PROGRAM DESCRIPTION

1. Structure and organization of studies

The MA International Relations and Cultural Diplomacy program can be broken down accordingly:

Year 1, Semester 1 (36 Credits)
Academic Study at Dubrovnik International University

Year 1, Semester 2 (36 Credits)
Academic Study at the Institute for Cultural Diplomacy in Berlin

* The first year's Studies can start either in Berlin or in Dubrovnik

Year 2, Semester 1 (18 Credits)
Professional Development at the Institute for Cultural Diplomacy in Berlin

Year 2, Semester 2 (30 Credits)
Writing of MA Dissertation/Thesis

* The second year's studies can start either in Berlin or in Dubrovnik

Mandatory courses are worth 8 credits each and students are required to take three of these in each of the first two semesters. In addition, students are required to take two elective courses in each semester during the first year. Students will therefore take a total of 36 credits in each semester and 72 credits over the course of the first year.

List of courses offered:

Semester 1: Dubrovnik International University

A – Mandatory Courses for all Students (8 ECTS credits)
     1. Theories of International Relations (A1)
     2. Quantitative and Qualitative Research Methods (A2)
     3. The Art of Diplomacy (A3)

B – General Electives (6 ECTS credits): Choose TWO
     1. Comparative Legal and Political Systems (B1)
     2. Political Concepts and Ideologies (B2)
     3. Ethics in International Relations (B3)
     4. Philosophy of Politics (B4)
     5. Diplomatic Techniques and Skills (B5)
     6. Negotiation and Conflict Resolution (B6)
     7. International Trade (B7)

Semester 2: Institute for Cultural Diplomacy (Berlin)

C – Mandatory Courses for all Students (8 ECTS credits)
    1. The History and Evolution of the Field of Cultural Diplomacy (C1)
    2. International Case Studies of Cultural Diplomacy (C2)
    3. Future Trends in Cultural Diplomacy (C3)

D – General Electives (6 ECTS credits): Choose TWO
    1. Nation Branding and Unilateral Cultural Diplomacy (D1)
    2. Contemporary German Foreign Policy (D2)
    3. International Organizations (D3)
    4. European Politics (D4)

As a general rule, elective courses need an enrollment of a minimum of ten (10) students to be carried out. Some exceptions may be made by request of the course Professor.

E – Mandatory Requirements for ALL Concentration Fields
    1. Internship (18 ECTS credits)
    2. Master's Dissertation (30 ECTS credits)

All courses are one semester. Students take five courses each semester. In the first semester students will take three courses from list A, and two courses from list B. In the second semester, students will take three courses from list C, and two courses from list D. In the third semester, students will perform an internship at a relevant international organization (please see further information below). During their fourth semester, students are required to research and write a Master's Dissertation under the mentorship of a University Professor (please see information below).

List		I	II	III	VI
A	Dubrovnik Mandatory	3	0	0	0
B	Dubrovnik Elective	2	0	0	0
C	ICD Mandatory	0	3	0	0
D	ICD Elective	0	2	0	0
F	General Mandatory	0	0	1*	1**

* Professional Development
** Master's Dissertation

Study workload and ECTS credits

Study workload is calculated according to the principles of the Bologna process. All courses at Dubrovnik International University and the Institute for Cultural Diplomacy are taught during a single semester. Students take five courses each semester during their first year of study. **Each REQUIRED course (A and C) is worth eight (8) ECTS credits. All elective courses (B and D) are worth six (6) ECTS credits.** Upon successful completion of a semester, students receive 36 ECTS credits per semester – and 72 ECTS credits by successful completion of the first academic year.

The main standard for calculation of ECTS credits is student workload. Student workload is measured by hours students have to put in to successfully cover the teaching material. The time spent in class is taken into account as well as time spent for individual study (reading and studying literature, writing essays, exam preparation etc.)

The total quantity of study workload that makes a single ECTS credit is determined by the total number of work hours in an academic year. The academic year is divided into two semesters and spans 32 weeks of classes and teaching (16 weeks per semester), as well as an additional 1 week exam and evaluation period during the fall and summer semesters.

Academic year			number of hours per ECTS credit
number of weeks	total number of hours	total ECTS credits	
34	34 x 55 = 1872	72	1 ECTS = 26 hours

Students take five courses each semester. Each course consists of two hours of lectures and two hours of seminars. For each mandatory eight ECTS credit course, students have to spend approximately eight (8) hours of individual study and preparation time per week (reading and studying the literature, writing papers, field trips, etc.). For each elective 6 ECTS credit course, students have to spend five (5) hours of individual study and preparation time per week (reading and studying the literature, writing papers, field trips, etc.). During examination terms, the study workload is nine (9) hours of individual studying per week per course (exam preparation) and three (3) hours of an exam.

Work week			work hours per course	work hours per week
Lectures	seminars	individual work		

teaching, 8 ECTS	2	2	approx. 8	approx. 12	37
teaching, 6 ECTS	2	2	5	9	18
exam terms	-	-	12	12	60

Therefore, study workload for each 8 ECTS credit course during a single semester consists of 64 hours of attendance at lectures and seminars, 132 hours of individual study and preparation and 12 hours of individual study during examination terms. The total study workload consists of 208 hours per course.

Each 6 ECTS credit course during a single semester consists of 64 hours of attendance at lectures and seminars, 80 hours of individual study and preparation and 12 hours of individual study during examination terms. The total study workload consists of 156 hours per course.

For mandatory courses:

	work hours per week	work weeks	workload (hours)	total workload (hours)	**ECTS credits per course**
teaching	4 + 8.25	16	64 + 132	196 : 12	**8**
exam terms	12	1	12		

For elective courses:

	work hours per week	work weeks	workload (hours)	total workload (hours)	**ECTS credits per course**
teaching	4 + 5	16	64 + 80	144 : 12	**6**
exam terms	12	1	12		

The total workload for the semester consists of 936 hours, or 1872 hours per year. Since a single ECTS credit consists of 26 hours worth of workload, each full-course semester carries 36 ECTS credits.

Professional Development Program

The professional development module is composed of a series of workshops and seminars which convey skills relevant to the students' future professional life. These workshops cover a range of topics, from project management to rhetoric and application training.

The module also includes an internship which students are expected to complete, in order to round out their education through jobs that will allow them to apply what they have learned in the classroom. Internships will also be valuable learning experiences, engaging students in current debates in international affairs and providing for practical experience and first hand insight into the world and practice of diplomacy. DIU and the ICD will work to strategically align academic and real-world experience with future career goals for each student. .

The professional Development program, which will generally last twelve weeks, will carry a total of **18 ECTS points**. Students may be asked to submit a written seminar work relating to their experience in instances of a shorter professional Development program.

Master's Dissertation

Each student is required to complete a Master's Dissertation during his or her fourth semester of study. Students are provided with guidance about how to choose an appropriate topic, how to identify and locate the necessary sources, and how to write up their research findings. This is done through a combination of departmental workshops and discussions between individual students and their Dissertation mentors. However, ultimately, the Dissertation is a test of the research abilities and writing skills of each individual student.

The topic, structure and length of each Dissertation will be subject to individual review and faculty mentor approval.

The students will be asked to defend their Dissertation before a panel of faculty members prior to receiving a final grade.

A student will have to complete ALL coursework and an internship before commencing a Master's Dissertation.

The Master's Dissertation will carry **30 ECTS points.**

Mandatory Courses for all International Relations and Cultural Diplomacy Students in Dubrovnik (Section A):

Course title	Theories of International Relations
Lecturer	Ambassador William Montgomery Dražen Pehar, Ph.D.
ECTS	8
Code	A1
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	1
Course description	The first part of the course offers a brief historical background to the theory of international relations. Part II examines in detail mainstream theoretical arguments (i.e., structural, unit-level, cognitive and world society) about the nature of international relations and seeks to demonstrate the utility of theory for practitioners. The third part of the course applies these theories to a variety of important issues such as nationalism, ethics, environmental change, security, North-South relations, and trade and development. The course concludes with a discussion of several scenarios of the future that emphasize different trends in international relations. The main objectives of the course are to provide students with a useful set of analytical tools, an appreciation for the complexity of the field and for the value of different approaches to it, and an understanding of some of the major issues facing contemporary policymakers. In addition, the course offers students an opportunity to refine presentation and discussion skills.
Competencies	Firstly, students will learn to apply analytical tools from IR theory, including cultural/ideological explanations, domestic political theories and systemic/structural factors, to state behavior and foreign policy. Secondly, students will select a specific case study of foreign policy behavior for analysis using the tools they have learned. The goal of the seminar is to produce a 25- 35 page research paper on any topic of individual choosing.
Mandatory literature	Baldwin, David A. (ed.), *Neorealism and Neoliberalism: The*

	Contemporary Debate (NY: Columbia UniversityPress, 1993). Buzan, Barry, Charles Jones, and Richard Little, *The Logic of Anarchy* (Columbia, 1993). Gilpin, Robert *War and Change in World Politics* (NY: Cambridge University Press, 1983). Goemans, Hein. *War and Punishment.* (Princeton University Press, 2000) Keck, Margaret, and Kathryn Sikkink, *Activists Beyond Borders.* (Cornell University Press, 1998). Katzenstein, Peter, *The Culture of National Security* (Columbia, 1996). Keohane, Robert *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton: PrincetonUniversity Press, 1984). Keohane, Robert, *Neorealism and its Critics* (Columbia, 1986). Lake, David, and Robert Powell, Eds., *Strategic Choice in International Relations.* (Princeton University Press, 1999). Lynn-Jones, Brown, and Miller, eds. *The Perils of Anarchy* (MIT, 1995). Spruyt, Hendrick, *The Sovereign State and its Competitors.* (Princeton University Press, 1996). Waltz, Kenneth, *Theory of International Politics.* (McGraw-Hill, 1979).
Further reading	Wendt, Alexander. 1995. Constructing International Politics. International Security 20 (1):71-81. Schultz, Kenneth A. 1999. Do Democratic Institutions Constrain or Inform? Contrasting Two Institutional Perspectives on Democracy and War. International Organization 53 (2):233-266. Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. An Institutional Explanation of the Democratic Peace. American Political Science Review 93(4):791-808.

	Walt, Steven M. International Relations: One World, Many Theories, *Foreign Policy* (Spring 1998). Ragin, Charles C. *The Comparative Method.* (University of California, 1987). Walt, Stephen M. *The Origins of Alliances*.(Cornell University Press 1987). Wohlforth, William C. The Stability of a Unipolar World, *International Security*, Vol. 24, No.1, (Summer 1999), pp. 5-41 Schweller, Randall. Managing the Rise of Great Powers: History and Theory, in Johnston, Alastair Iain and Ross, Robert S. Eds., *Engaging China: The Management of an Emerging Power*. (Routledge, 1999). Dittmer, Lowell. The Strategic Triangle: An Elementary Game Theoretical Analysis, *World Politics* 33:4 (July 1981). Pevehouse, Jon C. 2002. Democracy from the Outside-In? International Organizations and Democratization. International Organization 56:3:515-549. Hafner-Burton, Emilie M., von Stein, Jana and Gartzke, Erik. 2008. International Organizations Count: What Statistics Tells Us About IOs. Journal of Conflict Resolution 52(2):175-188. Abbot, Kenneth and Snidal, Duncan. 1998. Why States Act through Formal Organizations. Journal of Conflict Resolution 42:3-32. Mearsheimer, John. 1994. The False Promise of International Institutions. International Security winter 1994/95: 5-49. Kupchan, Charles A. and Clifford A. Kupchan. 1995. The Promise of Collective Security. International Security 20 (1):52-61.
Assessment methods	Final paper (60 %), exams (20 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Quantitative and Qualitative Research Methods
Lecturer	Vesna Buško, Ph.D.
ECTS	8
Code	A2
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	1
Course description	This course is designed as an introduction to the use of quantitative and qualitative methods for graduate students. We will cover topics such as descriptive statistics, including measures of central tendency, dispersion, and association; inferential statistics, including probability theory, Normal distributions, and statistical significance; and OLS regression, including the use of dummy variables, interactions, factor analysis, and extensions to regression for categorical and limited dependent variables. The course is designed to enable students to critically assess and contribute to a broad range of quantitative and qualitative work in the policy setting (e.g. risk assessment, policy analysis), applied fields (e.g. development, political organization), and applied theoretical work in international affairs (e.g. academic and professional works such as Foreign Affairs). The course will include weekly exercises in the discussed analytical techniques.
Competencies	The progression of this course includes the theory and rubric of scientific research designs and the practice in generating, interpreting, and ultimately employing quantitative and qualitative methods to critically assess empirical works as well as informing one's own research questions. The goals of this course are to develop statistical literacy coupled with analytical and research abilities.
Mandatory literature	Ragin, Charles. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies.* (University of California Press, 1987). Rochefort, Davids A. *Quantitative Methods in Practice*. (CQ Press, 2006).

	King, Gary, Keohane, Robert and Verba, Sidney. *Designing Social Inquiry*. (Princeton University Press, 1994).
Further reading	Roberts, Clayton. *The Logic of Historical Explanation*. (Pennsylvania State University Press, 1996).
	Huber, George P. and Van De Ven, Andrew H. Eds. *Longitudinal Field Research Methods*. (Sage Publications, 1995).
	Babbie, Earl. *Practice of Social Research*, 10th Ed. (Wadsworth, 2004).
	Ragin, Charles. *The Comparative Method*. (University of California Press, 1989).
Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	The Art of Diplomacy
Lecturer	Ambassador Thomas Melady, Ph.D. Ambassador Miomir Žužul, Ph.D.
ECTS	8
Code	A3
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	1
Course description	The overall aim of this course will be to introduce students to the art of diplomacy in the Western tradition with an emphasis on the beginning of the 19th century through to contemporary international politics. In particular, the course will stress the evolution of the Ambassador's role over time and how such factors as technology, communications and ideology have

	impacted the efficacy of the diplomatic process. Students will be shown the relationship of diplomacy to the political system, especially how the ambassador's role is rooted in constitutions and international norms and how this role is frequently dependent on the unique relationship between the Ambassador and the Executive Branch.
Competencies	Students will develop an understanding of the field of international organizations. They will understand their evolution, form and mode of functioning, as well as their roles in the contemporary world.
Mandatory literature	Kissinger, Henry. (1994). *Diplomacy*. Simon and Schuster, NY. Ross, Dennis. (2007). *Statecraft*. Farrar, Straus and Giroux, NY.
Further reading	Thomas Friedman, The World is Flat. (New York: Farrar, Straus and Giroux: 2007) Personnel for the New Diplomacy. A report by the Committee on Foreign Affairs Personnel, 1962 R.P. Barston, Modern Diplomacy. 2nd edition (Longman, New York 1962) Thomas and Margaret Melady, Idi Amin Dada: Hitler in Africa. (Sheed Andrews and McMeel, Kansas City, Kan.: 1977) Thomas Melady, Burundi: The Tragic Years. (Orbis Books, Maryknoll, New York: 1974) Thomas Melady, The Ambassador's Story: The United States and the Vatican in World Affairs. (Our Sunday Vistor Pub., Huntington, Indiana: 1994) Margaret B. Melady, The Rhetoric of Pope John Paul II. (Praegar, Westpol, and Loudon, 1999) Thomas P. Melady, Faith ,Family, Friends. (Rutledge Books; Danbury CT: 2003) J. Michael Waller, The Public Diplomacy Reader. (Institute of World Politics Press. Washington, D.C. 2009) George F. Kennan, American Diplomacy. (University of Chicago Press, Chicago: 1984) Henry Kissinger, Does America need a foreign policy?: towards a diplomacy for the 21st century. (Simon & Schuster, New York, New York: 2001) Samuel P. Huntington, The Clash of Civilizations and the Remaking of World Order. (Simon & Schuster, New York: 1996) Gaddis Smith, Morality, reason, and power: American diplomacy in the Carter years. (Hill and Wang, New York: 1986)

	John Spanier & Eric M. Uslaner, <u>American Foreign Policy Making and the Democratic Dilemmas</u>. 6th edition (Mcmillan: 1964)
	Peter Marshall, <u>Positive Diplomacy</u>. (St. Martin's Press, New York: 1997)
	Thomas and Margaret Melady, <u>Idi Amin Dada: Hitler in Africa</u>. (Sheed Andrews and McMeel, Kansas City, Kan.: 1977)
	Thomas Melady, <u>Burundi: The Tragic Years</u>. (Orbis Books, Maryknoll, New York: 1974)
Assessment methods	Final paper (40 %), papers and seminars (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Elective Courses for all International Relations and Cultural Diplomacy Students in Dubrovnik (Section B):

Course title	Comparative Legal and Political Systems
Lecturer	Ambassador Christof Fritzen, Ph.D.
ECTS	6
Code	B1
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	This course is designed to introduce the student to the principal areas of the legal relationships and interaction between national democratic constitutions and foreign affairs. In using examples taken from various major jurisdictions, students will learn how the constitutional law of such jurisdictions structures, influences, furthers, limits and possibly prohibits certain action and behavior in foreign affairs. The reading materials of the course not being limited to one specific jurisdiction, students will learn to analyze and understand the issues addressed in the course in other jurisdictions and environments in which they may later decide to work. In five major chapters the course will deal with: (1) the various types of foreign affairs actions and principal aspects of democratic constitutional law relevant for the purposes of the course, (2) the usual distribution of powers by national constitutions to the branches of government, (3) the relationship between national constitutional law and international law as well as bilateral and multilateral foreign relations, (4) the effects of individual constitutional fundamental rights on foreign relations, and (5) a concluding assessment of the proper balance between democratic constitutional law and foreign affairs. Although this course predominantly focuses on legal issues it will be conducted such that it will be easily comprehensible also to students with a background other than law.
Competencies	Students will develop an understanding of the field of international law and will begin to appreciate how various legal

	systems, whether domestic or international in nature, affect international relations and the global world order.
Mandatory literature	Mark Tushnet. *The Possibilities of Comparative Constitutional Law*, 108 Yale L. J. 1225 (1999)
	Knight v. Florida, 528 U.S. 990 (1999) (Breyer dissenting from denial of certiorari)
	Antonin Scalia, *Keynote Address: Foreign Legal Authority in the Federal Courts*, 98 Am. Soc'y Int'l L. Proc. 305 (2004)
	Printz v. United States, 521 U.S. 898 (1997)
	State v. Makwanyane, CCT/3/94 (Constitutional Court of South Africa)
	Seth F. Kreimer, *Individious Comparisons: Some Cautionary Remarks on the Process of Constitutional Borrowing,* 1 U. Pa. J. Const. L. 640 (1999)
	Socialist Reich Party case, 2, 1 (1952), Murphy and Tanenbaum, 602-607
	Communist Party case, BVerfGE 5, 85 (1956), Murphy and Tanenbaum, 621-626
	Scales v. Unites States, 367 U.S. 203 (1961)
	Walter F. Murphy, *Excluding Political Parties*, in Paul Kirchhof and Donald P. Kommers, Ed., *Germany and its Basic Law* (1993)
	Gregory v Ashcroft, 501 U.S. 452 (1991)
	Maastricht Treaty case, BVerfGE 89, 155 (1993), Dorsen
	Lisbon Treaty case, BVerfG, judgement of June 30, 2009
Further reading	*Shelley v. Kraemer,* 334 U.S. 1 (1948)
	New York Times Co. v. Sullivan, 376 U.S. 254 (1964)
	Du Plessis v. De Klerk, 1996 (3), SA 850 (CC)
	Lueth case, BVerfGE 7, 198 (1958)
	Donald P. Kommers, *The Jurisprudence of Free Speech in the*

	United States and the Federal Republic of Germany, 535 S.Cal.L.Rev. 657 (1979-1980)
	DeShaney v. Winnebago County Dept. of Social Services, 489 U.S. 189 (1989)
	Gov't of the Republic of South Africa v. Grootboom, 2000 (11) BCLR 1169 (CC)
	University admission ("numerus clausus") case, BVerfGE 33, 303 (1972), Dorsen
	Cass R. Sunstein, *Why does the American Constitution lack Social and economic guarantees?* 56 Syracuse L.Rev. 1 (2005-2006)
	INS v. Chadha, 462 U.S. 919 (1983)
	Antonin Scalia, *Originalism: The Lesser Evil*, 57 U. Cin. L. Rev. 849 (1989)
	Paul Brest, *The Misconceived Quest for the Original Understanding*, 60 B.U. L. Rev. 204 (1980)
	Lawrence v. Texas, 539 U.S. 558 (2003)
	R. v. Big M Drug Mart, Ltd., [1985] 1 S.C.R. 295
	Mistry v. Minister of Health, 1998 (4) SA 1127 (CC)
	Pharmacy case, BVerfGE 7, 377 (1958), Kommers
Assessment methods	Final paper (40 %), seminar papers (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Political Concepts and Ideologies
Lecturer	Dražen Pehar, Ph.D.
ECTS	6
Code	B2
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	The concepts of political theory and ideology are introduced through and against their historical background so that the student becomes aware of the historical roots of particular ways of understanding of the political arena. The course is separated into three major teaching blocks: the first one introduces an operational part of the syllabus and enables the student to learn about those concepts that provide a primary orientation in the field of modern or contemporary politics, such as the state, the rule of law, the separation of powers theory, and the concept of democracy including the concepts and practices of majority rule and voting in general. The second block then looks at the more abstract set of concepts that stand behind, and provide a necessary background to, the operational part, such as the concept of power, of justice and equality, the concept of liberty and toleration etc. The final part is entirely devoted to the concept of ideology and focused on two political phenomena in particular: the very notion of ideology in a political sense, and various perspectives on it, on the one hand, and, on the other, the so-called 'totalitarian' or 'extremist' ideologies.
Competencies	The key course objective is to introduce the student into the essential concepts and perspectives of political theory, and to acquaint them with political thought over the modern tradition. The last part also aims to enable the student to apply the understanding acquired through the entire course to various political phenomena in their real historical context.
Mandatory literature	Aristotle, *Politics,* trans. T.A. Sinclaire, Ed. Trevor Saunders. (Penguin Classics, 1981).

	Machiavelli, *The Prince,* trans. R. Goodwin (Dante University of America Press, 2003).
	Thomas Hobbes, *Leviathan*, Revised student ed., Ed. Richard Tuck. (Cambridge, 1996).
	John Locke, *Two Treatises of Government and A Letter Concerning Toleration,* Ed. Ian Shapiro. (Yale University Press, 2003).
	Robert Dahl. *Democracy and its Critics*. (Yale University Press, 1991).
	Hannah Arendt. *Origins of Totalitarianism*. (Harcourt Brace Jovanovich, 1973).
Further reading	The Blackwell Encyclopedia of Political Thought.
	Aquinas. *Selected Philosophical Writings*. Ed. T. MacDermott. (Oxford University Press, 1993).
	Williams, Bernard. *Descartes - The Project of Pure Enquiry*. (Penguin. 1978).
	Rawls, John. *A Theory of Justice*. (Belknap, 1999).
	Hume, David. *A Treatise on Human Nature*. (Penguin, 1986).
	Tanner, Michael. *Nietzsche*. (Oxford University Press, 1996).
	Heidegger, Martin. *Being and Time*. (State University of New York Press, 1996).
	Sartre, Jean-Paul. *Being and Nothingness*. (Washington Square Press, 1993).
Assessment methods	Final paper (40 %), exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Ethics in International Relations
Lecturer	Damir Mladić, Ph.D.
ECTS	6
Code	B3
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	The course will analyze the role of ethics in international relations. International ethics is one of the prerequisites of global human society. However, history shows that in making decisions, states do not necessarily follow moral principles, but in most cases consider principally national interests, those that maintain or increase the power of individual states. There are various theories of international relations, of which some deny the role of morality (realism), while others over-estimate the role of morality (idealism). Through critical analysis of various theories of international relations and through the study of various cases, we will engage students in discussions and allow them to obtain a broader understanding of the subject.
Competencies	This course will familiarize students with the main concepts, methodology, and development of ethical theories, with an emphasis on the ways that these ethic theories attempt to resolve some basic problems of ethics in international relations. Through this, students will gain the theoretical knowledge necessary to recognize, understand and properly approach ethical themes in international relations.
Mandatory literature	Terry Nardin & David Mapel Ed. *Traditions of International Ethics,* Cambridge University Press, 1992. Kenneth N. Waltz. *Man, State and War.* Columbia University Press, 2001. Joel H. Rosenthal. *Ethics and International Affairs: A Reader,* 2nd Ed., Carnegie Council on Ethics and International Affairs, 1999.

	Charles R. Beitz Ed. *International Ethics*, Princeton University Press, 1985.
Further reading	Rein Muelerson. *Human Rights Diplomacy,* Routlege, 1997.
	Michael Ignatieff. *The Warriors Honor. Ethnic War and the Modern Conscience*, Henry Holt and Co., 1997.
	Peter Singer Ed. *A Companion to Ethics*, Oxford: Blackwell, 1991.
	Aristotle. *Politics,* trans. T.A. Sinclaire, Ed. Trevor Saunders. Penguin Classics, 1981.
	Machiavelli. *The Prince,* trans. R. Goodwin. Dante University of America Press, 2003.
	Thomas Hobbes. *Leviathan*, Ed.Richard Tuck. Cambridge, 1996.
Assessment methods	Final paper (40 %), exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	The Philosophy of Politics
Lecturer	Damir Mladić, Ph.D.
ECTS	6
Code	B4
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	This course will review some important normative theories about the nature of political society, including liberalism; democratic theory; theories of citizenship and political rights and

	responsibilities; and the relationship between freedom and equality. Students will consider the main questions and problems of political philosophy such as: Why do governments exist? Why should citizens obey governments or laws? Should ethics and laws be the same, or considered separately? The course will equip students with the knowledge and analytical and critical skills necessary to generate answers to such questions.
Competencies	Students will become familiarized with the basic theories and problems of the philosophy of politics and how they can be at least partially solved or resolved.
Mandatory literature	Held, D. (1991) *Political Theory Today,* Stanford University Press.
Further reading	MacIntyre, A. (1984) *After Virtue,* University of Notre Dame Press. Rawls, John. *A Theory of Justice*. (Belknap, 1999). Popper, K. (2006) *The Open Society and its Enemies,* Routeledge Classics.
Assessment methods	Final paper (40 %), exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Diplomatic Techniques and Skills
Lecturer	Miomir Žužul, Ph. D.
ECTS	6
Code	B5
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	This course introduces students to the techniques and skills necessary for and used in international and diplomatic relations.

	A special emphasis will be placed on educating students about the rules and methods of diplomatic communication, the forms of diplomatic writing, and diplomatic protocol.
Competencies	This course will familiarize students with the skills and techniques of diplomacy. It will leave students with an understanding of and ability to utilize these techniques in the context of diplomatic communication, functioning, and protocol.
Mandatory literature	Barston R.P.: *Modern Diplomacy*. Longman, New York, 1988. Bissard M.A., Chossudorsky E.M.: *Multilateral Diplomacy*. Kluwer Law International, Geneva, 1998. Eban A.: *The New Diplomacy – International Affairs in the Modern Age*. Weidenfeld and Nicolson, London, 1983. Freeman C.W. Jr.: *The Diplomat's Dictionary*. United States Institute of Peace, Washington, 1997. Gamboa, M.J.: *A Dictionary of International Law and Diplomacy*. Oceana Publications, New York, 1973. Kissinger H.: *Diplomacy*. Simon and Schuster, New York, 1994. Meerts P.W.: *A Short Guide to Diplomatic Training*, The Hague, 1992. Nicolson Harvey: *Diplomacy*. Oxford University Press, Oxford, 1963.
Further reading	Berković S.: *Diplomacija i diplomatska profesija*. Zagreb 2006. (u 2007. izlazi prijevod na engleskom jeziku) Feltham R.G.: *Diplomatic Handbook*. Longman, London-New York, 1992. Hamilton K., Langhorne R.: *The Practice of Diplomacy*. Routledge, London and New York, 2000. Mikolić M.: *Diplomatski i poslovni protokol*. Zagreb, 2002.
Assessment methods	Final paper (40 %), exams (40 %) active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Negotiation and Conflict Resolution
Lecturer	Claude Cellich, Ph. D.
ECTS	6
Code	B6
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	1
Course description	This course introduces students to the fields of negotiation and conflict resolution from a historical, analytical, and psychological perspective. The first portion of the course will serve as a comprehensive survey of the field of conflict resolution. Topics will include an overview of the history of conflict resolution; an analysis of modern-day conflicts and their resolutions, including case-studies such as Bosnia, Northern Ireland, and the Israeli-Palestine conflict; theories of causes and preventions of violent conflict; and ways to successfully resolve conflicts. The second portion of the course will be dedicated to an analysis of the theory and practice of one particular way to resolve conflicts: negotiation. Three different perspectives will be applied to the 'art of negotiation:' the institutional perspective, including a brief history of the field of negotiation and an overview of the role of institutions in negotiation; the psychological perspective, through cognitive and behavioral analyses of the psychological processes involved in negotiation and decision-making; and the analytical perspective, including theoretical models of bargaining and the analytic barriers to bargaining. The theoretical aspects of the course will be complimented with plenty of case-studies and relevant examples.
Competencies	Students will gain an understanding of the history, theory, and practice of conflict resolution and negotiation.
Mandatory literature	Raffia, H., Richardson, J., and Metcalfe, D. (2003). *Negotiation Analysis: The Science and Art of Collaborative Decision Making*. Belknap.

	Arrow, K., and Mnookin, R.H. (Eds). (1995). *Barriers to Conflict Resolution*. WW Norton.
	Miall, H., Ramsbotham, O., and Woodhouse, T. (1999). *Contemporary Conflict Resolution: The Prevention, Management and Transformations of Deadly Conflict*. Polity Press.
Further reading	Alfini, J., Press, S.B., Sternlight, J.R., and Stulberg, J.B. (2001). *Mediation Theory and Practice*. Matthew Bender and Company.
	Fisher, R., and Ury, W.L. (1991). *Getting to Yes: Negotiating Agreement without Giving In*. 2nd Edition. Penguin.
	Thompson, L.L. (2004). *The Mind and Heart of the Negotiator*. 3rd Edition. Prentice Hall.
	Deutsch, M., and Coleman, P.T., (Eds.). (2000). *Handbook of Conflict Resolution: Theory and Practice*. Jossey-Bass, Inc.
	Cordell, Karl and Wolff, Stefan (2009) *Ethnic Conflict: Causes, Consequences, and Responses*. London: Polity Press
Assessment methods	Final paper (40 %), exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	International Trade
Lecturer	Željko Šuman, Ph.D.
ECTS	6
Code	B7
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective

Year	1
Semester	1
Course description	This course introduces students to the fundamentals of international economics and international trade. The course introduces students to theories of international economics and international trade; international economic policies; international finance; comparative advantage; theories of foreign trade; customs and tariffs; non-tariff barriers; international trade regimes; trade liberalization; asset liability payments; exchange rates; foreign debt; and international monetary and fiscal regimes.
Competencies	Students will gain understanding of the fundamentals of international economics and international trade.
Mandatory literature	Krugman, P.R. and M. Obstfeld. *International Economics: Theory and Policy*, 7th Ed., Adddison-Wesley, 2005.
Further reading	Bhagwati, J.N., Ed., *International Trade: Selected Readings*, 2nd Ed., MIT press, 1987. Caves, R.E., J.A. Frankel, R.W. Jones, *World Trade and Payments: An Introduction*, 9th Ed., Addison-Wesley, 2002. Kenen, P. B., *The International Economy*, 3rd Ed., Cambridge University Press, 1994. Salvatore, D., *International Economics*, 7th Ed., Wiley, 2001. Yarborough, B.M. & R.M. Yarborough, *The World Economy: Trade and Finance*, 5th Ed., Dryden Press, 2000. Shaum's *Outline of International Economics*, (1995), 2nd Ed., The McGraw-Hill Companies, Inc.
Assessment methods	Final paper (40 %), exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Mandatory Courses for all International Relations and Cultural Diplomacy Students at the ICD (Section C):

Course title	The History and Evolution of the Field of Cultural Diplomacy
Lecturer	Jessica Gienow-Hecht, Ph.D. Mark C. Donfried
ECTS	8
Code	C1
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	2
Course description	This course is designed to provide students with a thorough understanding of the origins and development of cultural diplomacy, to allow them to identify cultural diplomacy in practice, and to provide them with the analytical skills to differentiate between cultural diplomacy, propaganda, and advertising. The course will begin with a focus on terminology, and an analysis of the terms "diplomacy", "cultural diplomacy", "public diplomacy", and "third-track diplomacy". The course will then move to consider the emergence of cultural diplomacy as a tool during the Cold War, focusing in particular on the practices of the US, Germany, France, and the Soviet Union. The final part of the course will use case studies to compare and contrast propaganda, advertising, and cultural diplomacy. Course lectures will be complemented by course seminars, during which students will present and discuss selected case studies.
Competencies	Students will be able to recognize and analyze historical cultural diplomacy initiatives and techniques, and differentiate them from one another according to actors, audience, goals, and impact. Students will select a specific historic example of cultural diplomacy to present to the group, and will be able to identify best practice guidelines drawn from their example.
Mandatory literature	Donfried, M and Gienow-Hecht, J eds. (2010). Searching for a

	Cultural Diplomacy. Berghahn Books.

Gienow-Hecht, J and Schumacher, F eds. (2003). Culture and International History. Berghahn Books.

Nye Jr, JS (2005). Soft Power: The Means to Success in World Politics. Public Affairs: New York.

Snow, N and Taylor, P (2009). Routledge Handbook of Public Diplomacy. Routledge: New York. |
| **Further reading** | Aguilar, M (1997). "Cultural diplomacy and foreign policy : German-American relations, 1955-1968." International History Review: Vol. 19, No. 3 (1997), p. 729-730

Arndt, R (2007).The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century. Potomac Books: Virginia.

Artz, L and Kamalipour, YR eds. (2005). Bring 'em on: Media and Politics in the Iraq War. Rowman Littlefield: Maryland.

Bereson, J (2006). Lying Abroad: A Critical Study of Cultural Diplomacy. Merrill Press: Buffalo.

Berridge, GR (2010). Diplomacy: Theory and Practice. Palgrave Macmillan: Hampshire.

Bu, Liping. 1999. Educational Exchange and Cultural Diplomacy During the Cold War. *Journal of American Studies* 33 (3): 393-415.

Buzan, B and Little, R (2000). International Systems in World History: Remaking the Study of International Relations. OUP: Oxford.

Cooper, AF, Hocking, B and Maley, W eds. (2008). Global Governance and Diplomacy: Worlds Apart? (Studies in Diplomacy and International Relations). Palgrave Macmillan; Hampshire.

Droste, H (2006). "Diplomacy as a form of cultural transfer in modern times." Scandinavian Journal of History: Jun2006, Vol. 31 Issue 2, p144-150.

Gienow-Hecht, J (2007). Decentering America: New Perspectives on Culture and International History. OUP: Oxford. |

	Gudykunst, WB and Mody, B (2002). Handbook of International and Intercultural Communication. Sage Publications. Hamilton, K and Langhorne, R (2010). The Practice of Diplomacy: Its Evolution, Theory and Administration. Routledge: London. Hugon, (2005). "Art and diplomacy of the Spanish monarchy in the 17th century". Revue Historique: No. 635, pp. 668-671 Kraske, GE (1985). Missionaries of the Book: The American Library Profession and the Origins of United States Cultural Diplomacy. Greenwood Press: California. Lawson, S (2003). Culture and Context in World Politics; Palgrave Macmillan: Hampshire. Levin, MJ (2005). Agents of Empire: Spanish Ambassadors in Sixteenth-Century Italy. Cornell University Press: Cornell. Manheim, JB (1994). Strategic Public Diplomacy and American Foreign Policy: The Evolution of Influence. OUP: Oxford. Meyer, C (2009). Getting Our Way: 500 Years of Adventure and Intrigue: the Inside Story of British Diplomacy. Wiedenfeld and Nicholson: London. Mokeba, H (1999). "History of French cultural diplomacy, from the origins to 1995." Journal of Arts Management Law and Society: Vol. 29, No. 1, 70-71. Schneider, Cynthia P. 2006. "Cultural Diplomacy: Hard to Define, but You'd Know It If You Saw It." Brown Journal of International Affairs 13(1): 191-201.
Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	3. A student opinion poll for evaluation of teaching, quality and organization 4. A student opinion poll for evaluating the teaching staff

Course title	International Case Studies in Cultural Diplomacy

Lecturer	Jessica Gienow-Hecht Ph.D. Mark C. Donfried
ECTS	8
Code	C2
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	2
Course description	"International Case Studies in Cultural Diplomacy" will provide students with an understanding of how approaches to cultural diplomacy, and the application of cultural diplomacy, differ across the world. The first part of the course will consider as case studies the practice of cultural diplomacy in the UK, Japan, Morocco, Cuba, and South Africa. Students will analyse these case studies with a particular focus on funding and control, target audience, methods, timescale, actors and organizations, and aims. The second part of the course will move to consider the context within which cultural diplomacy takes place across the world, and will use empirical techniques to consider the external factors the contribute towards a country's approach to cultural diplomacy: political culture, geo-strategic location, economic structure, foreign policy goals and priorities, and history.
Competencies	Students will be able to draw links between a state's geographic location, history, contemporary foreign policy goals and its approach to cultural diplomacy, and to associate different types of initiatives with specific contexts. Course seminars will complement analytical lectures by providing a platform for prescriptive presentations: Students will select a country or region and be required to suggest appropriate cultural diplomacy initiatives according to its situation.
Mandatory literature	Barrett, S (2002). Culture Meets Power. Prager Press. Baylis, J and Smith, S eds. (2005). The Globalisation of World Politics. OUP: Oxford. Boot, M (2004). The Force of Friendly Persuasion. Council of

	Foreign Relations.
	Curtin, PA (2007). International public relations : negotiating culture, identity, and power. Sage Publications: California.
	Donfried, M and Gienow-Hecht, J eds. (2010). Searching for a Cultural Diplomacy. Berghahn Books.
Further reading	Ahearne, J (2009). "Cultural Policy Explicit and Implicit: A Distinction and Some Uses." International Journal of Cultural Policy: Vol. 15, Issue 2, May 2009, pp.141-153.
	Akami, T (2008). "The Emergence of Internation Public Opinion and the Origins of Public Diplomacy in Japan in the Inter-War Period." The Hague Journal of Diplomacy: Sep. 2008, Vol. 3, Issue 2, pp.99-128.
	Alden, C (2005). "The new diplomacy of the South: South Africa, Brazil, India and trilateralism." Third World Quarterly: 26 (7): 1077-1095.
	Alden, C. & Soko, M. (2005). "South Africa's economic relations with Africa: Hegemony and its discontents." Journal of Modern African Studies: 2005: 43(3) 367 .
	Bohas, A (2006). "The Paradox of Anti-Americanism: Reflection on the Shallow Concept of Soft Power." Global Society: Oct. 2006, Vol. 20, Issue 4, pp.394-414.
	Bustamante, M.J. & Sweig, J.E. (2008). "Buena vista solidarity and the axis of aid: Cuban and venezuelan public diplomacy." Annals of the American Academy of Political and Social Science: 616(1) 223.
	Domett, T (2005). "Soft power in global politics? Diplomatic partners as transversal actors." Australian Journal of Political Science: Vol. 40, No. 2, pp. 289-306.
	Gould-Davies, N (2003). "The Logic of Soviet Cultural Diplomacy." Diplomatic History: April 2003 Vol 27 Issue 2, pp.193-214.
	Lam, P (2007). "Japan's Quest for "Soft Power": Attraction and Limitation." East Asia: An International Quarterly: Winter2007, Vol. 24 Issue 4, p349-363.

Lam, P (2009). Japan's Peace Building Diplomacy in Asia (Routledge Security in Asia Pacific Series). Routledge: London.

Lee, JL (2008). "The rise of China and soft power: China's soft power influence in Korea." China Review-An Interdisciplinary Journal on Greater China :Vol. 8, No. 1, pp. 127-154.

Nissim, KO (2008). "Contesting soft power: Japanese popular culture in East and Southeast Asia." International Relations of the Asia-Pacific: Jan2008, Vol. 8 Issue 1, p73.

Parsons, A (1984). "Vultures and philistines': British attitudes to culture and cultural diplomacy." International Affairs: Winter 84/85 Vol. 61 Issue 1, pp.1-8.

Prevots, N (2001). Dance for Export: Cultural Diplomacy and the Cold War. Wesleyan University Press: Wesleyan.

Smith, S, Hadfield, A and Dunne, T eds. (2007). Foreign Policy: Theories, Actors, Cases. OUP: Oxford.

Vaughan, JR (2005). "A Certain Idea of Britain': British Cultural Diplomacy in the Middle East, 1945-57." Contemporary British History: Summer 2005, Vol 19 Issue 2, pp.151-168.

Young, JW (2008). Twentieth-Century Diplomacy: A Case Study of British Practice, 1963-1976. Cambridge University Press: Cambridge.

Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Future Trends in Cultural Diplomacy
Lecturer	Uli Brückner, Ph.D. Mark Donfried
ECTS	8

Code	C3
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	2
Course description	The course will analyze the extent to which the process of globalization will influence the future conduct of cultural diplomacy, and will explore the impact of new, innovative forms of cultural diplomacy on the actors involved. During the first part of the course students will learn about the changing priorities behind cultural diplomacy, and the impact these priorities are having on funding, organization, and volume of activity. Case studies will be considered from China, India, and Brazil. The second part of the course will assess a variety of new cultural diplomacy techniques being employed across the world, focusing in particular on hip-hop diplomacy and sports diplomacy. Finally, the students will reflect on how cultural diplomacy is being linked to issues such as human rights, climate change, international terrorism, and poverty.
Competencies	Students will be able to contextualize cultural diplomacy in the development of international relations and related processes: globalization, interdependence, and regionalization. Course seminars will require students develop and critically asses new forms of civil-society based cultural diplomacy.
Mandatory literature	Ilgen, T ed. (2006). Hard Power, Soft Power and the future of Transatlantic Relations. Ashgate: Hampshire. McGiffert, C ed. (2009). Chinese Soft Power and Its Implications for the United States. CSIS: Washington. Oetzel, JG (2009). Intercultural Communication: A Layered Approach. Vango Books. Randall, AJ ed. (2005). Music, Power and Politics. Routledge: Abingdon.
Further reading	Adlington, Robert ed. (2009). Sound Commitments: Avant-Garde Music and the Sixties. OUP: Oxford.

Alden, C (2005). "The new diplomacy of the South: South Africa, Brazil, India and trilateralism." Third World Quarterly: 26 (7): 1077-1095.

Barron, O (2007). "A New Approach - Engaging the Muslim World Through Public Diplomacy." Harvard International Review: Vol. 28, No. 4 (2007), p. 30-31.

Beck, PJ (2003). "The Relevance of the 'Irrelevant': Football as a Missing Dimension in the Study of British Relations with Germany." International Affairs: Mar., 2003, Vol. 79, No. 2, pp.389-414.

Black, D (2007). "The symbolic politics of sport mega-events: 2010 in Comparative perspective." Politikon: 34(3) 261.

Chapman, C (2007). "Art across borders - International art exchange can forge valuable links where diplomacy and politics have failed." RSA Journal :Vol. 154, No. 5527 (2007), p. 42-49.

Cornelissen, S (2008). " Scripting the nation: sport, mega-events, foreign policy and state-building in post-apartheid South Africa ." Sport In Society: July 2008, Vol.11 , Issue 4, pp.481-493.

Davenport, LE (2002). Jazz, Race and American Cultural Exchange: An International Study of U.S. Cultural Diplomacy, 1954-1968. Georgetown University: Washington.

Defrance, J and Chamot, JM (2008). "The voice of sport: Expressing a foreign policy through a silent cultural activity: The case of sport in French foreign policy after the Second World War." Sport in Society: 11(4) 395.

Ding, Y (2008). "Diplomacy Hits a High Note - U.S.-North Korea find common language in music." Beijing Review: Vol. 51, No. 11 (2008), p. 12-13.

East, MA and Robertson, J (2005). Diplomacy and Developing Nations: Post Cold-War Foreign Policy-Making Structures and Processes (Routledge Advances in International Relations and Global Politics). Routledge: London.

Eperjesi, JR (2004). "Crouching Tiger, Hidden Dragon : Kung Fu Diplomacy and the Dream of Cultural China." Asian studies

review : journal of the Asian Studies Association of Australia: Vol. 28, No. 1 (2004), p. 25-40.

Ferguson, J (). "The Art of (hip-hop) diplomacy." Christian Science Monitor: 11/23/2007, Vol. 99 Issue 250, p9-9.

Ferm, M (2008). "Revealing Representations of Jazz in the Weimar Republic." Social Science Journal: 2008: 45(2) 240.

Garcia, T (2004). "American Views of Brazilian Musical Culture: Villa-Lobos's Magdalena and Brazilian Popular Music." Journal of Popular Culture: May2004, Vol. 37 Issue 4, pp.634-647.

Gienow-Hecht, J (2003). "Trumpeting Down the Walls of Jericho: The Politics of Art, Music and Emotion in German-American Relations, 1870-1920." Journal of Social History: Spring, 2003, Vol. 36, No. 3, pp.585-613.

Gienow-Hecht, J (2009). Sound Diplomacy: Music and Emotions in Transatlantic Relations. University of Chicago Press: Chicago.

Godfrey, M (2006). "Punk Power Diplomacy." China Today: Oct2006, Vol. 55 Issue 10, p58-59.

Groot, G (2006). "Soft power in the Asia-Pacific post 9/11: The cases of Japan, China and India." Asia-Pacific and a New International Order: Responses and Options: pp. 53-69.

Gudykunst, W (2005).Theorizing About Intercultural Communication. Sage Publications: London.

Horton, P (2008). "Sport as Public Diplomacy and Public Disquiet: Australia's Ambivalent Embrace of the Beijing Olympics." International Journal of the History of Sport: Vol. 25, No. 7, p. 851-875.

Jacquin-Berdal, D, Oros, A and Verwiej, M eds. (1998). Culture in world Politics. Palgrave Macmillan: Hampshire.

Kennedy, L (2007). "Remembering September 11: Photography as Cultural Diplomacy". International Affairs Volume 79, Number 2, March 2003 , pp. 315-326.

Lawson, S (2006). Culture and Context in World Politics. Palgrave Macmillan: Hampshire.

Manheim, JB (1990). "Rites of Passage: The 1988 Seoul Olympics as Public Diplomacy." The Western Political Quarterly: Vol. 43, No. 2 (Jun., 1990), pp. 279-295.

Michael, MF. and Petito, F (2009). Civilizational Dialogue and World Order: The Other Politics of Cultures, Religions, and Civilizations in International Relations. Palgrave Macmillan: Hampshire.

Redeker, R (2008). "Sport as an opiate of international relations: The myth and illusion of sport as a tool of foreign diplomacy." Sport in Society: 2008: 11(4) 494.

Riordan, James & Jenswold, Joel M. (1995). "Playing Politics: Soviet Sport Diplomacy to 1992. Russian and East European Studies, Volume 3." Leisure Studies : Journal of the Leisure Studies Association: Vol. 14, No. 3, p. 219.

Von Eschen, PM (2006). Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War. Harvard University Press: Cambridge.

Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Elective Courses for all International Relations and Cultural Diplomacy Students at the ICD (Section D):

Course title	Nation Branding and Unilateral Cultural Diplomacy
Lecturer	Jessica Gienow-Hecht Ph.D. Mark Donfried
ECTS	8
Code	D1
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	2
Course description	The course will provide students with a theoretical and practical insight into the concept of nation branding, using international case studies to explore salient issues in the field. Students will begin by learning about the history and development of the term "nation branding", and the perceived benefits of having a strong national brand. The program will then move to consider how it compares to related concepts in the field of marketing, including the "country-of-origin" and "halo" effects, and will therefore consider the similarities and differences between product and place branding. During the second part of the program the course will take a critical approach, exploring the difference between "nation branding" and "national brands" and analyzing the circumstances under which the shaping of a national brand is possible. During the program seminars students will explore international case studies including Germany, South Africa, Sweden, the US, Cameroon, Chile, and Japan.
Competencies	Students will learn the theoretical foundations on which nation branding is based, and will understand the key differences between national brands and product brands with regards to the branding process itself. Through analysis of case studies, students will develop creative techniques for place and nation branding, and will learn criteria though which success can be measured.

Mandatory literature	Anholt, Simon (2007). Competitive Identity: The New Brand Management for Nations, Cities and Regions. Palgrave Macmillan: Hampshire. Asante, MK, Nwosu, P and Milhouse, VH (2005). Transcultural realities : interdisciplinary perspectives on cross-cultural relations. Sage Publications: California. Dinnie, Keith (2008). Nation-Branding: Concepts, Issues, Practice. Elsevier: Oxford. Watanabe, Y and McConnell, DM (2008). Soft Power Superpowers: Cultural and National Assets of Japan and the United States. ME Sharpe: New York.
Further reading	Anholt, S (2003). Brand New Justice: the Upside of Global Branding. Butterworth-Heinemann: Oxford. Anholt, S (2009). Places: Identity, Image and Reputation. Palgrave Macmillan: Hampshire. Anholt, S and Hildreth, J (2010). Great Brand Stories: Brand America. Marshall Cavendish: US. Bellamy, Carol and Weinberg, Adam (2008). "Educational and Cultural Exchanges to Restore America's Image." Washington Quarterly: Vol. 31 Issue 3, p55-68. Brewer, Paul R (2004). "Public Trust in (or cynicism about) Other Nations Across Time." Political Behaviour, Vol. 26, No. 4 (Dec., 2004), pp. 317-341. Clifton, R ed. (2009). Brands and Branding. The Economist with Profile Books: London. Dodd, CH (1995). Dynamics of Intercultural Communication: Brown and Benchmark: Wisconsin. Dorrian, P (2005). The Making of South Africa Inc. Zebra Press: Cape Town. El-Khairy, O (2009). "Freedom's a Lifestyle Choice': US Cultural Diplomacy, Empire's Soundtrack, and Middle Eastern 'Youth' in our Contemporary Global Infowar." Middle East Journal of Culture and Communication, Volume 2, Number 1, 2009 , pp. 115-135.

	Elliot, R and Percy, L (2006). Strategic Brand Management. OUP: Oxford. Govers, R and Go, F (2009). Place Branding: Glocal, Virtual and Physical Identities, Constructed, Imagined and Experienced. Palgrave Macmillan: Hampshire. Kaneva, N (2011). Branding Post-communist Nations: Marketizing National Identities in the New Europe. Routledge: London. Kitchen, P (1997). Public Relations: Principles and Practice. Thomson Learning: London. Martin, D (2007). Rebuilding Brand America. Amacom: New York. Sevin, E (2010). Controlling the Message: A Strategic Approach to Nation Branding. Lambert Academic Publishing: US.
Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Contemporary German Foreign Policy
Lecturer	Uli Brückner Ph.D. Mark Donfried
ECTS	8
Code	D2
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	Mandatory
Year	1
Semester	2

Course description	The course will provide students with a thorough understanding of the drivers of German foreign policy, its goals, and the methods through which it is pursued. The beginning of the course will focus on the underlying drivers of German Foreign Policy: The influence of Germany's political history over the past century on its international positioning; and its geostrategic and economic importance in global affairs. The course will then move to identify and compare the specific goals of contemporary German foreign policy, with a particular emphasis on Germany's role in the EU, the UN, and NATO (and Afghanistan), Germany's activity in Africa, and the strength of German industry internationally. The third and final part of the course will look at the techniques employed by Germany to pursue its objectives, and will consider its use of both hard and soft power, with a particular focus on the cooperation of the Federal Foreign Office with German development agencies, the DAAD, the Goethe Institute, and the private sector.
Competencies	Students will learn to analyze the key influences on German foreign policy and understand the processes behind its formulation and application. Students will be able to contextualize German foreign policy with respect to the European Union, European-US relations, and the United Nations.
Mandatory literature	Crawford, B (2007). *Power and German Foreign Policy: Embedded Hegemony in Europe.* Palgrave Macmillan: Hampshire. Hanrieder, WF (1989). *Germany, America. Europe: Forty Years of German Foreign Policy.* Yale University Press: Connecticut . Rittberger, V ed. (2001). *German Foreign Policy Since Unification.* Manchester University Press: Manchester.
Further reading	Ash, TG (1994). "*Germany's Choice*." Foreign Affairs: Vol.73, No.4, pp.72-3 Arora, C (2006). Germany's Civilian Power Diplomacy: NATO Expansion and the Art of Communicative Action. Palgrave Macmillan: Hampshire.

	Bulmer, S, Jeffery, C and Padgett, S eds. (2010). Rethinking Germany and Europe: Democracy and Diplomacy in a Semi-Sovereign State. Palgrave Macmillan: Hampshire. Malici, A (2006). *"Germans as Venutians: The Culture of German Foreign Policy Behavior*." Foreign Policy Analysis 2(1): 37-62. Hellmann, G (2009). *"Fatal attraction? German foreign policy and IR/foreign policy theory."* Journal of International Relations and Development 12(3): 257-292. Hellmann, G (2006). Germany's EU Policy on Asylum and Defence: De-Europeanization by Default? (New Perspectives in German Studies). Palgrave Macmillan: Hampshire. Hofhansel, C (2005). Multilateralism, German Foreign Policy and Central Europe (Routledge Advances in European Politics). Routledge: London. Gegout, C (2008). *"Germany and the Common Foreign and Security Policy of the European Union: Between Europeanisation and National Adaptation."* West European Politics 31(5), pp.1101-1102. Green, S et al (2007). The Politics of the New Germany. Routledge: London. Miskimmon, A (2009). *"Falling into Line? Kosovo and the course of German Foreign Policy."* International Affairs 85(3): 561-573. Schmidt, MG (2003). Political Institutions in the Federal Republic of Germany (Comparative Political Institutions Series). Oxford University Press: Oxford. Siebert, H (2006). The German Economy: Beyond the Social Market. Princeton University Press: New Jersey. Webber, D (2001). German Foreign Policy Since Unification (New Europe, New Germany, Old Foreign Policy). Routledge: London.
Assessment methods	Class activities (40 %), tests and exams (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization

	2. A student opinion poll for evaluating the teaching staff

Course title	International Organizations
Lecturer	Uli Brückner Ph.D.
ECTS	6
Code	D3
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	2
Course description	This course will explore the formative processes of International Organizations, their institutional structures, and their impact within the larger context of global politics. The course will present an overview of the historical antecedents and trends in the development of international organizations, discuss various theories and concepts used to study international organizations, and will introduce students to specific international organizations, such as global institutions (the UN), treaty-based institutions (NATO), regional institutions (the EU), and functional organizations (the WTO, the IMF, and the IBRD). The course will then consider how these organizations are responding to, and meeting the new challenges in the realm of global politics that have become prominent since the end of the Cold War and the acceleration of the globalization process, and if they have been successful in achieving these objectives.
Competencies	Students will develop an understanding of the field of international organizations. They will understand their evolution, form and mode of functioning, as well as their roles in the contemporary world.
Mandatory literature	Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance.* Lynne Rienner. Diehl, P.F. (2005). *The Politics of Global Governance: International Organizations in an Interdependent World,* 3rd Ed. Lynne Rienner.

	Hix, S. (2005). *The Political System of the European Union: Second Edition.* Palgrave Macmillan.
	Weiss, T.G., Forsythe, D.P. and Coate, R.A. (2004). *The United Nations and Changing World Politics.* Westview. 2004.
Further reading	Bueno de Mesquita, B. (2000). *Principles of International Politics.* Congressional Quarterly Press.
	Keohane, R.O. (1984). *After Hegemony: Cooperation and Discord in the World Political Economy.* Princeton University Press.
Assessment methods	Final paper (40 %), papers seminars (40 %), active participation in class (20 %).
Quality assurance and control	1. A student opinion poll for evaluation of teaching, quality and organization 2. A student opinion poll for evaluating the teaching staff

Course title	Contemporary European Politics
Lecturer	Uli Brückner Ph.D. Mark Donfried
ECTS	6
Code	D5
Teaching methods	Lectures (2 x week) and seminars (2 hours per week)
Type	General Elective
Year	1
Semester	2
Course description	This course will explore prevalent themes in contemporary European politics, such as the ever-increasing trend towards integration at institutional, socio-political and economic levels, and the idea of a European *identity*, hostility towards integration, and increasing apathy towards both domestic and European politics among Europe's population. The course will also address the future of European politics and Europe's relationship with the outside world as a distinct dynamic separate from the foreign affairs of individual European states.
Competencies	Students will develop an understanding of the field of

	contemporary European politics. They will understand the driving forces behind increasing institutional integration on one hand, and increasing opposition to the whole European project on the other.
Mandatory literature	Hix, S. (2005), *The Political System of the European Union*, Basingstoke: Palgrave Macmillan Dinan, D. (2005), *Ever closer union* (3rd Ed.), Basingstoke: Palgrave Macmillan Hix, S, Noury, A. and Roland, G. (2007), *Democratic Politics in the European Parliament.* Cambridge: Cambridge University Press. Rosamond, B. (2000), *Theories of European Integration,* Basingstoke: Palgrave Macmillan. Moravcsik, A. (1998), *The Choice for Europe*, London: Routledge. Keukeleire, Stephan and MacNaughtan, Jennifer (2008), *The Foreign Policy of the European Union*, Basingstoke: Palgrave Macmillan
Further reading	Weiler, J. (1999), *The Constitution of Europe, Do the New Clothes Have an Emperor,* Cambridge: Cambridge University Press. Kraus, Peter A. (2008) *A Union of Diversity*, Cambridge: Cambridge University Press. McLaren, Lauren (2005) *Identity, Interests and Attitudes to European Integration*, Hampshire: Palgrave McMillan Føllesdal, A. (2008,) **'**Equality of Education and Citizenship: Challenges of European Integration' in *Studies in Philosophy and Education* 2008 Vol. 27.(5): 335-354
Assessment methods	Final paper (40 %), papers seminars (40 %), active participation in class (20 %).
Quality assurance and control	3. A student opinion poll for evaluation of teaching, quality and organization 4. A student opinion poll for evaluating the teaching staff