

## Course Syllabus

Title of the course	<b>Global Diplomacy - Diplomacy in the Modern World</b>		
Title of the Academic Programme	BA programme in Political Science and World Politics		
Type of the course	Elective, Online		
Prerequisites	No		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	4	186	190
Course Overview	<p>The course develops a framework for understanding the phenomenon of Global Diplomacy with particular focus on its history, main theories, types and models. Essentially the course is an introduction to the theory of Global Diplomacy with a special attention to theoretical and empirical approaches to debates in diplomacy so that students will have been exposed to the skills needed to analyze global diplomacy.</p> <p>After completing the course learners will have an understanding of changes in diplomatic practices and procedures and the relationship of those changes to contemporary politics.</p>		
Intended Learning Outcomes (ILO)	<p>ULO7: Able to work in team</p> <p>ULO8: Able to efficiently communicate based on the goals and communication situations</p> <p>ULO10: Able to conduct professional activities internationally</p> <p>PLO7: Student is capable of taking part in information dissemination through various media and information channels (both mass and individual), as well as in information campaigns.</p>		
Teaching and Learning Methods	The course is based on the online MOOC, with one introductory class and one final class.		

### Content and Structure of the Course

№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction	2		2	
2	What is Diplomacy?	26			26
3	Success and Failure in Diplomacy	40			40
4	The Qualities of a 'Good' Diplomat	40			40
5	Diplomacy in Action	40			40
6	Reflections on Diplomacy	40			40
7	Summary	2		2	

<b>Total study hours</b>	190		4	186
<b>Indicative Assessment Methods and Strategy</b>	<p>The final grade consists of:</p> <ul style="list-style-type: none"> <li>- <b>Online Course Assignments</b> (30 %): assignments proposed by the MOOC;</li> <li>- <b>Test</b> (20%): the test is conducted at the final seminar;</li> <li>- <b>Final Exam</b> (50 %): the written exam is conducted during the session week.</li> </ul> <p>The final exam can be retaken according to the procedure accepted by the HSE. The teacher may excuse the students from taking the final exam, which she / he must announce at the final seminar. Neither of the forms of assessment is blocking.</p>			
<b>Readings / Indicative Learning Resources</b>	<p><u>Mandatory</u></p> <p>Black, Jeremy. A History of Diplomacy, Reaktion Books, Limited, 2010. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=618746">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=618746</a>.</p> <p><u>Optional</u></p> <p>Cooper, Andrew. Heine, Jorge. Thakur, Ramesh. The Oxford Handbook of Modern Diplomacy. Oxford University Press, 2013.</p> <p><u>MOOC:</u></p> <p>Global Diplomacy – Diplomacy in the Modern World by the University of London (<a href="https://ru.coursera.org/learn/global-diplomacy">https://ru.coursera.org/learn/global-diplomacy</a>)</p>			
<b>Indicative Self- Study Strategies</b>	<b>Type</b>	<b>+/-</b>	<b>Hours</b>	
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	-		
	Assignments for seminars / tutorials / labs			
	E-learning / distance learning (MOOC / LMS)	+	150	
	Fieldwork	-		
	Project work	-		
	Other (test)	+	16	
	Preparation for the exam	+	20	
<b>Academic Support for the Course</b>	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.			
<b>Facilities, Equipment and Software</b>				
<b>Course Instructor</b>	Oleksandr Vasiukov			

**Intended Learning Outcomes (ILO) Delivering**

<b>Course ILO(s)</b>	<b>Teaching and Learning Methods for delivering ILO(s)</b>	<b>Indicative Assessment Methods of Delivered ILO(s)</b>
ULO7: Able to work in team	Online Course Readings	Online Course Assignments Test Final Exam
ULO8: Able to efficiently communicate based on the goals and communication situations	Online Course Readings	Online Course Assignments Test Final Exam
ULO10: Able to conduct professional activities internationally	Online Course Readings	Online Course Assignments Test Final Exam
PLO7: Student is capable of taking part in information dissemination through various media and information channels (both mass and individual), as well as in information campaigns.	Online Course Readings	Online Course Assignments Test Final Exam

## Assessment Criteria

### Test

The example of questions.

1. Successful diplomacy is where:

- a) *Some kind of agreement, deal or compromise is reached.*
- b) *Some participant gets full power over another.*
- c) *None of the participant in a dialog makes concession.*
- d) *Other.*

2. Identify the main failures in diplomacy:

- 1. *The lack of ethics.*
- 2. *The presence of more than two participants in the negotiations.*
- 3. *The absence of an appropriate mediator.*
- 4. *The communication through the mediator.*

a) 1,4; b) 2,3; c) 1,3; d) 1,2,3.

3. What the feature doesn't play an important role in the qualities of a good diplomat?

- a) *Perseverance*
- b) *Patience*
- c) *The religious belief.*
- d) *The ability to take risk*
- e) *Creativity*

### **Assessment of the Test:**

Test includes 20 questions. Each right answer weights 0.5 point. The test's maximum mark is 10 points.

### **Final Exam**

The example of questions.

1. Please identify what you consider to be the most important elements of success and failure in diplomacy.

2. Please analyze the key qualities of a good a diplomat. Illustrate your answer by the examples of famous diplomats.

4. In light of what you have learned on the course describe how the diplomacy is a key part of our world today.

4. What makes the main difficulties for diplomacy in contemporary Russia in your opinion?

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors;
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgment include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors;
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Annex 3

#### Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

### Annex 4

#### Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.