

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: International Relations

FHEQ Level: 6

Course Title: Diplomatic Studies

Course Code: INR 6410

Course Leader: Dr Martin D. Brown

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:

This course offers an overview of the history and practice of contemporary diplomacy. It begins with analysis of what a modern diplomat currently does, both at home and abroad, set within the context of diplomatic history and theory. The normal practice of diplomacy and the various techniques of international negotiation will be addressed by using both historical and contemporary examples. It will familiarise students with the activities of a modern diplomat within a wider historical and theoretical context.

Pre-requisites: INR 4100 or HST 4105 or PLT 4100

Aims and Objectives:

- To develop an understanding of the complex historical development of modern diplomatic practice.
- To encourage an appreciation of how the various dimensions of diplomatic methods have evolved.
- To examine the conflicting arguments of different historical and International Relations theory based interpretations with regard to this subject.
- To enhance transferable skills (written and oral) through group discussion, exams, and research papers based upon a critical understanding of various source materials.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

6A(ii); 6A(iii); 6B(i); 6C(i); 6C(iii); 6C(iv); 6D(ii)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theoretical approaches taken in the study of diplomacy
- Demonstrates a systematic understanding of concepts of power and influence as they are relevant to the practice of diplomacy
- Demonstrates a systematic insight into the formal and informal exercise of power through diplomacy and diplomatic relations
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation and critical thinking appropriate for a 6000-level course

Indicative Content:

- Overview of the evolution of diplomatic practice
- The standard and contemporary theories of diplomacy
- Familiarity with the works of key diplomatic theorists (ie Machiavelli, Grotius, Richelieu, Callières, Satow, Nicolson, Kissinger and Copeland)
- Contemporary diplomatic norms and practices
- International negotiations, both bi-lateral and multilateral
- Consideration of the current role of Public Diplomacy

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating**. The seminars provide an opportunity for discussion of contentious issues,

