



UNC  
GLOBAL

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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July 31, 2015  
Administrative Board of the College of Arts and Sciences  
Office of General Education  
UNC-CH

Dear Colleagues,

### **API Semester program in Dubrovnik, Croatia**

The Department of Germanic and Slavic Languages and Literatures and the Study Abroad Office are seeking your approval for a semester program in Dubrovnik, Croatia through API (Academic Programs International), to be available to UNC-Chapel Hill students commencing fall semester 2016.

#### *Rationale*

In consultation with faculty and academic departments, the Study Abroad Office has been diligently seeking programs in Central and Eastern Europe that would be of interest to students wanting to study in that part of Europe. Recent political events in Croatia and surrounding countries have brought about economical and sociological changes to Central and Eastern Europe. Students interested in Peace, War and Defense, Peace and Conflict Resolution as well as Global Studies would be able to see firsthand how a country has come through war and is now a growing and thriving.

As was mentioned in the proposal for the API program in Poland, there is an increased interest in study abroad programs in Central and Eastern Europe, and on the same site visit with API in March 2015, Lynn Neddo (Continental Europe Programs Director) visited the program in Dubrovnik, Croatia. After meeting with the Resident Directors, visiting with students who gave a strong endorsement and also hearing from faculty who currently teach on this program, Lynn Neddo consulted with Dr. Jenkins (at the time Director for the Center for Slavic, Eurasian and East European Studies) and it was agreed to also put forth a proposal for the API in Dubrovnik (Croatia) program. Dr. Jenkins indicated that there was no other program with the same type of subject content offered and this program would certainly attract students.

More complete information on this program is available here:

<http://www.apistudyabroad.com/programs/croatia/dubrovnik/>

### *Description*

The program in Dubrovnik, Croatia is based in the DIU Libertas International University, the first private university in Croatia. DIU was established in 2008 under the auspices of the United Nations Alliance of Civilizations and in conjunction with both Croatian and American institutions. DIU maintains three schools: the Dubrovnik school of Diplomacy, the Dubrovnik School of International Business and the Dubrovnik School of Arts and Humanities. Classes are taught primarily in English, which facilitates the enrollment of both Croatian and international students.

Dubrovnik is located in southern Croatia, on the Adriatic Sea, and is recognized throughout the world as a place with a distinct identity in terms of traits and factors that conditioned its development. The University itself is located within the ancient walls of the city. DIU accepts no more than 100 students per year since its emphasis is on an individual approach to learning while at the same time, embracing the multicultural nature of the students.

The program is very reasonable price-wise and the cost of living in Dubrovnik is also very reasonable.

### *Courses and Faculty*

The international relations and diplomacy courses offer an interdisciplinary approach to the constantly evolving field of international relations. Students consider a wide range of contemporary issues in international relations, from globalization to international organizations and international law to the role of civil society in global governance. The international business courses will prepare students for professional positions in a global business environment by combining theoretical studies with more practical knowledge in international economics and business.

Much of the strength of the education offered by DIU comes from its first-rate faculty. The DIU has attracted a group of Croatia's leading scholars and academics who teach at the University on a permanent basis. These professors have served as active practitioners in their chosen field; some are former ambassadors, governmental ministers, economists and other business and political leaders. The combination of academic prestige and real-world experience ensures that DIU students are exposed to programs and courses that balance the theoretical with the practical.

Sample faculty CVs and course syllabi are attached in appendices.

### *Academic Requirements and Credit*

UNC-Chapel Hill students participating in this program will need to have a 2.75 GPA to be eligible, and be in good academic standing. Students will take a full load of studies and be able to

transfer back between 12 and 18 credits.

There is no need for prior Croatian language study. English is spoken by many habitants of Dubrovnik but study of the language is encouraged.

TREQ credit will be awarded as long as the student receives a C or better in each course taken. API will send an official transcript of all completed courses to the UNC-CH Study Abroad Office. Students will also have volunteer opportunities and the possibility of non-credit bearing internships.

### *Logistics, Health and Safety*

#### Facilities

All courses are taught at the Dubrovnik Libertas International University, located in buildings within the medieval walls of the city. Classrooms are large and equipped with modern technology.

#### Housing and Daily Life

Students live in carefully chosen apartments in Dubrovnik. The Resident Directors are available at all times to help students adjust to life in Dubrovnik and Croatia and give them information about food, shopping, eating out, transportation, and other everyday necessities. Students are met upon arrival at the airport. The old part of Dubrovnik is at sea level whereas many of the residential dwellings are up the sides of the hills; these higher elevations are connected to the city below by numerous stairways that are lit and easy to navigate. Students assured us this was the quickest way to go back and forth and they used them regularly. There are also buses that wind they way down (and up) the hilly streets.

#### Other activities

After the students arrive, before classes actually begin, several days are devoted to an orientation program, during which the students learn, among other things, to organize their lives in the new environment.

There are a number of events, activities and excursions planned throughout the semester. Please see the website for a listing of the different excursions planned during each semester.

#### Health and Safety

Currently the State Department website does not list any travel or security issues with Croatia. While civil disorder is rare in Croatia, there are occasional strikes, protests and other public demonstrations. The violent crime rate is low. The State Department reports:

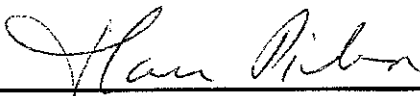
*While violent crime is rare, there have been isolated attacks targeting specific persons or property, which may have been racially motivated or prompted by lingering ethnic tensions from Croatia's war for independence. Foreigners do not appear to be singled out by criminals.*

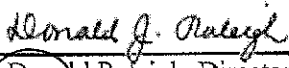
Students will have a pre-departure orientation before they leave for their program and then will have a more in depth orientation led by the Resident Directors once they are on site. Students are covered by health insurance through the API provider and it is on par with the HTH insurance coverage required by UNC-CH.


*Conclusion*

We hope this proposal has given a clear representation of the API in Dubrovnik (Croatia) semester program. We believe this program will be attractive to students who are especially interested in subjects such as Conflict Resolution, International Relations, Peace, War and Defense but also for other reasons. We are happy to provide you with any additional information you might need to aid in your evaluations of this proposal.

Sincerely,

  
\_\_\_\_\_  
Dr. Hana Pichova, Director of Slavic Languages and Literatures 9/3/2015  
Date

  
\_\_\_\_\_  
Dr. Donald Raleigh, Director Center for Slavic, Eurasian, and East European Studies 9/4/15  
Date

  
\_\_\_\_\_  
Dr. Robert Miles, Associate Dean: Study Abroad and International Exchanges 9.8.15  
Date

Appendices: course syllabi and Faculty CVs

Petar Turčinović, Ph.D.

Professor - Consultant - Politician - Ambassador

Personal: Born 1954.

Married with 4 children.

Hobbies: Dog show judge, tennis, running, fly-fishing, bridge.

Education\*

2000- Post Ph.D. Harvard University, Boston, USA

1984 - Ph.D. Zagreb University, Social Psychology, Croatia.

1980 - M.A. Zagreb University, Social Psychology, Croatia.

1977 - B.A. Zagreb University, Psychology, Croatia.

1973 - Foothill High School, Santa Ana, California, USA

1969 - Elementary School, Pazin, Croatia

Lecturer (one year or less)

Institution & Country	Courses Lectured /not ordered/
- Brown University, Providence, USA	- Organizational Psychology
- University of Split, CROATIA	- Social Psychology
- University of Ljubljana, SLOVENIA	- Strategy Development
- Harvard University, Cambridge, USA	- Change Management
- University of Zagreb, CROATIA	- European Union
- University of Texas at Tyler, USA	- International Negotiation
- University of Rijeka, CROATIA	- Conflict Resolution
- University of Belgrade, SERBIA	- Diplomatic Communication
- New Mexico State University at Las Cruces, USA	- Negotiation in Diplomacy
- University of Sarajevo, BOSNIA & HERZEGOVINA	- Multilateral Diplomacy
- State University of Moscow, RUSSIA	- EU Economy
- Centro Interuniversitario Ticinese, SWITZERLAND	- Business Negotiation
- China Foreign Affairs University, Beijing, CHINA	- Management in Diplomacy
- Diplomatic school Madrid, SPAIN	- Branding in Diplomacy
- University of Texas at El Paso, USA	- Diplomatic skills
- Diplomatic Academy Vienna, AUSTRIA	- EU identity
- Diplomatic Academy, Bansko, BULGARIA	- New trends in Diplomacy
- University of Budapest, HUNGARY	- Political Psychology
- Diplomatic Academy, Tirana, ALBANIA	- Business Communication
- Marshall Center, Garmisch-Partenkirchen, GERMANY	- Psychometrics
- Mediterranean University, MONTENEGRO	- Social Gerontology
- Foreign Affairs Institute, New Delhi, INDIA	- Psychology of Intimate Relationships
- Diplomatic Academy, MONTENEGRO	- Psychology of Early Childhood
- Montenegrin Academy of Science, MONTENEGRO	- Introduction to Psychology
- International University Centre, CROATIA	- Psychology of Communication
- University of Montenegro, MONTENEGRO	- Ecological Psychology
- Cotrugli Business School, CROATIA	- Countering Ideological Support for Terrorism
- University "Juraj Dobrila" Pula, CROATIA	- Thinking and Learning
- Dubrovnik International University, CROATIA	- Stereotype Formation
- DIU Libertas, CROATIA	- Group Dynamics

Managerial positions

- Co-director of International Postgraduate Study "Social Gerontology in Cross-Cultural Perspectives"

- Head of Psychology Department, University of Rijeka
- Chairman of the Commission for the International Scientific Cooperation of Croatia
- Chairman of the Commission for the International Scientific Cooperation of Yugoslavia
- President of the Croatian State Agency Grant for Science
- Co-director of International Postgraduate Study "Social Psychology: Conflict Resolution" (210 universities members)
- Director of PUMA - program for Education of Managers, HUP - CEA Croatian Employers' Association
- Head of the Working group for Education and Culture (Chapter 26) in EU- Croatia accession negotiation
- Founder and Chairman of LASO – Laboratory of Social Psychology
- Director of the Diplomatic Academy, Croatia
- Croatian Ambassador to Montenegro
- Dean of the Faculty for International Relations and Diplomacy (present)

#### Political positions

- President of IDS party in Rijeka county
- Member of IDS party Council
- Vice president of IDS party (2 terms)
- Member of Croatian Parliament
- Member of the Foreign Affairs Commission of the Croatian Parliament
- Member of the Human Rights and Minority Commission of the Croatian Parliament

#### Consulting & Educating contracts

- Holcim – Switzerland
- Trade company Magros
- HUP Croatia
- Trgohit
- OSCE
- Novi List
- Eureco
- Amex - American Express
- Terme Selce
- MSI - Management System International
- Lura
- Adriadiesel
- Državno odvjetništvo Republike Hrvatske - DORH
- Pliva
- World Bank
- ACY
- Coca-Cola
- Croatian Employer's Association
- United Nations CTBTO
- etc.

#### Awards

- Fulbright award
- "Safe compass" award, etc.

#### Present status 2014/15 (part time)

- Dean at Faculty of International Relations and Diplomacy, DIU Libertas, Croatia (PART TIME)

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\* In addition, graduate in political science. In addition, Postgraduate in economy - entrepreneurship studies.





**DIU - Dubrovnik International University**  
**Theories of International Relations - Syllabus**

**Course Objectives**

- To become familiar with the theoretical and historical background of international politics.
- To learn about major theories and concepts of international interaction among states.
- To be able to analyze role of power concepts, institutions, individuals and ideologies in international conflict.
- To understand the historical and current approaches to fostering international order.
- To demonstrate the ability to think critically and express approaches to international affairs.

*Note: Not every one of you might pursue a career in international relations, but the same skills you will acquire in this class, i.e. critical thinking, analytical reading, and writing, will be important no matter what you chose to do in the future.*

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**Course Procedures**

1. Class sessions will include various formats: lecture, class discussion and student presentations.
2. The course heavily depends upon discussion and interaction. Therefore class attendance and thoughtful reading of the material are essential to meeting the objectives of the course. If you cannot attend a class, please inform your professor or TA prior to the session.
3. You are expected to complete and submit all assignments on the due date. This especially applies to oral presentation commitments. Oral assignments not presented when scheduled will receive a failing grade for that assignment. Late written assignments will be penalized 5% of the grade for that assignment.
4. Any proven case of plagiarism or cheating will be dealt with according to university policy with due process being fully preserved.

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**Specific Course Requirements**

Oral participation (readings, discussion)	20%
Presentation, homework (i.e. outlines of reading assignments)	20%
Mid term quiz	10%
Research paper	30%
Final exam	20%

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**Course Schedule**

**Week 1: Course introduction: How to think about International Relations**  
**3 class sessions**

Contents:



- How to think about international relations: perspectives and level of analysis
- Prisoner's dilemma and war-initiation payoff-matrix
- Basic features of realist, liberalist and identity perspective

Reading assignments (undergraduate and master students):

- Nau, Henry. 2010. *Perspectives on International Relations. Power, Institutions, Ideas*. Washington D.C.: Congressional Quarterly Inc., Introduction and Chapter 1
- Chernoff, Fred. 2007. *Theory and Metatheory in International Relations. Concepts and Contending Accounts*. New York: Palgrave Macmillan, pp. 40-46
- Walt, Stephen M. 1998. *One World, Many Theories* (Handout or online: <http://slantchev.ucsd.edu/courses/pdf/Snyder%20-%20One%20World,%20Rival%20Theories.pdf>)
- Snyder, Jack. 2004. *One World, Rival Theories* (Handout or online: <http://slantchev.ucsd.edu/courses/pdf/Snyder%20-%20One%20World,%20Rival%20Theories.pdf>)

Additional reading assignments (master students):

- Holsti, Ole R. *Theories of International Relations* (Handout or online: <http://www.duke.edu/~pfeaver/holsti.pdf>)

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**Week 2: REALISM I**  
**3 class sessions**

Contents:

- Introduction to basic assumptions and key phrases of realism
- Introduction to key thinkers and their main work

Reading assignments:

- Thucydides. 431 BCE. *The Melian Dialogue*. 431 BCE.
- Machiavelli, Niccolo. 1532. *The Prince*, Chapters 15, 17,18
- Hobbes, Thomas. 1660. *The Leviathan*, Chapters XIII-XV.

Additional reading assignments (master students):

- Alexander Hamilton, *Federalist No. 6* (1787).

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**Week 3: REALISM II**  
**3 class sessions**

Contents:

- Differences classical and structural realism
- Why do states want power?
- What causes great power war?

Reading assignments:

- Morgenthau, Hans J. 1948. *Politics Among Nations*. New York: McGraw Hill, Chapter 3 and 4.
- Mearsheimer, John. 2001. *The Tragedy of Great Power Politics*, New York: Norton, Chapter 2.

Additional reading assignments (master students):

- Waltz, Kenneth. "Realist Thought and Neorealist Theory," *Journal of International Affairs*, vol. 44, Spring 1990, pp. 21-37

Presentation:

- Otto von Bismarck
- Henry Kissinger

Case study:

- Classical realist analysis of Iraq (see textbook: Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 65-68.

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**Week 4: LIBERALISM**  
**3 class sessions**

Contents:

- Introduction to basic assumptions and key phrases of liberalism
- Introduction to key thinkers and their main work

Reading assignments:

- Kant, Immanuel, *Perpetual Peace: A Philosophical Sketch* (1795).
- Keohane, Robert O. "International institutions: Can interdependence work?", *Foreign Policy*; Washington; Spring 1998; (Handout or online: [http://www.columbia.edu/itc/sipa/S6800/courseworks/international\\_keohane.pdf](http://www.columbia.edu/itc/sipa/S6800/courseworks/international_keohane.pdf))

Additional reading assignments (master students):

- XXX

Presentation:

- Woodrow Wilson
- Kofi Annan

Case study:

- IMF Conditionality (see textbook: Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 120-124

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**Week 5: Excursus: INTERNATIONAL INSTITUTIONS**  
**3 class sessions**

Contents:

- EU
- UN
- NATO

Reading assignments:

- Gelernter, David: "Replacing the UN," *The Weekly Standard*, March 17, 2003.
- Tharoor, Shashi, "UN is Best Hope to End Darfur Killing," *New York Times*, May 17, 2006.
- XXX

Presentation:

- Concepts of European integration
- Main institutional changes of the Lisbon Treaty

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**Week 6: IDEALISM AND CONSTRUCTIVISM**  
**3 class sessions**

Contents:

- Introduction to basic assumptions and key phrases of idealism/constructivism
- Introduction to key thinkers and their main work

Reading assignments:

- Woodrow Wilson, "14 Points" (January 8, 1918).
- The Kellogg-Briand Pact (August 27, 1928).
- Alexander Wendt, "Anarchy is What States Make of It," *International Organization* (Spring 1992).
- Michael Desch, "Culture Clash: Assessing the Importance of Ideas in Security Studies," *International Security*, 23, 1, Summer 1998, 141-170.

Additional reading assignments (master students):

- Ted Hopf. "The Promise of Constructivism in IR Theory." *International Security*, 23, Summer 1998, pp. 171-200

Presentation:

- XXX

Case study:

- The Construction of NATO expansion (see textbook: Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 177-182.

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**Week 7: Applying Perspectives and Levels of Analysis I: THE CASE OF THE DEMOCRATIC PEACE**

**3 class sessions (2 sessions preparation; remaining session will be panel discussion)**

Contents:

- Students are divided into four groups and have to prepare a panel discussion to which the first years and faculty are invited. One person is named moderator: his/her role is to introduce the audience to the topic (Democratic Peace Theory) and guide the discussion.
- The groups consist of representatives of the liberal, identity and realist perspective (who will all make a case why – from their point of view – the theory is correct) and one representative arguing and showing evidence why all of these arguments are not convincing.
- Teams will have to prepare their positions in written form which will be given to the teacher and serve as a basis for evaluation. However, the team's overall grade will be strongly influenced by the performance of the presenter and the questions of the audience (all other team members).

Reading assignments:

- Nau, Henry. 2010. *Perspectives on International Relations. Power, Institutions, Ideas*. Washington D.C.: Congressional Quarterly Inc., Conclusion
- Gartzke, Eric. "The Capitalist Peace," *American Journal of Political Science* 51, January 2007
- Owen, John M. "How Liberalism Produces Democratic Peace," *International Security*, vol. 19, no. 2, Fall 1994, pp. 50-86.
- Owen, John M. "Iraq and the Democratic Peace", *Foreign Affairs*, Nov.-Dec. 2005 (Handout or online: <http://www.foreignaffairs.org/20051101fareviewessay84611/john-m-owen-iv/iraq-and-the-democratic-peace.html>)
- Rice, Condoleezza. "The Promise of Democratic Peace," *Washington Post*, December 11, 2005
- Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, November, 2003, pp. 585-602

Additional assignment (master students):

- Explain and argue in a 3-5 page paper which argument(s) and which perspective are most convincing to you.

**Week 8: Analysis of Democratic Peace Theory Panel (Week 7), Repetition, Midterm quiz**

**3 class sessions**

---MIDTERM QUIZ: XXX---

Contents:

- Analysis of Democratic Peace Debate

- Repetition
  - Mid term
- 

**Week 9: Marxism and Critical Theory**  
**3 class sessions**

Contents:

- Introduction to basic assumptions and key phrases of Marxism/critical theory
- Introduction to key thinkers and their main work

Reading assignments:

- Rupert, Mark. Marxism and Critical Theory, Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 148-165
- Nau, Henry. 2010. *Perspectives on International Relations. Power, Institutions, Ideas*. Washington D.C.: Congressional Quarterly Inc., Chapter 13 ("Global Inequality, Imperialism, and Injustice. A Critical Theory Perspective")

Case study:

- War on Terror or twenty-first century imperialism (see textbook: Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 159-163)

Presentation:

- Dependency Theory
- 

**Week 10: Applying Perspectives and Levels of Analysis II: THE RISE OF CHINA AND HEGEMONIC WAR**  
**3 class sessions**

Contents:

- See Week 7

Reading assignments:

- Friedberg, Aaron, "The Future of U.S.-China Relations: Is Conflict Inevitable," *International Security*, Fall 2005, pp. 7-45
- Mearsheimer, John. 2001. The Tragedy of Great Power Politics, pp 372-402.
- Schmidt, Gary. "Confucius Say – Caveat Emptor," *The Weekly Standard*, May 1, 2006
- Terrill, Ross. "What Does China Want?," *Wilson Quarterly*, Autumn 2005, pp. 50-61.

Additional assignment (master students):

- Explain and argue in a 3-5 page paper which argument(s) and which perspective are most convincing to you. If so: why does your opinion differ from that in Week 7 (Democratic Peace Theory)?
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### **Week 11: The English School** **3 class sessions**

Contents:

- Introduction to basic assumptions and key phrases of The English School
- Introduction to key thinkers and their main work

Reading assignments:

- Dunne, Tim. The English School, Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 127-147
- Read a working paper of your choice from The English School website:  
<http://www.polis.leeds.ac.uk/research/working-papers.php>

Additional reading assignments (master students):

- Read a second working paper of your choice from The English School website:  
<http://www.polis.leeds.ac.uk/research/working-papers.php>

Presentation:

- Universal Declaration of Human Rights (UDHR) and Eleanor Roosevelt

Case study:

- Human Rights (see textbook: Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 141-144)
- 

### **Week 12: Feminism** **3 class sessions**

---GUEST LECTURER---

Contents:

- Introduction to basic assumptions and key phrases of Feminism
- Introduction to key thinkers and their main work

Reading assignments:

- Tickner, J. Ann/Sjoberg, Laura. Feminism, Dunne/Kurke/Smith 2007. *International Relations Theory. Discipline and Diversity*, New York: Oxford University Press Inc., pp. 185-202

- United Nations Entity for Gender Equality and the Empowerment of Women. 2009. World Survey on the Role of Women in Development. New York. (Handout or online: <http://www.un.org/womenwatch/daw/ws2009/>)
- Enloe, Cynthia. 1989 Bananas, Beaches and Bases. Making Feminist Sense of International Politics

Presentation:

- Case study: UN sanctions in Iraq (and their impact on women) (see textbook: Dunne/Kurke/Smith 2007. International Relations Theory. Discipline and Diversity, New York: Oxford University Press Inc., pp. 195-199)

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### 25.4.-1.5. – Spring holidays

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#### Week 13 (02.05.-06.05.): Green Theory 3 class sessions

---RESEARCH PAPER DUE: XXX ---

---GUEST LECTURER---

Contents:

- Introduction to basic assumptions and key phrases of Green Theory
- Introduction to key thinkers and their main work

Reading assignments:

- Eckersley, Robin. Green Theory, Dunne/Kurke/Smith 2007. *International Relations Theory*. Discipline and Diversity, New York: Oxford University Press Inc., pp. 247-265.
- Nau, Henry. 2010. *Perspectives on International Relations. Power, Institutions, Ideas*. Washington D.C.: Congressional Quarterly Inc., Chapter 14 ("World Environment. Polupation, Pollution, Pandemics")

Presentation:

- The (success) story of Green parties in Europe
- 

#### Week 14: Applying Perspectives and Levels of Analysis III: INTERATIONAL ENGAGEMENT IN THE BALKAN REGION 3 class sessions

Contents:

- XXX

Reading assignments:

- XXX

Additional reading assignments (master students):

- XXX

Presentation:

- EU and US Balkan policies: a comparative analysis
- 

**Week 15: Future Order and Global Governance**

**3 class sessions**

Contents:

- Introduction to basic assumptions about the future world order
- Introduction to key thinkers and their main work

Reading assignments:

- Extract from: Fukuyama, Francis. *The End of History?*, 1989
- Extract from: Huntington, Samuel. *The Clash of Civilisations*, 1993
- Extract from: Kaplan, Robert D. *The coming anarchy*, 1996.
- Extract from: Slaughter, Anne-Marie: *The Real New World Order*, 1997.

Additional reading assignments (master students):

- Fukuyama, Francis: "The Last Man in a Bottle: An Essay on the Tenth Anniversary of the Publication of 'The End of History,' *The National Interest*, Summer 1999, pp. 15-33.

Presentation:

- Unipolarity – Multipolarity – Non-polarity: Where are we heading?
- 

**Week 16:**

**2 class sessions and final exam**

Contents:

- Analysis of Democratic Peace Debate
  - Repetition
  - Mid term
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# **Dubrovnik International University**

## **Negotiations and Conflict Resolution**

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### **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. The third part is dedicated to the application of the theoretical knowledge discussed in the course.

## Assignments and Expectations

All students are expected to:

- come to class having finished the assigned readings;
- come to class with questions, viewpoints, or data to contribute to the discussion of those readings;
- participate fully in group discussions, neither dominating nor allowing others to carry the intellectual load;
- submit reflection papers in timely fashion.

**Reflection papers:** Throughout the semester, students will write several one-page (cca 300 words) reflection papers. This text should be organized to include your reflection (theoretical and practical) on the readings for the class and the lectures. **Do not** waste words! **Do** stay focused, deep and intrigued! The best advice: concentrate on a single issue, theoretical or applied. These papers will make 30 percent of your final grade.

**Final exam:** The final exam consists of a short paper, a test and an analysis. The paper will deal with the negotiation practices (part taught by Dr. Dedaic), while the test and analysis will pertain to the conflict resolution theories and practice (part taught by Professor Gelencsér). More details will be given in class.

**Please note: Required texts will be distributed to the students either in pdf or hard formats as early as possible. Students are required to complete the assigned readings PRIOR to coming to the lecture.**

## Evaluation

Class participation	30 points
Reflection papers	30 points
Final exam	40 points

## Tentative Schedule

(Please note that some changes might occur due to students' interest, professors' inspiration, or concurrent social and political events.)

### FIRST PART – THEORY AND PRACTICE OF CONFLICT RESOLUTION (12 hours)

This part of the course concentrates on the conceptions of the conflict management, settlement and resolution. During the course the students will examine processes and strategies to transform conflict. International and regional organizations and their role in conflict management and resolution will be also discussed.

Session 1      **Theory of Conflicts**

Readings:      SRIRAM, CH.L., MARTIN-ORTEGA, O., HERMAN, J., *War, Conflict and Human Rights: Theory and Practice*. London-New York: Routledge: 2010. Chapter 2: Conflict: fundamentals and debate. pp13-29.

Session 2      **An Agenda for Peace**

Readings:      [HTTP://WWW.UN.ORG/DOCS/SG/AGPEACE.HTML](http://www.un.org/docs/sg/agpeace.html)

Session 3      **Conflict Transformation and DDR**

Readings:      MIALL, H., *Conflict Transformation: A Multi-Dimensional task*.  
[http://www.berghof-handbook.net/documents/publications/miall\\_handbook.pdf](http://www.berghof-handbook.net/documents/publications/miall_handbook.pdf)

Session 4      **Case Study: Selected chapters**

Readings:      *Security and Post-Conflict Reconstruction: Dealing with Fighters in the Aftermath of War*. Robert Muggah (ed.) London-New York: Routledge, 2009.

Session 5      **Conflict Resolution in Africa**

Readings:      lecture

Session 6      **Case Study**

Readings:      *Dealing with conflict in Africa. The United Nations and Regional Organisations*. Jane Boulden (ed.) Palgrave-Macmillan, 2003. Part 2 case studies.

## SECOND PART – NEGOTIATION (30 hours)

### a) Identities in negotiation – 9 hours

Negotiations happen among people who identify themselves in different, frequently opposing ways. Studying identities means studying people and their perception of themselves. This understanding improves our understanding of why conflicts happen and that any approach to negotiation and conflict resolution must involve identity study. This segment of the course aims at providing basic notions of such a study, involving three major social identities – cultural, ethnic and national.

March 12     **Identity:** Cultural identity, ethnic identity, national identity (introduction)

Readings:    Yep: My three cultures

                Corey: Crossing an Irish border

                Wallerstein: The national and the Universal

Optional readings:   Hall: The Paradox of Culture

                          Schneider: Notes toward a theory of culture

                          Agar: Culture

                          Singh et al.: Communication in a multilingual society: some missed opportunities

                          Berry: Origins of cross-cultural similarities and differences in human behavior

Exercise:     Exploring one's identity

TED TALK: Jonas Gahr Støre: In defense of dialogue

March 13     **National Identity**

Readings:    Renan: Qu'est-ce qu'une nation?

                Anderson ch. 1: Introduction

Optional readings:   Anderson ch. 2: Cultural roots

                          Anderson ch. 3: The origins of national consciousness

                          Anderson ch. 5: Old languages, new models

                          Anderson ch. 8: Patriotism and racism

                          Anderson ch. 9: The angel of history

                          Anderson ch. 10: Census, map, *museum*

                          Anderson ch. 11: Memory and forgetting

Exercise:     The meaning of nation

March 14     **Banal nationalism and stereotyping**

Readings:    Billig ch. 1: Introduction

                Billig - Excerpts

                Billig: Humor and Hatred

Optional readings:   Bellamy: The Formation of Croatian National Identity – ch. 7

                          Ignatieff: Croatia and Serbia

                          Ceh & Harder: Imagining the Croatian nation

Bishop & Jaworski: 'We beat 'em': Nationalism and the hegemony of homogeneity in the British press reportage of Germany versus England during Euro 2000

Exercise: Kant's and Arendt's "The banality of evil"

### **b) Intercultural communication in negotiations (9 hours)**

In today's globalized world of international contacts and multicultural interaction, effective intercultural communication is often seen as a pre-requisite for social harmony, organizational success, and conceptualization of our place in this world. The spread of information, ideas, media, capital, cultural artifacts, and the enhanced mobility of people, testify to the increased permeability of borders that separate one group from the other. Intercultural negotiation techniques require basic understanding of the ways various cultures react to certain communication and contextual features.

#### **March 15 The meaning of culture and intercultural encounters**

Readings: Adler: Beyond cultural identity  
Ortiz Cofer: The myth of the Latin woman

Optional readings: Hall: *The Hidden Dimension* - Chapters XI: Proxemics in a cross-cultural context: Germans, English, and French; & XII: Proxemics in a cross-cultural context: Japan and the Arab world

Exercise: Exploring and understanding one's culture

#### **March 16 Culture and Communication Style in Negotiations**

Readings: Yläne: Communication Accommodation Theory  
Tannen: New York Jewish conversational style  
Daun: Swedishness as an obstacle in cross-cultural interaction  
Hammer & Weaver: Cultural considerations in hostage negotiations

Exercise: Intercultural encounters

#### **March 19 Negotiating with new kids in town**

Readings: Polluck & Van Reken: Who are "Third Culture Kids"?  
Polluck & Van Reken: Who are "Cross-Cultural Kids"?

Optional readings: Danet & Herring: Welcome to the Multilingual Internet  
Shaheen: The face of Arabs in American mass media

Exercise: Blackmore: Memes and Temes (video)

### c) Negotiation principles and application (12 hours)

In this part, we focus exclusively on negotiations. Our goal is to learn how to get to 'yes' and what if the negotiations fall apart.

#### March 20 **Getting to YES**

Readings: Fisher, Ury and Patton: Getting to Yes (chapters I, II & III)

Exercise: Exploring the basic principles of negotiation

TED TALK: William Ury: The walk from "no" to "yes"

TED TALK: Nate Garvis: Change our culture, change our world

#### March 21 **Business Negotiations**

Readings: Watanabe: American and Japanese group discussions

McDaniel & Samovar: *The maquiladora*

Exercise: "Intercultural Conference Room"

#### March 22 **International Communication, Conflict and Negotiation**

Readings: Huntington: The clash of civilizations?

Ignatieff: Fault lines

Jervis: Cognitive dissonance and international relations

Exercise: Negotiation in the political arena

#### March 23 **Workshop on negotiations**

Readings: Ury: The Third Side (chapter 3, 114-196)

Ury: Getting Past No

TED TALK: Julia Bacha: Pay attention to nonviolence

### THIRD PART – CONFLICT ANALYSIS, CASE STUDIES (18 hours)

#### Session 7 **UN Conflict Resolution**

Reading: HOWARD, L.M., *UN Peacekeeping in Civil Wars*. Oxford: OUP, 2008. Chapter 1, pp1-20.

#### Session 8 **Case Study: The failures of conflict management**

Reading: HOWARD, Chapter 2: The failures, pp21-51.

#### Session 9 **EU Conflict Resolution**

Reading: TOCCI: *EU and Conflict Resolution. Promoting Peace in the Backyard*. Chapter 2, pp7-27.

#### Session 10 **Case Study: EU in the Balkans**

Reading: FAGAN, A., *Europe's Balkan Dilemma. Paths to Civil Society or State-Building?* I.B.Tauris, 2010. Chapter 1: The EU and the Western Balkans, pp18-48.

- Session 11    **Methodology of analysing conflicts**  
 Reading:     HO-WON, J., *Understanding Conflict and Conflict Analysis*. Los Angeles-London-Delhi-Singapore: SAGE Ltd, 2008. Chapters 1-2, pp3-40.
- Session 12    **Northern Ireland**
- Session 13    **The Arab-Israeli Conflict**
- Session 14    **Rwanda**
- Session 15    **Afghanistan**

(Topics are to be variable according to the students' interest)

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- Yläne, Virpi (2000) Communication Accommodation Theory. In Helen Spencer-Oatey (ed) *Culturally Speaking: Culture, Communication and Politeness Theory*. New York: Continuum.

# JANICE MCCORMICK

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## SUMMARY

An accomplished teacher and administrator, a former faculty member at Harvard Business School, a senior officer at Harvard Business School, and the former Rector of a startup private university in Croatia. A Ph.D in Government from Harvard University. Deep experience in teaching undergraduate and graduate students, fulltime and parttime, as well as corporate and public executives, domestic and international, especially on business-government relations, corporate strategy, organizational behavior, and human resources management. Author of books, articles, and numerous case studies on management. As an administrator, led teams responsible for designing and launching new academic programs, directing doctoral studies, MBA studies, and student discipline. Significant experience in working across faculty/school and departmental boundaries.

## ACADEMIC POSITIONS

### DUBROVNIK INTERNATIONAL UNIVERSITY, Dubrovnik, Croatia

**Visiting Professor** 2013, 2014  
Taught courses in BA and MA programs: Introduction to Management; International Business; International Relations and Political Economy; Comparative Political Systems; Globalization and Development;

**Rector** 2011 - 2013

- Responsibilities included representing the school at various Croatian and international academic and political forums; managing the academic and program administration of BA and MA programs; administering courses and course staffing; lead faculty and staff in Dubrovnik;

### ASIAN INSTITUTE OF MANAGEMENT September 2014

**Visiting Professor** Taught "Management in a Globalized World," a full course in the MBA Program.

### LONDON ACADEMY OF DIPLOMACY, London, UK

**Visiting Professor** of International Business Spring 2014

**Visiting Lecturer** October 24, 2013

### HARVARD BUSINESS SCHOOL, Cambridge, MA 1979-2010

#### Administrative Positions

##### **Executive Director, Doctoral Programs**

- Responsibilities included administrative oversight of admissions, training, and placement for approximately 130 doctoral students enrolled at HBS or in joint programs between HBS and other Harvard University faculties; management of an \$8 million annual budget; member, HBS Dean's senior staff.

**Harvard University Problem Solving Team**

- One of three management representatives serving on a university-wide joint union management problem-solving team which serves as the final stage of the grievance process for unionized Harvard employees

**Previous Administrative Assignments at HBS**

**Director, MBA Academic Services, Harvard Business School**

**Director, MBA Course and Academic Services**

**Secretary and Member of the Academic Performance Committee**

Academic discipline committee of MBA Program

**Director, HBS Community Standards**

Honor Code System of HBS

**Member, Core Design Team, HBS Leadership and Learning**

Faculty and administrative team for major HBS MBA curriculum review and revision

- Administrative responsibilities included leading a team that provided and delivers year-round academic support programs including an international students; advising students in academic difficulty; serving as liaison to the faculty teaching in the MBA Program; helping to design, implement and administer HBS Honor Code and disciplinary process; managing registrar and course materials delivery to almost two thousand MBA students.

**HBS Academic Positions****Associate Professor of Organizational Behavior and Human Resources Management**

- Courses Taught:
  - “Employee Relations Strategies,” a second year elective course which brought together MBAs and trade unionists from the Harvard Trade Union Program;
  - Doctoral seminar, "Readings in Human Resources Management" in the Harvard-HBS joint Ph.D. program in OB;
  - “Applied Personal Skills,” a course focused on managerial action and reflection in a team-building exercise.
  - “Human Resources Management,” a first year required course in the MBA Program

**Assistant Professor of Organizational Behavior and Human Resources Management**

- Courses Taught:
  - “Human Resources Management”
  - “Organizational Behavior”
    - two required courses in the first year of the HBS MBA Program;

**Post-Doctoral Fellow at HBS****OTHER VISITING PROFESSORSHIPS**

- Escuela de Negocios de Valparaíso, Santiago, Chile (taught in simultaneous translation)
- Monash University Business School, Melbourne, Australia
- French Management Association – (taught in French) Paris, France
- New York University, Institute of French Studies and Graduate School of Business Administration

**Consulting and Executive Teaching**

**CENTER FOR EXECUTIVE DEVELOPMENT**, Cambridge, MA

1988-1994

**Faculty Partner**

- Teaching engagements included: development and delivery of management development programs for

managers in a high tech company; assisting in the preparation and facilitating discussions at a week long retreat for the top 20 worldwide managers of an industrial company; teaching classes on general management to functional managers in a telecommunications company.

#### OTHER CONSULTING

- Private consulting to companies in Europe, South America, Australia and the United States; also public sector clients in France, Australia and the US;

#### **Writing and Research**

##### **Research Reports**

- With Robin Ely, *The New International CEO*, a report on the Roles and Responsibilities of CEOs in the 21st Century, 1998.
- With Robin Ely, *The New International Executive, Business Leadership for the 21st Century*. AMROP International, 1995. Report on a survey of 1200 international executives.

##### **Books**

- With Judith Frommer, *Transformations in French Business, Political, Economic and Cultural Changes From 1981 to 1987*. Quorum-Praeger, 1989.
- With D.Q. Mills, *Industrial Relations in Transition: Cases and Text*, Wiley and Sons, 1985.

##### **Articles**

- "Bridging the Gap Between the Industry Logic and the Social Logic in International Management," in Philippe Hermel, ed., *La gestion internationale des ressources humaines*. Editions d'organisation, 1993.
- "French Management and the Competitiveness Imperative," in Linda B. Miller and Michael Smith, eds., *Ideas and Ideals: Essays on Politics in Honor of Stanley Hoffmann*. Westwood, 1993.
- With Maury Peiperl, "Breaking the Impasse: MBAs and Trade Unionists in the Classroom," *Journal of Management Education*, 1992.
- With Nan Stone, "From National Champion to Global Competitor: An Interview with Thomson's Alain Gomez," *Harvard Business Review*, May-June, 1990.
- "The Case of the Not-So-Supermarket," *Harvard Business Review*, March-April 1989.
- "L'Effet Reaganien?: L'Evolution des relations sociales dans les entreprises americaines," *Journal des Elections*, October 1988.
- "Challenges in Industrial Relations: A Review of Thomas A. Kochan, Harry C. Katz and Robert McKersie, *The Transformation of American Industrial Relations*" *Sloan Management Review*, Winter 1987.
- "A Review of Francois de Closets, *Tous Ensemble: Pour en finir avec la syndicatie*," *French Politics and Society*, June 1986.
- "France: Ideological Divisions and the Global Reality," in George Lodge and Ezra Vogel, eds., *Ideology and National Competitiveness: An Analysis of Nine Countries*, Harvard Business School Press, 1986.
- "Preface" to Marc Maurice, Francois Sellier and Jean-Jacques Sylvestre, *The Social Foundations of Industrial Power*, MIT Press, 1986.
- With D.Q. Mills, "Comments on the U.S. Industrial Relations System," *Proceedings of the Industrial Relations Research Association*, December 1984.
- "Une Puce a l'Orielle: A Policy of Crenaux vs. Filieres in French Electronics," *French Politics and Society*,

December 1984.

- "Apprenticeship for Governing: An Assessment of French Socialism in Power" in Howard Machin and Vincent Wright, eds., *Economic Policies and Problems under the Mitterrand Presidency 1981-1984*, Cambridge University Press, 1985.
- "Threatened Industries: Can Collective Bargaining Adapt?" in Paul Lawrence and Richard Walton eds., *HRM: Trends and Challenges*, Harvard Business School Press, 1985.
- "Thorns Among the Roses: A Year of the Socialist Experiment in France," in *West European Politics*, Vol. 6. London: Frank Cass, January 1983.
- With Bruce Scott, "La Planification Francaise: L'Experience des Annees 70 et les Perspectives pour les Annees 80," *Chroniques d'Actualite de la SEDEIS*, February 15, 1981.
- "Gaullism and Collective Bargaining: The Effect of the Fifth Republic on French Industrial Relations," in Stanley Hoffmann and William G. Andrews, eds., *The Impact of the Fifth Republic on France*, Albany: SUNY Press 1980, pp. 197-215.
- "A Continent Astray?: Polemics about the Future of Europe," *Harvard International Review*, November 1979.

### Conference Talks and Papers

- Conference Host and Commentator at the Ron Brown Forum, sponsored by the U.S. Embassy, Opatia, Croatia, April 2012.
- "Entrepreneurship" discussion at the Ron Brown Forum, sponsored by the U.S. Embassy, Zagreb, Croatia, April 2011.
- "Building a Culture for a Prosperous Economy," lecture to the Croatian Chamber of Commerce, Zagreb, Croatia, May 12, 2010.
- "La Gestion des Carrieres des Cadres dans une Periode en Turbulence," *Assises de l'emploi*, le Monde, Paris, October 27, 1992.
- "Modeling the Labor-Management Relationship of the Future: A Story of Trade Unionists and MBAs in the Classroom." Presentation at the Organizational Behavior Teaching Conference, Richmond, Virginia, June 14, 1990.
- "The Technology Gap?" Presentation at the Workshop on the European Community and the Delegation of European Communities, Washington D.C., October 30, 1987.
- Panel Chair, "Technological Change and Industrial Competitiveness in Western Europe," Sixth International Conference of Europeanists, Washington D.C., October 30, 1987.
- "Industrial Relations Without the State?: Changes in Employer-Employee Relations in French Companies," Talk presented at "A France of Pluralism and Consensus," Columbia and New York Universities, October 11, 1987.
- "Developing Organizational Competence: A Comparative View of the Semiconductor Industry," Paper presented at the Academy of Management, New Orleans, August 1987.
- "Privatization," and "French Macro-Economic Policy," Discussant and Panel Chair, at "French Business in 1987: New Directions or Old?" A Conference at Harvard University, December 5-8, 1987.
- "Industrial Policy: Continuity and Change in Mitterrand's France," Panel Chair, Center for European Studies, Harvard University, December 1985.
- "Liberalism vs. Socialism in France: Has It Made a Difference?" Paper presented at the Council for European

Studies, Washington, October 1985.

- "French Industry and Economic Policy," Talk presented at "French Business in the 1980s," Harvard University, March 16, 1984.
- "Mitterrand's Economics and the Reagan Administration," briefing for the CIA and the State Department, Washington D.C., February 2-3, 1984.
- "The Limits of Liberalism: The Successes and Failures of the French Experiment," Paper presented at the Conference Group on French Politics and Society, American Political Science Association, New York, September 1981.
- "Notes on Unemployment, Labor Mobility and Labor Relations in France," paper prepared for the conference on the Political Economy of France, American Enterprise Institute and the German Marshall Fund of the United States, May 1980.
- Bridging the Gap between the Industry Logic and the Social Logic in International Management," in Philippe Hermel, ed., La gestion internationale des ressources humaines. Editions d'organisation, 1994.

#### Cases

- "Molex," (A) (B) with Fred Foulkes and Lindsay Hoag
- "Richard Knight," (A) (B) (C)
- "Elwell-Parker,"
- "Toshiba Consumer Products, UK," (A) (B) (C) (D)
- "Strike at Yale," (A) (B)
- "Philadelphia Newspapers, Inc.,"
- "F International,"
- "Sterling Radiator," (A)(B)(C)
- "Ex-Cell-O Corp: Flex-Cell-Options," (A)(B)(C)
- "Labor-Management Relations in Autos: Renegotiating the Quid Pro Quo?,"
- "The 1981-1983 Negotiations in the American Automobile Industry,"
- "The 1982 National Master Freight Agreement,"
- "The 1981 Coal Strike,"
- "The 1980 Steel Negotiations,"
- "Siderfrance," with Bruce Scott and Peter Hall, "France: The French Economy Enters the 1980s," (E)

#### HONORS

The Robert F. Greenhill Award (HBS)  
 Rockefeller International Relations Fellowship  
 German Marshall Fund of the United States Fellowship  
 Phi Beta Kappa, University of Illinois  
 Bronze Tablet Award, University of Illinois, awarded to the top 1% graduates

#### **E D U C A T I O N**

HARVARD UNIVERSITY, Cambridge, MA

**Ph.D.**, Government

UNIVERSITY OF ILLINOIS, Champaign-Urbana, IL

**B.A.** Political Science and French, Bronze Tablet Award, awarded to the top 1% graduates



## **DIU International University**

### **Political Concepts and Ideologies**

#### **COURSE DESCRIPTION:**

This course introduces political theory by focusing on classical ideas (the state, freedom, equality, justice, democracy, citizenship, punishment), classical ideologies (liberalism, conservatism, socialism, anarchism, nationalism, fascism), contemporary ideologies (feminism, multiculturalism, ecologism, fundamentalism), and contemporary ideas (human rights, civil disobedience, political violence, global justice). This course introduces the major approaches to political issues that have shaped the modern world, and the ideas that form the currency of political debate.

#### **COURSE OBJECTIVES:**

- To understand the meaning of basic political concepts.
- To understand basic ideologies and their answers to political questions.
- To identify political questions in modern world.
- To use analytical skills required in the political analyses.
- To express ideas through the study of cases of actual political dilemmas that appear in the world.
- To understand and demonstrate principles of political reasoning.

#### **COURSE PROCEDURES:**

1. Class sessions will include various formats: lecture, class discussion and exercises, practical speech experiences. Written assignments, oral and written feedback from students and instructor.
2. The Political Concepts and Ideologies course requires interaction and an audience. Class attendance is essential to meeting the objectives of the course. All students are expected to be present and on time for every class. However, to allow for illness and other unexpected problems, two absences--and only two absences--are allowed without penalty. Each unexcused absence beyond two will result in a 1.5% penalty applied to your semester grade. Excuses must be valid and submitted in writing. I will judge their validity.
3. You are expected to complete and submit all assignments on the due date. This especially applies to homework commitments. Homework not presented when scheduled will receive a failing grade for that assignment. Missing assignments or exams will result in a failing grade for the assignment or exam. There will be no make-up tests for scheduled exams without documented proof of illness or other valid reason for absence.

Any proven case of plagiarism or cheating will be dealt with according to university policy with due process being fully preserved.

#### **COURSE REQUIREMENTS:**

Assigned readings (600 pages)  
Homework assignments (6 take-home exams)  
Mid term exam  
Final Exam

#### **GRADING SYSTEM: GRADES WILL BE DETERMINED BY THE FOLLOWING DISTRIBUTION:**

Class participation – 20% (min. 12 – max. 20 points)  
Homework – 30% (min. 12 – max. 20 points)  
Mid Term Exam – 20% (min. 12 – max. 20 points)  
Final Exam – 30% (min. 24 – max. 40 points)

#### **FINAL SEMESTER GRADES ARE AS FOLLOWS:**

**5 (izvrstan) - A (excellent) – (90-100 points).** Performance consistently exceeds expectations to an exceptional degree and results demonstrate a very high degree of creativity.



**4 (vrlo dobar) - B** (very good) – (80-89 points) Above Average. Performance exceeds expected requirements and results are above required norm.

**3 (dobar) - C** (good) – (70-79 points). Performance fulfills expected requirements and results are what are expected.

**2 (dovoljan) - D** (satisfactory) – (60-69 points) Below Average. Performance shows need for improvement and results fall short of what is required.

**1 (nedovoljan) - F** (unsatisfactory) – (0-59 points) Failure. Performance fails to meet minimal expectations

#### BIBLIOGRAPHY

Hoffman, John and Graham, Paul (2009) *Introduction to Political Theory*. 2<sup>nd</sup> ed. Harlow: Pearson Education Limited.

Gaus, Gerald F. (2000) *Political Concepts and Political Theories*. Boulder: Westview Press.

Strauss, Leo and Cropsey, Joseph (1987) *History of Political Philosophy*. 3<sup>rd</sup> ed. Chicago: The University of Chicago Press.

Cahn, Steven M. (2011) *Political Philosophy – The Essential Texts*. 2<sup>nd</sup> ed. Oxford: Oxford University Press.

Weber, Max (1918) 'Politik als Beruf,' *Gesammelte Politische Schriften* (Muenchen, 1921), pp. 396-450. English translation available at: <http://media.pfeiffer.edu/lridener/dss/Weber/polvoc.html>

Heywood, Andrew (2000) *Key Concepts in Politics*. London: Palgrave Macmillan.

Wolff, Jonathan (2006) *An Introduction to Political Philosophy*. Oxford: Oxford University Press.

COURSE SCHEDULE: 30x90 minute classes

1. Introduction to the course (Readings: Syllabus)

**Classical Political Concepts**

2. Power (R: Hoffman, Graham: 1-11)
3. State (11-36)

**Homework 1: take-home exam**

4. Freedom (36-58)
5. Equality (58-80)
6. Justice (80-101)

**Homework 2: take-home exam**

7. Democracy (101-120)
8. Citizenship (120-144)
9. Punishment (144-167)
10. **Midterm Review**

**Classical Political Ideologies**

11. Liberalism (174-195)
12. Conservatism (195-216)

**Homework 3: take-home exam**

13. Socialism (216-242)
14. Anarchism (242-264)

**Homework 4: take-home exam**

15. Nationalism (264-285)
16. Fascism (285-309)
17. **Midterm Review II**
18. **Midterm Exam**
19. **Midterm Analysis**

**Contemporary Political Ideologies**

20. Feminism (315-340)
21. Fundamentalism (385-405)

**Homework 5: take-home exam**

22. Multiculturalism (340-362)
23. Ecologism (362-385)
24. Human Rights (408-429)

**Homework 6: take-home exam**

25. Civil Disobedience (429-451)
26. Political Violence (451-473)
27. Global Justice (473-493)
28. **Final Review**
29. **Final Review II**
30. **Final Exam**



## Comparative Politics

*This MA course will be divided into three parts:*

1. Introduction to the study of comparative politics (2 sessions)
2. Regimes, states, and institutions (McCormick)
3. Special topics in comparative politics (Zakaria)

### **Part I: Introduction to the study of comparative politics (Zakaria & McCormick)**

**Concepts and methods in comparative politics:**

**Class #1** (Zakaria): Coppedge, M. (1999). Thickening thin concepts and theories: combining large N and small in comparative politics. *Comparative Politics*, 465-476.

**Class #2** (McCormick – week of March 5): Daniele Caramani. *Comparative Politics*. Oxford: Oxford University Press, 2011. Introduction, pages 1 – 17; and Chapter 2, pages 37- 47.

- Introduction: <https://docs.google.com/file/d/0BxDBDIONz846SWp3SFhZamhwa2c/edit?usp=sharing>
- Ch. 2: <https://docs.google.com/file/d/0BxDBDIONz846YWxDQm9VMV8xMTg/edit?usp=sharing>

### **Part II: Regimes, States and Institutions (McCormick)**

**Class #3: Regimes: Varieties of democracy**

- Daniele Caramani, *Comparative Politics*, ch. 5, pages 84 – 101.  
<https://docs.google.com/file/d/0BxDBDIONz846TTRTU3FwdkN3MzQ/edit?usp=sharing>
- Schmitter and Karl, “What Democracy is...and is not,” in O’Neil and Rogowski, *Essential Readings in Comparative Politics*, pages 151- 160.  
<https://docs.google.com/file/d/0BxDBDIONz846Qng2c2I5VUJvMUK/edit?usp=sharing>

*Case Studies of Democracies*

**Case #1: UK**

- O’ Neil, Fields and Share, “United Kingdom,” ch. 2, pages 31-74.  
<https://docs.google.com/file/d/0BxDBDIONz846SXdGQIBiQ0FxDg/edit?usp=sharing>

**Class #4: Presidential and Parliamentary Government**

- Kenneth Newton and Jan W. van Deth. “Presidential and Parliamentary Government,” *Foundations of Comparative Politics* 2<sup>nd</sup> ed., ch. 5, pages 91 – 103.  
<https://docs.google.com/file/d/0BxDBDIONz846anFUdVdqM1NkTFE/edit?usp=sharing>

**Case #2: USA**

- O' Neil, Fields and Share, *Cases in Comparative Politics*, "United States," ch.3, pages 31-74.  
<https://docs.google.com/file/d/0BxDBDIONz846YnNFbDFneXVfVU0/edit?usp=sharing>

**Case #3: France**

- O' Neil, Fields and Share, *Cases in Comparative Politics*, "France," ch.4, pages 115-156.  
<https://docs.google.com/file/d/0BxDBDIONz846YnNFbDFneXVfVU0/edit?usp=sharing>

**Class #5: Executives and bureaucracies 3hrs**

- Daniele Caramani. 2008. *Comparative Politics*. Oxford: Oxford University Press. Ch 8  
<https://docs.google.com/file/d/0BxDBDIONz846LWNfSG9QUE04YTA/edit?usp=sharing>
- Kenneth Newton and Jan W. van Deth. 2010. *Foundations of Comparative Politics* 2<sup>nd</sup> Edition. New York: Cambridge University Press. Ch 4, 6 & 7  
<https://docs.google.com/file/d/0BxDBDIONz846anFUdVdqM1NkTFE/edit?usp=sharing>

**Case # 4: Germany**

- O' Neil, Fields and Share, *Cases in Comparative Politics*, "Germany," ch.5, pages 157-199.  
<https://docs.google.com/file/d/0BxDBDIONz846eFozVDNzQW5uMGs/edit?usp=sharing>

**Class #6: Electoral Systems, Political parties and party systems**

- Daniele Caramani. 2008. *Comparative Politics*. Oxford: Oxford University Press. Ch 10, 12, 13.
- Kenneth Newton and Jan W. van Deth. 2010. *Foundations of Comparative Politics* 2<sup>nd</sup> Edition. New York: Cambridge University Press, Chapters 12 and 13.  
<https://docs.google.com/file/d/0BxDBDIONz846anFUdVdqM1NkTFE/edit?usp=sharing>

**Transitional Democracies**

*Case Studies in Transitional Democracies*

Case #4: Mexico: Merilee S. Grindle, "Mexico," in Krieger, Kesselman and Joseph, *Introduction to Comparative Politics*, ch. 10, pages 471 – 516.

Case #5: "Brazil," O' Neil, Fields and Share, ch.12.

Case #6: "Nigeria," O'Neil, Fields and Share, ch.11.

**Class #7: Autocracy**

- Brooker, "Authoritarian Regimes," in Caramani, *Comparative Politics*. Ch. 6, pages 103 – 117.
- Linz and Stepan, "Modern Non-Democratic Regimes," in O'Neil and Rogowski, pages 206-219.
- Fareed Zakaria, "The Rise of Illiberal Democracy,"  
[http://www.closer2oxford.ro/uploads/2012/06/12/The\\_Rise\\_of\\_Illiberal\\_Democracy.gflruw.pdf](http://www.closer2oxford.ro/uploads/2012/06/12/The_Rise_of_Illiberal_Democracy.gflruw.pdf)

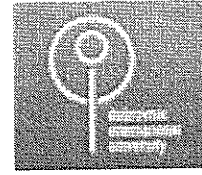
*Case Studies in Autocracies*

Case #7: "Russia," O' Neil, Fields and Share, ch. 7.

Case #8: "China," O' Neil, Fields and Share, ch. 8.

Case #9: "Iran," O' Neil, Fields and Share, ch. 10.

**Conclusion to Part II**



## **GEOPOLITICS**

### **Course Description**

The course aim is to provide students with insights into the theoretical, historical and contemporary political aspects of geopolitics. The course will focus on analytical examination of the terms “geography” and “politics” in relation to the concepts of nation-state, political power (military, energetic, economic etc.), balance of power, and with the work of some of the main figures of geopolitical thought: A. Mahan; H. Mackinder; N. Spykman; Z. Brzezinski etc. On these theoretical bases, the course will cover the development of geopolitics 1500s up until 2000s – contemporary geopolitical issues in Middle-east, Russian pipelines, oil-geopolitics – and beyond.

### **Course Requirements for Professor McCormick**

#### **Grading**

Grades will be based on a student’s performance in three areas: written papers; class participation and student presentations; and quizzes.

#### **Final exam (50%)**

The final exam will consist of two parts: the first part consists of four short essay-questions, of which the student is required to choose only two, (1, 5 pages maximum each). These two essay-questions make 10% of the grade each.

Second part consists exclusively from the topics from the reading list (book chapters, journal articles etc.) of which student has to choose one and write a 3 page essay (30% of the grade).

#### **Class Participation (30%)**

Students are expected to come to class prepared for the class discussion. This means that students are expected to have done all of the readings. Readings will be provided by online links or handed out in class.

Since this half of this course will be short and intensive, class attendance is required. No excuses will be accepted for a missed class. Each missed class will result in a class participation grade of

“0” for that class. If there was a pop quiz during the missed class, you will also receive a grade of “0” for that quiz.

**Quizzes (20%)**

There will be occasional surprise “pop” quizzes. They will be short and simple, testing whether you did the reading.

**Reading list (obligatory):**

Brzezinski, Zbigniew, *The Grand Chessboard: American primacy and its geostrategic imperatives*, Basic Books 1997

John Baylis & Steve Smith (eds.), *The Globalization of World Politics*, Oxford University Press, 2008

Lucas, Edward, *The New Cold War*, Bloomsbury Publishing, 2007.

Morgenthau, Hans J., *Politics among Nations*, Mcgraw Hill 2006

# DIU International University

## International Conflicts, Security and Peace

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### COURSE DESCRIPTION:

The course focuses on several issues in international conflict, international security and international peace. It alternates between large scale theoretical matters of international conflict and peace, and the everyday security issues that states face within an international system and how they face them. At the level of large scale theory, it addresses issues and questions about the structure of the international system, the immediate and underlying causes of war, the realist tradition and its critics. This part of the course also includes historical observations of some of the most thoroughly discussed conflicts in human history -- such as the Peloponnesian and second Punic War in antiquity and the two World Wars in the 20<sup>th</sup> century. Considerations of peace will include the basic perspectives on peacekeeping and give an overview of the international institutions that are responsible for peacekeeping. Several current peacekeeping dilemmas will also be addressed. Security issues and issues of contemporary practice will be discussed by international and Croatian professionals from the field of national and international security.

### COURSE OBJECTIVES:

- To understand the basic structure of the international system
- To understand how the international system may itself act as a cause of war
- To understand the arguments of the realist tradition concerning war
- To learn the history of major conflicts and how they influence our opinion in matters of war and peace
- To learn the basic perspectives on peacekeeping today and how they give rise to the issues that contemporary peacekeepers face
- To understand the fundamental security issues confronting both individual states and the whole international system.

### COURSE PROCEDURES:

1. Class sessions will use various formats: lecture, class discussion and exercises, multimedia, practical speech experiences, written assignments, oral and written feedback from students and instructor.
2. The course requires interaction and an audience. Class attendance is essential to meeting the objectives of the course. All students are expected to be present and on time for every class. However, to allow for illness and other unexpected problems, two absences--and only two absences--are allowed without penalty. Each unexcused absence beyond two will result in a 1.5% penalty applied to your semester grade. Excuses must be valid and submitted in writing. Their validity will be judged at the discretion of the lecturer and/or the assistant.
3. You are expected to complete and submit all assignments on the due date. This especially applies to paper presentation commitments. Presentations not presented when scheduled will receive a failing grade for that assignment. Late written assignments will be penalized 5% of the grade for that assignment. Missing assignments or exams will result in a failing grade for the assignment or exam. There will be no make-up tests for scheduled exams without documented proof of illness or other valid reason for absence.

Any proven case of plagiarism or cheating will be dealt with according to university policy with due process being fully preserved.

### COURSE REQUIREMENTS:

Assigned readings

Paper: 10 pages (Font: Times New Roman 12)

Mid term exam

Final Exam

**GRADING SYSTEM:** GRADES WILL BE DETERMINED BY THE FOLLOWING DISTRIBUTION:

Class participation – 20% (min. 12 – max. 20 points)  
Paper – 20% (min. 12 – max. 20 points)  
Mid Term Exam – 20% (min. 12 – max. 20 points)  
Final Exam – 40% (min. 24 – max. 40 points)

**FINAL SEMESTER GRADES ARE AS FOLLOWS:**

**5 (izvrstan) - A** (excellent) – (90-100 points). Performance consistently exceeds expectations to an exceptional degree and results demonstrate a very high degree of creativity.  
**4 (vrlo dobar) - B** (very good) – (80-89 points) Above Average. Performance exceeds expected requirements and results are above required norm.  
**3 (dobar) - C** (good) – (70-79 points). Performance fulfills expected requirements and results are what are expected.  
**2 (dovoljan) - D** (satisfactory) – (60-69 points) Below Average. Performance shows need for improvement and results fall short of what is required.  
**1 (nedovoljan) - F** (unsatisfactory) – (0-59 points) Failure. Performance fails to meet minimal expectations

**BIBLIOGRAPHY (Stipe Buzar)**

**Classic literature**

1. Thucydides, (2009) *History of the Peloponnesian War*, Oxford University Press, Oxford – New York.
2. Sun-Tzu, (2009) *The Art of War*, Pax Librorum Publishing House.
3. Clausewitz, Karl von, (2007) *On War*, Oxford University Press, Oxford – New York.

**Modern and Contemporary Literature:**

1. Amstutz, M. (2005) *International Ethics. Concepts, Theories and Cases in Global Politics*, Rowman and Littlefield Publishers, USA.
2. Bellamy, A.J. - Williams, P. - Griffin, S. (2008) *Understanding Peacekeeping*, Polity Press, UK.
3. Gray, Colin S. (2007) *War, Peace and International Relations. An Introduction to Strategic History*, Routledge, London and New York.
4. Hoffman, B. (2006) *Inside Terrorism*, Columbia University Press, New York.
5. Kagan, D. (1995) *On the Origins of War and the Preservation of Peace*, Anchor Books, New York.
6. Kissinger, H. (1994) *Diplomacy*, Simon&Schuster, New York.
7. Nye, Joseph S. (2007) *Understanding International Conflicts. An Introduction to Theory and History*, Pearson – Longman, New York.
8. Richmond, Oliver P. (2008) *Peace in International Relations*, Routledge, New York.
9. Waltz, K. (2001) *Man, the State and War*, Columbia University Press, New York.
10. Weber, C. (2005) *International Relations Theory. A Critical Introduction*, Routledge, London and New York.

**Internet Sources**

*Internet Encyclopedia of Philosophy:* <http://www.iep.utm.edu/>  
a) Moseley, A. (2010) *The Philosophy of War*, <http://www.iep.utm.edu/war/>  
*Stanford Encyclopedia of Philosophy:* <http://plato.stanford.edu/>  
a) Philpott, D. *Sovereignty*, <http://plato.stanford.edu/entries/sovereignty/>

**BIBLIOGRAPHY (Ildiko Gelencser)**

1. RICHMONDS, O.P., *A Genealogy of Peace and Conflict Theory*. In: *Peacebuilding: Critical Developments and approaches*. Oliver P. Richmonds (ed.) Palgrave-Macmillan, 2010.



2. ASKU, E., *The United Nations, intra-state peacekeeping and normative change*. Manchester & New York: Manchester University Press, 2003.
3. MERLINGEN, M., *European Union Peacebuilding and Policing*. London-New York: Routledge, 2006.
4. MAKINDA, S.M., OKUMU, F.W., *The African Union: challenges in globalization, security and governance*. London-New York: Routledge, 2008.
5. Holding Libya Together: Security Challenges after Qadhafi, Middle East/North Africa Report N. 115, 14 Dec 2011. [www.crisisgroup.org](http://www.crisisgroup.org)
6. Popular protest in North Africa and the Middle East (VII): The Syrian Regime's Slow-motion Suicide, Middle East/North Africa Report N 109, 13 July 2011. [www.crisisgroup.org](http://www.crisisgroup.org)

## COURSE SCHEDULE

*Ildiko Gelencser & Stipe Buzar*

### Week 1

- a) Introduction to course
- b) The Nature of the International System and the Causes of War (1)

**Readings:** Syllabus, Moseley

### Week 2

- a) The History of Great Conflicts 1 – The Peloponnesian War
- b) The History of Great Conflicts 2 – World War I

**Readings:** Kagan: 68-82; 205-231.

### Week 3

- a) The Nature of the International System and the Causes of War (2)
- b) The History of Great Conflicts 3 – The Second Punic War

**Readings:** Weber: 13-36; Kagan: p. 269-280

### Week 4

- a) The History of Great Conflicts 4 – World War II
- b) Terrorism: The difference between legal and illegal warfare (*Why do we call them criminals if it's international?*)

**Readings:** Kissinger: 394 - 422; Hoffman: 1- 43.

### Week 5

- a) Intervention (Political, Strategic and Humanitarian): Principles of Sovereignty and Non-Intervention
- b) Intervention (Political, Strategic and Humanitarian): Cases and Issues (2)

**Readings:** Philpott; Amstutz: 151-172;

### Week 6

- a) Peacekeeping – Theoretical Perspectives
- b) Building peace in the Basque county

**Reading:**

- a) RICHMONDS: 14-40.

- b) Tellidi, I., *Terrorist conflict vs. civil conflict in the Basque county*. In: *ibid.* 415-538

#### Week 7

- a) UN in Peacekeeping
- b) UN Peacekeeping in Cambodia

**Reading:**

- a) ASKU: 43-75.
- b) Chapter 8, *Ibid.*: pp179-209.

#### Week 8

- a) Midterm Review
- b) Midterm Exam

#### Week 9

- a) EU in Peacekeeping
- b) CFSP in Lybia

**Reading:**

- a) MERLINGEN: 33-51.
- b) Holding Lybia Together: Security Challenges after Quadhafi, Middle East/North Africa Report N. 115, 14 Dec 2011. [www.crisisgroup.org](http://www.crisisgroup.org)

#### Week 10

- a) The African Union in Peacekeeping
- b) AU in Darfur

**Reading:**

- a) MAKINDA, S.M., OKUMU, F.W.: 11-27.
- b) *Ibid.*, Chapter 4, pp73- 93.

#### Week 11

Currents issue: Syria

**Reading:**

Popular protest in North Africa and the Middle East (VII): The Syrian Regime's Slow-motion Suicide, Middle East/North Africa Report N 109, 13 July 2011. [www.crisisgroup.org](http://www.crisisgroup.org)

#### *Guest Lecturers*

#### Week 12

*Ojdana Žužul: Theory and Practice of Diplomacy* – 2 lectures (a week's worth)

# The Theory and Practice of Diplomacy

## Course Outline

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. The course will provide a clear account of the shape and functions of the world diplomatic system as it stands at the beginning of the 21st century: what it is, what it does, and why it is important. The course aims to provide knowledge of the nature of diplomacy; when diplomacy is appropriate; the advantages and disadvantages of different diplomatic methods; and the lexicon of diplomacy. Students will be given a strong grasp of the nature of diplomacy conceived as a specialized professional activity developed over many centuries, and be able to defend its value with authority and enthusiasm.

## Readings and Assignments

The course will not have a midterm or a final exam. Instead, students will be expected to write a series of short papers throughout the semester, engage in two in-class debate and participation activities and submit a final paper.

The final paper shall be an examination of one particular diplomat and a crisis that he or she dealt with. The paper may be derived from a biographical account. More information shall be given in class.

## Course Schedule

### Week 1

What is Diplomacy? How do we define the scope of diplomacy? Introduction to the Theory and Practice of Diplomacy

Guest lectures by Dr. Altwajri of ISESCO and Ambassador Damir Kušen

Readings: Vienna Conventions on Consular and Diplomatic Affairs

Week 2

Organization of Diplomacy – Ministry of Foreign Affairs

Readings: Diplomatic Handbook. pages:1-29, 41-65

Week 3

Organization of Diplomacy continued – Actors in Foreign Policy

**Due: Issue in International Law under Vienna Conventions**

Readings: the Vienna Convention on Diplomatic Relations, the Vienna Convention on Consular Relations

Week 4

International Law and Diplomacy

Structure of Diplomacy – Establishing Diplomatic Relations

Readings: Diplomatic Handbook. pages 121-140.

Week 5

Inside an Embassy

Guest lectures by Daniel Ridicki

Readings: Inside a US Embassy. pages: 9-56

Week 6

Inside an Embassy

**Due: International Law and diplomatic immunity Paper (October 25th)**

**In class: Debate on International Law and diplomatic immunity**

Readings: Inside a US Embassy. pages: 56- 83.

Week 7

Diplomatic reporting and analysis

Diplomatic communication

Readings: Inside a US Embassy. pages: 87-131, class handout.

Week 8

Public Diplomacy: diplomacy and public opinion

**Due: Diplomatic Reports**

NOTE, should we go to Berlin, this week's public diplomacy classes shall be covered at the ICD

Readings: readings will be assigned in class, depending on whether or not we go to Berlin. However, they shall focus on the Iraq Syndrome and the Vietnam war.

Week 9

Protocol and Diplomacy

**In class: short quiz on protocol (to be counted under written homework)**

Crisis Management

Readings: Diplomatic Handbook. pages: 29-40.

**Due on November 20th: Final paper subjects.**

Week 10

Crisis Management, continued

Diplomacy on the brink: Cuban Missile Crisis, the Suez Crisis

**In class: Diplomacy under threat exercise**

Readings: [http://www.jfklibrary.org/jfkl/cmc/cmc\\_intro.html](http://www.jfklibrary.org/jfkl/cmc/cmc_intro.html), read introduction and specific passages.

Diplomacy. pages: 522-550

Week 11

Multilateral vs. Bilateral diplomacy

**Due: Report from Berlin OR Report on Crisis Management (November 29th)**

Readings: Diplomacy: Theory and Practice. pages: 105-166. Certain sections will be omitted, to be announced in class.

Week 12

Diplomacy of the EU and the UN

Readings: to be announced in class.

Week 13

Negotiation.

Readings: to be announced in class.

**Final Paper DUE**

#### COURSE REQUIREMENTS

Written homework (memos, opinion short papers, etc.) – 40%

Class Participation – 10%

In-class simulation – 10%

In-class debate – 10%

Final Project – 30%