INR 4030H HONORS DIPLOMACY

Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS
As of January 2, 2019

Instructor: Terry A. Breese
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Office Hours: Tue & Thu 3:00-4:00

Term: Spring 2019
Class Meeting Days: Tue & Thu
Class Meeting Hours: 4:30-5:45
Class Location: CB-1 Room 218

I Course Overview

Julius Caesar famously said Gaul was in three parts. This class will similarly consist of three parts: (1) the historical origins and development of diplomacy; (2) the tools of modern diplomacy; and (3) the application of diplomacy in the real world.

The origins and development of diplomacy starts with a simple question "What is Diplomacy?" We will look at the origin of diplomacy, its uses through history, and the evolution of its practice. The course will focus on the European state system because it became global in the twentieth century. Time permitting we will look briefly at other systems of diplomacy. We will look in particular at turning points that recreated the European state system following periods of crisis and warfare:

- The Westphalian System of sovereign states that emerged after 1648 and the Thirty Years War. We will then study the application of classic diplomacy in maintaining a balance of power through the diplomacy of the wars of the 18th Century, The War of Spanish Succession (1701-1713), the War of Austrian Succession (1740-1748) and the Seven Years War (1756-1763).

- You will then negotiate the post-Napoleonic settlement at the Congress of Vienna (1814-1815), representing one of the five principle powers. Afterwards, we will examine the "Concert of Europe," its maintenance of the European peace 1815-1914, and its collapse into the Great War in 1914.

- Then, we will look at the effort to build a new system of diplomacy in the Paris Peace Conference of 1919 based on collective security and the League of Nations and consider why that system also failed.

- Finally, we will look at wartime diplomacy among the United States, Great Britain and the USSR. You will take on historical roles as members of the American, British or Soviet delegations at Yalta in February 1945 as you seek to rebuild the world. Finally, we will consider the post-war world they created after 1945 that led to the Cold War.

The second part of the course will look at the tools and landscape of contemporary diplomacy, with a particular focus of the foreign policy system of the United States. We will look at the roles played by foreign ministries and examine the longstanding conflict/cooperation between our State and Defense Departments. We will look at the evolution of the roles played by the White House and the National Security Staff in developing and implementing American foreign policy. We will also consider the evolving roles played by civil society, Congress, the media and businesses in America foreign policy. We will briefly look at public diplomacy and intelligence as two tools of diplomacy.

The final part of the course will consist of two case studies in which we will apply the lessons of the first two parts to study the ways diplomacy has been used to deal with international problems. We will look first at the Camp David Accords and assess their outcome. Lastly, we will consider the efforts over four Administrations to reverse North Korea's nuclear weapons program.

II Disclaimer

I served 36 years in the Foreign Service of the United States but views and opinions I express during this course are my own and do not reflect the views of either the United States Government or the Department of State

III Course Objectives

By the end of this course, students will be able to:

1. Explain the evolution of diplomacy and diplomatic practice in its historical context and in the contemporary international system.
2. Explain American foreign policy decision-making in terms of elements from one or more decision theory models.
3. Explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.
4. Understand and explain the historical events and trends that produced each case study and the actions taken by the parties involved.

IV Course Prerequisites

POS-2041 (National Government) and permission of the Honors College

V Course Credits

Three

VI Course requirements

Required reading and class participation: The reading load will be 100-150 pages per week. You are expected to complete the readings <u>before</u> the class for which they are assigned.

Each class will include time for student discussion and debate, in which the instructor will moderate and participate in. The class discussion may elaborate on the lecture topic or cover a topic of

contemporary diplomacy. Very robust class participation is mandatory. You must pro-actively present and defend your points of view. You must frequently critique other viewpoints. Only by vigorously probing and challenging can we fully share our insights and maximize our understanding.

Exams: There will be two mid-term exams, one following the section on the historical development of diplomacy and one following the section on the tools of contemporary diplomacy. There will not be a final exam.

Writing Assignments: There are writing assignments associated with the Congress of Vienna and Yalta 1945 negotiating exercise and with each of the case studies. In addition, each student must read one book on a topic relating to diplomacy and write a book review that analyses it in terms of what you have learned. There is a list of books posted on CANVAS, but I am very much willing to consider another book of your choosing.

All written assignments will be submitted electronically via CANVAS. Due dates/times are firm. Papers submitted up to 12 hours late will be graded with a ten point deduction. Those submitted more than 12 hours late will not be graded.

Quizzes: There will be occasional quizzes on the readings and short writing assignments. Quizzes and short writing assignments together count for 5% of the final grade. The first one will be due January 11 to comply with the University's financial assistance requirements.

Simulations: There will be two diplomatic simulations. The first (Weeks 2 and 3) will recreate the Congress of Vienna at the end of the Napoleonic Wars. Students will be assigned to historical character roles representing one of the five major powers (Russia, Austria, Britain, Prussia and France) that spent a year remaking Europe after 25 years of war. Grading will be based on the quality and vigor of participation and on each delegation's success in achieving its nation's goals.

In the second simulation, students will assume historical roles on the American, British or Soviet delegations at Yalta in 1945 as they sought to maintain their alliance and chart the post-war world. Each delegate will make a speech on an assigned issue before the conference. Grading will be a mixture of your speech, your participation in the debates, and your success in achieving both national and personal goals. This simulation comes from the Reacting to the Past Consortium. Students generally find the experience intense.

VII Readings

1. Kissinger, Henry, *Diplomacy,* Simon & Schuster, New York, 1994.
2. Other readings on CANVAS

VIII Basis for Final Grade

Assessment	Percent of Final Grade
First Midterm Exam	20%
Second Midterm Exam	20%
Congress of Vienna Negotiations	10%
Yalta 1945 Negotiations	20%
Korea Case Study	10%
Camp David Case Study	10%
Book Review	5%
Quizzes and Short Writing Assignments	5%
Total	**100%**

Grading Scale (%)		Interpretation
93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	
87-89	B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
83-86	B	
80-82	B-	
77-79	C+	Average, meets minimum expectations and satisfies course requirements
70-76	C	
60-69	D	Below average, meets many minimum expectations and satisfies all or most course requirements
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements

IX Course Policies: Student Expectations

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classes. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. I will start and finish on time. I know class buildings can be far apart. If you do arrive late, please enter the classroom as quietly as possible.

Academic Dishonesty Policy: Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail

address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Attendance: Because this is a participatory class and much of the lecture material is not covered in the readings, attendance is very important. This is particularly true for the simulations and case studies. You can't participate if you are not present and your absence can adversely affect the results for your delegation. I trust your professional attitude and desire to learn will make you want to attend every class.

University Writing Center:

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website http://uwc.cah.ucf.edu/

X Important Dates to Remember

First Mid–Term Examination:	February 28
Spring Break:	March 9-16
Book Review Due	March 21
Withdrawal Deadline:	March 20
Second Mid–Term Examination:	April 2
Final Examination:	None

XI Schedule

Week	Date	Topic	Required Reading (to be completed **before** the class)
1	Jan 8	**Class introduction** **What is Diplomacy?** **The Thirty Years War and the Westphalian System**	Kissinger. *Diplomacy,* Chapter 1, 2, and 3 pages 17-77
	Jan 10	**War and Peace in 18th Century Europe: Louis XIV and Frederick II**	Lynn, John A, II. "The grand strategy of the *grand siècle*: Learning from the Wars of Louis XIV." In *The Shaping of Grand Strategy,* Murray, Sinnreich and Lacy, editors, Cambridge University Press, New York, 2011, (pages 34-62) (CANVAS) **Paper Due: Woodrow Wilson or Teddy Roosevelt?**
2	Jan 15	**Napoleon's Wars and the Restoration of Order**	National and individual role papers to be distributed in class. Jarret, Mark. *The Congress of Vienna and its Legacy,* Chapters 1 and 2 (pages 3-68). (CANVAS) Kissinger. *Diplomacy,* Chapter 4 (pages 78-102)
	Jan 17	**Congress of Vienna Part 1**	**Paper Due: Vienna Negotiating Strategy (one paper for each delegation)**
3	Jan 22	**Congress of Vienna Part 2**	
	Jan 24	**The Concert of Europe: The World of Classic Diplomacy**	Kissinger. *Diplomacy,* Chapter 5 (pages 103-167)
4	Jan 29	**The Concert Fails and the Origins of the Great War**	Kissinger. *Diplomacy,* Chapter 6, 7 and 8 (pages 137-217)
	Jan 31	**Constructing a New Europe: Versailles and its Aftermath**	Kissinger. *Diplomacy,* Chapter 9 and 10, pages 218-265

5	Feb 5	**Diplomacy and the Road to World War II**	Kissinger. *Diplomacy,* Chapter 11, 12, 13 and 14 (pages 266-368)
	Feb 7	**Yalta 1945 Introduction** **Alliance Diplomacy: The U.S., Britain and the USSR in World War II** **Delegation Meetings**	Kissinger. *Diplomacy,* Chapter 15, and 16 (pages 369-422) Yalta 1945 Game Manual pages 1-57 Your individual role sheet and national briefing.
6	Feb 12	**Yalta 1945** **First Session** **Issues 1, 2 and 3**	Documents in the Game Manual important to your role.
	Feb 14	**Yalta 1945** **Second Session** **Issues 4, 5, 6 and 7**	
7	Feb 19	**Yalta 1945** **Third Session** **Issues 8, 9, 10 and 11**	
	Feb 21	**Yalta 1945 Readout** **To Begin Anew: Potsdam and Beyond**	
8	Feb 26	**The Origins of the Cold War**	Kissinger. *Diplomacy,* Chapter 17 and 18 (pages 423-521)
	Feb 28	**First Midterm Exam**	**Email Due to Me With Title of the Book You are Reading**
9	Mar 5	**American Foreign Policy and the Contemporary Diplomatic Landscape**	Zetulik, Jack. American Foreign Policy (address to new Foreign Service Class) (CANVAS) Freeman, Chas, "End of the American Empire." Remarks to East Bay Citizens for Peace, the Barrington Congregational Church, and the American Friends Service Committee (CANVAS)
	Mar 7	**The Foreign Ministry**	Berridge, G.R., "The Foreign Ministry," in *Diplomacy: Theory and Practice 5th Edition,* Palgrave MacMillan, New York, 2015. Pages 5-21. (CANVAS) Pope, "Demilitarizing American Foreign Policy," (CANVAS)

10	Mar 9-16	**Spring Break**	
11	Mar 19	**The National Security Council and the Role of the Presidency**	Whitaker, Brown, Smith and McKune "The National Security Policy Process: The National Security Council and Interagency System," pages 1-43. (CANVAS) DeYoung, Karen, "How the Obama White House runs foreign policy," *Washington Post,* August 4, 2015. (CANVAS) Samuels, David, "The Aspiring Novelist Who Became Obama's Foreign Policy Guru," *New York Times Magazine,* May 5, 2016. (CANVAS) Council on Foreign Relations Summary of the NSC. Available in the Model Diplomacy website. Go to the North Korea INR4103H tab, then "Simulation Materials". Read the summary and review the three videos: The National Security Interagency Process, The Role of the National Security Advisor, and Running a National Security Council Meeting.
	Mar 21	**Trade and Economic Diplomacy**	Woolcock, Stephen, and Bayne, Nicholas. "Economic Diplomacy." In Cooper et al, *The Oxford Handbook of Modern Diplomacy,* Oxford University Press, Oxford, 2013. Pages 385-401) (CANVAS)
12	Mar 26	**Diplomacy and the Intelligence Community**	Berridge, G.R., "Secret Intelligence," in *Diplomacy: Theory and Practice 5th Edition,* Palgrave MacMillan, New York, 2015. Pages 150-167. (CANVAS) Freeman, Chas W. Jr, "Intelligence, Espionage and Covert Operations." In *Arts of Power: Statecraft and Diplomacy,* United States Institute of Peace Press, Washington, 1997. Pages 23-32 (CANVAS) **Paper Due: Book Review**
	Mar 28	**International Organizations**	Karns, Margaret P. and Mingst, Karen A. "International Organizations and Diplomacy." In Cooper et al, *The Oxford Handbook of Modern Diplomacy,* Oxford University Press, Oxford, 2013. Pages 142-159) (CANVAS) Mahbubani, Kishor. "Multilateral Diplomacy." In Cooper et al, *The Oxford Handbook of Modern Diplomacy,* Oxford University Press, Oxford, 2013. Pages 248-262 (CANVAS)

13	Apr 2	**Humanitarianism and the Responsibility to Protect**	Weiss, Thomas G, "The Responsibility to Protect and Modern Diplomacy." In Cooper et al, *The Oxford Handbook of Modern Diplomacy,* Oxford University Press, Oxford, 2013. Pages 763-778 (CANVAS)
	Apr 4	**Second Mid-term Exam**	
14	Apr 9	**Case Study 1: Camp David**	Carter, Jimmy, *Keeping Faith: Memoirs of a President.* University of Arkansas, 1982. Pages 326-412. (CANVAS) Quandt, William, "*Camp David and Peacemaking in the Middle East*," Political Science Quarterly, Volume 101, Number 3 (1986), pp. 357-377. (CANVAS)
	Apr 11	**Camp David (continued)** Class debate on Camp David.	**Paper Due: Camp David: Diplomatic Triumph or Dead End?**
15	Apr 16	**Case Study 2: North Korea**	Chanlett-Avery, Emma, Rinehart, Ian E., Nikitin, and Mary Beth D., "North Korea: U.S. Relations, Nuclear Diplomacy, and Internal Situation, Congressional Research Service," January 25, 2016. (CANVAS) Grzelczyk, Virginie, "The Kim Dynasty and North-East Asian Security: Breaking the Cycle of Crises?" North Korea Review Volume 11, Number 2, Fall 2015 pp. 25-41. (CANVAS)
	Apr 18	**North Korea (Continued)** Guest Lecturer: Jack Pritchard, former NSC Director for Korea and chief negotiator with Pyongyang.	Zoellick, Robert, "10 Tips for Negotiating With Kim Jong Un," Wall Street Journal, March 27, 2018. (CANVAS) Nathan, Andrew J., "Who is Kim Jong-un?" New York Review of Books, August 18, 2016 (CANVAS)
16	Apr 25 4:00 - 6:50	**Last Class** Class Debate on North Korea Class Outbrief	**Papers Due: Memo to the President on Korea policy.**