INR 4030H - Honors Diplomacy

Section: 0201

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: TR
Class Meeting Time: 04:30PM - 05:50PM
Class Meeting Location: TA 0116
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Terry Breese
Title: Adjunct Professor
Office Location: HPH 302N
Office Hours
T-TH 3:30-4:30. Best time is before class and we can meet in the Teaching Academy more easily than in HPH.
Phone: 7033441625
Email: terry.breese@ucf.edu

Course Description

INR 4030H COS-POLS 3(3,0)Honors Diplomacy: PR: POS 2041 and consent of Honors. Concepts, theories, and methods of contemporary diplomacy; diplomatic processes in the international arena.Occasional.

This class explores the origins and development of diplomacy in the European state system that became global in the 20th Century. 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. We will explore the roles that legitimacy, ideology/religion, nationalism/national identity, balance of power, liberal internationalism and international norms have played and continue to play in diplomacy.

The course focuses on efforts to establish a secure, enduring international order following periods of intense conflict. These include the Peace of Westphalia (1648), the Congress of Vienna (1815), the Paris Peace Conference (1919) and the Yalta/Potsdam Conferences (1945). We will study in depth Westphalia, Vienna and Paris.

- 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) and the Treaty of Utrecht (1714), then the War of Austrian Succession (1740-1748) and the Seven Years War (1756-1763) ended by the Treaties of Hubertusburg/Paris (1763).
- We will then review the diplomacy of the Wars of the French Revolution and the Napoleonic Wars, after which the class will negotiate the post-Napoleonic settlement at the Congress of Vienna (1814-1815), representing one of the major or minor European 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 international relations in the Paris Peace Conference of 1919 based on collective security and the League of Nations. Students will again take on roles as one of the negotiators at Paris and see first-hand the types of compromises required to reach agreement among many states.

- Third, we will consider why the Versailles system failed in the interwar years and look at wartime diplomacy among the United States, Great Britain and the USSR. Finally, we will consider the post-war world they created after 1945 that led to the Cold War.
- The final part of the course will look at the development and role of international organizations and examine the critical issue of humanitarian intervention in a sovereign state. Students will again take on roles in the 1995 North Korean Famine and examine how the United Nations, humanitarian organizations and the international community responded to that crisis.
- Interwoven with the study of diplomacy's historical course, the class 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 embassies 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 American foreign policy.

This is an interactive class. Students are expected to participate in discussions. Much of the class is taken up with three simulations where students take on historical roles and attempt to deal with the critical issues of the time: Congress of Vienna (1815), Paris Peace Conference (1919) and the North Korean famine (1995). Public speaking (in class), critical analysis and effective written communication are essential.

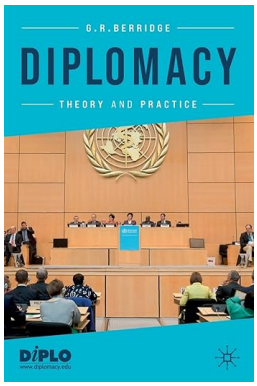
Student Learning Outcomes

After successful completion of this course, students will be able to:

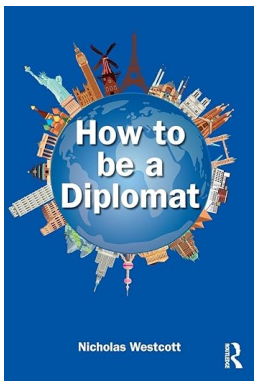
- Understand and be able to explain the evolution of diplomacy and diplomatic practice in its historical context and in the contemporary international system.
- Understand and be able to explain the historical events, trends and ideas that produced each of the simulations and the actions taken by the parties involved.

- Understand and be able to 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.

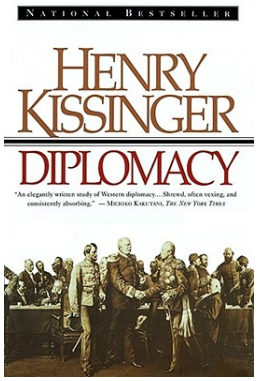
Required Course Materials and Resources



Diplomacy: Theory and Practice
ISBN: 978-3-030-85930-5
Authors: Berridge, G.R.
Publisher: Palgrave MacMillan
Publication Date: 2022
Edition: 6th Edition
Notes: 5th Edition is fine



How to be a Diplomat
ISBN: 978-1-03-287584-2
Authors: Nicholas Westcott
Publisher: Routledge
Publication Date: 2026



Diplomacy
ISBN: ISBN: 978-0671510992
Authors: Kissinger, Henry Alfred
Publisher: Simon & Schuster
Publication Date: 1995
Notes: The library will have at least one copy on Reserve.
Online Access: None

Course Assessment and Grading Procedure

Your grade in this class will be based on your performance in the three simulations (Congress of Vienna, Peacemaking in Paris 1919, and North Korea Hunger Games), the one written exam, and a few short reading quizzes or other assignments.

Final Exam 20%

Congress of Vienna Simulation 25%

Paris 1919 Simulation 25%

North Korea Simulation 15%

Short Writing Assignments and Quizzes 15%

Total 100%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
1/15/26	Thirty Years War Reading Quiz	Quiz	10
1/15/26	Reacting Role Questionnaire	Quiz	0
1/16/26	Roosevelt or Wilson?	Assignment	20
1/20/26	Wars of Louis XIV Reading Quiz	Quiz	10
1/29/26	Congress of Vienna Reading Quiz	Quiz	86
2/2/26	Congress First Written Assignment	Assignment	100
2/3/26	Congress Spoken Assignment	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
2/9/26	Congress Second Written Assignment	Assignment	10
2/13/26	Congress of Vienna Feedback	Discussion	10
2/17/26	Congress Individual Bonuses	Assignment	0
2/17/26	Congress Negotiating Results	Assignment	5
2/19/26	Congress Participation	Assignment	80
3/9/26	Paris First Written Assignment	Assignment	50
3/11/26	Paris Second Written Assignment	Assignment	50
3/30/26	Paris Letter to Your Character	Assignment	50
3/31/26	Paris Participation	Assignment	50
4/1/26	Inter-War Diplomacy Reading Quiz	Quiz	25
4/6/26	Allies to Cold War Reading Quiz	Quiz	22
4/20/26	Hunger Games Written Assignment	Assignment	60
4/24/26	NK Hunger Games Participation	Assignment	40

Grading Scale

Grading Scale

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Missed/Late Assignments

Assignments are due as stated in each assignment. During the simulations, specific assignments may be later than posted if your assigned role is due to speak later in the simulation. You role sheet

will provide specific guidance. Otherwise, I expect assignments to be submitted on time. Assignments that are less that 24b hours late will be graded with a one letter grade deduction. Assignments more than 24 hours late without the instructor's prior agreement may not be graded at all.

Attendance

I do not take formal attendance or grade for attendance. I rely on your professionalism and desire to learn. Not being in present in class will likely affect your performance in the course. Absences during the simulations will affect your own participation grade and can affect the outcome for your delegation or faction.

- If you know you will miss a class session for a legitimate reason (including illness, serious family emergencies, special curricular requirements such as field trips, professional conferences), military obligations, severe weather conditions, and religious holidays), please let me know in advance. I will work with you to avoid any problem, including adjusting the schedule of discussions in a simulation if possible.
- Where participation is a graded activity in a simulation, it will be measured by your engagement both in the plenary sessions and in your activity between sessions on Slack discussions.

Artificial Intelligence (AI) Use Policy

Using AI to write your papers or speeches deprives both yourself and your fellow students of the opportunity to learn. This is a highly interactive class and you will get from it what you (and your fellow students) put into it. If I believe an assignment was written by ChatGTP or a similar AI tool, I may invite you to debate your paper to establish that you understand what is written.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical

disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or

without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

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 arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Date	Topic	Required Reading (to be completed before the class) **Assignment Reminders in bold**
Jan 13	**Class introduction** What is Diplomacy? The Evolution of Diplomacy to 1600.	Kissinger. Diplomacy, Chapter 1 (Also on Webcourse) Westcott,Nicholas. How to be a Diplomat, Chapters 1-2 (pages 1-28)
Jan 15	**The Thirty Years War and the Westphalian System**	Osiander, Andreas, “Sovereignty, International Relations and the Westphalian Myth,” International Organizations Vol 55 No 2, Spring 2001, pages 251-287 (Webcourse) Thirty Years War Video (Webcourse) **Assignment Due Jan 15: Reacting Questionnaire** **Assignment Due Jan 15: Thirty Years War Reading Quiz** **Assignment Due Jan 16: Woodrow Wilson or Teddy Roosevelt?**
Jan 20	**War and Peace in 18th Century Europe: Louis XIV and Frederick II**	Wars of Louis XIV Video (Webcourse) **Assignment Due Jan 20: Wars of Louis XIV Reading Quiz**

Jan 22	**Foreign Ministries, Embassies and Diplomatic Communications**	Berridge, G.R., Diplomacy: Theory and Practice. Chapter 1 “The Foreign Ministry” (pages 1-20) and Chapter 7 “Embassies” (pages 101-124) Individual role sheets for Congress of Vienna 1815 to be distributed in class.
Jan 27	**Negotiations**	Berridge, G.R. Diplomacy: Theory and Practice. Chapters 2-5 (pages 21-82) Westcott, Nicholas. How to be a Diplomat, Chapter 4 (pages 68-89)
Jan 29	**Introduction to Congress of Vienna 1814-1815** The Geography of Europe 1789 Napoleon’s Wars and the Restoration of Order	Congress of Vienna Gamebook (pages 1-64) Individual Role Sheet and relevant Core Documents (see your Role Sheet) **Assignment Due Jan 29: Congress Reading Quiz.**
Feb 3	**Congress of Vienna Session 1** Opening Statements Commissions Meet	**Assignment Due Feb 2: Vienna Opening Statement (delegation heads)** **Assignment Due Feb 2: Briefing Memorandum on your assigned issue (other delegation members)**
Feb 5	**Congress of Vienna Session 2**	

Feb 10	**Congress of Vienna Session 3**	**Assignment Due Feb 9: Letter Home (see your Role Sheet).**
Feb 12	**Congress of Vienna Session 4**	**Assignment Due Feb 12: Draft Final Act**
Feb 17	**Congress of Vienna Session 5**	**Assignment Due Feb 17 (after class): Negotiating Score Sheet (1 per delegation).**
Feb 19	**Assessing the Vienna Settlement** **The Concert of Europe: The World of Classic Diplomacy**	**Assignment Due Feb 18: Reflective Essay**
Feb 24	**American Foreign Policymaking: The President, the National Security Council and the Congress**	Zetulik, Jack. American Foreign Policy (address to new Foreign Service Class) (Webcourse) Pope, “Demilitarizing American Foreign Policy,” (Webcourse) Haas, Richard, “Present at the Disruption: How Trump Unmade U.S. Foreign Policy,” Foreign Affairs, Vol 99, No 5, Sept/Oct 2020, pages 24-34. (Webcourse)
Feb 26	**The Concert Fails and the Origins of the Great War**	Kissinger. Diplomacy, Chapter 6, 7 and 8 (pages 137-217) Roles for Paris 1919 will be distributed in class

Mar 3	**Introduction to Paris 1919 (include material on geography)** War and Diplomacy 1915-1918	**Paris 1919 Gamebook (Webcourse). Study the Narrative History.** **Assignment Due Mar 3: Paris 1919 Reading Quiz**
Mar 5	**Paris 1919 Session 1** Opening Statements Plenary Discussion of the League of Nations Charter	Individual Role Sheet and documents in the Gamebook important to your role. Be sure to study the draft League of Nations Charter **Assignment Due Mar 4: Opening Statement (First Written Assignment for Heads of Delegation)**
Mar 10	**Paris 1919 Session 2** Opening Statements Commissions Begin	**Assignment Due Mar 9: First Written Assignment (non-heads of delegation)**
Mar 12	**Paris 1919 Session 3** Commissions	**Assignment Due March 11: Second Written Assignment (all)**
Mar 14 -22	**Spring Break**	

Mar 24	Paris 1919 Session 4 Commissions	**Assignment Due March 24: Draft Treaty (Council)**
Mar 26	**Paris 1919 Session 5** Plenary Discussion of the Treaty German Response	**Assignment Due March 25: Comments on the Draft Treaty (other delegations)**
Mar 31	**Paris 1919 Session 6** Signing Ceremony and Post-Mortem	Kissinger. Diplomacy, Chapter 9, 10, pages 217-265 **Assignment Due Mar 30: Letter to Your Character**
Apr 2	**Diplomacy and the Road to World War II**	Kissinger. Diplomacy, Chapter 11, 12, 13 and 14 (pages 266-368) **Assignment Due Apr 2: Interwar Diplomacy Reading Quiz**

Apr 7	**The U.S., Britain and the USSR: From Wartime Alliance to Cold War Rivals**	Kissinger. Diplomacy, Chapter 15, 16 and 17 (pages 369-445) George F. Kennan, “Long Telegram,” Feb. 22, 1946 (page 69-75 of Debating the Origins of the Cold War and Webcourse) Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership dated September 25, 1946. (Webcourse) Also available at Wilson Center Archives http://digitalarchive.wilsoncenter.org/document/110808 **Assignment Due Apr 7: Allies to Cold War Reading Quiz**
Apr 9	**Public Diplomacy** **Diplomatic Rules** **Consular Operations**	Berridge, G.R. Diplomacy: Theory and Practice. Chapter 13 (pages 198-210) Westcott,Nicholas. How to be a Diplomat, Chapter 5 (pages 90-103) Westcott,Nicholas. How to be a Diplomat, Chapter 6-7 (pages 104-133) Berridge, G.R. Diplomacy: Theory and Practice. Chapter 9 (pages 1333-150)

Apr 14	**Economic Diplomacy and Statecraft** **International Organizations**	Westcott,Nicholas. How to be a Diplomat, Chapter 3 (pages 29-67) Berridge, G.R. *Diplomacy: Theory and Practice.* Chapter 11 (pages 179-198) Karns, Margaret and Mingst, Karen, “International Organizations and Diplomacy.” Oxford Handbooks Online (www.oxfordhandbooks.com). Oxford University Press, 2015. (Webcourse)
Apr 16	**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 (Webcourse)
Apr 21	**North Korea Hunger Games** Intro and Session 1	Primary source documents relating to North Korean famine. (Webcourse) Your Role Sheet (emailed to you) **Assignment Due Apr 20: Opening Statement (see your role sheet)**
Apr 23	**North Korea Hunger Games** Sessions 2 & 3	

Apr 29 - May 5 TBD	**Final Exam**	