**HJ International Graduate School for Peace and Public Leadership**

PST 5141: DIPLOMACY AND FAITH BASED DIPLOMACY

Term: Fall 2025

Instructor: Drissa Kone, Associate Professor of Conflict Resolution and Ministry

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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 Leaning 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. |
| 1. Identify key spiritual factors that contribute to the success of diplomacy in the international context. | The student is not able to Identify key spiritual factors that contribute to the success of diplomacy in the international context. | The student can identify with less clarity key spiritual factors that contribute to the success of diplomacy in the international context. | The student can identify with less errors key spiritual factors that contribute to the success of diplomacy in the international context. | The student can effectively identify with no error key spiritual factors that contribute to the success of diplomacy in the international context. |
| 1. 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. |
| 1. 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. |
| 1. 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.

##### PLAGIARISM AND ACADEMIC INTEGRITY POLICY: Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI. Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above. Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism. Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

##### 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 Seminaries 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. HJI reserves the right to delete postings on HJI 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 Discussion (20%)

2. Weekly Essay (20%)

3. Book review (20%)

4. Final Paper (40%)

Total = 100%

***Weekly Assignment Discussion and Participation***:

Each week, student will be asked to discuss on issues related to the topic of the week. The second part of the week will focus on a short essay. More detail will be providing every 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. The Book review should 8 to 10 pages in length. More details will be posted about the book review.

***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:

* Discussion questions must be posted by Thursday midnight.
* Assignment:  Weekly Essay must be posted by Sunday 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 |
|  | Mon Aug. 25 to Thurs. Aug. 28 2025 | 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? |  |
|  | Thurs, August 28 to Sun. Aug 31st 2025 | 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:  1. What have you learned about difference types of diplomacy (traditional diplomacy, track two, track III and faith-based diplomacy?) How they differ and interact?  2. Do you think all these types of diplomacy must have equal values? | Watch video: The Art of Diplomacy https://www.youtube.com/watch?v=ewc3ziZ8ReI&list=RDLVIFiDf6EJiGs&index=16 |
|  | Monday Sept. 1st to Thurs. Sept. 4th 2025 | Lecture: Diplomacy in Historical Context  Assignment Week 2 Discussion A  What characterizes modern diplomacy? When did it start?  What difference does it make if some of the new modes of interaction are not officially recognized as diplomacy? | Reading: The dynamics of Diplomacy p.23-p.47 |
|  | Thurs. Sept. 4 to Sun. Sept. 7. 2025 | Assignment Week 2 :  1. Analyze the historical context of modern diplomacy  2. What socio-political factors led international organizations to conduct diplomacy? | Reading: The dynamics of Diplomacy p.23-p.47 |
|  | Mon. Sept. 8 to Thurs. Sept. 11, 2025 | Lecture: Interdependence and Diplomacy  Assignment Week 3 chapter 3: The Dynamics of Diplomacy: The Consequences of Interdependence. Read case study interdependence and the diplomacy of the Suez Crisis p.75-78  1. What causes this conflict?  2. Who were the main actors?  3. How diplomacy contributed to resolve the conflict? | Reading: The Dynamics of diplomacy p.57-78 |
|  | Thurs. Sept. 11 to Sun. Sept.14 2025 | Assignment Week 3  What are the limitations of the State system?  Read the *textbook the Dynamic of diplomacy pp 57-78* Do you think the Universal Peace Federation concepts of Interdependence, Mutual Prosperity, Universal Values is the similar to the concept of interdependency in the textbook? | Reading: The Dynamics of diplomacy p.57-78 |
|  | Monday Sept. 15. to Thursday Sept. 18, 2025. | Watch Video: Diplomacy in the age of AI | David Cvach | TEDxStockholm  https://www.youtube.com/watch?v=aPNpBRsL-Ck  Assignment Week 4  Chapter 4: What diplomatic developments can we expect in the near future as a result of modern technology? | Video: Diplomacy in the age of AI | David Cvach | TEDxStockholm  https://www.youtube.com/watch?v=aPNpBRsL-Ck |
|  | Thurs. Sept. 18. to Sun Sept. 21, 2025. | 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? | Reading: The Dynamics of Diplomacy p.85-96 |
|  | Monday Sept 22. to Thurs. Sept. 25, 2025. | Video: What is non-governmental organization? Explain Non-governmental organization  https://www.youtube.com/watch?v=Wm0Dzq-l4D8  The Role of NGOs in the Diplomacy Assignment Week 5 Assignment: Read Chapter 5 What are the causes of the Russia-Ukraine conflict? What specific role the Universal Peace Federation as "Abel UN" play in the current Russia-Ukraine conflict? | Reading: The Dynamics of diplomacy p.101-128 |
|  | Thurs. Sept. 25 to Sun. 28. 2025 | Assignment Week 5:  Should nongovernmental organizations be given a larger role in the diplomatic process regarding the current Russia-Ukraine crisis? How?  What role in the North Atlantic Treaty Organization (NATO) and United Nations must play in this current conflict? | Reading: The Dynamics of diplomacy p.101-128 |
|  | Mon. Sept. 29 to Thurs. Oct. 2nd, 2025. | Assignment Week 6 Assignment:  Read the case Study titled The Story of Ambassador Melissa Wells, P167 to 171 in the textbook "The Dynamics of Diplomacy.  1. What have you learned about Mellissa Wells as a Woman diplomat?  2. What part of her story inspires you the most?  3. What part of the story touches you personally? | Reading: The Dynamics of diplomacy p.167-172 |
|  | Thurs. Oct. 2nd to Sun. Oct. 5, 2025. | Assignment Week 6  What are some of the gender issues the Former United States Secretary of State is raising in this interview?  Do you think women would be more effective as diplomats in addressing political conflict? | Video: Being a woman and a diplomat.  https://www.ted.com/talks/madeleine\_albright\_on\_being\_a\_woman\_and\_a\_diplomat?language=en |
|  | Monday Oct. 6. to Thurs. Oct. 9, 2025. | Lecture: Implementation of Track Two Diplomacy Assignment Week 7 Assignment Read this article [http://www.activeforpeace.org/no/fred/Positive\_Negative\_peace.pdf (Links to an external site.)](http://www.activeforpeace.org/no/fred/Positive_Negative_peace.pdf)  Explain the difference between negative peace and positive peace.  What type of peace, track 2 et 3 diplomacy focus on and why? | Reading: Track II diplomacy in theory and practice p.7 to p.31 |
|  | Thurs. Oct. 9 to Sun. Oct. 12. 2025 | Assignment Week 7 :  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 |
|  | Monday Oct. 13 to Sunday Oct. 19, 2025. | **Assignment Book Review is due Week 8** |  |
|  | Mon. Oct. 20 to Thurs. Oct. 23rd, 2025. | Read article Faith-based Diplomacy: An Ancient Idea  Newly Emergent (Brian Cox & Daniel Philpott)  Describe Faith-Based Diplomacy Principles and Practices in this article in 2 pages maximum and no less than 1 page. | https://www.tandfonline.com/doi/pdf/10.1080/15435725.2003.9523161 |
|  | Thurs. Oct. 23rd to Sun Oct. 26, 2025. | Assignment week 9  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 |
|  | Mon. Oct. 27. to Thurs. Oct. 30, 2025. | Lecture: Principles and methods of faith-based diplomacy  https://mycmpi.org/issues-in-cultural-diplomacy-the-changing-communications-paradigm-between-the-u-s-and-muslim-world/  1. What is the main point in the article?  2. Do you think the author's argument is convincing? | Reading Issues in Cultural Diplomacy: The Changing Communications Paradigm between the U.S. and Muslim World. |
|  | Thurs. Oct. 30st to Sun. Nov. 2nd, 2025. | Assignment week 10  Discuss these two questions with your peers.  1. Do you agree with Madeleine Albright that the future of the world is multi-ethnic, multi-religious and multi-racial?  2. How do we maintain peace and stability in such an environment? | Video: The Future of Religion and Diplomacy - Madeleine Albright  https://www.youtube.com/watch?v=JPPYla211pE |
|  | Mon. Nov. 3rd. to Thurs. Nov.6, 2025. | Lecture: Through Nonviolence to Truth: Gandhi’s Vision of Reconciliation  Read chapter 5: P.91- 120  1. What do you think is the root cause of the Palestine and Israel conflict?  2. What would you propose to the two parties to end this conflict? | Reading: Faith Based Diplomacy by Douglas Johnson P. 91 to 120 |
|  | Thurs. Nov. 6 to Sun. Nov. 9, 2025. | Assignment week 11  Analyze how Gandhi’s principles of non-violence can help address the current Israeli-Palestinian conflict? | Video: Israeli-Palestinian Conflict Explained | Model Diplomacy https://www.youtube.com/watch?v=VYHlrCKBeLM |
|  | Mon. Nov. 10 to Thurs. Nov. 13, 2025. | Negotiation: A Christian Model  Assignment week 12 Assignment: Chap 6: pp. 124-165 Explain religious factors that contributed to the success of reconciliation in Bosnia-Herzegovina and Kosovo conflict? | Reading: Faith Based Diplomacy by Douglas Johnson P. 124-165 |
|  | Thurs. Nov. 13 to Sun Nov. 16, 2025. | Assignment week 12:  Discuss with your classmates how the teaching of Jesus "Love Your Enemy" (Mathew 5:44) can heal the divide 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 |
|  | Mon. Nov. 17. to Thurs. Nov. 20, 2025. | Negotiation: An Islamic Model of peace  Read the textbook Faith Based Diplomacy by Douglas Johnson P.178-201 and analyze the notion of Peace in Islam on the basis of this quote " Reconciliation should be accompanied by justice, otherwise, it will not last. While we all hope for peace, it shouldn't be peace at any cost, but peace based on principle, on justice. (Corazon Aquino) | Reading: Faith Based Diplomacy by Douglas Johnson P.178-201 |
|  | Thurs. Nov. 20 to Sun. Nov. 23rd, 2025 | Assignment week 13: Read  [https://appliedunificationism.com/2018/08/27/jihad-and-world-peace/ (Links to an external site.)](https://appliedunificationism.com/2018/08/27/jihad-and-world-peace/)  Read the article Jihad and World Peace! Many argue that Islam is a religion of Violence! How will you convince them in the basis of this article that Islam is a religion of Peace? | Video: https://www.youtube.com/watch?v=xrAjdm2W6ho  Exclusive: Imam of Peace on Muslim Brotherhood, ‘ISIS with lipstick’ & video scandal. |
| 14. | Mon. Nov. 24 to Sun. Nov. 30, 2025 | THANKSGIVING BREAK |  |
| 15 | Mon. Dec. 1st to Sun Dec. 7, 2025 | Sun May 14, 2024, Zoom call |  |
| 16 | Mon. Dec. 8 to Dec. 21, 2025 | FINAL PAPER DUE |  |

**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.

**Fall 2024: 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** |