

**School of International Service  
AMERICAN UNIVERSITY  
Washington, D.C.**

**SIS-653-004– Diplomatic Practice  
SIS 233**

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**COURSE OBJECTIVES:** The course is designed to explore diplomacy both in theory and in practice, as a political process and as an instrument of foreign policy. It will consider the historical context for diplomacy as well as the ways in which diplomats interact with their own governments and with the countries in which they serve. The course is designed to examine how diplomats use and obtain information on the politics, economics and society of their host nations and to explore the future of diplomacy in an era of globalization and instant communications. It will seek to illustrate approaches to diplomacy through historical examples and contemporary case studies. It will look critically at the headquarters end of diplomacy, examining the functioning of the foreign policy bureaucracy and its interaction with overseas operations. It will also consider the relationship between diplomacy and intelligence and law enforcement operations and the growth in importance of “new “areas of foreign policy concern such as the environment, biotechnology, terrorism, drug trafficking, cybersecurity, and transnational crime. The course will focus primarily on U.S. diplomatic practice, but the material is also relevant in understanding the way other governments organize their diplomatic activities.

**LEARNING OUTCOMES:**

By the end of the course students should be able:

- to work in groups to make crisis and resource allocation decisions
- draft focused realistic policy options papers for senior officials
- report on significant events with appropriate analytical content and recommendations
- organize a notional program for a high level visitor to Washington
- draft professionally relevant materials such as speeches, press guidance and UN Security Council resolutions

**REQUIREMENTS:** In order to get full benefit from this course, you will be expected to complete assigned readings and exercises, attend all classes, arrive on time and take an active

part in class discussions. There will be ten writing exercises which will count for 80% of the final grade. There will be no mid-term examination, but there will be a take-home final examination in which students will be asked to analyze a hypothetical crisis both from the perspective of the field and of Washington. You will be expected to recommend specific courses of action using the diplomatic tools that you have already practiced in class. The final will count for 20%. Much of the course will focus on developments arising in a mythical third world country: Erehwon. At various points in the course they will be asked to carry out specific functions related either to Erehwon or to a foreign country's mission to the United States. During the course students will be asked to write a reporting cable on the President's State of the Union Address, to recommend a program for a high level visitor, to draft an aid program for Erehwon, to do an options paper for the President or Secretary of State, to write a speech for an American Ambassador, to draft a UN Security Council Resolution and to review a diplomatic memoir or oral history. Oral histories are available on-line on the Library of Congress website or on the website of the Association for Diplomatic Studies and Training. Options paper materials, reporting cable guidance, and a list of diplomatic memoirs will be distributed in class and will be available on blackboard. Computers and cell phones may be used in class only for note-taking and exercise-related activities. Formats for the various exercises will be distributed in class and posted on blackboard.

Out of respect for the class students are asked not to eat hot meals, salads, etc. during the instruction portions of the class.

**PAPER REQUIREMENTS:** All papers must meet the following minimum standards:

- Papers must be typewritten or computer printed in a font size no smaller than 10 pt. The preferred font size is 12 pt. Papers may be printed on both back and front.
- Your name and the date of submission. This should be at the top of the first page, or on a separate title page. Either form is acceptable.
- Papers should have no grammatical or spelling errors. Writing should be clear and concise with ideas conveyed in simple direct sentences. Please be sure to proof-read your papers before you turn them in.

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**ACADEMIC INTEGRITY CODE** All students must adhere to the Academic Integrity Code <http://www.american.edu/provost/registrar/regulations/reg80.cfm>. As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

## **EMERGENCY PREPAREDNESS**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ( [www.prepared.american.edu](http://www.prepared.american.edu) ) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

## **BOOKS**

The following books form the basis of readings in the course. Students are encouraged to purchase the first three. Appropriate excerpts will be posted on blackboard.

Berridge, G. R., *Diplomacy: Theory and Practice*, 3<sup>rd</sup> Edition, Palgrave, 2004

Kraleiv, Nicholas, *America's Other Army: The U.S. Foreign Service and 21st Century Diplomacy*, 2012

Kerr, Pauline and Wiseman, Geoffrey, eds., *Diplomacy in a Globalizing World: Theories and Practices*, Oxford, 2013

Harry W. Kopp and Charles A. Gillespie, *Career Diplomacy*, 2008

## **I. INTRODUCTION**

### **Thinking About Diplomacy**

**January 18** What is Diplomacy? Nature and origins of diplomatic forms and practices. Historical background to modern American diplomacy. Changing Roles and Structures.

Readings

Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 1, Diplomacy Through the Ages, pp 15-30

Thomas Hanson, "The Traditions and Travails of Career Diplomacy in the United States," in *American Diplomacy*, Paul Sharp and Geoffrey Wiseman, eds. 2012, pp 199-216

Kopp and Charles A. Gillespie, *Career Diplomacy*, pp 3-48

Biographic Reporting. You will be asked to interview a fellow member of the class to obtain and record key biographic information about him/her.

Written Exercise No. 1: You should write up the information you have learned from your student interview in a short memorandum of conversation to be posted on blackboard by the afternoon of January 19.

**January 25:** The Ambassador and the Country Team. Policy-making and Coordination

In class: View “Ambassador – Inside the Embassy”

Discussion of the Clinton, Bush and Obama letters of instruction to Ambassadors. Copies to be distributed in class.

Readings:

- Dennis C. Jett, *American Ambassadors: the Past, Present and Future of America's Diplomats*, Palgrave Macmillan, 2014 chapter 5, pp 117-194
- *First Line of Defense*, chapters 3 and 4
- Dorman, S. ed., *Inside a U.S. Embassy* The book contains short articles on all aspects of Embassy work

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**February 1:** Priority Setting: The Role of Foreign Ministries

Readings:

- Berridge, Chapter 1, pp 5-19
- Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 7,, pp.123-140
- Quadrennial Development and Diplomacy Review : Executive Summary (Text available on 2009-2017 state.gov)
- Nicolas Kralev, *America's Other Army*, Chapter 4: Managing Foreign Relations, pp 71-91

Written Exercise No. 2: Submit a report from the perspective of a foreign embassy in Washington analyzing the principal foreign and domestic policy issues of President Trump's State of the Union Address.

## II. DIPLOMATIC FUNCTIONS

**February 8** Political Work: a) information gathering and reporting  
b) representing a government's position  
c) managing visitors  
d) coordinating with the Intelligence community

Readings:

Dorman.ed., *Inside a US Embassy*, pp 24-26, 144-147, 152-154. 165-167

Kopp and Gillespie, *Career Diplomacy*, pp 162-165

Berridge, *Diplomacy*, pp117-119

Written Exercise No. 3: Submit a scenario and schedule for a visit to the United States of your assigned country's President or Prime Minister

**February 15:** Economic and Commercial Work:

- a) supporting American business
- b) analyzing the local economy

Visiting Presentation by Ambassador Teresita Schaffer, Former Ambassador to Sri Lanka, Director of the Foreign Service Institute and Director of the Office of International Trade, Department of State

Readings:

- Nicolas Kralev, *America's Other Army*, chapter 5, pp 92-100
- Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 12, Economic Diplomacy, pp 209-225
- *First Line of Defense*, chapter 5
- Kopp and Gillespie, pp. 155-159
- Henry Kopp, ed., *Commercial Diplomacy and the National Interest* (on library reserve)

**February 22:** Economic and Military Assistance: Good works and Nation-building; Provincial Reconstruction Teams and their Role

- a) Creating sustainable development
- b) Keeping up with changing developmental theories
- c) Nation-building - the role of military assistance

In-class group exercise: Carving up the aid pie.

Written Exercise No. 4: You should submit a draft aid program memorandum for Erehwon drawing on materials presented and discussed in this week's class. Due March 1.

**March 1 :** Crisis Management

Simulation Exercise: "Earthquake in Erehwon" (Materials to be distributed in class)

Readings:

*First Line of Defense*, chapter 4. pp 65-84

**March 8:** Public Diplomacy: 

- a) Managing the media
- b) Getting out America's message

### c) Winning hearts and minds

#### Readings:

- Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 11, Public Diplomacy, pp 192-208
- Bruce Gregory, “American Public Diplomacy: Enduring Characteristics, Elusive Transformation”, *The Hague Journal of Diplomacy*
- Clifton Martin and Laura Jagla, *Integrating Diplomacy and social Media*, Aspen Institute, 2013
- Philip Seib, *The Future of #Diplomacy*, pp 41-69

Presentation by Dr. Craig Hayden, Senior Adjunct Professorial Lecturer, author of *The Rhetoric of Soft Power: Public Diplomacy in Global Contexts*

Written Exercise No 5: Prepare a draft speech, approximately five minutes in length (1000 words), which an American Ambassador would give to an important American audience in a country of your choice. Three or four class members will be asked at random to give their speech in class.

Guidance for options paper to be distributed.

#### **March 22:** Drugs, Thugs and Terrorists

#### Readings:

- Accountability Review Board Report on Benghazi Incident (online)
- State Department Country Reports on Terrorism, 2016.  
[www.state.gov/s/ct/rls/crt/c17689.htm](http://www.state.gov/s/ct/rls/crt/c17689.htm)
- Sullivan, Joseph J. ed., *Embassies Under Siege*, pp ix-xi, and chapters 3, 4 and 5

In class discussion of options in a terrorist incident. Materials to be distributed in class. Be prepared to discuss the US Government’s counter terrorist policy.

Written Exercise No. 6. Submit Draft Policy Options paper

#### **March 29:** Human Rights: America – the Conscience of the World

Written Exercise No.7: Prepare either press guidance for your foreign ministry commenting on the most recent State Department human rights or religious freedom report on your assigned or a letter to the editor taking issue with so one or more of the accusations made about your country.

#### Readings:

- State Department Annual Human Rights report.
- Annual Report to Congress on International Religious Freedom

**April 5:** Multilateral Diplomacy: Global Issues: The New Foreign Policy Agenda

Presentation: Ambassador George Moose, former US Ambassador to Senegal and to the United Nations in Geneva, Assistant Secretary of State for African Affairs

Reading:

- Lyman, Princeton “The Growing Influence of Domestic Factors” in Patrick and Forman, eds, *Multilateralism and US Foreign Policy*. See also Part I - Setting the Context.
- Berridge, Chapter9, pp. 142-160

Written Exercise No 8: Draft a UNSC Resolution based on an Erehwon scenario. Due April 12

**April 12** Consular, Administrative and Security Work:

- a) Protecting U.S. citizens
- b) Keeping the bad guys out
- c) Keeping the Embassy running and safe

Visiting Presentation: Ambassador Michele Bond, Former Assistant Secretary of State for Consular Affairs.

In-class discussion of consular, security and administrative problems. Materials to be handed out in class.

Readings:

- Nicolas Kralev, *America's Other Army*, Chapter 7 pp115-144
- Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 9, Consular Diplomacy, pp160-174
- Kopp and Gillespie, pp. 150-155
- Berridge, pp. 125-140

Written Exercise No.9: Submit by April 19 a two paragraph travel advisory for Erehwon

**April 19** : Assessment of Diplomatic Performance

Written Exercise No.10: Diplomatic memoir/ oral history reviews due. Each class member will be asked to discuss the memoir or oral history he/she reviewed.

In addition to the book of oral history of your choice you may wish to review the professor's oral history or the oral history of Ambassador Edmund Hull. These oral histories can be found on the Library of Congress website. Frontline Diplomacy: The Foreign Affairs Oral History Collection of the Association for Diplomatic Studies and Training.

Presentation by Ambassador Edmund Hull to discuss his memoir High Value Target

**April 26:** The Future of Diplomacy

Readings:

- Pauline Kerr and Geoffrey Wiseman eds., *Diplomacy in a Globalizing World*, Chapter 8, The Impact of the Internet and ICT on Contemporary Diplomacy, pp 141-159 and Conclusion pp. 336-344
- Chas W Freeman Jr, “The Incapacities of US Statecraft and Diplomacy” in Geoffrey Wiseman and Paul Sharp eds., *American Diplomacy*, 2012
- Geoffrey Wiseman “Distinctive Characteristics of American Diplomacy” in Geoffrey Wiseman and Paul Sharp eds., *American Diplomacy*, 2012
- *American Diplomacy at Risk*, American Academy of Diplomacy
- *Diplomacy in a Time of Scarcity*, American Academy of Diplomacy
- Anthony Quinton, “Diplomacy for the 21<sup>st</sup> Century (1997)

Final Exam scenario will be distributed.

**May 3:** Discussion of Final Exam scenario