions for this module, to complete all of the assigned readings before class, and to actively participate in class discussion and group work. Student participation in class is worth 40 percent of the grade for the module.

Students will also be asked to write an individual paper of about seven double-spaced pages that develops a vision of peace for the case of peacelessness their group discusses in class. Students should cover the following issues in their paper:

- What dimensions of peacelessness is your case currently experiencing?
- What values are at stake in these various dimensions of peacelessness?
- What would peace look like if it were attained in your case?
- What peace tools covered in the Alger reading could help achieve this vision?

These papers will require outside research so they must include in-text citations as well as a complete bibliography. The papers are worth 60 percent of the grade for this module, and they should be turned in via email to both professors within one week of the last session of the module (i.e. before the first class of the next module).

Module Schedule:

Session One: The Meaning of Peace with Dr. Smith

- After Session One, read chapters one and two of Ho-Won Jeong, *Peace and Conflict Studies: An Introduction*. Aldershot, UK: Ashgate, 2000.
- Before Session Two, read Celestino Migliore's intervention on the 40th anniversary of *Pacem in Terris* (2003); and John XXIII's encyclical, *Pacem in Terris* (1963).

Session Two: The Hierarchy of Values with Father Holmes

- After class, read Chadwick Alger, "The Expanding Tool Chest for Peacebuilders," Chapter Two in Ho-Won Jeong, editor, *The New Agenda for Peace Research*. Aldershot, UK: Ashgate, 1999.
- Also research your group's case in preparation for the class discussion in session three.

Session Three: Building Peace with Dr. Smith

- After class, finish your individual papers which are due one week after session three.

Whitehead School of Diplomacy

Whitehead School of Diplomacy Standards of Academic Conduct

Each student will conform to the regulations of Seton Hall University and the Whitehead School of Diplomacy. Students are responsible for becoming familiar with the rights and responsibilities and the requirements of their courses.

All forms of dishonesty, whether by act or omission including, but not limited to, cheating, plagiarism and knowingly furnishing false information to the university are prohibited. Intentional disruption or obstruction of teaching, research or administrative proceedings is prohibited. University sanctions may extend to suspension and dismissal.

Violations of Academic Conduct or Integrity are the jurisdiction of the faculty or a dean.

First Offense

Faculty member will notify Assistant Dean of Undergraduate Students, Assistant Dean of Graduate Studies.

The student may be subject to any of the following:

- 1) Grade of failure for the work in question.
- 2) Lowering of the final grade for the course.
- 3) Failure for the course.
- 4) Any other academic action deemed appropriate by the faculty member.
- 5) Censure or probation by the dean.

Grievance Procedure

The student may appeal a decision by requesting it in writing to the Dean of the School of Diplomacy within 7 working days of notification. The School of Diplomacy Disciplinary/Conduct Panel appointed by the Dean will consist of two members of the School's faculty and one administrator. The Panel will review the grievance, examine the facts surrounding the offense and make a recommendation to the Dean.

2nd Offense

Disciplinary action may include suspension or dismissal from the School of Diplomacy, suspension or expulsion from the University. The student may appeal the decision as described above.

FINAL PAPER GUIDELINES

BASIC FORMATTING

Font

The font to be used is Garamond 14 pt. or Garamond 12 pt.. Some examples of how the different versions of how the font can be used in different levels of a paper are as follows:

- **THIS IS A LEVEL-1 MAIN TITLE** (Allcaps Bold, with double underline)
- **THIS IS A LEVEL-2 HEADING** (Smallcaps Bold)
- *This is a Level-3 Sub-Heading* (Italics Underlined)
- *This is a Level-4 Sub-Sub-Heading* (Italics)

Page Set-Up

Page Set-Up should normally be:

- Left Margin=1"
- Right Margin=1"
- Top Margin=1"
- Bottom Margin=1"
- Header=0.5"
- Footer=0.5"

Spacing and Indenting

Since all Final Papers are being typed in Single Space, all new paragraphs should have their First Line indented so that they stand out from the previous paragraph. No space needs to be inserted between paragraphs normally. Just the indent will do in this case.

Exception: In other cases where paragraphs are separated by spaces, it is not necessary to have the first line of each paragraph indented. The extra space indicates the new paragraph visually.

Exception: In the normal cases where no space is inserted between paragraphs, an extra space should nevertheless be inserted between Sections, which are defined by either Headings or Sub-Headings.

Justification

Full Justification should be used throughout the Final Paper, so that the margins are straight edged on both sides of the pages.

Exception: The only place where Full Justification is not to be used is in the Table of Contents page and in the Bibliography page.

Page Numbering

Page Numbering should be on the Bottom Right, and should start from the first page of actual text, and not from the Cover Page or the Table of Contents Page.

Header

The Final Papers should have a Header on the top right indicating the student name. If so desired, the title of the paper can also be indicated in the Header on the Top Left.

Footnotes

Footnotes indicate the quality of research, and should be most liberally used. They are far preferable to Endnotes.¹

Graphics

When graphics are inserted in a paper, they should normally be on one side or the other, so that the text flows on one or the other side of the graphic, without being cut into two parts as would happen if the graphics are placed in the center of the page.

Quotations

Quotations can be placed in italics for better visibility.

CONTENT

Logical drafting

The basic technique of logical drafting lies in the ability to marshal ideas in a fashion which makes it easy for the reader to follow the train of thought. The art of communication lies after all in the ability to transmit a critical examination understandably and convincingly to the reader.

Critical writing lies in a confrontation between fact and doubt, and the resultant synthesis based on convincing reasoning.

One way of doing so is to divide the reasoning into the following component parts:

- An Introduction, which sets out the objective of the paper or the paragraph;
- A Facts portion, which lays out the incontrovertible facts, duly footnoted;
- An Analysis portion, which examines the facts from all sides (thesis and anti-thesis);
- A Conclusion, which sums up the argument of the paper or the paragraph.

Cover Page

The Cover Page should set out the Title of the Paper, the names of the Student, the School, the Course, and the Professor, and the prescribed Reference Formula. An addition of a graphic helps give an attractive look to the Paper.

Table of Contents

The Table of Contents should, by and large, use the same font types as are used for the headings and sub-headings. A good Table of Contents goes down to sub-headings level. All items in the Table of Contents should be reflected in Text Headings and Text Sub-Headings.

Bibliography

The Bibliography should list all the references used or quoted, including those referred to in the footnotes. The title of the reference work, the full name of its author, and if possible, the name of its publisher should be listed. In the case of web references, the URL should be listed.

¹ This is a Footnote

ANNEX

INSERTING AND ALIGNING YOUR GRAPHIC/PHOTO

SAVING THE GRAPHIC/PHOTO FROM THE WEB

1. Place mouse on image.
2. Click right mouse button
3. Click **Save Image As...** in *Netscape* (**Save Picture As..** in *Explorer*)
4. Select the location where you want to save the image -- your floppy disk or a folder on your hard drive.
5. Name your file.
6. Your image is now in your computer and you can insert it into any *Word* document.

INSERTING THE GRAPHIC/PHOTO INTO WORD

1. Place cursor where you want the picture. You can move the picture.
 2. Click on **Insert, Picture, From File.**
 3. In the *Insert Picture* dialog box, locate the drive containing your picture. Click on its name, **Insert** button.
 4. Drag the picture to the right side of the page.
 5. Need to set "text wrapping" -- click on the picture. The *Picture* editing toolbar should display.
 - a. Click on the icon of a dog on a sheet of paper. See drop-down menu.
 - b. Click on the **Square** icon -- this will align your text on the left and your picture on the right. You can drag your picture to any location
- If your **Picture** toolbar does not display:
1. Click the right mouse button, **Show Picture toolbar.**
 2. If that option is not available, click on **View, Toolbars, Picture.**

MOVING THE GRAPHIC/PHOTO

1. Click on your picture to display the handles and the 4-pointed arrows.
2. Drag and drop the picture to whatever location you want.

RE-SIZING THE GRAPHIC/PHOTO

1. Click on the picture.
2. Place your mouse on any corner, and push it in or out diagonally to resize. Do not re-size vertically or horizontally as this will distort the image.

Executive Summary Drafting Techniques

| Technique #1 | Technique #2 | Paper Percentage |
|--------------|--------------|------------------|
| Introduction | Introduction | 1/6 |
| Facts | Thesis | 1/3 |
| Analysis | Antithesis | 1/3 |
| Conclusion | Conclusion | 1/6 |

- The critical writing of a summary is very different from the creative writing of an essay. Its drafting is succinct and logical, and completely impersonal. The “first person” is never used.
- Critical writing is based on a cold and logical examination of incontrovertible facts, in a confrontation between fact and doubt, and the resultant synthesis based on convincing reasoning.
- True communication lies in the ability to transmit your own critical examination and thoughts understandably and convincingly to the reader.
- The above chart shows are two different techniques which can link a conclusion to an introduction. The formula can be used not only for the assignment as a whole, but even for its sub-divisions and paragraphs. In this way, each part should have an introductory sentence, the statement of the facts, and the examination of the facts or the development of a thesis and an antithesis, and a conclusion which sums up the argument.

.... (student name)
.... (professor name)
.... (university)
.... (date)
.... (reference formula)

graphic >



TITLE OF THE SUMMARY

INTRODUCTION

The purpose of this paper is to examine ...

...

FACTS

The important facts which are relevant to an examination of this subject are as follows:

...

...

...

...

...

...

...

ANALYSIS

Based on the above facts, one can arrive at the following possible opinions:

...

...

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...

...

...

...

CONCLUSION

In conclusion, one can thus state that ...

...