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Учебно-методическое пособие

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Настоящее пособие содержит англоязычные материалы по дисциплине «Основы НИР в вузе». Текст содержит программу курса, конспекты лекций, тематику практических занятий, вопросы к зачету и литературу для чтения.

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MINISTRY OF EDUCATION AND SCIENCE OF RUSSIAN FEDERATION

**N.I. Lobachevsky State University of Nizhny Novgorod**

**Alexander A. Kornilov**

**Introduction to Research Methods**

**and Techniques**

Studying-methodical manual

This manual is recommended by Methodical Committee of the Department of Foreign Students for English-speaking students of Nizhny Novgorod State University studying at Bachelor's Program 031900.62 – International Relations

1-st edition

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Reviewer

This manual contains materials in English on Introduction to Research Methods and Techniques. It has the course program, abstracts of lectures, themes of seminars, exams questions and important references.

The studying-methodical manual is recommended for English-speaking foreign students of the NNSU specializing at Bachelor's Program 031900.62 – International Relations.

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**Section I.** Program of the Course “Introduction to Research Methods

and Techniques”

1. Definition and types of primary sources in historical analysis of international relations. Ways of critical analysis of primary sources (28 hours)

 Importance of primary source and student’s research paper. Definition of primary source. Historical source and attempts to find out the most optimal definition of it. Seven types of definition by the Soviet historians. Written, material, ethnographic, linguistic, oral, photo and cinema documents, audio documents. Approach of academician Ivan D. Koval’chenko to the definition issue. Typology of the outstanding Soviet and Russian historian S.O. Schmidt. Material sources. Graphic sources. Verbal sources. Conventional sources. Behavioral sources. Sound or audio sources. Description of written historical sources. Analysis of primary sources. Exterior and interior criticism.

2. Typical structure of course research paper (course paper). (24 hours)

What does course paper of student mean? The title page (front page). Contents. Introduction and its elements. Chapters of course paper. Conclusion. Rules to write Bibliography. Annexes (appendixes) and their value. Role of academic supervisor. Talks to experts in the field of research.

3. Subject of International Relations research. (28 hours)

The meaning of the international relations term. Various types of groups – nations, states, governments, peoples, regions, alliances, confederations, int. organizations, transnational companies, cultural orgs, churches and other religious subjects – must be dealt with in the study of IR. Special studies of international relations:

international politics, international law, international organization, international economics, international education, psychology of IR, sociology of IR. The *world affairs* and *foreign relations* terms. Educational and research objectives. The arts of international relations. Methods of IR research. Historical-descriptive method. Analytical-rational method. Synthetical-practical method. Statistical-mathematical method.

4. Practical analysis of the art of diplomacy. (28 hours)

Definition of diplomacy and diplomatic service. Diplomacy as a discipline. Diplomacy, institutions and war. Offices and mediation of diplomacy. Economic sanctions and diplomacy. Analysis of the art of diplomacy. Effective instruments to contribute to negotiation process. The conduct of foreign relations. Flexibility, adaptability, and sensitivity as factors of the diplomatic art. Complexity of foreign relations. Analysis of conduct of foreign relations. Foreign office and its place. Diplomatic corps. Consular service. The problem of a well-coordinated policy formulation process.

5. Foreign policy formulation and decision-making process. (36 hours)

Interests of state: geopolitics, political-diplomatic, military, economic, culture

and others. The U.S., Russia, Germany, Great Britain and other powers strategies and doctrines of security and foreign policy. Institutions of foreign policy-making process. Case studies of Russia, the United States, Germany, France, the United Kingdom. Expertise role. Description of think tanks. Analysis of the think tanks activities in the Russian Federation, the U.S. and other countries. Foreign policy projects of high priority.

**Section II. Materials (lecture abstracts):**

 **main topics of the course**

**“Introduction to Research Methods and Techniques”**

**Chapter 1.** **The primary sources in international relations research, methods**

**of their analysis. Writing a research paper.**

**1.1. Definition and types of primary sources in historical analysis of International Relations. Ways of critical analysis of primary sources.**

It is very important for university students of international relations to imagine and understand value of primary source. Any research project made by student be it a course paper or a research paper, must be based on primary sources. Sources in their most simple sense are monuments of history which help to reconstruct events and discover trends of international and regional life.

There are a few points of view in scientific literature of Russia in relation to what can be defined as historical source. Famous Russian historian S.O. Schmidt believes that all remnants of the past independent of their genesis as well as all things that surround us can serve as historical sources. He also points that sources are monuments of material and spiritual culture of mankind in whole variety of the culture. Another Russian (Soviet) historian M.K. Makarov asserts that source is written historical source, selected for analysis of an important issue.

Historical source, in other words, is anything that emanates or can emanate information useful to historian, to international relations researcher. Every source has many roles and functions. However it always has important information to researcher and to analyst. Professional historians still continue to discuss what classification of sources is the most optimal.

Historians of the Soviet Union said of 7 types historical sources:

1. Written ones.
2. Material.
3. Ethnographic.
4. Linguistic.
5. Oral.
6. Photocinematic documents.
7. Phonodocuments.

Such classification can be found in the Soviet historical encyclopedia (Moscow, 1956), in the Greater Soviet Encyclopedia (Moscow, 1972) and in the textbook by A. Nikolayeva “Theory and methods of the Soviet studies of sources”.

Soviet and Russian academician I.D. Koval’chenko proposed more convincing classification or division of sources. He took methods and forms of reflection of reality as starting point of classification. According to that, he numbered 4 groups or categories of historical sources:

1. Material
2. Written
3. Graphical
4. Phonic

The outstanding Russian historian S.O. Schmidt has given his own typology and it also deserves our consideration.

1. Material sources in all their diversity. They start as monuments of archeology and finish with contemporary machines and computers.
2. Graphic sources: works of art, works of cinema art, photo pictures, pictorial sources.
3. Verbal sources: speaking, monuments of oral tradition, folklore. S. Schmidt also relates phonic documents of speaking to this type.
4. Conventional sources. Notes, emblem systems, signs, video graph documents belong to this group.
5. Behavioral sources. Customs and rituals which can be seen and reproduced. Collective and individual actions such as holidays as well as sports, labor and family events. Some of the actions are accompanied by words, others by music and the rest are accompanied by mimic moves.
6. Sound or audio sources.

In other words, all the above-mentioned typologies tell us that the “source” term is much wider than the “document” term. We also may relate natural, environmental conditions of the country we study because nature and geographic environment do influence on psychology, on military and labor skills, on agricultural calendar and, lastly, on health of politically active part of the country (region) population.

However, **written historical sources** remain to be the most informative ones. They contain a colossal amount of social information the students need to read and to analyze. Students of the NNSU Faculty of International Relations usually work with written sources, despite the fact that they also address to methods of oral history, use a personal conversation with participants of events and make interview with them. We propose to keep in mind the following list of standard written sources which students often face in their research process.

* Unpublished documents of archives including current archives of institutions
* Documents of legislative bodies of the country study
* Documents of executive agencies of the country study
* Documents of political parties and non-governmental organizations of the country
* Writings by statesmen and politicians relating to the research subject
* Documents of international organizations, for example the U.N., regional inter-state and non-governmental organizations
* Memoirs and correspondence.

It is the order according to which student may start to build the first chapter of List of sources and literature at the end of his course work or B.A. and M.A. paper. It should be stressed that place of each source in the list can change according to the subject student does research on. For instance, if student analyzes the European Union or the Organization of Islamic Cooperation then documents of these organizations take the first position in the list.

Ways of critical analysis of primary sources. Analysis of primary sources demands to make so called exterior and interior criticism.

Exterior criticism. It is designed to determine genesis of primary source, in particular circumstances in which the source was created and was written, aims of the authors of the document, authenticity of the source. Student is also interested to find out structure, specifics of language, general informative value and place (institution, department or something like that and city) of writing the source.

Interior criticism. It presupposes to analyze contents of the source (document). Here, student works with text, finds out events and facts for his understanding of the research problem. While analyzing text of primary source student asks questions and find answers in order to create a picture of the past, a picture with dimensions and various aspects.

Reading of only single source makes difficult to attain a good research result and to create a dimensional picture of the past. However, there is such recommendation. The case is that each source always acquires additional “accompaniment”. For example, analysis of a communiqué, a governmental decision, a Foreign Office of Great Britain statement leads to the questions: Are there any other related documents and papers? Are there the documents which can be named “drafts”? Are there interviews of the politician who is an active participant of the given event? No doubts, if the source (document) relates to the remote past, then we may try to discover such a valuable source as memoirs. Take, for example, memoirs of the U.S. President Clinton, Germany Chancellor Schroeder or Soviet Ambassadors Winogradov and Bovin. Official and private correspondence also “accompanies” sources. If student has access to this kind of documents, his research paper can considerably be enriched. So, memoirs and correspondence and epistolary heritage are very helpful to the process of writing a serious analysis.

In addition, each source is also accompanied by information taken from media, from journals, newspapers and Internet periodicals. Mass media can be essential addition to political contents and political sense of primary source. Analysis of media is both very interesting and delicate, because it requires careful approach.

First of all, we must say that newspapers and journals can also be sources. They are sources in the following cases when press:

1. Publishes official documents
2. Publishes an article of a statesman or politician or any official of a governmental office
3. Publishes statistics relating to the research issue
4. Publishes interview with an official
5. Publishes proceedings of a round table or conference, seminar, symposium where an official takes part and delivers speech or does discuss.

In all these cases student may refer to press as primary source.

Second, student must weigh and estimate what political or economic group interests the media represents of. Author of a publication in journal or newspaper or Internet site can express views and interests of a state institution alike. Such interests can be expressed, to some extent, by the whole editorial board. It is important to understand whose interests are reflected in publications media. That is important as it gives student (and any researcher) a possibility to define political orientation of concrete media, to relate this media to a political camp. It happens very often when it is newspaper that publishes news and prepares public opinion for future changes in foreign policy of the country study. We also stress that journalist can write article with pseudonym and to express a point of view of political or/and business community and using pseudonym gives him an opportunity to distort reality, to propose an incomplete analysis of international relations events. All of this requires of student to have delicate approach when he analyses press materials.

As student faces difficult issues of international relations research we strongly recommend using a group of primary sources, not one or two of them, in order to make comparative analysis and to reach serious and well-founded conclusions. It should be remembered that any source is written by human being. Source reflects political stance and foreign policy orientation of one or another institution or personality. It means that primary source has a certain lack of objectivity and some extent of sidedness. This is especially so when we turn to memoirs. Memorials written by outstanding statesmen and famous public figures make impression of correct and adequate behavior of their authors. They can assert that they made correct decisions, that some forces or personalities prevented them to choose right direction of the foreign policy, that it was their involvement in affairs that saved country or a department from failure, defeat and disgrace. The same opinion relates to correspondence. While writing letters – official and private ones - people often strive to prove their truth and to acquit decision and action in the field of foreign policy. All we have told does not belittle importance of these primary sources. Memoirs and correspondence remain to be very interesting and valuable source of international relations information.

 To find truth and to reconstruct events is not easy. That is why we again recommend students using a group, a set, a complex of primary sources. Comparative analysis of sources plenty and memoirs among them can move student closer to discovering scientific truth.

Advice of an expert. Students of 1-3 years probably do not aware of value of expert advice. Well-experienced expert in the field - who does research on the subject for many years, is able to give a valuable recommendation. Senior students start to understand that only when they have internship in the Ministry for Foreign Affairs, in the Russian Parliament or in a think-tank and so on. During the internship students meet experts every day and have a chance to know their research subject better. Students have interesting conversation, make long interview with specialists. Art to ask right questions is important here. Student’s analysis becomes more accurate, more precise, and more realistic. Student starts to think more dimensionally, he looks at the research subject more deeply. To receive expert advice seems to be also possible for students of 1-3 years. A lot of university professors, think-tank experts, resigned politicians and experienced decision-makers often visit Institute of International Relations and World History, NNSU. They come from Moscow-based and Saint-Petersburg-based institutions of higher education, Russian Foreign Ministry and other executive branch institutions, from foreign universities and high-ranking think-tanks. These specialists deliver lectures, make presentations, share their views and speak in round tables. In doing so, they help students to acquire a wider look at international relations and at their specific transformation in the XXI century.

**1.2. Typical structure of course research paper (course paper)**.

B.A. (in IR) students prepare course research paper every academic year. We also name it course work. It is a result of intensive work by University student that requires to find primary sources out, to open interesting facts and to define important trends. Academic supervisor must play his considerable role here.

Course paper in IR at the Lobachevsky UNN consists of the following parts and elements.

* The Title page (front page)
* Contents
* Introduction
* Chapters (usually not less than 2 and not less than 4-5 chapters)
* Conclusion
* Bibliography
* Annex (appendix or supplement) if it is needed.

The Title page must have:

* The name of the Ministry, the University, Faculty where the paper is written.

Ministry of Education and Science of the Russian Federation

Lobachevsky State University of Nizhni Novgorod

Faculty of Foreign Students

* Title of the paper.

**Peculiarities of the Middle East Policy of Germany**

**Under Chancellor Angela Merkel**

Course Paper

* Then we write full name of the student who is the author of the paper, number of his academic group.

 John William White,

student of the 412 group

It is important to point at

Place and year of writing the text of paper.

Nizhni Novgorod

2014

Contents.

 It starts with Introduction and contains title of Chapters and finishes with Conclusion, Bibliography and Annexes if they are.

Introduction.

Introduction is written in the last turn. Students ask: Why in the last one? We reply: We can’t write Introduction to nothing. Introduction is written to the completed text, to the finished text of course paper.

Introduction has its own structure. The elements of the Introduction are:

Actuality of the paper theme.

Aim and tasks of the paper.

Chronology of the research.

Scientific innovation of the research.

Survey (or examination) of primary sources to the paper.

Methodology and methods of doing research.

 Review of literature.

 Practical importance of research paper.

All the above-mentioned parts of Introduction are considered to be very important. They deserve a special attention. Let us consider them in detail.

Actuality of the paper theme

What does actuality mean? It means that the problem of the course paper, its topic, its subject is discussed:

1) in academic community, universities, research centers, think-tanks

2) in political circles, decision-makers, members of parliament, political parties.

Aim and tasks of the paper

Course paper has one aim, the aim. For example, *the aim of course paper is to study peculiarities of the Germany Middle East policy under Chancellor Angela Merkel.* So, we can see that the aim reflects the title of course paper.

 Tasks of course paper are a few, usually not less than two and no more than 4-5. Tasks explain how student plans to reach the aim. For ex., *the tasks of the course paper are*:

*To analyze concepts and other ideas of the German government in relation to the ME*

*To define key foreign policy of Germany to formulate and to implement concrete projects in the area.*

*To study the most important Germany policy guidelines in the ME.*

Here, we are talking about such fields as political, economic, military ties as well as soft power relations. In addition, every task reflects contents of corresponding chapter of course paper: the 1st relates to the 1st chapter, the second task relates to the second chapter and so on.

Returning to what we are talking about in the course paper, we may open the German Foreign Office web page and read the following:

* *Lebanon’s domestic affairs are complicated. Society is starkly divided along religious lines and still bears the scars of a long civil war, the Syrian occupation (which ended in 2005) and regional conflict. The German Government actively supports Lebanon’s sovereignty and democracy.*

Or, we can find the next interesting parameter of the German Middle East policy:

*From 2003 onwards Germany quickly re­established its traditionally close ties with Iraq and has been providing it with wide­-ranging assistance. Our engagement is intended to support the country’s efforts to build a pluralistic, democratic, peaceful and stable society.*

Chronology of the research

Chronology as a part of Introduction can see what period of time is selected by student to study the problem.

In the case of Germany ME policy we can take years of 2005 when Merkel became Chancellor and of 2013 when her party won the elections the third consecutive time. Sometimes chronology is extended for more in-depth analysis.

Scientific innovation of the research

This part is necessary element of Introduction. Here, student clarifies what’s new is in his paper. What contribution has he done to the studying of the problem? There are elements of sci. innovation:

New documents are introduced into scientific circulation. The author’s concept of understanding the issue is put forward. Quite new conclusions are reached at in the paper.

Survey (or examination) of primary sources to the paper

It is laso an element of Introduction. We need to use exterior and interior criticism of primary sources here. Student also divides all his sources into the main groups. In our case we have:

1) Basic Law and laws of Germany, 2) docs of the government (Ministry for Foreign Affairs, Ministry of Defense and others), 3) bilateral agreements of Germany and foreign states 4) others.

Methodology and methods of doing research

It is one of the most difficult parts of Introduction. Student is invited to show his erudition, his skills in theory of IR. Traditionally, student chooses a school of thought in international relations like neo-realism, liberal institutionalism, constructivism or something else. He selects one of the theories and adapts it to his course paper. Let us give a look at some of the famous schools of thought in IR.

Realism (or Political realism)

Realists believe: 1) that nation states are the main actors in international politics, 2) that the international system is governed by anarchy, meaning that there is no central authority. International politics is a struggle for power between states, 3) that no other states can be relied upon to help guarantee the state's survival.

Different states, different ambitions. Struggle for survival and power. That’s what the realists talk about.

If we go on we face the next direction of theory and this is Liberalism.

Liberalism

Unlike realism, where the state is seen as a unitary actor, liberalism allows for 1) plurality in state actions. 2) Interaction between states is not limited to the political/security ("high politics"), but also economic/cultural (“low politics”). 3) Gains can be made through cooperation and interdependence.

Plurality of actors in Liberalism theory.

Constructivism

 It believes that international politics is shaped by persuasive ideas, collective values, culture, and social identities. Constructivism argues that international reality is socially constructed by cognitive structures which give meaning to the material world.

Ideas, values, different identities.

Methods.

It does also belong to Introduction. Methods are instruments of analysis. If methodology is very much about how student looks at the problem, then methods are devices used in order to apply theory to the subject of research.

Review of literature

As in the case of sources, student divides the literature into a few groups. In this part of Introduction student answers to the fundamental questions:

What is written about in the literature?

Who wrote (authors, who are they)?

And, what is not written about?

Practical importance of research paper

Who benefits from the paper? Science, international policy, national interest of the country? What is the use of the paper for the MFA, for the President of…

Student writes that the study can be used in activities of the MFA, in the foreign policy decision-making process, in the policy concepts.

Introduction finishes with explanation of the paper structure. In other words, student explains why the first chapter is devoted to that and the second chapter does research on that. Why the 3rd chapter considers that. So, student shows that his text has a logic.

Chapters

They are from 2 to 4-5. Every chapter has its conclusions. Conclusions of chapter cannot be repeated in the Conclusion of course paper.

Conclusion

It contains conclusions of the author, of the student who writes course paper. This final part does not contain facts as any chapter does. Conclusion should answer top the question which is raised in the title of the course paper. In our case, what are peculiarities of the ME policy of Germany?

Bibliography

It contains a list of all the written materials which were used in course paper. This list has its own standard (order) of compiling.

I Sources

II Research (books and volumes of academics)

III Articles

IV Periodicals

V Ph. D. Dissertations

 VI Reference books (including dictionaries, encyclopedias)

Annex (appendix)

It can be a part of the course paper if the author considers important to show text of documents (primary) sources. Appendixes usually contain texts, tables with statistics, schemes, valuable photo documents, key terms and other things. Appendixes should not be mute, they should not keep silence. They must exist and act in the course paper. They live when the author notes appendixes in his footnotes.

**1.3. Subject of International Relations research**.

The meaning of IR. Historically the term ‘international’ served a genuine need in defining the official relations between sovereigns. There were relations between nations other than official, legal, and diplomatic relations. Trade and finance developed international economic relations sometimes official and sometimes unofficial.

Activities of missionaries, travel of students, teachers, and tourists; migrations of peoples; and the development of the press, radio and films developed international cultural relations mostly unofficial, but sometimes supervised or even conducted by governments.

Private and public organizations representing groups or governments were formed. Their activities in all aspects of human interest – communication, transportation, commerce, finance, agriculture, labor, health, sports, science, education, arbitration, disarmament, peace – established innumerable international social relations.

Two questions arise when we touch the ‘international’ term.

1. Is it only the nations that are related?
2. Is there a universal community of which numerous groups or individuals are members?

It is not only the nations which IR seeks to relate. Various types of groups – nations, states, governments, peoples, regions, alliances, confederations, int. organizations, transnational companies, cultural orgs, churches and other religious subjects – must be dealt with in the study of IR.

Until recently IR generally concerned diplomatic and military relations between two states. However, truth lies in the fact that we should talk of the relations between major groups. While recognizing that the term IR is too narrow – perhaps relations between powerful groups would be technically better – it seems advisable to accept predominant usage.

The term IR is recommended to be used as the subject of study, dividing it into such special studies as

* International politics
* International law
* International organization
* International economics
* International education
* Psychology of IR
* Sociology of IR
* And others.

 The term IR is also used to include such studies as world history, political geography, political demography, political technology and some others.

The term *world* fails to indicate the dominant problems dealt with the subject, that is, the relations between the major groups. The adjective *foreign* implies the point of one nation and thus is hardly suitable for use in a discipline or study designed of universal validity and understanding. Foreign relations of each country must be studied as a unique discipline.

* *World relations*

*The term* does not correspond

* *Foreign relations*

*The term* does not correspond

Thus, we recommend to accept the term ***international relations*** to designate the relations between groups of major importance in the life of the world at any period of history, and particularly relations among territorially organized nation states. We also positively respond to the question about community. Yes, there is universal community of major int. groups.

There is a community members of which live according to similar principles of IR.

Educational and Research Objectives

Research in IR seeks to assemble and verify pertinent facts and relationships, to classify them in ways which will suggest fruitful generalizations. IR research is a synthetic discipline. It maintains contact with other disciplines whose observations and generalizations it can utilize.

Basic research, like the creative arts, is the product of the experiences of a peculiarly sensitive mind. The essence of research is the perception of hitherto unobserved likenesses and differences; classes and entities; means and ends, sequences, processes and relationships…

Research may be carried on in *the history*, *the art, the philosophy and the science of international relations*.

* The arts of IR include:
* Art of diplomacy
* Art of war
* Public administration
* Public relations
* International law
* Economic management and others.

To the Art of diplomacy. “An ambassador is an honest man sent to lie abroad for the good of his country” (Sir Henry Wotton,  English author, diplomat and politician who sat in the House of Commons in 1614 and 1625).

“Language is given to diplomat for hiding his thoughts”. (Charles Maurice de Talleyrand (1754-1838), an outstanding French diplomat).

Modes of Analyzing IR

It is helpful to analyze IR according to the methods employed. Methods of IR research:

* Historical-descriptive method
* Analytical-rational method
* Synthetical-practical method
* Statistical-mathematical method

Let’s start with historical-descriptive method. It is used in the study of diplomatic history, int. politics, and political geography. The method starts with the observation and description of concrete phenomena and proceeds to their classification in obvious categories of spatial or temporal proximity, or of similarity or difference in structure or function.

Historical-descriptive method can be also showed by the following chain of action:

 Fact (event) 1 +

 Fact (event) 2 +

 Fact (event) 3 = conclusion

 Taken together they bring us to conclusion. So, we move from facts to generalization, from particular to general.

Analytical-rational method. It is frequently employed in philosophy ad characteristic of the study of int. law and int. ethics. The method begins rational inference from abstract assumptions usually about human nature, human motives, and human values, and continues with the objective elucidation by concrete instances taken from history.

Analytical-rational method can be showed in the following way:

Assumption (generalization) is proved by

concrete facts,

 events,

 instances,

 examples.

We move from general to specific, from generalization to particular.

Synthetic-practical method. It is employed in the study of int. org, int. education and int. communications. This method starts with the imaginative construction of subjective end and proceeds to the practical means requisite for their realization.

Synthetic-practical method can be seen in the next logic way:

Peace needs to be made.

All states have interest in peace.

The states have money and armed forces to end conflicts.

An int. org. is needed to work on peace.

**Result:** the UNO does function.

Synthetic-practical method, in other words, means that:

We synthesize,

 we gather various ends

 into one basket and

 gain a model of an organization.

The statistical-mathematical method. It is employed in the study of international economics, and in the sociology of IR. The method gives an opportunity to classify a huge amount of data. We become to know what does increase and decrease in oil production, in the arms markets, in agriculture, in industry etc.

The analysis of IR may be applied not to the study of the subject but to the subject matter of the study. Attention may be focused on the entities related, on the processes of change, on the forces at work, or on the relations of the variables involved.

Among the entities involved, *the state, the government, the nation, and the people* may usefully be distinguished according as the groups of dominant importance in the world are considered as territorial and legal, as administrative and political, as psychological and sociological, or as racial and cultural entities.

Processes such as *diplomacy, war, arbitration, trade, administrative management* may be taken as the center of study. These processes may be usefully classified as juridical, administrative, political and psychological according as they seek to settle issues:

* by the application of procedures and principles;
* by the utilization of effective means to accomplish accepted ends;
* by the manipulation of power and influence to preserve and advance the interests of a group against the opposition of other groups;
* by the manipulation of symbols to create, maintain, and develop groups and to promote policies.

Forces can be studied… nationalism, imperialism, pacifism, militarism, and other group opinions; sentiments, beliefs, religions and other innovations; and charismatic personalities, plans, ideologies, propagandas, and other sources of political initiative. These forces may be classified as movements, drives, inventions, and ideas according as they embody an emotional opinion or **ism**, stimulating group demands; individual dispositions derived from heredity or experience, to act in a definite way when faced by the appropriate stimulus; a mechanical or social technique making new services or controls available; or a dynamic theory of society, program of action.

Relations of groups to one another. They may be studied in technology, strategy, psychology, politics, sociology, and other dimensions. The groups can be distinguished as the EU and the forming Eurasian Union, Britain and the British Commonwealth, NATO and the Warsaw Pact.

**Chapter 2.** Methods and practical analysis of international relations.

 **2.1. Practical analysis of the art of diplomacy**

Definition of diplomacy and diplomatic service.

Diplomacy in the popular sense means the employment of tact, shrewdness and skill in any negotiation or transaction. In the more special sense used in international relations, it is the art of negotiation, in order to achieve the maximum of group objectives with a minimum of costs, within a system of politics in which war is possibility. As a discipline, it includes practical, historical, philosophic and scientific studies contributing to this art.

The term cannot be confined to relations between sovereign states. While negotiations figure in all human transactions, the peculiarity of diplomacy lies in its relation to war. Negotiation with war as a possible alternative constitutes diplomacy. Where the possibility of the war does not exist, as is usually the case in negotiations between business men, between party leaders, or between states in a federation, the term *diplomacy* is hardly applicable.

Diplomacy, however, is not attached to a particular institution such as a system of permanent missions with legally regulated ranks and procedures. *Ad hoc* representatives of groups which enjoy, *de facto* and *de jure*, a sovereign capacity to make war, are, when carrying on negotiations, engaged in diplomacy. Diplomacy differs from war in that it uses words rather than material weapons.

Diplomacy proceeds by compromise, conceding as little as possible to the opponent; by bargaining, giving in one area in order to receive in another; by rewards, paying for benefits received; by preparation or display of force, often accompanied by honeyed words – the mailed fist in the velvet glove; by threats of war, economic embargo, trade discriminations, refusal of loans or other hostile measures; by gaining the support or acquiring the neutrality of third parties; by bribes to key personalities; and by propaganda or promises to divide the opposing group and to gain the support of public opinion. These methods are especially applicable when the parties are comparatively equal and are opposed in most matters, and when the negotiation is bilateral.

Diplomacy also proceeds by emphasizing the need of a common front against a dangerous third party; by appealing to principles of law, morality, humanity and civilization; and by emphasizing the common advantages to be gained by cooperating for common ends. These methods become increasingly applicable as the relation of the parties becomes in lesser degree oppositional and in greater degree cooperative, and in proportion as the number of parties involved in the negotiation becomes greater.

When the parties in a bilateral negotiation are of unequal power, the weaker is certain to be aware of the threat implied by this fact, especially if the more powerful succeeds in isolating him from possible friends.

Appeals to principles, public opinion and international law are likely to be the actually effective bases of negotiation in proportion as the participants are numerous, the most interested are relatively equal in power, and many are relatively disinterested. Such appeals are more useful in the United Nations General Assembly than in bilateral negotiations.

As diplomacy becomes institutionalized, it may make use of good offices and mediation; of commissions of inquiry and conciliation, and of arbitration and judicial settlement thus approaching the methods of adjudication familiar within the state. It may also make use of consultation, conference, or periodic meetings of councils and assemblies as in the League of Nations and the United Nations, thus augmenting the role of common opinion and of disinterested parties and approaching the legislative procedures familiar within the state. It may also make use of permanent alliances, guarantees, obligations of mutual assistance and international procedures to determine and stop aggression as in the UN Charter, thus approaching the executive function familiar within the state. Finally, it may establish consultative and administrative agencies for performing common functions as in the international unions and the specialized agencies of the UN, thus approaching the administrative activity familiar within the state.

Analysis

Diplomacy seeks to widen areas of agreement and cooperation, and cannot function unless there are some such areas to begin with. The tendency of diplomacy is, therefore, toward international organization and world government. The phrase *absolute diplomacy* has been coined apparently as a synonym for *cold war*. The entire nation devotes itself to victory in cold war, as the nation in arms devotes itself to military victory in *absolute war*.

A system of diplomacy tends to create bonds of personal friendship among the diplomats and this in turn develops feelings of mutual responsibility. With institutionalized and permanent missions a sense of solidarity in the *corps diplomatique* in each capital is likely to develop because of common interest in preserving diplomatic prerogatives. The privileges and immunities of the diplomats, without which they can hardly perform their functions, themselves depend on formalities of international law and procedure, sanctioned by mutual interest, reciprocity and custom. Thus diplomacy contributes to developing the system of international law.

What can we write about? What can we analyze in course paper? Examples of title:

* U.S. Diplomacy in the Syrian Conflict, 2011-2013
* British Mediation Diplomacy in Afghanistan…
* Peculiarities of the Russian diplomacy in Relation to Libya under President Dmitry Medvedev
* The UN Chemical Weapons Commission Activities in Syria in 2013: Origins and Consequences
* Henry Kissinger Shuttle Diplomacy in the Middle East, 1974-1975
* French Diplomacy and Military in Mali After Kaddafi Fall

 The conduct of foreign relations. The conduct of foreign relations is the art by which a government ascertains the state’s rights, obligations, interests, and responsibilities in international relations, and makes decisions in order to protect those rights, observe those obligations, promote those interests and discharge those responsibilities. Flexibility, adaptability, and sensitivity to many continually changing factors is the essence of this art.

But the person who conducts foreign relations, at least in a constitutional and democratic state, has no such clear conception of his objectives. He is faced on the one hand by national laws and by national opinions and traditions. On the other hand he is faced by foreign threats and demands variously supported by force, international law and world public opinion. He is also faced by changing circumstances and conditions of economy, power, diplomacy and opinion in the world which continually influences conceptions about the national interest and the national power position. Out of this confusion of pressures, domestic and foreign, he must make decisions applicable to each issue but without ignoring the requirements of the total situation and of the long run. Foreign policy in a complex and changing world must be flexible and adaptive.

Analysis

The conduct of foreign relations includes the instruction of negotiators and the conclusion of treaties; the utilization of armed forces and resort to war; the recognition of states and governments; the making of representations, protests, demands and declarations of national policy; the participation in international institutions and submission of controversies to pacific settlement; and the fulfillment of international obligations and making of reparation for failure to do so. In the modern state the executive is, therefore, a large and complex organization of civil and military servants divided in departments of which the foreign office is only one and subdivided into innumerable offices, divisions, bureaus and services.

The foreign office is usually a complex of geographical and functional divisions, many of which must be consulted before action can be taken on any matter of foreign affairs. Furthermore, most international problems usually involve military, legal, financial, commercial, labor, agricultural or other problems, the principal experts in which are outside of foreign affairs. Consequently, the opinion of the other departments of the government usually must also be coordinated, requiring an elaborate system of interdepartmental committees and commissions, of cabinet meetings, and of special consultations.

So, what can students write about?

Examples:

U.S. Interests in the South Africa After President Mandela Passed Away

Indian Diplomacy in the Conflict Over Jammu and Kashmir: the Main Approaches

Egyptian-Sudanese Negotiation Process About the Nile Water Resources

Diplomatic missions: types, tasks and functions. Diplomatic corps.

A **diplomatic mission** is a group of people from one [state](http://en.wikipedia.org/wiki/Sovereign_state) or an international [inter-governmental organization](http://en.wikipedia.org/wiki/Inter-governmental_organisation) (such as the [United Nations](http://en.wikipedia.org/wiki/United_Nations)) present in another state to represent the sending state/organization officially in the receiving state. In practice, a [diplomatic](http://en.wikipedia.org/wiki/Diplomacy) mission usually denotes the **resident mission**, namely the office of a country's diplomatic representatives in the [capital](http://en.wikipedia.org/wiki/Capital_%28political%29) city of another country. As well as being a diplomatic mission to the country in which it is situated, it may also be a non-resident permanent mission to one or more other countries. There are thus resident and non-resident embassies.

A permanent diplomatic mission is typically known as an embassy, and the person in charge of the mission is known as an [ambassador](http://en.wikipedia.org/wiki/Ambassador). The term "embassy" is often used to refer to the building or compound housing an ambassador's offices and staff. Technically, however, "embassy" refers to the diplomatic delegation itself, while the office building in which they work is known as a [chancery](http://en.wikipedia.org/wiki/Chancery_%28diplomacy%29).

Ambassadors can reside within or outside of the chancery; for example, American diplomatic missions maintain separate housing for their ambassadors apart from their embassies. Ambassadors residing outside of the chancery retain special protection from the host country's security forces and the ambassadorial residences enjoy the same rights as missions. Like embassies, such residences are considered inviolable and, in most cases, [extraterritorial](http://en.wikipedia.org/wiki/Extraterritoriality). The residences of [high commissioners](http://en.wikipedia.org/wiki/High_commissioner), who are similar to ambassadors, have the same rights.

All missions to the [United Nations](http://en.wikipedia.org/wiki/United_Nations) are known simply as **permanent missions**, while EU Member States' missions to the [European Union](http://en.wikipedia.org/wiki/European_Union) are known as **permanent representations** and the head of such a mission is typically both a permanent representative and an ambassador. European Union missions abroad are known as **EU delegations**. Some countries have more particular naming for their missions and staff: a [Vatican](http://en.wikipedia.org/wiki/Holy_See) mission is headed by a [nuncio](http://en.wikipedia.org/wiki/Nuncio) ([Latin](http://en.wikipedia.org/wiki/Latin) "envoy") and consequently known as an [apostolic nunciature](http://en.wikipedia.org/wiki/Apostolic_nunciature). Under the rule of [Muammar Gaddafi](http://en.wikipedia.org/wiki/Muammar_Gaddafi), [Libya's missions](http://en.wikipedia.org/wiki/Foreign_relations_of_Libya) used the name *people's bureau* and the head of the mission was a *secretary*. Missions between [Commonwealth](http://en.wikipedia.org/wiki/Commonwealth_of_Nations) countries are known as **high commissions** and their heads are [high commissioners](http://en.wikipedia.org/wiki/High_Commissioner_%28Commonwealth%29). This is because ambassadors are exchanged between *foreign* countries, but since the beginning of the Commonwealth, member countries have nominally maintained that they are not foreign to one another (the same reason as the naming of the [Foreign and Commonwealth Office](http://en.wikipedia.org/wiki/Foreign_and_Commonwealth_Office)).

In the past a diplomatic mission headed by a lower-ranking official (an *envoy* or *minister resident*) was known as a **legation**. Since the ranks of envoy and minister resident are effectively obsolete, the designation of *legation* is no longer used today. (See [diplomatic rank](http://en.wikipedia.org/wiki/Diplomatic_rank).)

A [**consulate**](http://en.wikipedia.org/wiki/Consul_%28representative%29) is similar to (but not the same as) a diplomatic office, but with focus on dealing with individual persons and businesses, as defined by the [Vienna Convention on Consular Relations](http://en.wikipedia.org/wiki/Vienna_Convention_on_Consular_Relations). A consulate or **consulate general** is generally a representative of the embassy in locales outside of the capital city. For instance, the [United Kingdom](http://en.wikipedia.org/wiki/United_Kingdom) has its [Embassy of the United Kingdom in Washington, D.C.](http://en.wikipedia.org/wiki/Embassy_of_the_United_Kingdom_in_Washington%2C_D.C.), but also maintains seven consulates-general and four consulates elsewhere in the US. The person in charge of a consulate or consulate-general is known as a [consul](http://en.wikipedia.org/wiki/Consul_%28representative%29) or consul-general, respectively. Similar services may also be provided at the embassy (to serve the region of the capital) in what is normally called a **consular section**.

In cases of dispute, it is common for a country to [recall](http://en.wikipedia.org/wiki/Letter_of_credence) its head of mission as a sign of its displeasure. This is less drastic than cutting diplomatic relations completely, and the mission will still continue operating more or less normally, but it will now be headed by a [*chargé d'affaires*](http://en.wikipedia.org/wiki/Charg%C3%A9_d%27affaires) (usually the [deputy chief of mission](http://en.wikipedia.org/wiki/Deputy_chief_of_mission)) who may have limited powers. (A *chargé d'affaires ad interim* also heads the mission during the interim between the end of one chief of mission's term and the beginning of another).

According to the Vienna Convention on Diplomatic Relations (Done at Vienna on 18 April 1961) diplomatic law approves the following terms and functions of diplomatic mission.

The “head of the mission” is the person charged by the sending State with the duty of acting in that capacity;

(b) The “members of the mission” are the head of the mission and the members of the staff of the mission;

(c) The “members of the staff of the mission” are the members of the diplomatic staff, of the administrative and technical staff and of the service staff of the mission;

(d) The “members of the diplomatic staff” are the members of the staff of the mission having diplomatic rank;

(e) A “diplomatic agent” is the head of the mission or a member of the diplomatic staff of the mission;

(f) The “members of the administrative and technical staff” are the members of the staff of the mission employed in the administrative and technical service of the mission;

The “members of the service staff” are the members of the staff of the mission in the domestic service of the mission;

(h) A “private servant” is a person who is in the domestic service of a member of the mission and who is not an employee of the sending State;

(i) The “premises of the mission” are the buildings or parts of buildings and the land ancillary thereto, irrespective of ownership, used for the purposes of the mission including the residence of the head of the mission.

The functions of a diplomatic mission consist, inter alia, in:

(a) Representing the sending State in the receiving State;

(b) Protecting in the receiving State the interests of the sending State and of its nationals, within the limits permitted by international law;

(c) Negotiating with the Government of the receiving State;

(d) Ascertaining by all lawful means conditions and developments in the receiving State, and reporting thereon to the Government of the sending State;

(e) Promoting friendly relations between the sending State and the receiving State, and developing their economic, cultural and scientific relations.

Nothing in the present Convention shall be construed as preventing the performance of consular functions by a diplomatic mission.

Heads of mission are divided into three classes, namely:

(a) That of ambassadors or nuncios accredited to Heads of State, and other heads of mission of equivalent rank;

(b) That of envoys, ministers and internuncios accredited to Heads of State;

(c) That of chargés d’affaires accredited to Ministers for Foreign Affairs.

Extraterritoriality

Contrary to popular belief, diplomatic missions do not enjoy full [extraterritorial status](http://en.wikipedia.org/wiki/Extraterritoriality) and are not sovereign territory of the represented state. Rather, the premises of diplomatic missions remain under the jurisdiction of the host state while being afforded special privileges (such as immunity from most local laws) by the [Vienna Convention on Diplomatic Relations](http://en.wikipedia.org/wiki/Vienna_Convention_on_Diplomatic_Relations). Diplomats themselves still retain full [diplomatic immunity](http://en.wikipedia.org/wiki/Diplomatic_immunity), and (as an adherent to the Vienna Convention) the host country may not enter the premises of the mission without permission of the represented country. The term "extraterritoriality" is often applied to diplomatic missions, but only in this broader sense.

As the host country may not enter the representing country's embassy without permission, embassies are sometimes used by [refugees](http://en.wikipedia.org/wiki/Refugee) escaping from either the host country or a third country. For example, [North Korean](http://en.wikipedia.org/wiki/North_Korea) nationals, who would be arrested and deported from [China](http://en.wikipedia.org/wiki/People%27s_Republic_of_China) upon discovery, have sought sanctuary at various third-country embassies in China. Once inside the embassy, diplomatic channels can be used to solve the issue and send the refugees to another country. See [List of people who took refuge in a diplomatic mission](http://en.wikipedia.org/wiki/List_of_people_who_took_refuge_in_a_diplomatic_mission) for a list of some notable cases.

Notable violations of embassy extraterritoriality include repeated invasions of the British Embassy, Beijing (1967), the [Iran hostage crisis](http://en.wikipedia.org/wiki/Iran_hostage_crisis) (1979–1981) and the [Japanese embassy hostage crisis](http://en.wikipedia.org/wiki/Japanese_embassy_hostage_crisis) at the ambassador's residence in [Lima](http://en.wikipedia.org/wiki/Lima), [Peru](http://en.wikipedia.org/wiki/Peru) (1996).

Diplomatic corps. It is the community of foreign diplomats assembled in the capital of a state. The corps is headed by a “Dean”. Dean is the ambassador who represents the diplomatic corps to the host government on matters of a ceremonial or administrative matter touching the collective interests of the corps and its members. In most countries, the dean is the ambassador who has been at his post the longest. In some Catholic countries, however, the dean is always the papal nuncio.

Composition of diplomatic corps can be found in such important document as Diplomatic List (or list of diplomatic missions). Diplomatic List contains the names of members of the diplomatic staffs of these missions and their spouses. Members of the diplomatic staff are the members of the staff of the mission having diplomatic rank. These persons enjoy full immunity under provisions of the Vienna Convention on Diplomatic Relations.

What can we research on? Examples:

* Botswana Embassy in Washington and Its Meaning in the Country Foreign Policy.
* Zimbabwe Diplomacy Contribution to the African Unity Process.
* Malawi Embassies in the EU Countries: Mission and Biographical Dimension.
* How to become Diplomat in Ghana: University Education and Special Training System
* Zambia Diplomacy and Problems with Neighboring States Settlement.
* Foreign Policy Service of Guinea: History and Institutional Dimension

Quote for consideration: “Diplomacy is the art of telling people to go to hell in such a way that they ask for directions.” - Winston Churchill

**2.2. Foreign policy formulation and decision-making process.**

Cycles of the process contain: *interests* of state, *strategies* which can change name for doctrines or concepts, *institutions*, *expertise*, *projects*.

Interests to their turn embrace geopolitics, political-diplomatic, military, economic, culture ones and others. Take a few examples from national foreign security policy strategies.

*The U.S. National Security Strategy 20*10 says the following: “American interests are enduring. They are:

* The security of the United States, its citizens, and U.S. allies and partners.
* A strong, innovative, and growing U.S. economy in an open international economic system that promotes opportunity and prosperity.
* Respect for universal values at home and around the world.
* An international order advanced by U.S. leadership that promotes peace, security, and oppor­tunity through stronger cooperation to meet global challenges”.

To continue, 2010 Strategy of the United States has the following aims:

* The welfare of the American people will determine America’s strength in the world.
* Promoting a just and sustainable international order.
* We must update, balance, and integrate all of the tools of American power and work with our allies and partners to do the same.
* Disrupt, dismantle, and defeat Al-Qa’ida and its violent extremist affiliates around the world.
* Military force, at times, may be necessary to defend our country and allies or to preserve broader peace and security.
* Build cooperation with other 21st century centers of influence.
* (And other strategic aims)

It is interesting to note here that the authors of the 2010 Strategy differ interests and aims in the text. We must read and analyze primary source (a strategy, a doctrine or a concept) in order to understand interests of state, to make a correct and an adequate analysis of what we expect to happen.

What does Russia have in its strategies? Let us look at the 2013 Concept of the Foreign Policy of the Russian Federation. Interests of Russia in the world are:

* Emergence of a New World Order.
* Rule of Law in International Relations.
* Strengthening International Security.
* International Cooperation in Economy and Environment.
* International Humanitarian Cooperation and Human Rights.

Again, we differentiate interests and aims, or goals in the case of Russia. So, Basic goals of the Russian Foreign Policy are:

* Ensuring the security of the country, protecting and strengthening its sovereignty and territorial integrity.
* Securing its high standing as one of the influential and competitive poles of the modern world.
* Creating favorable external conditions for a dynamic growth of the Russian economy and its technological modernization.
* Establishing a just and democratic system of international relations based on collective decision-making in addressing global issues.
* Ensuring protection of rights and legitimate interests of Russian citizens and compatriots residing abroad.

Now, we can go to basic institutions which are responsible for implementation of foreign policy. Let us stress that we talk about the key foreign policy institutions.

Russia:

President

Security Council of Russia which is responsible for coordinating the area of international relations and national security policy of the country

Two houses of the RF Federal Assembly (corresponding committees). Russian Parliament plays the role to oversee the activities of executive branches in the field of foreign policy.

Ministry of Defense

Foreign Ministry

Ministry of Trade

Special services

The United States have their own system of key foreign policy institutions:

President and National Security Council

U.S. Congress (Senate and House of Representatives committees)

Department of State

Ministry of Defense

Special services

Great Britain is still a monarchy and this circumstance does some impact on the system of executive power :

Queen, head of state

Prime Minister and his Office

British Parliament (committees)

Foreign and Commonwealth Office with great tradition of skillful diplomacy

Defence Ministry

Intelligence services

Department of International Development

Germany:

President, head of state, he plays a formal role rather than has a strong influence on international relations of the country

Bundestag and Bundesrat (Legislative, committees)

Chancellor, Federal Security Council. It is Chancellor who really coordinates and administers all the most important foreign policy action of Germany

Foreign Ministry

Defence Ministry

Special services

Ministry of Economic Cooperation and Development.

The conclusion that we can come to is: We must find out the key foreign policy institutes and to understand meaning of everyone of them in policy formulation process.

Expertise of foreign policy. This is the next important part of the foreign policy-making process. What interesting can student find out here?

Experts continue to have an impact on foreign policy. They analyze IR, find out the most important facts and trends in the field of IR and security. After that experts make policy recommendations and send them to the decision-making groups within state institutions. How can we measure influence of experts? And can we? Sometimes we can.

* We read *open* policy recommendations and compare them with decisions made by politicians – presidents and ministers. This comparison gives a chance to define to what extent experts are able to persuade politicians.
* Experts are well-known and recognized specialists in the field of international relations, foreign, defense and security policy.
* They can participate as independent scholars or on behalf of institutions which are called think tanks.

What is think tank? Let us give a few different definitions:

* A research institute or organization employed to solve complex problems or predict or plan future developments, as in military, political, or social areas.
* A group or an institution organized for intensive research and solving of problems, especially in the areas of technology, social or political strategy, or armament.
* A group of people who work together to produce new ideas on a particular subject.
* A **policy institute** (often termed "**think tank**" by journalists) is an organization that performs research and advocacy concerning topics such as social policy, political strategy, economics, military, technology, and culture.

Most policy institutes are non-profit organizations, which some countries such as the U.S. and Canada provide with tax exempt status. Other think tanks are funded by governments, advocacy groups, or businesses, or derive revenue from consulting or research work related to their projects.

Think tanks. They are so many in the world. Just looking at some countries.

The U.S.:

The Heritage Foundation, Center for strategic and international studies, Brookings Institution…

Russia:

Russian Institute for Strategic Studies

National Strategy Institute

Center for Strategic Estimates and Prognosis

Great Britain:

Chatham House,

The Foreign Policy Center,

Conflict Resolution Centre

Germany:

The Adenauer Foundation,

Science and Policy Foundation,

The Alexander Humboldt Institute.

So, when we think what to recommend students to do we can say: students who wish to do a serious research work need to define what think tanks really do influence on the process of policy formulation.

**Projects.**

The U.S. foreign policy project “Greater Middle East”. The U.S. under President George Bush-junior in 2001-2008 advanced democracy values in the Moslem countries across the area.

The **Greater Middle East** is a [political](http://en.wikipedia.org/wiki/Political_geography) term coined by the [second Bush administration](http://en.wikipedia.org/wiki/George_W._Bush_administration) in the first decade of the 21st century, to denote various countries, pertaining to the [Muslim world](http://en.wikipedia.org/wiki/Muslim_world), specifically [Iran](http://en.wikipedia.org/wiki/Iran), [Turkey](http://en.wikipedia.org/wiki/Turkey), [Afghanistan](http://en.wikipedia.org/wiki/Afghanistan) and [Pakistan](http://en.wikipedia.org/wiki/Pakistan). Various [Central Asian](http://en.wikipedia.org/wiki/Central_Asian) countries are sometimes also included. Some speakers may use the term to denote areas with significant Muslim majorities, but this usage is not universal. The Greater Middle East is sometimes referred to as "The New Middle East", or "The Great Middle East Project".

This expanded term was introduced in the U.S. administration's preparatory work for the [G8](http://en.wikipedia.org/wiki/G8) summit of 2004 as part of a proposal for sweeping change in the way [the West](http://en.wikipedia.org/wiki/Western_World) deals with the Middle East.

Former [U.S. National Security Advisor](http://en.wikipedia.org/wiki/U.S._National_Security_Advisor) [Zbigniew Brzezinski](http://en.wikipedia.org/wiki/Zbigniew_Brzezinski%22%20%5Co%20%22Zbigniew%20Brzezinski), alluded to the modern Middle East as a control lever on an area he calls the Eurasian Balkans. The Eurasian Balkans consists of the Caucasus (Georgia, the Republic of Armenia, and Azerbaijan) and Central Asia (Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, Afghanistan, and Tajikistan) and Turkey. Turkey forms the northernmost part of the Middle East (though some of the country lies in the Caucasus).

Turkey under Prime Minister Erdogan proposed a specific foreign policy approach entitled “Strategic Depth”. Foreign Minister, Prof. Ahmet Davutoglu is considered to be the author of the concept. ‘Strategic Depth’ meant multi-dimensional cooperation of Turkey with all countries.

Turkey agreed to forget, or put aside at best, the old conflicts and create a new atmosphere of dialogue, economic agreements of mutual benefit, joint political action with neighbors etc. However, reality Turkey faced with showed the unexpected results. With some positive trends the policy of Strategic Depth was followed by new conflicts in the periphery of the country.

One of the elements of the Strategic Depth policy of Minister and Professor Davutoglu was so-called “zero problem with neighbors” approach. The discourse of “zero problem with neighbors” is a slogan summarizing Turkey’s expectations with regards to her relations with neighboring countries. “Zero problems” approach represents an objective and an ideal. Turkey rejects the concept of freezing problems with her neighbors. On the contrary, Turkey upholds the aim of exerting active efforts to solve problems in line with a win-win approach through peaceful means.

The UK Contest Strategy as a foreign policy project. The Office for Security and Counter-Terrorism, in the Home Office, works to counter the threat from terrorism. Their work is covered in the government’s counter-terrorism strategy, CONTEST. Terrorism Prevention and Investigations Measures Act 2011 was passed.

The British strategy is based on 4 areas of work:

* pursue: to stop terrorist attacks
* prevent: to stop people becoming terrorists or supporting terrorism
* protect: to strengthen UK protection against a terrorist attack
* prepare: to mitigate the impact of a terrorist attack

The Russian “A Multi-Polar World” project.

Russia under President Vladimir Putin (since 2000) has developed a geopolitical project that can be titled “A Multi-polar World”.

It means emerging of new poles of power in IR. Russia sees itself as one of the poles along with China, India, Brazil, South Africa.

 This is One-Polar World model of international relations. The U.S. are situated in the center of world politics.

The Multi-Polar World project has drawn a new picture of relations between nations and states.

The world has long ago become complex and multi-faceted. The more nations, cultures, traditions, the more difficult is contemporary world. We must say of diversity of the world as the main vector of mankind development. That is what Russia is talking about in its “A Multi-Polar World” project and policy.

Diversity of the world can be also found in the variety of international cooperation organizations like BRICS, the Shanghai Organization of Cooperation, the African Union and others.

Conclusion. Foreign policy projects show what is the most important in the foreign policy of the country we study.

**Section III. Main topics of practice in Introduction**

**to Research Methods and Techniques.**

**Chapter 1. Working with terms**

Find such term as … (A list of selected terms is given to student)

Give a description of the term and explain its use in diplomatic practice.

**Chapter 2. Working with primary sources**

Define type of the primary source you read.

Give external and inner critical analysis of the sources.

**Chapter 3. Analysis of diplomats and politicians biographies**

Find biography of diplomat (name and country)

Analyze the biography and come to conclusion of educational and professional level of this diplomat. Add estimate of his political sympathies and views.

Give an answer of the diplomat successful decisions and action as well as of his failures, if they can be found.

**Chapter 4. Doing research on diplomatic negotiations process**

Take the text devoted to negotiations during international crisis of (see list of international crises)

Do analyze views of the sides to the conflict. Define the main stages of advancement of the negotiating process.

Name the main participants (personalities) of the process of talks and negotiations. What methods participants at the negotiations table used in order to settle the problem?

Point at the reasons and the circumstances which influenced on diplomatic success or failure.

**Chapter 5. Doing research of diplomatic correspondence.**

a) Find the following examples of classic diplomatic correspondence: personal note, verbal note, memorandum, formal letter, informal letter.

Name the main elements of each diplomatic document. Make a comparative analysis of these documents according to their functions.

b) Find the following examples of modern diplomatic correspondence: statement, declaration, communiqué, protocol.

Name the main elements of each diplomatic document. Make a comparative analysis of these documents according to their functions.

**Chapter 6. Preparing a 2000 words research paper on a selected theme.**

(Computer presentations of the paper are welcomed)

Research paper must consist of introduction, the main part, conclusion and list of sources and literature.

**Appendixes to Practice Classes**

Appendix 1. Basic Rules of Analysis of written sources (official documents).

Exterior criticism

1. Title of the document.
2. Place of writing the document.
3. Date of the document.
4. Number of the document (if it is).
5. Form of address for the recipient (addressee)
6. Signature at the end of the document.
7. Type of writing: hand-writing, printing or something else.
8. Special marks on the page(s) of the document.
9. Type of written source: declaration, speech, letter, directive, decree and others.

Interior criticism

1. Participants of the event.
2. Core (kernel) of the document. Subject of writing. What is it about?
3. Part of facts. What facts does the document contain (holds)?
4. The main arguments to prove something.
5. The main political or foreign policy ideas of the document.
6. Policy recommendations.
7. The questions we need or wish to ask.

Appendix 2. Criteria when we analyze biographies.

We often read biographies of decision-makers: politicians, statesmen, businessmen, military and others. While reading them we ask the question how to analyze, how to understand their career, way of life and eventually to understand their psychology of decision-making.

We propose to take into account the following criteria:

**Age**. When the person was born? It is well-known that the optimal age for decision-maker of country extends between 50 and 70 years old. Nevertheless, history knows facts of very young presidents and prime ministers who started to serve under 50 years old. Among them are John Kennedy, Dmitri Medvedev, Barak Obama.

**Family of birth**. Family does have impact on behavior, way of thinking, usages, and tradition in inter-personal relations.

**Nationality (Ethnicity)**. Although the Western and some non-Western politicians do not often speak of their ethnic origin, ethnicity continues to influence on way of thinking and activities.

**Education**. It is well-known fact that University plays a significant role in formatting future decision-maker. The same thing works for research work at University such as M.A. or Ph.D. theses.

**Career**. We can see how fast the career developed, what kind of experience the person obtained. We become to know how many years the person remained in political opposition.

**Political views**, perceptions, including view of international relations and foreign policy of his (her) country.

**Religion**. It does work in the so-called traditional society. Take, for example, the Islamic Republic of Iran or the Kingdom of Saudi Arabia. Contemporary Russia and Ukraine with Belarus’ demonstrate to what extent the Russian Orthodox Church and the Orthodox Christianity as such can be used by political figures or influence on the policy-formulation process. Rome Catholic Church is involved in some parts of politics in Spain, Italy and the Latin American countries.

**Family and children**. Large and strong family of politician/statesman often show meaning of family values in his (her) views and decisions. Sometimes wife of politician, diplomat or military serves as source of new ideas or surprising decisions.

**Political patrons**. Promoters, sponsors and political allies should be added here. These people discover a very concrete political atmosphere and circle (as a rule, very narrow circle) of persons who surround and influence on the decision-maker.

**Writings** (books, articles, political pamphlets, brochures). They discover how this person thinks about international relations and actual issues of his country’s foreign policy. They also open his abilities to formulate

**Hobby**. Sports or book reading, travels or social work can describe person sometimes better than his career information.

**Questions** to biography: why, where, what, who, whom, when. The questions arise because most biographies are often written for citizens, for voters. Due to this fact bio text often contains very positive information and leaves criticism and other negative things behind the scenes. All biographies are written by people with emotions, feelings and partisanship. Biographies reflect those moments of life which seem to be beneficial and very positive for the hero of the bio. Short story of life and career contains edited text. That is why the meaning of questions continue to grow with every moment of analysis.

Appendix 3. Example of biography to analyze.

**First Secretary of State**

Organisation: [Foreign & Commonwealth Office](https://www.gov.uk/government/organisations/foreign-commonwealth-office)

Current role holder: [The Rt Hon William Hague MP](https://www.gov.uk/government/people/william-hague)

# Responsibilities

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# Current role holder:The Rt Hon William Hague MP

William Hague was appointed Secretary of State for Foreign and Commonwealth Affairs on 12 May 2010. He was elected to Parliament in 1989 and is the Conservative MP for Richmond (Yorks).

### Education

William was educated at Wath-on-Dearne Comprehensive School and Magdalen College, Oxford where he studied philosophy, politics and economics and was President of the Oxford Union. He continued his studies at INSEAD Business School in France.

### Political career

* Joint Parliamentary Under Secretary of State 1993 - 1994
* Minister of State for Social Security and Disabled People 1994 - 1995
* Secretary of State for Wales 1995 - 1997
* Leader of the Conservative Party from 1997 - 2001
* Shadow Foreign Secretary 2005 - 2010

### Career outside politics

Before entering Parliament, William worked for Shell UK and then for management consultants McKinsey and Co. He has written 2 books. His first book, a biography of William Pitt the Younger, was published in September 2004 and won ‘History Book of the Year’ at the National Book Awards. His following book, a biography of William Wilberforce, was published in June 2007.

### Personal life

William is married to Ffion.

GOV.UK// Available at: <https://www.gov.uk/government/people/william-hague>

Appendix 4. Example of primary written source for analysis.

**Letter Accepting the Resignation of James A. Baker III as Assistant to the President and Chief of Staff**

**February 1, 1985**

Dear Jim:

It is with the deepest possible regret that I accept your resignation as Chief of Staff, effective February 3, 1985.

I've read that there are no indispensable men in politics but, during the past four years, you've come as close to being indispensable here in the White House as anyone I can imagine. In fact, I would not be inclined to let you leave at all if it weren't for the fact that you'll be just a short walk away dealing with some of the most crucial issues we will confront during the second term.

I'd like to make a list of the major decisions you've been involved in during the past four years, but what would I leave off? You've been deeply involved in the planning and presentation of all the major initiatives of my Administration, and it is due in great measure to your efforts that so many of them have been enacted into law. You've fought many battles on behalf of our principles, but even those who have opposed us offer willing testimony to your intelligence, your fairness and your integrity.

It's hard to believe -- in view of the immense respect in which you are held in Washington -- that you occupied your first high-level Federal job less than ten years ago. You have mastered the art of Washington politics, but your roots are still deep in the soil of Texas, and it was there that you learned the fundamental values that you and I share. You know that life can be hard and is always unpredictable, but you also know that Americans are a people who look forward to the future with optimism. That sense of optimism is the most important thing we have tried to restore to America during the past four years, and it has helped me more than I can say to have someone by my side who understands that bedrock faith in our nation's future as well as you do.

But this letter is starting to sound like you're leaving public service. Fortunately for me, you're just moving across the street to be Secretary of the Treasury. I'll warn you right now that I'm going to keep on asking your advice on any and every issue that comes up during the next four years. So don't plan any long vacations until you check with me.

Nancy and I send you and Susan our warmest wishes for every future happiness.

Sincerely,

/s/Ronald Reagan

Source: Public Papers of Ronald Reagan February 1985/ President Ronald Reagan. Presidential Library and Museum// Available at: <http://www.reagan.utexas.edu/archives/speeches/1985/20185b.htm>

Appendix 5. Example of foreign policy strategy:

2013 Concept of the Foreign Policy of the Russian Federation (fragments)

**Concept of the Foreign Policy of the Russian Federation**

*Approved by President of the Russian Federation V. Putin*

*on 12 February 2013*

**III. Priorities of the Russian Federation for Addressing Global Problems**

27. Diverse and complex nature of international problems and crisis situations call for timely prioritization of each of them in the Russian Federation's foreign policy. The use of political and diplomatic, legal, military, economic, financial and other tools in resolving foreign policy issues should correspond to their actual significance for Russia's foreign policy interests; moreover, these tools should be applied with due coordination among all branches of power as well as appropriate agencies.

**Emergence of a New World Order**

28. Russia follows a policy aimed at creating a stable and sustainable system of international relations based on international law and principles of equality, mutual respect and non-interference in internal affairs of states. The system aims to provide reliable and equal security for each member of the international community in the political, military, economic, informational, humanitarian and other areas.

29. The United Nations should remain the center for regulation of international relations and coordination in world politics in the 21st century, as it has proven to have no alternative and also possesses unique legitimacy. Russia supports the efforts aimed at strengthening the UN's central and coordinating role. This implies:

a) ensuring the inviolability of key provisions and principles of the UN Charter, building the UN capacity in every possible way to allow for a reasonable streamlining of the UN with new world realities while preserving its inter-state nature;

b) further improving the effectiveness of the UN Security Council, which bears the primary responsibility for the maintenance of international peace and security, and making this body more representative as part of reasonable reforms in the UN while ensuring due efficiency of its processes. Any decisions on the expansion of the Security Council should be based on a general consensus of the UN Member States. The status of the five permanent members of the Security Council should be preserved.

30. Russia attaches great importance to ensuring sustainable manageability of global development, which requires collective leadership by the major states of the world, which, in turn, should be representative in geographical and civilizational terms and fully respect the central and coordinating role of the UN. To these ends, Russia will increase its participation in such formats as the Group of Twenty, BRICS (Brazil, Russia, India, China and the Republic of South Africa), the Group of Eight, the Shanghai Cooperation Organization, the RIC (Russia, India and China) alongside other organizations and platforms for dialogue.

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**V. Development and Implementation of the Foreign Policy of**

**the Russian Federation**

95. The President of the Russian Federation in accordance with his constitutional powers directs the foreign policy of the country and as a Head of State represents the Russian Federation in international relations.

96. Within the limits of their constitutional powers, the Federation Council of the Federal Assembly of the Russian Federation and the State Duma of the Federal Assembly of the Russian Federation provide legislative frameworks for the county's foreign policy and fulfillment of its international obligations. They also contribute to enhancing the effectiveness of parliamentary diplomacy.

97. The Government of the Russian Federation carries out measures to implement the country's foreign policy.

98. The Security Council of the Russian Federation works to develop the main elements of the state's foreign and military policy and assess challenges and threats to national interests and security of Russia in the international sphere, prepares proposals to the President of the Russian Federation in order to assist the Head of State in making decisions on the foreign policy of the Russian Federation in the field of ensuring national security and coordinating the activities of federal executive authorities and executive authorities of constituent entities of the Russian Federation when implementing their decisions in the area of ensuring national security, and assesses the effectiveness of these decisions.

99. The Ministry of Foreign Affairs of the Russian Federation develops a general strategy of the foreign policy of the Russian Federation, presents relevant proposals to the President of the Russian Federation, works to implement the foreign policy of the Russian Federation in accordance with the Concept and the Decree of the President of the Russian Federation No. 605 of May 7, 2012 “Measures to Implement the Foreign Policy of the Russian Federation” and coordinates foreign policy activities of federal executive authorities in accordance with the Decree of the President of the Russian Federation No. 1478 of November 8, 2011 “Coordinating Role of the Ministry of Foreign Affairs of the Russian Federation in Implementing a Common Foreign Policy of the Russian Federation.”

100. The Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation participates in elaborating proposals and implementing the foreign policy of the Russian Federation in the field of assisting to international development, providing international humanitarian cooperation, supporting Russian compatriots living abroad, strengthening the position of the Russian language in the world, and developing a network of Russian scientific and cultural centers abroad.

101. The constituent entities of the Russian Federation develop their international relations in accordance with the Constitution of the Russian Federation, Federal Law No. 4-FZ of January 4, 1999, “On Coordination of International and Foreign Economic Relations of the Constituent Entities of the Russian Federation,” and other legislative acts. The Ministry of Foreign Affairs of the Russian Federation and other federal executive bodies provide assistance to the constituent entities of the Russian Federation in implementing international and foreign economic cooperation in strict compliance with sovereignty and territorial integrity of Russia and making use of the capabilities of the Council of the Heads of the Russian constituent entities, which operates under the Ministry of the Foreign Affairs of the Russian Federation. The development of cooperation in regions and border areas is an important source for bilateral relations with relevant countries and regions in the trade, economic, humanitarian and other fields.

102. In working out foreign policy decisions, the federal executive bodies cooperate on a permanent basis with the Chambers of the Federal Assembly of the Russian Federation, Russian political parties, non-governmental organizations, the academic community, cultural and humanitarian associations, as well as business associations and mass media, encouraging their participation in international cooperation. Broad involvement of civil society in the foreign policy process is consistent with international practice and the trends of Russia's internal development, meets the goal of ensuring the consensus-based nature of Russia’s foreign policy and increasing its effectiveness, and contributes to its efficient implementation.

103. In financing foreign policy activities, private funds may be attracted on a voluntary basis through public-private partnership.

104. The consistent implementation of Russia's foreign policy aims to create favorable conditions for the realization of the historic choice of the peoples of the Russian Federation in favor of the rule of law, democratic society and social market economy.

Source: Ministry for Foreign Affairs of the Russian Federation official site

**Section IV. Test questions in Introduction**

**to Research Methods and Techniques**

1. Definition and types of primary sources
2. Ways of critical analysis of primary sources.
3. Basic elements of structure of Course research Paper.
4. Structure of Introduction to Course Paper.
5. Term “International Relations” and ways to comment it.
6. Modes of analyzing international relations.
7. Practical analysis of the art of diplomacy.
8. Conduct of foreign relations as a field of research.
9. Diplomatic missions and diplomatic corps as a subject of research.
10. Basis approaches to analysis of foreign policy-making process.
11. Strategies and foreign policy-making process.
12. Role of institutes in foreign policy-making process.
13. Expertise of international relations. How do think tanks influence on foreign policy-making process.
14. Description of the main foreign policy projects of Greta Britain, Russia and Turkey.
15. Rules of exterior and interior analysis of primary source.
16. How to analyze political and diplomatic biographies.
17. Maps and pictures as a way to understand international reality.

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