Future diplomats, whether they work for governments, corporations or nonprofit entities, will find new opportunities and face new challenges in promoting their international goals. They will work in a world where power is more dispersed, where players other than governments have a major role, where issues and organizations are social, cultural, regional and global rather than the sole responsibility of nation states, and where scientific and technological innovations are constantly changing the agenda and paths to influence.

To prepare students to advocate in this world, we have designed a course with thirteen exercises, each involving an issue, a new challenge and an activity to hone their skills. In each session, the exercise will require practical skills (like speaking, concise writing and information gathering) and outreach efforts to negotiate and advocate. Students will carry out these exercises individually and in small groups.

The goal of the course is to introduce students to some of the issues and practices that will prevail as they seek to influence governments and societies for whatever cause or entity they represent. By looking at how to shape and influence the new economy, global problems, new finance, new dangers and new issues students will gain an understanding for engagement in future world affairs.

The class will be highly participatory. There will be a role playing exercise or negotiation game in every session. In addition, several students will give 3 to 5 minute presentations on aspects of the topic, accompanied by a 500-word paper. Each student will give two or three of these presentations over the course of the semester. Each student will provide one page per week on the class exercise, 24 hours in advance of class. After the presentations and exercise, we will all raise questions and discuss the issues, finally drawing specific and then more general conclusions. Each class will focus on a major dynamic issue of world affairs. So keeping up with current foreign affairs is important.

Participation is a key component (20%) of the grade, along with presentations (20%), the weekly memos (30%) and the final policy memo, which will make up 30% of the grade.

Writing: Students will write 10,000 words for this course, focusing on straight, to-the-point, policy papers.

Each student will submit a page (500 words) per week to the class on their part in the week’s assignment, plus two or three presentation briefing memos over the course of the semester. A final analytical and research based policy memo of 3,000 words will be required. The paper will address a future situation involving emerging players and problems in the form of a policy “Memo to My Leader” – together we will choose the situation and the leader. I will provide feedback on an initial outline of the paper, if you desire.

Readings: Students will be expected to read about 100 pages of material per week (supplemented by video material). Readings will cover the background for the class and provide views and commentary which students should be prepared to discuss. You should
also spend several hours per week preparing your role in the in-class exercise.

**Learning Goals:** Upon completion of this course, students will be equipped to analyze future diplomatic situations, identify interests and capabilities of the players, deploy diplomatic tools and incentives, and write diplomatic strategies and policy memos.

**Disability Support Information:** If you are a student with a disability or you need academic accommodations: welcome. Please see me so that we can make appropriate arrangements. You can also contact Brown’s Student and Employee Accessibility Services (SEAS) Office (formerly the Disability Support Services Office) at (401) 863-9588 or DSS@brown.edu. Either way, I will do my best to accommodate you.

**Academic Honesty:** You are expected to follow Brown’s academic code. According to the code, “Students who submit academic work that uses others’ ideas, words, research, or images without proper attribution and documentation are in violation of the academic code. Infringement of the academic code entails penalties ranging from reprimand to suspension, dismissal, or expulsion from the University.”

**Time Requirements:** You should expect to spend three hours per week on the readings, three per week preparing your role-play, and two to three per week writing preparatory positions and briefing memos. In addition, the final research, policy paper will require about 30 hours of work. Including class time of 2.5 hours per week, you should spend a total of 185 hours on this course over the semester.

**Contact information:** richard_boucher@brown.edu
Phone: 240-242-9563
Office Hours: Generally Tuesday-Wednesday-Thursday in Watson. Contact me to set a time.

All Readings and materials will be posted on Canvas, but are subject to change until the weekend before class. Check Canvas to make sure you find the latest.
Skills for Future Diplomats - A Course in Fourteen Exercises
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One - Introduction

After going through the basic ideas and requirements for the class, we will begin our discussions on the collaboration, competition and groups of groups that will increasingly dominate our world, informing and expanding on traditional rivalries.

Reading in class:

- Dale Carnegie, How to Win Friends and Influence People, Chapters 1, 2, 9.

Two - New World Order or Old Spheres of Influence

President George H.W. Bush proclaimed a “new world order” after the end of the cold war in which nations and peoples would be free to chose their allegiances. These ideas harken back to Woodrow Wilson, the U.N. Charter and the Conference on Security and Cooperation in Europe. Yet, they frequently collide with assertions of power, for example in Ukraine or the South China sea. We’ll discuss the implications of two ways of looking at the world. We’ll examine Spheres of Influence and take up the issue of sanctions as a means to enforce a certain version of world order: what’s the point and when do they work?

Student Presentation Topics:

- The Monroe Doctrine Today
- “China is a big country and other countries are small. That’s just a fact.”

Readings:

- Fu Ying. “The US world order is a suit that no longer fits.” The Financial Times. 6 January 2016. [http://www.ft.com/intl/cms/s/0/c09cbbb6-b3cb-11e5-b147-e5e5bba42e51.html#axzz49rpGVjAR](http://www.ft.com/intl/cms/s/0/c09cbbb6-b3cb-11e5-b147-e5e5bba42e51.html#axzz49rpGVjAR)
http://www.nytimes.com/roomfordebate/2015/12/10/trade-an-end-to-sanctions-for-putins-help-against-isis/sanctions-against-russia-are-working-dont-give-them-up

• Ashford, Emma. “Not-So-Smart Sanctions, The Failure of Western Restrictions Against Russia” Foreign Affairs. December 2015.
https://www.foreignaffairs.com/articles/russian-federation/2015-12-14/not-so-smart-sanctions

https://www.brookings.edu/blog/order-from-chaos/2015/02/19/the-united-states-must-resist-a-return-to-spheres-of-interest-in-the-international-system/


• Colgan and Keohane. The Liberal Order is Rigged. Foreign Affairs. May/June 2017.
https://www.foreignaffairs.com/articles/world/2017-04-17/liberal-order-rigged

Video

• Video: George H.W. Bush, New World Order Quotes, 1991, Youtube:
https://www.youtube.com/watch?v=MADYzQstpsU

Activity: Write two pages of double spaced testimony for your country’s parliament explaining your goals, your allies, your obstacles, and five steps to implement policy. Present a one-minute oral testimony.

Three - Global Problems - Green climate Fun

Global climate negotiations now take place on an annual basis. As part of the global deal between developed and developing countries --global emissions curbs in exchange for funding-- the Green Climate Fund finances projects to mitigate and adapt to climate change. The new US Administration is cancelling future funding. As the Board meets and
looks for effective projects, members try to influence each other and adjust. The outcome is a complex combination of direct negotiation, coalitions and social pressure. The next meeting for the board is about to take place in Cairo. We’ll play it out before they get to town.

Student Presentation Topics:
- Most cost-effective interventions to reduce carbon emissions
- Small Island Developing States: save them or relocate?

Readings:
- Green Climate Fund Web Site, http://greenclimate.fund/home
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- TEDTalk by David Keith, A Critical Look at Geoengineering against Climate Change, [https://www.ted.com/talks/david_keith_s_surprising_ideas_on_climate_change](https://www.ted.com/talks/david_keith_s_surprising_ideas_on_climate_change)

**Activity:** We will play out the eighteenth meeting of the board of the Green Climate Fund which will take place in Cairo, Arab Republic of Egypt from Saturday, 30 September to Monday, 2 October 2017. Spend money! Make deals! Find your partners! Identify channels to lobby! Save the planet!

**Four - Pandemic - Walk Like an Octopus**

“Whole of government” and collaborative efforts are much more easily said than done. Whether it’s coordinating government ministries, getting national offices of an NGO to collaborate to respond to a crisis or getting divisions of a corporation to cooperate on a marketing plan, elements of personality, pride and politics always distort the cooperation. Even when entities are aligned on an objective --saving desperate people from a pandemic, for example-- competition can be either productive or deadly. Can we learn to channel energies by dividing authority, by licensing initiative or by forcing cooperation? Let’s see how you play out a public health crisis.

**Guest by Skype:** Ambassador Nancy Powell, Career Ambassador, former State Department Ebola Coordinator and previously Senior Coordinator for Avian Influenza and Infectious Diseases.

**Student presentation topics:**
- What’s the next disease pandemic?
- When do you impose travel restrictions due to disease?

**Readings:**
- BCG Perspectives - Baker, Chirumberro, and Green, Managing Change at Save the Children. October 2014.
Activity: You will try to cooperate to fight a global pandemic. Play the Board game Pandemic. Try to keep everyone in the world from dying and identify the factors that help or interfere with cooperation, even among those with common goals.

Five: New World Order - International Control Regimes - Can we control North Korea?

During the Cold War, international regimes were established to control the flow of technology to the Soviet Union. In modern days, similar regimes control the spread of nuclear weapons, of financing for terrorists, or of missile technology. Is this the ‘haves’ lording it over the ‘have-nots?’ Are these regimes effective? Do they choose the future winners and losers for power in the world? We’ll explore the regimes and their implications, and how they work in practice.

Student Presentation Topics

- The Agreed Framework
- The Nuclear Suppliers Group

Readings:

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Video

Recommended
- Video: Robert Litwak at Lawrence Livermore Labs - Preventing Nuclear Breakout - 70 mins

Activity: The Six Party Talks will reconvene to discuss controls North Korea’s nuclear program. Provide a half page going-in position.

Six - New Finance - New Banks, New Lending, Mixed Goals

While the creation of the BRIC’s New Development Bank and the Asian Infrastructure Investment Bank have attracted attention, numerous other vehicles are increasingly involved in global finance. Brazil’s BNDES lends more money than the World Bank. Investment bankers finance governments and cities as well as countries (sometimes to the peril of all). Do the new banks reduce the accountability of finance? Do they provide opportunity for new development strategies that don’t depend on Bretton Woods Institutions with their orthodox conditions? Can we see how the new lenders --like China-- will manage their lending?
Student Presentation Topics:
- 1902 Venezuelan Crisis
- World Bank Anti-corruption Standards

Readings:
- Inter-American Dialogue. China-Latin America Finance Database [https://www.thedialogue.org/map_list/](https://www.thedialogue.org/map_list/)
Activity: We meet as the Chinese Communist Party Leading Group for Latin America to decide what to do about potential defaults by Venezuela on Chinese loans. Provide ½ page of points from your player to identify your concerns and proposals.

Seven - The New Economy - To Value Chains and Beyond

The structure of production has changed. It is more diverse. Adding value, based on workforce skills and services, provides opportunity in designing, making and selling products in a globalized economy. Global value chains form the basis of current manufacturing. Yet, this pattern may change as 3D printing, contract production, and mass customization take over. Students will analyze and present a proposal of how they personally, their company, their organization, or their country can find a place in future value chains.

Student Presentations

● Value Chains: The Asian Development Model
● What jobs are safe from robots?

Readings:


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Activity: Speaking as a company or a country, prepare and present a 3-5 minute talk, supported by Powerpoint or other visuals, to describe how delivering your major product will change from a current global production chain to a future manufacturing process.

Nine - The New Economy - Quality Governance = growth and stability

As more and more people reach the middle class, they are demanding more efficient, less corrupt and more impartial services from governments and leaders. Waves of anti-corruption demonstrations or movements protesting a rigged system have swept the world: the India Against Corruption movement, the Arab Spring, even the Occupy Wall Street and the Tea Party in the US. We and they operate as if quality governance will produce quality growth and social stability. Is this true? If so, what is quality governance anyway?

Student Presentation Topics
- India: the Aam Aadmi Party
- Middle Class China

Readings:
  http://www.theatlantic.com/international/archive/2013/06/the-revolt-of-the-global-middle-class/277125/


Activity: You will meet as the Myanmar Cabinet Finance Committee in emergency session. With a constrained budget and declining foreign financing because of the Rohingya crisis, you must decide what projects and reforms to cut and which to prioritize in order to satisfy a restive population while staying within your means.

Ten - New Dangers - Terrorism, Security and Liberty

Social media have become the locus of competition for audience, recruits and retaliation of all kinds. More disconcerting to internauts has been the use of social media by ISIS, Al Qaeda and other terrorist groups. Governments and private groups, like Anonymous, are all over the web trying to counteract terrorist recruiting and persuade fighters to return home.

Student Presentations
- ISIS on-line
- Extreme Vetting

Reading:
- Visitor Visa. Department of State web site. https://travel.state.gov/content/visas/en/visit/visitor.html

http://www.pbs.org/wgbh/frontline/article/how-the-nsa-spying-programs-have-changed-since-snowden/

Intelligence Community on the Record. “Strengthening Civil Liberties”
https://icontherecord.tumblr.com/ppd-28/2015/privacy-civil-liberties

https://news.google.com/newspapers?id=t6FIAAAAIBAJ&sjid=VowAAAAIBAJ&pg=1101,1439296&dq

https://www.foreignaffairs.com/articles/middle-east/digital-counterinsurgency

https://www.ctc.usma.edu/posts/tailored-online-interventions-the-islamic-states-recruitment-strategy


Activity: You will interview each other three times as Consular Officers and a series of applicants for visas to the United States. In 3 minutes, you should determine if the applicant before you poses a threat to the country.

Eleven - New Dangers - Migration

The Syrian refugees fleeing to Europe, the continued push of Africans to cross the English channel, or the waves of children travelling dangerous routes through Central America to join their parents in the United States are pushed by a combination of demographic, economic, climatic and political forces. We have to anticipate and prepare for these people. The UN Summit for Refugees and Migrants will be held on September 19, 2016. Using the results of the summit, we will discuss future refugee crises and how to prepare.
Student presentation topics:

- Are children still leaving Central America? If not, why not?
- Water and migration

Readings:

- Marr, Bernard. “Big Data, Technology And The Middle East Refugee Crisis” in Forbes. 15 October 2015. [http://onforb.es/1X5xJ7K]
- Novack, Rana. “We Should have Seen This Refugee Crisis Coming.” Wired. 22 September 2015. [https://www.wired.com/2015/09/able-predict-refugee-crisis/]

Activity: Drawing on demographic data, economic and other trends, develop a methodology and predict the next wave of refugees to Europe, Australia, the US, North Africa or Central America. Identify steps you can take to prepare.

Twelve - New Issues - Cybersecurity

A botnet of 100,000 ‘things,’ including at least one refrigerator, sent out three quarters of a million pieces of spam per day. A group, reportedly backed by the North Korean government, has attacked Sony pictures, crashed South Korean bank machines and stole $81 million from the Bangladesh Central Bank. Welcome to the new world of cyber attacks, from refrigerators to government operatives. The realization that cyber problems are different seems to have led to a proliferation of analogies, proposals for closing or limiting flexibility and threats of regulation and retaliation. Everyone knows that norms are needed but finds it hard to establish them. Preliminary conversations are underway at NATO, hosted by the UN and between the US and China.

Student Presentation Topics
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- Nuclear norms: how did we get there?  
- Cyber and laws of war

Reading:
  https://www.wired.com/2016/03/inside-cunning-unprecedented-hack-ukraines-power-grid/  
  http://www.nytimes.com/2016/10/28/world/europe/ukraine-russia-emails.html?_r=0  

Video
  https://pilac.law.harvard.edu/michael-n-schmitt/

Activity: Break into groups of three. In your roles as governments of the countries of origin and the target, the hackers, cyber-spies and corporate entities, play out four cyber scenarios in each group. Then design a game for the other team to play. No advance paper is required this week.
Thirteen -- New Issues -- Data Privacy

The fundamental premise of free information on the internet --the trade of personal information for access-- is changing. Ad blockers, national regulations and the cloud pull at our personal data from different directions. EBusiness is growing exponentially in developed and developing markets. Personal data, especially in big troves that can be mined, is very valuable. Companies say a free flow of data across borders is imperative to supporting growth, yet some governments are demanding that their citizens’ data be stored locally. Who owns the data? How must it be protected? So far, different jurisdictions have taken different approaches.

Student Presentation Topics

- How to buy personal data? How much does it cost?
- Gentlemen do not read other gentlemen’s mail: who can we spy on? Five eyes?
- Data localization

Readings

Activity: A new case is headed from Ireland to the European Court of Justice challenging the US-European Union Privacy Shield and the Standard Contractual Clauses. Present a one-page memo and two-minute oral brief to the Court. Await the Court’s wise judgment.

Fourteen -- Crisis -- The Arctic Scramble

Not only is the Arctic one of the most sensitive areas for the environment of the planet, but it is managed through a set of unique consensus arrangements that include governments, indigenous groups, scientific and business committees. Can this consensus approach survive? Is this a future model of how to solve common problems? As ice melts, as fish move north and as polar bears die, how does this kind of system react when it encounters disputes?

Student Presentations

- Search and Rescue in the Arctic
- Is the Northwest passage a viable route?

Readings:

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- Rosen, Yereth. “Negotiators may soon have an agreement to stop high Arctic fishing.” Arctic Now. October 12, 2017.  
  https://www.arcticnow.com/arctic-news/2017/10/12/negotiators-may-be-close-to-an-deal-on-stopping-high-arctic-fishing/  

Activity: Together with countries from outside the Arctic, members of the Arctic Council will meet at the State Department to decide on future fishing in the Arctic. Provide a one-page Briefing Memo (500 words) on your going-in position.