

**POLITICAL SCIENCE 4D06: INTERNATIONAL POLITICS:
DIPLOMACIES IN GLOBAL POLITICS**
Fall 2020 - Winter 2021

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Lecture: Synchronous Virtual Class:
Fridays 12:30PM – 1:30PM (EST)
Room: Online (Zoom)

Office: KTH 511; Online only (Zoom)
September- December, January-April,
TBD
Office Hours: Fridays 1:30PM- 2:30PM
(EST) or contact the professor through
email to arrange an appointment

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Course Description

This course examines the process and practice of diplomacy. The course begins with a review of how the practice of diplomacy has been traditionally understood in International Relations (IR). However, the course then problematizes this understanding and proposes alternative ways we might understand the process and practice of diplomacy. We will take non-state entities and individuals seriously as global actors. The course will thus examine the diplomatic practices enacted by non-governmental organizations, businesses, and activist organizations. In terms of individuals, the course will go beyond a focus on the official diplomat and explore the role people like athletes, teachers, students, scientists, and tourists play in the dynamics of global politics and relations.

Course Objectives

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

- Describe the history of diplomacy as traditionally understood in International Relations.
- Understand the central theories and approaches used in the study of diplomacy.
- Identify the key state and non-state actors involved in international diplomacy.
- Describe the role that individuals play in global diplomacy.
- Identify and critically discuss the problems with the traditional study and conduct of diplomacy.
- Demonstrate leadership and discussion skills through online seminar presentations and participation.
- Conceive, structure, and write a long research essay related to the course subject; edit their own and others written work.

Required Materials and Texts

- All journal articles and books are listed in the syllabus are available online via e-Journals from the McMaster library website or via the address provided.
- Weekly **required** readings and videos will be accessed using Perusall, a free, online collaborative reading tool. **Optional** weekly readings will not be posted, but you can seek these out on your own via the McMaster Library website.

Class Format

This seminar course will include both synchronous and asynchronous online components.

Synchronous components include weekly virtual classes on Fridays from 12:30 – 1:30 PM (EST), and virtual office hours on Fridays from 1:30 – 2:30 PM (EST). Virtual classes and office hours will both take place over Zoom. Please see the Announcements on Avenue to Learn before our first class on Friday, September 11th to access the Zoom link for this course and resources for using this platform.

Virtual classes will typically include brief course updates, followed by student-led discussions of weekly readings ('Class Leadership').

Asynchronous components include weekly readings, discussion posts, written assignments, and video or audio presentations. Weekly readings and videos will be accessed using Perusall, a free, online collaborative reading tool. You will use Perusall to asynchronously discuss and engage with the weekly content alongside your peers.

All other course content including weekly announcements, discussion forums, assignment instructions, rubrics, submission folders, and student presentations will be posted on Avenue to Learn. Please login to Avenue to Learn frequently throughout the week to see course announcements and updates and to complete course activities.

Note: Synchronous participation in virtual classes each week is strongly encouraged. However, should you have concerns around accessing synchronous sessions remotely, you will have the option to participate asynchronously. You can of course participate in both synchronous and asynchronous options should this support your learning. Please see the Course Evaluation section of the syllabus for details about the synchronous and asynchronous participation options. Please review this section in full and contact me in Week 1 of the course with any questions that you may have about these options.

Course Evaluation – Overview

1. **Paper Outline: 5%**, due November 20, 2020
2. **Draft Paper: 15%**, due January 22, 2021
3. **Paper Review: 10%**, due February 12, 2021
4. **Video or Audio Presentation: 15%**, individual due dates throughout the course (due the Tuesday the same week as the assigned class leadership)
5. **Class Leadership (and related questions): 5%**, individual due dates throughout the course
6. **Participation: 25%**, throughout the course, synchronous and asynchronous elements
7. **Final Paper: 25%**, due March 26, 2021

Course Evaluation – Details

1. Paper Outline: 5%, due November 20, 2020 (11:59 PM, EST)

This detailed description will outline the topic, the main argument (including tentative hypothesis), as well as the resources that will be consulted in the final research paper (minimum of 15 sources). Use either MLA or Chicago style referencing system. The final grade for the outline will be based on organization, quality of the hypothesis, writing quality, and the quality and appropriateness of the research and sources used in the outline. Recommended length: 8 pages (double spaced).

2. Draft Paper: 15%, due January 22, 2021 (11:59 PM, EST)

The draft paper should be a complete and polished draft of the final paper (4,000 words). See item 4 below for more information on the final paper. The draft paper should meet all the requirements of the final paper including thesis statement, argument, research, organization, writing style, and length. Please note the draft will be graded on the same categories as the final paper (see final paper rubric on Avenue to Learn for additional details).

3. Paper Review: 10%, due February 12, 2021 (11:59 PM, EST)

Each student will be responsible for reviewing and commenting in depth on one other student's paper. Reviewers will highlight the strengths of the paper and make suggestions for improvement. Comments should be constructive. Each review should address the following topics: thesis statement, argument, evidence, sources/ referencing, organization, and writing style. See the guidelines on Avenue to Learn for further instructions about the paper review. This written review will be submitted to the author of the essay and the professor on February 12, 2021.

4. Video or Audio Presentation: 15%, individual due dates throughout the course

Due on Tuesday (11:59 PM, EST) the same week as the assigned class leadership. Each student will be responsible for a presentation and for leading the discussion for at least one class. Depending on the number of students in the seminar, some weeks may be shared between two students, but each student will make a 15-20-minute solo recording using either video and audio or audio or video alone on the topic they were assigned for that week. Students will record their presentations using a software of their choice (e.g., voice-over PowerPoint, Zoom) and ensure that media is closed captioned before submitting (e.g., using MacVideo or Office365 captioning). Please see the resources on Avenue for more information on recording and captioning options. All presentations will be submitted to the Presentations Forum under the "Discussions" tab on Avenue by Tuesday evening (11:59 PM, EST) of the class leadership week.

The presentation will identify the major points for discussion and evaluate the arguments made in the readings assigned for that topic on the syllabus. In addition to the assigned readings, the presentation should also draw on a couple of additional

sources on the topic and present new, related information. These additional sources may be drawn from the “Optional” readings listed in the syllabus for that particular week but they do not have to be taken from that list. Let your own interest be your guide.

In their presentations, students should not simply summarize the readings and the additional source/s but instead synthesize the required readings and additional source/s (see [Youtube video Summary v. Synthesis: What’s the difference?](#) for information about the differences between summary and synthesis).

Since one of the main goals of the presentation is to stimulate discussion in the synchronous class that week, the presentation should be organized in a way that will complement the upcoming discussion.

5. Class Leadership: 5%, individual due dates throughout the course

The student leading the discussion will primarily lead the discussion by posing questions. The questions posed to the class should be related to the presentation, the readings, and could include questions submitted by the other students. However, given the time constraints it will likely be necessary to synthesize student questions on Avenue (by merging, editing, and organizing the ideas raised in the questions according to the themes you identify). Please see Avenue for “Advice for the Discussion Leader”.

6. Participation: 25%, throughout the course, synchronous and asynchronous elements

Please review this section in full and contact the professor in Week 1 of the course with any questions that you may have about these options.

Overview:

Participation can be earned by asynchronous responses to the readings and presentations provided each week and/or participating in synchronous discussion about the readings and presentation.

Each week, **all students** are expected to complete the weekly required readings or videos on Perusall, watch the student presentation video, and add a question to the Avenue to Learn discussion forum.

Synchronous participation:

Synchronous participation in virtual classes each week is strongly encouraged as this will allow you to connect with your peers and your instructor, discuss and receive feedback on topics in real-time, and clarify any course- or content-related questions.

If you have concerns around accessing synchronous sessions remotely, you will have the option to participate asynchronously. You can of course participate in both synchronous and asynchronous options should this support your learning.

Asynchronous participation:

Students who are not regularly attending the synchronous classes should also complete an additional written response to the week's topic (including readings and the prerecorded student presentation). This 350-500 word response should be in the form of a mini-essay and make an argument about the topic that demonstrates your command of the readings, presentation, and any related material. This response should be submitted to the corresponding assignment folder on Avenue to Learn and will just be seen by the professor.

Further details about how to earn participation marks are included on Avenue.

7. Final Paper: 25%, due March 26, 2021 (11:59 PM, EST)

The research essay, approximately 4,000 words (exclusive of bibliography) will be double-spaced, include a bibliography with at least 15 sources and be properly referenced using either the MLA or Chicago style.

It is important to understand that a research essay makes an argument that is based on academic research and analysis. See for example, [Writing Research Essays](#)

The essay should take advantage of the advice provided on the draft paper. The following topics are recommended but it is possible to write on another topic related to the course. If anyone would like to research another topic, they must first receive approval from the professor.

Research Paper Options:

- 1) **Non-state Diplomacies:** This essay will focus on one type of non-state diplomacy and conduct an in-depth study of that type of diplomacy. These may be drawn from any of the topics covered in the course syllabus (such as celebrity diplomacy, sports diplomacies, science diplomacies) or one not covered in the course syllabus (such as art or music diplomacies) and demonstrate its impact on global politics or relations (broadly defined). You may do this in any number of ways such as through a case study (for example, of a particular sporting event or type or tourism to or from a particular country or region) or by applying a theory to a particular problem or topic in non-state diplomacies. Remember, a research essay makes an argument, so avoid just describing the type of diplomacy.
- 2) **State Diplomacy:** This essay will research an international diplomatic event (for example, the Cuban Missile Crisis, the Iraq War, a G20 meeting, trade negotiation, or similar event) and make an argument about how a state or group of states conducted the negotiation, mediation, communication or other diplomatic practice in this case.
- 3) **The Study of Diplomacy:** This essay has the option of exploring the concepts and theories within the study of diplomacy (as traditionally understood or within the broader field of "new" diplomacy). There are many possible topics. For example, you

may apply a theory or concept to a case study to demonstrate your thesis, make an argument about the different ways diplomacy is studied around the world, or explore the different approaches to the study of diplomacy to support your thesis. All papers must make an argument based on research.

Further advice for writing the paper will be posted on Avenue.

Weekly Course Schedule and Required Readings

Week 1 (Sept 11)

Introduction to the Course

Please review the course materials in the Week 1 module on Avenue to Learn and access the virtual class Zoom link under Course Announcements.

In our first virtual class on September 11 (12:30 PM, EST), we will review the course expectations and you will indicate your preferred presentation/discussion leadership date on a survey during class time. Please contact the professor if you are unable to attend this class time.

Week 2 (September 18)

Learning Online Tech (asynchronous week)

This week, we will learn how to use online learning technologies including Perusall, Zoom, Flipgrid, and the McMaster Library website **asynchronously**.

Please prepare a short Flipgrid recording (either video or just audio) to introduce yourself and share one or two topics that you are most interested in learning about in this course and why.

Week 3 (September 25)

The History of Diplomacy

This week is an introduction and overview of how diplomacy has been traditionally studied in International Relations (IR). We will also examine how traditional IR explains the rise of diplomacy. We review the history and official practice of diplomacy by state actors in the West.

Student presentations and class leadership begin this week.

Required readings:

Constantinou, Costas M., and Paul Sharp. "[Theoretical perspectives in diplomacy](#)." *The Sage Handbook of Diplomacy* (2016): 13-27.

Cohen, Raymond. "The Great Tradition: The Spread of Diplomacy in the Ancient World," *Diplomacy and Statecraft* 12(1) (2001): 23-38.

Holmes, Alison R. and J. Simon Rofe, "[Chapter 2: Classic Story of Diplomacy](#)," In Global Diplomacy Theories, Types, and Models

Optional:

Homes, Alison and J. Simon Rofe, "Chapter 1: Diplomatic Practice," in Global Diplomacies: Theories, Types and Models, edited by Alison R. Holmes and J. Simon Rofe. (New York: Routledge, 2016), 19-54.

"[Global Diplomacy – Diplomacy in the Modern World](#)," University of London, Mar 9, 2016

Copeland, Daryl. "[What is diplomacy? Why Does it fail? How can it be more effective?](#)" December 20, 2012

Berridge, Geoff, Maurice Keens-Soper, and Thomas Otte. [Diplomatic theory from Machiavelli to Kissinger](#). Springer, 2001. Read **Introduction** by G. R. Berridge, Maurice Keens-Soper, T. G. Otte, **pages 1-6**, and **other chapters based on your interest**.

Week 4 (October 2)

Other Histories: Indigenous Diplomacies

This week we learn that diplomacy wasn't just created by the Greeks and Romans but that diplomacy has a much more varied history with a focus on Indigenous diplomacies.

Required readings:

King, Hayden. "[The erasure of Indigenous thought in foreign policy](#)" July 31, 2017. OpenCanada.org

Beier, Marshall. "[Indigenous Diplomacy](#)." The SAGE Handbook of Diplomacy (2016): 642-53.

Optional:

Crawford, Neta. "A Security Regime Among Democracies: Cooperation among Iroquois Nations," International Organization 48(3) (1994): 345-385.

Abele, Frances, and Thierry Rodon. "Inuit diplomacy in the global era: The strengths of multilateral internationalism." Canadian Foreign Policy Journal 13.3 (2007): 45-63.

Week 5 (October 9)

Histories: Non-Western Diplomacies

This week we continue to look at diplomacies beyond the West and problematize the Western focus of diplomatic studies.

Required readings:

Neumann, Iver B. "Combating Euro-Centrism in Diplomatic Studies." *The Hague Journal of Diplomacy* 14.3 (2019): 209-215.

Sverdrup-Thygeson, Bjornar. "A Neighbourless Empire? The Forgotten Diplomatic Tradition of Imperial China," *The Hague Journal of Diplomacy* 7(3) (2012): 245-267.

Opondo, Sam O. "[Diplomacy and the Colonial Encounter](#)." *The SAGE Handbook of Diplomacy*. London: Sage (2016): 39-53.

Optional:

Grincheva, Natalia and Robert Kelley "[Introduction: Non-state Diplomacy from Non-Western Perspectives](#)" *The Hague Journal of Diplomacy* 20 Jun 2019 Volume 14: Issue 3

Grincheva, Natalia. "Beyond State versus Non-state Dichotomy: The State Hermitage Museum as a Russian Diplomacy 'Hybrid'." *The Hague Journal of Diplomacy* 14.3 (2019): 225-249.

Week 6 (October 16) Reading Week

No class or readings this week

Week 7 (October 23)

Diplomatic Practices: Communication, Mediation, and Negotiation

This week we explore some of the central practices of diplomacy.

Required readings:

Aggestam, Karin. "[Diplomatic mediation](#)." *The SAGE Handbook of Diplomacy* (2016)., 220-230.

Adler-Nissen, Rebecca. "Conclusion: Relationalism or why diplomats find international relations theory strange." *Diplomacy and the making of world politics* (2015): 284-308.

Jönsson, Christer. "[Diplomacy, Communication and Signalling](#)." SAGE Handbook of Diplomacy (2016): 79-91.

Optional:

Zartman, William. "Chapter 6 Diplomacy as Negotiation and Mediation" in *Diplomacy in a Globalizing World*. Second Edition. Pauline Kerr and Geoffrey Wiseman, 103-120.

Wong, Seanon S. "Emotions and the communication of intentions in face-to-face diplomacy." *European Journal of International Relations* 22.1 (2016): 144-167.

["Negotiations In Foreign Policy,"](#) Model Diplomacy – YouTube, Nov 14, 2016

Week 8 (October 30)

Diplomatic Practices: Representation of the Collective Self and Interpreting the "Foreign"

How much of diplomacy is actually about identities? This week we explore how diplomacy reflects our identities and constructs the identities of others we encounter.

Required readings:

Faizullaev, Alisher. "Diplomacy and Self," *Diplomacy & Statecraft*, 17:3 (2006): 497-522, DOI: 10.1080/09592290600867578

Weldes, Jutta. "The Cultural Production of Crises: U.S. Identity and Missiles in Cuba," in *Cultures of Insecurity: States, Communities, and the Production of Danger*, ed. by Jutta Weldes et. al. (University of Minnesota Press, 1999), 35–62.

Optional:

Agostinelli, Margarita Alexandra Coppi. "[Cultural Diplomacy and the Concept of the Other](#)." *The International Conference on Cultural Diplomacy and the UN*. 2012.

Nowotny, Thomas. "Chapter 5: Confirming Identity through the Narrative on Foreign Policy," in *Diplomacy and Global Governance: The Diplomatic Service in an Age of Worldwide Interdependence* (2018), 49-55.

Week 9 (November 6)

Gender and Diplomatic Practice

This week we focus on the connection between gender and diplomacy.

Required readings:

Aggestam, Karin, and Ann Towns. "The gender turn in diplomacy: a new research agenda." *International Feminist Journal of Politics* 21.1 (2019): 9-28.

Enloe, Cynthia. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Oakland, CA: University of California Press, 1990 "Chapter 5: Diplomatic and Undiplomatic Wives," 177- 207.

["CISD Annual Lecture 2019: Women in Diplomacy ..."](#) YouTube Mar 20, 2019

Optional:

Enloe, Cynthia. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Oakland, CA: University of California Press, 1990, other chapters as interested.

["The gendered impact of COVID-19: Towards better diplomatic responses,"](#) [Diplo WebDebate; 2020] Streamed live on Jun 2, 2020

Week 10 (November 13)

Public Diplomacy

This week we explore how states attempt to shape their own images. In particular, we will examine the interaction between states and citizens of foreign countries. We will review how states use their own citizens to influence their image abroad and foster relationships with other states and societies.

Required readings:

Huijgh, Ellen. "[Public diplomacy.](#)" *The SAGE Handbook of Diplomacy*. London: Sage (2016): 437-450.

Cull, N. J. 'Public Diplomacy: Taxonomies and Histories', *The Annals of the American Academy of Political and Social Science*, vol. 616 (2008), 31-54.

[Public Diplomacy, Inside the Issues 5.10](#) Jan 8, 2015

Optional:

Sohaela Amiri, "[Addressing Systematic Inequalities is Crucial for national Security,](#)" USC Center on Public Diplomacy, Jun 9, 2020

Arnold, Samantha L. "Home and Away: Public Diplomacy and the Canadian Self," in Marshall J. Beier & Wylie ed. *Canadian Foreign Policy in Critical Perspective* (University of Toronto Press, 2010).

Wiseman, Geoffrey. "Public Diplomacy and Hostile Nations." *The Hague Journal of Diplomacy* 14.1-2 (2019): 134-153.

Week 11 (November 20) PAPER OUTLINES DUE

No class or readings this week

Submit the outlines on Avenue by 11:59PM.

Week 12 (November 27)

Diplomacy Beyond the State: Non-state Groups, NGOs and other transnational entities

Diplomacy is changing and one key way it is changing is through who we consider a diplomatic actor. This week we begin our exploration of non-state diplomatic actors, focusing on the role of nongovernmental and other organisations in global politics.

Required readings:

Adler- Nissen, Rebecca, "[Diplomatic Agency](#)" The SAGE handbook of diplomacy (2016): 92-103.

Langhorne, Richard. "The diplomacy of non-state actors." *Diplomacy and Statecraft* 16.2 (2005): 331-339.

McConnell, Fiona, Terri Moreau, and Jason Dittmer. "Mimicking state diplomacy: The legitimizing strategies of unofficial diplomacies." *Geoforum* 43.4 (2012): 804-814.

Optional:

Zatepilina, Olga. "Non-state ambassadors: NGOs' contribution to America's public diplomacy." *Place Branding and Public Diplomacy* 5.2 (2009): 156-168.

Lencucha, Raphael, Anita Kothari, and Ronald Labonté. "The role of non-governmental organizations in global health diplomacy: negotiating the Framework Convention on Tobacco Control." *Health Policy and Planning* 26.5 (2011): 405-412.

Week 13 (December 4)

Writing Workshop #1: From Research to First Draft

Week 14 (January 8)

Individuals as "Diplomats": Citizen Diplomacy

Can citizens, with or without official sanction or, acting as individuals, engage in diplomacy? How does Citizen Diplomacy differ from Public Diplomacy? Where is there overlap between the two types of diplomacy?

Required readings:

Fulda, Andreas. "[What do we mean by citizen diplomacy?](#)"

Conley Tyler, Melissa, and Craig Beyerinck. "[Citizen diplomacy](#)." The SAGE Handbook of Diplomacy. London, Sage (2016): 521-9.

"[Glasnost and Goodwill: Cold War Citizen Diplomacy](#)", USC Center on Public Diplomacy, Oct 19, 2017

Optional:

Nye, J. "[The pros and cons of citizen diplomacy](#)," New York Times, October 4, 2010

"[Citizen Diplomacy One Handshake at a Time](#)," WorldChicago July 15, 2019.

Sharp, Paul. "Making sense of citizen diplomats: The people of Duluth, Minnesota, as international actors." International Studies Perspectives 2.2 (2001): 131-150.

Fulda, Andreas. "The Emergence of Citizen Diplomacy in European Union–China Relations: Principles, Pillars, Pioneers, Paradoxes." Diplomacy & Statecraft 30.1 (2019): 188-216.

Week 15 (January 15)

Other Diplomacies and Everyday Encounters as Diplomacy

Taking the idea of citizen diplomats even further we explore whether 'everyday' interactions between individuals of different states can be considered diplomatic engagement.

Required readings:

Constantinou, Costas M. "Everyday Diplomacy: Mission, Spectacle and the Remaking of Diplomatic Culture" In Jason Dittmer and Fiona McConnell, eds, Diplomatic Cultures and International Politics:Translations, Spaces and Alternatives (Routledge 2016), pp. 23-40.

Young, Mary M., and Susan J. Henders. "'Other Diplomacies' and the Making of Canada–Asia Relations." Canadian Foreign Policy Journal, vol. 18, no. 3, Sept. 2012, pp. 375–388, doi:10.1080/11926422.2012.742022.

Optional:

Marsden, Magnus, et al. "[Everyday diplomacy: introduction to special issue](#)." Cambridge Anthropology, vol. 34, no. 2, 2016, p. 2+. Gale Academic OneFile.

Week 16 (January 22) DRAFT PAPERS DUE

No class or readings this week

Send a copy to both the professor and your assigned reviewer by 11:59PM.

Reminder: Each student will be responsible for reviewing and commenting in depth on one other student's paper. Reviewers will briefly highlight the strengths of the paper and make suggestions for improvement.

Week 17 (January 29)

Business/Corporate and Religious Diplomacies

This week we examine two of the earliest types of non-state diplomacies. Both traders and religious orders have a long history of diplomatic practice.

Required readings:

Ruël, Huub JM, and Tim Wolters. "[Business diplomacy](#)." The SAGE handbook of diplomacy (2016): 564-76.

Wellman, David Joseph. "[Religion and diplomacy](#)." The SAGE handbook of diplomacy (2016): 577-590.

Shafiee, Nozar, and Ehsan Fallahi. "The Church and Religious Diplomacy in Russia's Foreign Policy." *Journal of Iran and Central Eurasia Studies* 1.1 (2018): 93-105.

Optional:

White, Candace, and Iulia Kolesnicov. "Nation branding in a transitional democracy: The role of corporate diplomacy in promoting national identity." *Place Branding and Public Diplomacy* 11, no. 4 (2015): 324-337.

Kesteleyn, Jennifer, Shaun Riordan, and Huub Ruël. "Introduction: business diplomacy." *The Hague Journal of Diplomacy* 9.4 (2014): 303-309.

Blanke, Svenja. "Civic Foreign Policy: Human Rights, Faith-Based Groups and US-Salvadoran Relations in the 1970s." *The Americas* 61.2 (2004): 217-244.

Week 18 (February 5)

Medical and Science Diplomacy

This week we explore the influence of scientists and healthcare workers in global politics and society.

Required readings:

["Science Diplomacy: An Introduction"](#) AAAS Center for Science Diplomacy

Copeland, Daryl. "[Science diplomacy](#)." The SAGE Handbook of Diplomacy. SAGE Publications (2016): 628-641.

Yaffe, Helen. "[The world rediscovers Cuban medical internationalism](#)." LSE Latin America and Caribbean Blog (2020)

Optional:

Conley Tyler, Melissa and Pravin Silva, "[Australia's Unsung COVID-19 Heroes: The Diplomats](#)," The Diplomat, June 16, 2020

Berridge, G. R. "[Where have all the health attachés gone?](#)" May 15, 2020

Smith, Frank. "Advancing Science Diplomacy: Indonesia and the US Naval Medical Research Unit." Social Studies of Science, vol. 44, no. 6, Dec. 2014, pp. 825–847, doi:10.1177/0306312714535864.

Ali, Saleem, and Helena Vladich. "[Environmental diplomacy](#)." C. Constantinou, P. Kerr, & P. Sharp, The SAGE Handbook of Diplomacy (2016): 601-616.

M.M. Betsill, E. Corell (Eds.), NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations, MIT Press.

Week 19 (February 12) PAPER REVIEWS DUE

No class or readings this week

Reviews to be sent to the professor and the author of the paper you reviewed by 11:59 PM.

Week 20 (February 19) Reading Week

No class or readings this week

Use this week to revise your draft paper, incorporating any helpful advice received from the professor and your reviewer.

Week 21 (February 26)

Celebrity Diplomacy

Can Bono, Angelina Jolie, or Lady Gaga contribute to global politics? This week we explore the influence of the famous on relations between states and the world's problems.

Required readings:

Wheeler, Mark. "[Celebrity diplomacy](#)." The SAGE Handbook of Diplomacy, SAGE Publications, London (2016): 530-539.

["CPD Workshop: Celebrity Diplomacy"](#) – YouTube May 14, 2009

["Celebrity Diplomacy: When Foreign Policy Goes Hollywood"](#) Newsy World, June 7, 2013

Optional:

Hooton, Amanda. "[The Melbourne charity king with Lady Gaga, Rihanna and Hugh Jackman on speed dial](#)," Good Weekend magazine, The Sydney Morning Herald, July 17, 2020

Perrigo, Billy. "[How the U.S. Used Jazz as a Cold War Secret Weapon](#)," Time December 22, 2017

Dieter, Heribert, and Rajiv Kumar. "The downside of celebrity diplomacy: The neglected complexity of development." Global Governance: A Review of Multilateralism and International Organizations 14.3 (2008): 259-264.

Cooper, Andrew F., Hugo Dobson, and Mark Wheeler. "Non-western celebrity politics and diplomacy: introduction." Celebrity Studies 8.2 (2017): 312-317.

Week 22 (March 5)

Sports Diplomacies

This week we consider the role of athletes, sports teams, and sporting events in global relations.

Required readings:

Nygård, Håvard Mogleiv, and Scott Gates. "Soft power at home and abroad: Sport diplomacy, politics and peace-building." International Area Studies Review 16.3 (2013): 235-243.

Philpott, Simon. "Planet of the Australians: Indigenous Athletes and Australian Football's Sports Diplomacy." Third World Quarterly, vol. 38, no. 4, Apr. 2017, pp. 862–881, doi:10.1080/01436597.2016.1176857.

Murray, Stuart. "[Sports diplomacy](#)." The SAGE handbook of diplomacy. SAGE Publications Ltd, 2016. 617-627.

Optional:

Hardman, Alun. "[Four historic moments when sport and diplomacy collided](#)," The Conversation February 20, 2018

Damion, Thomas. "Goodwill Ambassadors: African American Athletes and U.S. Cultural Diplomacy, 1947–1968." African Americans in U.S. Foreign Policy: From the Era of Frederick Douglass to the Age of Obama, edited by Linda Heywood et al., University of Illinois Press, 2015, 129–139.

Redeker, Robert. "Sport as an opiate of international relations: The myth and illusion of sport as a tool of foreign diplomacy." Sport in Society 11.4 (2008): 494-500.

Week 23 (March 12)

Writing Workshop #2: The Art and Science of Editing

Final papers are due in two weeks so each student should be well into the editing process. This class will offer advice about editing and answer student questions.

Readings: TBA

Week 24 (March 19)

Tourism Diplomacies

This may be the main way many people have an opportunity to have an influence beyond their borders. This week we examine the relationship between tourists and those they encounter while abroad as well as the role of the tourism industry in global relations.

Required readings:

Baranowski, Shelley, Lisa Pinley Covert, Bertram M. Gordon, Richard Ivan Jobs, Christian Noack, Adam T. Rosenbaum & Blake C. Scott (2019) Discussion: tourism and diplomacy, Journal of Tourism History, 11:1, 63-90, DOI: 10.1080/1755182X.2019.1584974

Suntikul, Wantanee. "Gastrodiplomacy in tourism." Current Issues in Tourism 22.9 (2019): 1076-1094.

Berger, Dina and Wood, Andrew Grant, "Goodwill Ambassadors on Holiday: Tourism, Diplomacy, and Mexico-United States Relations" in Joseph, Gilbert M., and Emily S. Rosenberg. *Holiday in Mexico: Critical reflections on tourism and tourist encounters*. Duke University Press, 2010.)

Optional:

Abu, Aziz. "[For more tolerance, we need more ... tourism?](#)" Jan 7, 2015 -
Uploaded by TED

Tse, Tony SM. "Chinese outbound tourism as a form of diplomacy." *Tourism Planning & Development* 10.2 (2013): 149-158.

Tse, Tony SM. "Chinese outbound tourism as a form of diplomacy." *Tourism Planning & Development* 10.2 (2013): 149-158.

Week 25 (March 26) FINAL ESSAY DUE

No class or readings this week

Submit the essay on Avenue by 11:59 PM.

Week 26 (April 2)

Education and Academic Diplomacies

Have you studied abroad? Are you thinking about teaching English in another country after you graduate? If so, how will your actions have an influence on Canada's foreign relations or the world more generally?

Required readings:

Byrne, Caitlin, and Rebecca Hall. "Realising Australia's International Education as Public Diplomacy." *Australian Journal of International Affairs*, vol. 67, no. 4, Aug. 2013, pp. 419–438, doi:10.1080/10357718.2013.806019.

Dubinsky, Karen. "Taking Generation NGO to Cuba: Reflections of a Teacher." In *Other Diplomacies, Other Ties: Cuba and Canada in the Shadow of the US* edited by Luis René Fernández Tabío, Cynthia Wright, Lana Wylie Tabio,

Bellamy, Carol, and Adam Weinberg, "Educational and cultural exchanges to restore America's image," *Washington Quarterly* 31.3 (2008): 55-68.

Optional:

Alzugaray, Carlos. "Academic Exchanges and Transnational Relations: Cuba and the United States." *Latin American Perspectives*, vol. 33, no. 5, Sept. 2006, pp. 43–57, doi:10.1177/0094582X06292415

Week 27 (April 9)

Conclusion

Readings: TBA

Course Policies

Submission of Assignments

Assignments should be submitted on Avenue to Learn by the due dates. See Avenue to Learn for more information on evaluation criteria and tips for written assignments.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be accepted, but will be subject to a five per cent per day penalty. After seven days the assignments will no longer be accepted and students will receive a grade of zero on that assignment. In addition, papers submitted after the deadlines will be graded without comments.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses with an On-Line Element

This course uses on-line elements including e-mail, Avenue to Learn, Zoom, and Perusall. Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about [McMaster's use of Turnitin.com](#) please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check

his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.