

PST 5141: DIPLOMACY AND FAITH BASED DIPLOMACY

Unification Theological Seminary

Term: Spring 2022

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Office hour: Tuesday, Wednesday, Thursday 10am -4pm

I. DESCRIPTION

This course assesses how diplomatic theory and practices can be informed and enriched by faith-based approaches. It first examines traditional diplomacy, also referred to as Track I diplomacy, which has conflict resolution or the cessation of violence (negative peace) as its main objective, i.e., to obtain cease-fires and peace treaties between parties in conflict. It then considers faith-based diplomacy, which has emerged within the context of identity-based conflicts and religiously motivated violence in the contemporary international system. The course also assesses the extent to which faith-based approaches have reinforced conflict transformation or the prevention of further occurrences of violence (positive peace) as well as conflict resolution. The course will explore the larger dimension of track II and III diplomacy, which involves influential academic, religious, NGO leaders and other civil society actors and the skills, traditional and religiously based, that influence peace processes.

II. OUTCOMES

1. Describe the theories and practices of diplomacy as traditionally understood in International Relations as track I diplomacy.
2. Identify key spiritual factors that contribute to the success of diplomacy in the international context.
3. Explain the practical role of track II and III diplomacy in addressing identity-based conflict.
4. Identify the key role of non-state actors and individuals involved in faith-based diplomacy.
5. Demonstrate listening skills, empathy, and compassionate diplomatic communication through case study practice.

Student Learning Outcomes Rubric

Outcomes	Progressing	Fair	Good	Excellent
1. Describe the theories and practices of diplomacy as traditionally understood in International Relations as track I diplomacy	The student poorly describes theories and practices of traditionally understood in international relations as track I diplomacy.	The student describes with less clarity theories and practices of traditionally understood in international relations as track I diplomacy.	Student can describe with less errors describes theories and practices of traditionally understood in international relations as track I diplomacy.	The student effectively describes theories and practices of traditionally understood in international relations as track I diplomacy.
2. Identify key spiritual factors that contribute to the success of diplomacy	The student is not able to Identify key spiritual factors that contribute to	The student can identify with less clarity key	The student can identify with less errors key	The student can effectively identify with no

in the international context.	the success of diplomacy in the international context.	spiritual factors that contribute to the success of diplomacy in the international context.	spiritual factors that contribute to the success of diplomacy in the international context.	error key spiritual factors that contribute to the success of diplomacy in the international context.
3. Explain the practical role of track II and III diplomacy in addressing identity-based conflict.	The student poorly explains the practical role of track II and III diplomacy in addressing identity-based conflict.	The student explains with less clarity the practical role of track II and III diplomacy in addressing identity-based conflict.	The student explains with less errors the practical role of track II and III diplomacy in addressing identity-based conflict.	The student effectively explains the practical role of track II and III diplomacy in addressing identity-based conflict.
4. Identify the key role of non-state actors and individuals involved in faith-based diplomacy	The student poorly Identify the key role of non-state actors and individuals involved in faith-based diplomacy	The student Identify with less clarity the key role of non-state actors and individuals involved in faith-based diplomacy.	The student Identify with less errors the key role of non-state actors and individuals involved in faith-based diplomacy.	The student effectively Identifies the key role of non-state actors and individuals involved in faith-based diplomacy.
5. Demonstrate listening skills, empathy, and compassionate diplomatic communication through case study practice.	The student poorly demonstrates listening skills, empathy, and compassionate diplomatic communication through case study practice.	The student demonstrates with some difficulties listening skills, empathy, and compassionate diplomatic communication through case study practice.	The student demonstrates with less errors listening skills, empathy, and compassionate diplomatic communication through case study practice.	The student effectively demonstrates listening skills, empathy, and compassionate diplomatic communication through case study practice.

III. REQUIREMENTS

- Online students are expected to log in regularly on Canvas each week. Even Though assignment can be completed according to each student's schedule, it is important to be present throughout the course week. It is not acceptable to do everything in one session and ignore the course for the rest of the week (missing the chance to interact with others and potentially missing important communications). Students must have access to the Internet, a (real) computer, and Microsoft Word iPads and similar devices allow you to perform many, but not all, of the required activities. Students must have the proper hardware/software (video camera, microphone, etc.) to participate in synchronous learning sessions and to record presentations. Late assignments are not accepted.
- **ACADEMIC INTEGRITY:** Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different

websites, to handing in a paper downloaded from the Internet. This includes buying or submitting a paper written by a third party. All are considered forms of “plagiarism” and a violation of the Seminary’s academic integrity policy. The student may repeat or fail the assignment. In cases of serious or repeated violations, the instructor has the option of having the student fail the course or of reporting the student to the Vice President of Academic Affairs for disciplinary action. Possible disciplinary actions include probation, suspension, or withdrawal.

- **NETIQUETTE:** When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary’s LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied. Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

IV. GRADING*

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

*See college catalog for a detailed grading policy.

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

Grades for each assignment are recorded by letter, and are understood as follows:

Excellent (A)

Good (B)

Acceptable (C, D)

Failure (F)

Failure to hand in an assignment will result in an F for that assignment.

V. TEXTS

Required Text:

Jean-Robert Leguey-Feilleux "*The Dynamics of Diplomacy*" Lynne Rienner Pub; New ed. edition (October 31, 2008) ISBN-10 : 1588266052 \$ 28.50

Johnston, Douglas "*Faith-based Diplomacy: Trumping Realpolitik*" Oxford University Press; 1st edition (June 2, 2008) ISBN-10 0195367936 \$22.00

Peter, Johnson "*Track Two Diplomacy In Theory and Practice*" Stanford University Press; 1st edition (September 2, 2015) ISBN-10 : 0804796246 \$26

Helmick, G. Raymond, Petersen, L. Rodney. "Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation." TFP (June 23, 1905) ISBN-10: 189015184X; \$22.95

VI. PLAN OF LECTURES

Students must read all required sections/chapters of the text and handouts before the class and submit weekly writing assignments throughout the course. The schedule may change.

Assignment Descriptions:

Grade Distribution:

1. Weekly Assignments (20%)
 2. Weekly Discussion (20%)
 3. Book review 20%
 4. Final Paper (40%)
- Total = 100%

Weekly Assignment Discussion and Participation:

Each week, student will be asked to summarize a chapter of the textbook and do a short essay. The second part of the week will focus on discussion questions regarding one issue related to the topic of the week. Regarding weekly discussion, every participant is expected to post a primary comment and to respond to others, thus generating a (potentially endless) thread. Posts are expected to contain observations, additional information, commentary and/or open-ended, critical thinking questions on the topic assigned by the instructor. Primary posts need to offer real substance for discussion by applying one or more of the above criteria. Participants have ample freedom in deciding what exactly they want to offer if it has constructive value for the discussion (though it may of course be critical of any statement or element of the course). Each student must select and review a book that attempts to address an issue in traditional diplomacy, Track Two or faith-based diplomacy. Book review should be 2-3 pages in length.

Final Research Paper/Project: The final paper consists of writing 12 to 15 pages on a contemporary issue in Diplomacy, Track Two, Track III or Faith Based Diplomacy. The topic should be first discussed with the instructor for approval. The due dates for all assignments are mentioned in the course outline. No late assignment will be accepted.

Due Days:

- Assignment 1: Summary or Essay from the textbook. Must be posted by Wednesday midnight.
- Discussion questions must be posted by Saturday midnight
- Once each person has participated within the time as described above, discussions remain open for the rest of the course and are welcome to continue if there is interest on the part of one or more participants.
- Student must submit their book review on Week 8.

COURSE SESSIONS

Session	Date	Topics	Readings/Videos
1.	Wed. Feb. 2, 2022	Assignment: Introduce Yourself to the Class This is your first discussion board post. Please introduce yourself to the class. You might want to include your educational goals. What you do for a living, where you are located, or something else you would like the class to know about you	
	Sat. Feb. 5, 2022	Lecture: The Meaning of Diplomacy as an Issue, Negotiation, Foreign Policy, The Art of Diplomacy, Analytic Framework, Track Two, Track III Diplomacy, Faith-Based Diplomacy. Assignment: Why is the term diplomacy an object of disagreement? What is the difference between Traditional Diplomacy, Track Two, and Faith-Based diplomacy?	Watch video : The Art of Diplomacy https://www.youtube.com/watch?v=ewc3ziZ8ReI&list=RDLVIFiDf6EJiGs&index=16
2.	Wed Feb. 9, 2022	Lecture: Diplomacy in Historical Context Assignment Week 2 Discussion A What characterizes modern diplomacy? When did it start?	Reading: The dynamics of Diplomacy p.23-p.47
	Sat Feb. 12, 2022	Assignment Week 2 Discussion B What is special about the diplomacy of the post-World War II era? What factors led international organizations in the conduct diplomacy?	Reading: The dynamics of Diplomacy p.23-p.47
3.	Wed Feb. 16,2022	Lecture: Interdependence and Diplomacy Assignment Week 3 Assignment Summarize chapter 3:	Reading: The Dynamics of diplomacy p.57-78

		The Dynamics of Diplomacy: The Consequences of Interdependence 2 pages	
	Sat Feb. 19, 2022	Assignment Week 3 Discussion: What are the limitations of the State system? What are its Benefits? What is interdependence and does it affect diplomacy? In What ways has diplomacy become diverse?	Reading: The Dynamics of diplomacy p.57-78
4.	Wed Feb. 23, 2022	Lecture: Mediation and the Mediator in Diplomatic Practice Assignment Week 4 Assignment A Summarize Chapter 4: The Impact of Technology in 2pages	Reading: The Dynamics of diplomacy p.85-96
	Sat Feb. 26, 2022	Assignment Week 4 Discussion Read the case study page 95: The US embassy in Moscow In what respects is modern technology complicating the conduct of diplomacy? In What respect is it facilitating the diplomatic process?	Video: Diplomacy in the age of AI David Cvach TEDxStockholm https://www.youtube.com/watch?v=aPNpBRsL-Ck
5.	Wed Mar. 2, 2022	Lecture: The Role of NGOs in the Diplomacy Assignment Week 5 Assignment: Summarize Chapter 5: The Role of Nonstate Actors	Reading: The Dynamics of diplomacy p.101-128
	Sat Mar. 5, 2022	Assignment Week 5 Discussion How do the nonstate actors enter the diplomatic process? Will nongovernmental organizations be given a larger role in the diplomatic process? How? Is this desirable?	Video: What is non-governmental organization? Explain Non-governmental organization https://www.youtube.com/watch?v=Wm0Dzq-l4D8
6.	Wed Mar. 9, 2022	Lecture: Diplomacy in time of Crisis Assignment Week 6 Assignment Summarize chapter 6: Changes in the diplomatic Profession	Reading: The Dynamics of diplomacy p.139-172
	Sat Mar. 12, 2022	Assignment Week 6 Discussion What is the role of women in diplomacy today? How does it affect the diplomatic process?	Video: Being a woman and a diplomat. https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat?language=en

7.	Wed Mar 16, 2022	Lecture: Implementation of Track Two Diplomacy Assignment Week 7 Assignment Summarize Chapter 11: Track II diplomacy	Reading: Track II diplomacy in theory and practice p.7 to p.31
	Sat Mar. 19, 2022	Assignment Week 7 Discussion: Is Track II diplomacy truly useful or merely peripheral? How does it affect the normal diplomatic process? What factors may give track II diplomacy a measure of effectiveness? What circumstances invite resort to track II diplomacy?	Video: Track II Diplomacy: A Road Less Traveled. https://www.youtube.com/watch?v=d0ziw8ojM7g
8.	Wed. Mar 23 to Sat Sunday Mar 27 2022	Assignment Book Review is due Week 8	
9.	Wed. 30, 2022	Lecture: Faith-based diplomacy: An Ancient Idea Newly Emergent Assignment Week 9: Summarize chapter 2: Faith Based Diplomacy and Preventive Engagement by Douglas Johnson and Brian Cox pp11-27	Reading: Faith Based Diplomacy by Douglas Johnson and Brian Cox. P.11 to P.27.
	Saturday Apr. 2, 2022	Assignment week 9 Discussion Read the Kashmir conflict Chap3 page 33-74, explain in two pages how faith-based diplomacy could help prevent the Kashmir conflict?	Reading: Faith Based Diplomacy by Douglas Johnson; the Kashmir conflict Chap3 p. 33-74
10.	Wed April 6, 2022	Lecture: Principles and methods of faith-based diplomacy Assignment Week 10 Assignment: Summarized chapter 4 pp76-90	Reading Faith Based Diplomacy by Douglas Johnson p. 76-90
	Sat April 9, 2022	Assignment week 10 Discussion What is the doctrinal basis for reconciliation in your own faith tradition? How will you apply the principles of reconciliation of your faith tradition to the Shri Lanka conflict?	Video: The Future of Religion and Diplomacy - Madeleine Albright https://www.youtube.com/watch?v=JPPYla211pE
11.	Wed April 13, 2022	Lecture: Through Nonviolence to Truth: Gandhi's Vision of Reconciliation Summarize chapter 5: P.91- 120	Reading: Faith Based Diplomacy by Douglas Johnson P. 91 to 120
	Sat April 16, 2022	Assignment week 11 Assignment	Video: Israeli-

		As a faith leader, how will you address the Israeli-Palestinian conflict	Palestinian Conflict Explained Model Diplomacy https://www.youtube.com/watch?v=VYHlrCKBeLM
12.	Wed April 20, 2022	Lecture: Preventing Violence through Negotiation: A Christian Model Assignment week 12 Assignment: Summarize Chap 6: pp. 124-165	Reading: Faith Based Diplomacy by Douglas Johnson P. 124-165
	Sat April 23, 2022	Assignment week 12 Discussion What should be the role of the Church (Pastors Priests and member of the church) in time of ethnic or religious based conflict?	Video: Nigeria's Imam and Pastor: Faith at the Front (Video) https://www.usip.org/publications/2017/09/nigerias-imam-and-pastor-faith-front-video
13.	Wed April 27, 2022	Lecture: Preventing Violence through Negotiation: An Islamic Model Assignment week 13 Assignment summarize chapter 7 pp178 -201	Reading: Faith Based Diplomacy by Douglas Johnson P.178-201
	Sat April 30, 2022	Assignment week 13: Discussion What should be the role of the Mosque (Imam and members of the Mosque) in time of political conflict?	Video: https://www.youtube.com/watch?v=xrAjdm2W6ho Exclusive: Imam of Peace on Muslim Brotherhood, 'ISIS with lipstick' & video scandal.
	Final Paper	Sun May 14, 2022	

VIII. BIBLIOGRAPHY

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Final Paper Grading Rubric: This explains how papers are evaluated and points are earned for different levels of proficiency. To earn a good grade, study this rubric. Make sure that your paper includes all its elements and meets all the criteria.

	Outstanding	Proficient	Needs Improvement	Not evident	Value
Main Elements					Total=60
1. Historical content (Diplomacy and track II, III and Faith Based diplomacy)	Description of traditional diplomacy, Track II, III and faith-based diplomacy	Historical, Theological and Scriptural understanding	Unclear discussion	Coherent flow of thought	15
2. Challenges of traditional Diplomacy and Faith Based diplomacy studies	Description of the context (Conflict resolution approach)	The understanding of the process and possible outcomes	Unclear description of common ground/ differences	No understanding of Challenges of diplomacy and faith-based diplomacy	15
3. Application of principles in diplomacy and faith-based diplomacy	Description of challenges in creating a context in conflict resolution approach	Practical, innovative ways of creating awareness of crisis	Problems are discussed but analysis is weak	No evident of Analysis of faith-based approach to conflict	20
4. Your personal analysis	Your opinion backed by your theological and scriptural understanding	Rationale behind your understanding	Your view is weakly argued	Lack of documentation for your opinion	10
General Criteria					Total=40
Critical thinking	Insightful analysis and conclusions supported with evidence	Logical analysis but evidence is thin	No coherent flow of defense with evidence	No evidence presented	15
Research and citations	Six or more different scholarly sources used and correctly cited.	Six or more different scholarly sources but deficient citations	Fewer than six sources; deficient citations	No evidence of research	15

Writing	Grammar, spelling, and use of quotations are satisfactory	Weakness in grammar, spelling, paragraphing, or quotations	Weakness in two areas	Weakness in three or more areas	10
Total = 100					

OTHER ISSUES AFFECTING THE GRADE: If the paper is too short, i.e., less than 2500 words, up to 10 points can be deducted. If the paper is late, up to 10 points can be deducted.

Spring 2022: PST 5141 Diplomacy and Faith Based Diplomacy: Assessment Map of Course Assignments to Course Outcomes

Course Assignments	Course outcome 1 Describe the theories and practices of diplomacy as traditionally understood in International Relations as track I diplomacy.	Course outcome 2 Identify key spiritual factors that contribute to the success of diplomacy in the international context.	Course outcome 3 Explain the practical role of track II and III diplomacy in addressing identity-based conflict.	Course outcome 4 Identify the key role of non-state actors and individuals involved in faith-based diplomacy.	Course outcome 5 Demonstrate listening skills, empathy, and compassionate diplomatic communication through case study practice.
Assignment 1 Weekly Assignments (20%)	X	X	X	X	X
Assignment 2 Weekly Discussion (20%)	X	X	X	X	X
Assignment 3 Book review 20%	X	X	X	X	
Assignment 4 Final Paper (10-12 pages) (40%)	X	X	X	X	X