IPS 84-362/84-662

Diplomacy and Statecraft

Fall 2016

Instructor: John J. Chin
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Meeting Time: MW, 3-4:20 pm
Meeting Place: Porter Hall 226C
Office Hours: T 10-12, or by appointment

Course Description

Statecraft (managing state power to promote national interests) and diplomacy (using non-lethal means to manage interstate relations and foreign threats) are central to international politics. Throughout the course, students build skills in foreign policy memo writing and learn to use best practices in international negotiation. In the first half of the semester, lectures, readings, and discussions survey the evolution of major power diplomacy from the Peace of Westphalia to the end of the Cold War. In the second half of the course, students participate in several diplomatic role-playing simulations; survey contemporary challenges in statecraft and U.S. diplomacy towards Iran and China; and gain expertise on a contemporary diplomatic challenge of their choosing through a policy project that culminates in a written policy memo to the next president. Students learn how diplomats seek to promote peace and democracy and debate the diplomatic record of Hillary Clinton as Secretary of State. Most (but not all) required course readings are written by renowned statesmen and career diplomats with practical experience. Students are encouraged to think, act, and write like diplomats and to appreciate diplomacy as a vocation. Through the course, students connect diplomatic trend lines with today’s international headlines.

Course Objectives

The main objective of the course is to enable students to understand the theory, history, practice, and challenges of diplomacy and statecraft. By the end of the course, students should be able to:

- Comprehend the dimensions of power and strategy in contemporary international politics
- Recognize major states(wo)men, key ideas, and milestones in modern diplomatic history
- Employ best practices and tactics of international negotiation, bargaining, and mediation
- Use history appropriately and judiciously to inform contemporary foreign policy debates
- Give an oral policy briefing / presentation on a contemporary diplomatic challenge
- Write an historically informed, persuasive, concise, and timely foreign policy memo
Course Syllabus, *Diplomacy and Statecraft*

**Required Books**


**Grading Scale**

The final course grades will follow the following standard grading scale:

- A [90-100]
- B [80-90]
- C [70-80]
- D [60-70]
- R (failing, < 60)

**Course Assignments and Grades**

### Undergraduate Students

1. Attendance & Participation (25%)
2. Memo Revision (5%)
3. Mid-term exam (20%)
4. Policy Project (40%)
   a. Backgrounder Memo (5%)
   b. State Interests Analysis (5%)
   c. Policy Options Analysis (5%)
   d. Oral Presentation (10%)
   e. Final Memo (15%)
5. In-Class Quizzes (10%)
6. Diplomatic Memoir Review (*optional*, up to 5% bonus points)

### Graduate Students

1. Attendance & Participation (20%)
2. Memo Revision (5%)
3. Mid-term exam (20%)
4. Policy Project (40%)
   a. Backgrounder Memo (5%)
   b. State Interests Analysis (5%)
   c. Policy Options Analysis (5%)
   d. Oral Presentation (10%)
   e. Final Memo (15%)
5. In-Class Quizzes (10%)
6. Diplomatic Memoir Review (*mandatory*, 5% of the total grade)

1. **Attendance and Participation (25%):** The course combines some lectures with seminar discussions, student debates, in-class diplomatic simulations, and student presentations. Thus, attendance and active participation are expected and will count for 25% of the final grade. As the first half of the course has more lectures (and thus fewer opportunities to participate), participation in the second half of the course will be weighed more heavily.

   Attendance will be gauged by completion of “exit slips” at the end of most class sessions. Attendance is not “mandatory”, but repeated absences will lower your grade.
Course Syllabus, Diplomacy and Statecraft

- Students who never come to classes but ace the midterm exam, policy project, and other assignments can still only earn at most a C grade for the course overall.

Because students are assigned specific roles in advance of the simulations (to facilitate preparation), unexcused absences on these days particularly negatively impact the other students’ simulation experience. Thus, unexcused absences from a class simulation will lower your participation grade by a full letter grade. Excused absences require a doctor’s or dean’s note (or a similar form of documentation) justifying your absence.

The quality of participation (in the forms of questions as well as opinions) will matter as much or more than the quantity of participation. Students who attend all classes but:

- Rarely makes quality contributions (showing preparation and thoughtfulness) in discussion and debate can expect a participation grade of no higher than a C.
- Occasionally makes quality contributions can expect a participation grade of a B.
- Consistently or frequently makes quality contributions can expect an A.

2. Memo Revision Assignment (5%): Following the policy memo writing workshop on September 12, students will be given a relatively verbose, poorly organized, and badly formatted memo. Using strategies learned in the writing workshop, you must revise the memo to be more clear and shorten the memo to meet a specific word count. The revision is due at 5pm (to be submitted via Blackboard) on Friday, September 16.

Mid-term Exam (20%): An in-class exam will be given in week seven, Wed. October 19. There will be no “surprises” for students who have done all of the required reading well, attended class, and studied. The exam will have two parts:

- **Quick response** (30 points): Part 1 will contain about a dozen fill-in-the-blank, multiple choice, or true-false questions on important diplomatic figures and concepts that cover the class readings, lecture material, and discussion questions.

- **Identification Terms** (50-60 points): Part 2 will require undergraduate (graduate) students to provide a brief response (a paragraph or less) to 10 (12) ID terms out of a set of 20-25. Students are required to (a) define the term (or identify the figure), (b) explain its (their) importance to diplomacy and statecraft, and/or (c) provide an example. The IDs will be drawn from ID lists distributed each week.

3. Policy Project (40%): In lieu of a final exam, the policy project involves students gaining expertise on a specific contemporary diplomatic challenge and writing a memo making recommendations to the next president. Students must meet with the instructor to discuss and get approval for proposals in week 2. The project is cumulative and intended to engage the student in a process of independent study, writing, and revision throughout the semester. Students will write three short memos, which form key components of the final memo due on December 16. Thus, most of the work for the “final paper” will be done before Finals. Instructions for each written component along with samples of model memos will be distributed separately in handouts in advance of each relevant due date.
A) **Backgrounder Memo (5%).** This 2-3 page memo (no more than 1,000 words) must identify the policy issue or problem, motivate the incoming President for why it matters, and bring the President up to speed on the historical context and relevant background. Due Friday, October 7.

B) **Stakeholder Interests / SWOT Analysis Memo (5%).** This 2-3 page memo (no more than 1,000 words) must identify the interests of the relevant stakeholders and states who matter for resolving this policy problem and discuss the strengths, weaknesses, opportunities, and threats for the target actor. Due Wednesday, November 2.

C) **Policy Options / Analysis Memo (5%).** This 2 page memo must lay out policy options for the incoming President and frame costs and benefits of alternatives relative to maintaining current policy. Due on the date of the first student oral presentations, which is Wednesday, November 30.

D) **Oral Presentation (10%).** Students will give an in-class power point briefing of no more than 10 minutes (plus Q & A) on their policy problem and recommendations. The briefing will be graded based on four dimensions:

   (a) the visual clarity and layout of power point slides,
   (b) clear and confident oral delivery of the slides,
   (c) the ability to respond deftly to questions in Q&A, and
   (d) the persuasiveness of the briefing’s content.

E) **Final Paper: Memo to the Next President (15%).** The final policy memo should bring together revisions of the first three memos and present a polished memo of 6-8 pages (single-spaced standard font) that: (a) analyzes the background of an ongoing diplomatic challenge, (b) identifies stakeholders and obstacles to a diplomatic solution, (c) presents and analyzes policy and strategy options, and (d) makes policy recommendations. The memo must invoke at least one historical case (either from the course or your research) to inform policy recommendations.

4. **In-Class Quizzes (10%).** In the second half of the course, there will be three in-class quizzes; I will drop the lowest quiz score, so that the best two quizzes are worth 5% of the total grade each. The quizzes will be designed to take no more than 25-30 minutes to complete. The format will be similar as the mid-term exam, but will only over the course material covered since the previous exam or quiz and may cover the reading for that day. If the student’s grade on the third quiz is higher than the student’s midterm exam grade, I will count the quiz score and reduce the weight of the mid-term exam from 20% to 15%.

5. **Review a Diplomatic Memoir (up to 5%).** Diplomats accumulate valuable lessons (and sometimes personal and political allegiances) over the course of their careers. Graduate students are required to read and write a review of the published memoirs of a major diplomatic figure. Interested undergraduate students (or simply those that are concerned about their mid-term or final grade) are also encouraged to write a review for extra credit.
A suggestive pre-approved list of diplomatic memoirs will be provided in a separate handout. Other diplomatic memoirs (including those not in English, if you have the requisite language skills) are permissible with the prior approval of the instructor. The review should be no longer than 5 pages (double-spaced, standard formatting).

The book review should answer the following questions:

1. What lessons did the diplomat, statesman, or stateswoman learn from their diplomatic achievements, challenges, and failures?

2. What worldview, strategic concepts, or historical experience guided them?

3. What lessons do you believe that diplomats should learn from their experience?

Midterm grades, provided on October 24, 2016, will be based on grades from the memo revision assignment, backgrounder memo, the mid-term, and attendance and participation.

Policy on Late Work

Meeting hard deadlines is an important skill for diplomats and foreign policymakers. Given the nature of diplomatic schedules, intelligence or policy memos that arrive late and are therefore “OBE” (“overtaken by events” in government jargon) are of no use as guides to policy leaders.

In this class, all written assignments are due at 3 p.m. on the relevant date, unless otherwise indicated. Any memo that is turned in late will be penalized as follows:

- Assignments turned in on the due date but after 3 p.m. (or the start of class) but before 5:30 p.m. (the standard “COB” or close-of-business deadline in government) will be lowered by half a letter grade. That is, the maximum grade that can be achieved is an A-.

- Assignments turned in on the due date after 5:30 p.m. will have a maximum grade of B.

- Assignments turned in after midnight on the due date, the maximum grade will be a C. Each additional day late will result in an additional letter grade deduction.

- Assignments over three days late will not be graded and students will fail the assignment.

Classroom Technology Policies

Research on learning suggests that noises and images from electronic devices (e.g., laptops, tablets, smart phones, etc.) can not only distract the user, but also students sitting nearby, resulting in lower student performance. Therefore, you are affecting everyone’s learning experience if your electronic device makes noise or is visually distracting during class.
For this reason, I ask that all mobile devices be turned off (or put on silent) and put away during class (no texting, checking e-mail, etc.). All movie theaters ask cell phones to be turned off. If cell phones distract viewers during a movie, imagine how distracting they are to active learning!

For those who prefer to take notes on other electronic devices, if you have a tablet or “2-in-1” laptop, I encourage you to take notes on it lying flat on your desk rather than in “tent mode” or on a standard laptop. I recommend the Notability App (which I use on my iPad) to take notes.

**Academic Integrity Policies**

Professional norms in government and policy writing do not always prioritize academic honesty and may even condone plagiarism. For example, State Department memos sparingly employ formal citations or footnotes to give “credit” to original sources (often to conserve on space and attention). Sometimes the identity of sources is withheld from some policymakers, who may be expected to trust the credibility of an unknown intelligence source. By contrast, in this course students must conform to the University’s Policy on Academic Integrity (revised in April 2013).

Students will be required to submit written assignments using Turnitin via Blackboard. Any student caught plagiarizing or cheating will fail the relevant assignment, and may be subject to additional disciplinary action, including failing the entire course. All infractions of academic integrity will also be reported to the Dean of Student Affairs and other relevant University authorities, in accordance with the University’s Procedures on Academic Disciplinary Actions.

Collaboration with student colleagues is essential for the model diplomacy simulations. For the final policy projects, students are encouraged to discuss and debate with each other policy ideas and analysis, but all written work in the course (excepting the position memo prepared for the simulation, which may be done with a partner or in groups, depending on course enrollment) must be completed individually. Students should never “share” memo language with each other for their final policy projects, even if working on the same or similar topics. As with any other academic source in written work, students must cite ideas that originate from fellow students.

Students are permitted (even encouraged) to make use of university academic support services. In accord with the University’s policy on academic integrity, let me know in writing when you use them for an assignment, either embedded in a footnote in the assignment or by e-mailing me.

**University Resources**

**Academic Development (AD):** Academic Development is the place to go for help with your academic work. They offer everything from academic counseling in study skills to peer tutoring. Services are designed to help both students who are having academic difficulties and those who just want to improve their performance. For more information, see http://www.cmu.edu/acadev.

**Global Communications Center (GCC):** GCC tutors can provide instruction on a range of communication topics and can help you improve your papers and presentations. The GCC is a free service, open to all students, and located in Hunt library. You can make tutoring appointments directly on the GCC website: http://www.cmu.edu/gcc. I encourage all students to
sign up for the GCC communication workshop on “Strategies for Concise Writing” on Thursday, October 20, from 5-6 p.m. in IDEATE Studio A. Sign up will be available in late September.

**Accommodations for Disabilities:** If you have learning needs that require some adaptations for you to succeed in this course, please inform me and contact Equal Opportunity Services and Disability Resources as soon as possible (http://www.cmu.edu/hr/eos/disability/students). I am happy to arrange to accommodate your learning needs based on their recommendations. Please do not wait until right before the mid-term exam or a due date to arrange an accommodation.

**Take care of yourself.** Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings of anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help. Call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty, or a family member you trust for help in getting connected to support services.

**Key Deadlines and Dates**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>M 9/12</td>
<td>Policy project proposals / topics due</td>
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<td>T 9/13 – W 9/14</td>
<td>Meet with instructor to discuss policy project (required)</td>
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<td>F 9/16</td>
<td>Memo revision assignment due</td>
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<td>W 10/5</td>
<td>Policy project memo 1 (backgrunder) due</td>
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<td>W 10/19</td>
<td>Mid-term exam in-class</td>
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<td>M 10/31</td>
<td>In-Class Quiz 1</td>
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<td>W 11/2</td>
<td>Policy project memo 2 (stakeholder / state interests analysis) due</td>
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<td>W 11/9</td>
<td>In-Class Quiz 2</td>
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<td>M 11/21</td>
<td>In-Class Quiz 3</td>
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<td>W 11/30</td>
<td>Policy project memo 3 (policy options and analysis) due</td>
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<tr>
<td>W 11/30 M 12/5 / W 12/7</td>
<td>Student presentations in-class</td>
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<td>F 12/9</td>
<td>Diplomatic Memoir Review Due (optional for undergraduates)</td>
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<td>F 12/16</td>
<td>Policy Project Final “Memo to the Next President” Due</td>
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<td>M 8/29:</td>
<td>Course Introduction</td>
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<td>W 8/31:</td>
<td>A Primer on Power, Grand Strategy, and Statecraft</td>
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<td>M 9/5:</td>
<td>N/A (<em>Labor Day: No class</em>)</td>
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<td>W 9/7:</td>
<td>Getting to Yes in Diplomatic Negotiations</td>
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<td>M 9/12:</td>
<td>How to Write a Foreign Policy Memo: An Interactive Workshop</td>
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<td>W 9/14:</td>
<td>Henry Kissinger, Realism, and the Ethics of Diplomacy</td>
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<td>M 9/19:</td>
<td>European Diplomacy: Balance of Power and the Concert of Europe</td>
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<td>W 9/21:</td>
<td>The March of Folly: The Diplomatic Road to World War I</td>
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<td>M 9/26:</td>
<td>America, Woodrow Wilson, and the Versailles Settlement</td>
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<td>W 9/28:</td>
<td>The Limits of Diplomacy: Appeasement and the Road to World War II</td>
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<td>M 10/3:</td>
<td>The Origins of the Cold War</td>
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<td>W 10/5:</td>
<td>Crises of Containment: From Korea to Vietnam</td>
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<td>M 10/10:</td>
<td>Détente, the China Card, and Triangular Diplomacy</td>
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<td>W 10/12:</td>
<td>Armageddon Averted: The End of the Cold War</td>
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<td>M 10/17:</td>
<td>N/A (<em>Mid-term review session in class</em>)</td>
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<td>W 10/19:</td>
<td>N/A (<em>Mid-term exam in-class</em>)</td>
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<td>M 10/24:</td>
<td>Ending Wars: The Case of Bosnia and the Dayton Accords</td>
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<td>W 10/26:</td>
<td>Coercive Diplomacy: The Iraq Wars Compared</td>
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<td>M 10/31:</td>
<td>Navigating the NSC &amp; Rules for International Mediation (In-Class Quiz)</td>
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<td>W 11/2:</td>
<td>Protracted Conflict: Cases in the Arab-Israeli Peace Process</td>
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<td>M 11/7:</td>
<td>Model Diplomacy Simulation: NSC Debate on Israeli-Palestinian Impasse</td>
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<td>W 11/9:</td>
<td>I’m with Her? Debating Hillary Clinton’s Diplomatic Record (In-Class Quiz)</td>
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<td>M 11/14:</td>
<td>Middle East Diplomacy: The Case of Radical Islam</td>
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<td>W 11/16:</td>
<td>Nuclear Diplomacy: The Case of Iran</td>
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<td>M 11/21:</td>
<td>The Pivot: Diplomacy and the Rise of China (In-Class Quiz)</td>
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<td>W 11/23:</td>
<td>N/A (<em>Thanksgiving Holiday: No class</em>)</td>
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<td>M 11/28:</td>
<td>U.S. Diplomacy Center Simulation: Refugee Crisis</td>
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<td>W 11/30:</td>
<td>TBD (<em>Student presentations in-class</em>)</td>
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<td>M 12/5:</td>
<td>TBD (<em>Student presentations in-class</em>)</td>
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<tr>
<td>W 12/7:</td>
<td>TBD (<em>Student presentations in-class &amp; course wrap-up</em>)</td>
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**Course Readings** [daily and weekly page total for required readings in brackets]:

**Week 1: Introduction to Diplomacy and Statecraft [67 pp.]**

M 8/29: **Course Introduction: Who Needs Diplomacy or Diplomatic History?** [9 pp.]

http://www.afsa.org/sites/default/files/julyAugust2015fsj.pdf [6 pp.]

W 8/31: **A Primer on Power, Grand Strategy, and Statecraft** [58 pp.]

*Required Reading:* 1) Charles Hill (2010), *Grand Strategies*, chapter 1, sections on the Iliad and the Orestria (pp. 9-24) and the Aeneid (pp. 29-40 only).
3) Leslie Gelb (2009), *Power Rules*, chapter 5, concluding section only on “Rules for Making Strategy” (pp. 119-121)

**Week 2: Diplomatic Negotiation Strategies [43 pp.]**

M 9/5: **Labor Day, No class or reading**

W 9/7: **Getting to Yes in Diplomatic Negotiations** [43 pp.]

*Required Reading:* 1) Dennis Ross (2007), *Statecraft*, chapter 8-9 (pp. 173-215)

**Week 3: Policy Writing Workshop and Diplomatic Ethics [37 pp.]**

M 9/12: **How to Write a Foreign Policy Memo: An Interactive Workshop** (no required reading)

W 9/14: **Henry Kissinger, Realism, and the Ethics of Diplomacy** [37 pp.]

*Required Reading:* 1) Niall Ferguson (2015), “The Meaning of Kissinger” (pp. 134-143)

*Optional Viewing:* 1) We will watch parts of *The Trials of Henry Kissinger* (2002) in class. To watch the full documentary based on Christopher Hitchens’ 2001 book, see [https://www.youtube.com/watch?v=L5cwDFwteIY](https://www.youtube.com/watch?v=L5cwDFwteIY).

**Week 4: European Diplomacy from Westphalia to World War I [128 pp.]**

M 9/19: *European Diplomacy: Concert of Europe and Rise of Germany* [66 pp.]

*Required Reading:* 1) Kissinger (2014), *World Order*, chapters 1-2 (pp. 11-76 only)

W 9/21: *The March of Folly: The Diplomatic Road to World War I* [62 pp.]

*Required Reading:* 1) Kissinger (1994) *Diplomacy*, chapter 7-8 (pp. 168-217)
2) Kissinger (2014), *World Order*, chapters 2 (pp. 76-82 only)

**Week 5: Inter-War Diplomacy: From the Treaty of Versailles to World War II (108 pp.)**

M 9/26: *America, Woodrow Wilson, and the Versailles Settlement* (53 pp.)

*Required Reading:* 1) Kissinger (1994) *Diplomacy*, chapters 9-10 (pp. 218-265)
2) Kissinger (2014), *World Order*, chapter 2 (pp. 82-86 only)

W 9/28: *The Limits of Diplomacy: Appeasement and the Road to World War II* (55 pp.)

*Required Reading:* 1) Kissinger (1994) *Diplomacy*, chapter 12 (pp. 288-317) and chapter 15 (pp. 369-393)

**Week 6: The Cold War: Containment and Crisis [103 pp.]**


*Required Reading:* 1) Kissinger (1994) *Diplomacy*, chapter 17-18 (pp. 423-472)
2) Kissinger (2014), *World Order*, chapter 2 (pp. 86-91 only) and chapter 8 (pp. 276-288 only).

W 10/5: *Crises of Containment: From Korea to Vietnam* [34 pp.]
Course Syllabus, *Diplomacy and Statecraft*

**Required Reading:**
1) Kissinger (2014), *World Order*, chapter 8 (pp. 288-302 only)  
2) Stephen Randolph, “Uncovering the Lessons of Vietnam”, Foreign Service Journal, pp. 52-60,  
3) Interview with George Ball (1971), “It was an Unwinnable War”, Association for Diplomatic Studies and Training Oral History”, 4 pp.,  
   [http://adst.org/oral-history/fascinating-figures/it-was-an-unwinnable-war/](http://adst.org/oral-history/fascinating-figures/it-was-an-unwinnable-war/)  
4) Memorandum from the Under Secretary of State (Ball) to President Johnson, April 21, 1965, Document 267 “The War in Vietnam: Escalation Phase” transcribed from original, 6 pp.,  

**Week 7: Détente and the End of the Cold War [136 pp.]**

M 10/10: Détente, the China Card, and Triangular Diplomacy [68 pp.]

   **Required Reading:**
   1) Kissinger (1994) *Diplomacy*, chapter 28-29 (pp. 703-761)  
   2) Kissinger (2014), *World Order*, chapter 8 (pp. 302-310)

W 10/12: Armageddon Averted: The End of the Cold War [68 pp.]

   **Required Reading:**
   1) Kissinger (1994) *Diplomacy*, chapter 30 (pp. 762-803)  
   2) Kissinger (2014), *World Order*, chapter 8 (pp. 310-317)  
   3) Dennis Ross (2007), *Statecraft*, chapter 2 (pp. 29-47)

**Week 8: Midterm Week [0 pp.]**

M 10/17: **************************Mid-term Review in-class, no new reading**************************

   **Note:** Review prior readings. Students must e-mail me questions for the review session in advance. I will only respond to these questions. I will not give a “review lecture”

W 10/19: **************************Mid-term Exam in-class, no reading**************************

**Week 9: Peace Diplomacy and Coercive Diplomacy [110 pp.]**

M 10/24: Ending Wars: The Case of Bosnia and Kosovo [50 pp.]

   **Required Reading:**
   1) Dennis Ross (2007), *Statecraft*, chapter 3 (pp. 48-72)  
   2) Nancy Soderberg (2005), *The Superpower Myth*, chapter 4 (pp. 76-100).

W 10/26: Coercive Diplomacy: The Iraq Wars Compared [60 pp.]

   **Required Reading:**
   1) Dennis Ross (2007), *Statecraft*, chapter 4-5 (pp. 73-132)
Optional Reading: 1) Kissinger (2014), *World Order*, chapter 8 (pp. 322-327 only)  
2) Leslie Gelb (2009), *Power Rules*, chapter 8, concluding section only on “Rules on Military Power and Military Force” (pp. 186-187)

**Week 10: International Mediation and the Arab-Israeli Peace Process [6 pp. + online]**

M 10/31: NSC and Rules for International Mediation [4 pp. + online reading] + in-class quiz 1

  **Required Reading:** 1) Instructor summary of Dennis Ross (2007), *Statecraft*, chapter 10-11 (pp. 216-258) (4 pp.).  
  2) Skim NSC Guide sections 1.1-1.4, available after students set up an account for the “Model Diplomacy” simulation on the “Israeli-Palestinian Impasse” run by the Council on Foreign Relations. Details on this process will be distributed to students later in the semester.

W 11/2: *An Introduction to the Arab-Israeli Peace Process* [2 pp. + online reading]

  **Required Reading:** 1) Instructor summary of Dennis Ross (2007), *Statecraft*, chapter 12 (pp. 259-285) (2 pp.)  
  2) “Case” sections 2.1-2.6 on “Model Diplomacy” simulation site.

**Week 11: Model Diplomacy Simulation and HRC Diplomacy Debate [51 pp. + online]**

M 11/7: Model Diplomacy Simulation: NSC Debates Israeli-Palestinian Impasse (online reading)

  **Required Reading:** 1) “Role-Play” sections 3.1-3.2 on “Model Diplomacy” simulation site.

W 11/9: I’m with Her? Debating Hillary Clinton’s Diplomatic Record [51 pp.] + in-class quiz 2

  **Required Reading:** 1) Hillary Clinton (2014), *Hard Choices* (chapter 25, pp. 558-589)  


**Week 12: Middle East Diplomacy: Radical Islam and Iran [74 pp.]**

M 11/14: Middle East Diplomacy and Radical Islam [35 pp.]
**Required Reading:** 1) Instructor Summary of Kissinger (2014), *World Order*, chapter 3 pp. 96-117 (3 pp.)
3) Instructor Summary of Dennis Ross (2007), *Statecraft*, chapter 7 (sections on “Terrorists as Non-State Actors” and “Terrorists and Muslim Anger”, pp. 157-166 only) chapter 13 (pp. 286-305) (3 pp.)

W 11/16: Nuclear Diplomacy: The Case of Iran [39 pp.]

**Required Reading:** 1) Kissinger (2014), *World Order*, chapter 4 (pp. 146-171)  
2) Dennis Ross (2007), *Statecraft*, chapter 7 (section on “Preventing Iran from going nuclear”, pp. 153-156) and chapter 13 (pp. 306-315 only).

**Week 13: China [57 pp.]**


**Required Reading:** 1) Kissinger (2011) *On China*, Epilogue (pp. 514-530) 
2) Kissinger (2014), *World Order*, chapter 6 (pp. 212-233)
3) Aaron Friedberg (2011), “The Unrealistic Realist” (pp. 25-29)
4) Dennis Ross (2007), *Statecraft*, chapter 14 (pp. 319-332)

W 11/23: Thanksgiving Holiday, No class or reading

**Week 14: Refugee Crisis Simulation & Student Presentations [0 pp.]**

M 11/28: U.S. Diplomacy Center Simulation: Refugee Crisis (tentative)

**Required Reading:** TBA [I am still working out details with the U.S. Department of State, but should involve about 40 minutes of simulation preparation.]

W 11/30: ***********************Student Presentations I, no reading***********************
Week 15: Student Presentations [0 pp.]

M 12/5: ******************************************Student Presentations II, no reading******************************************

W 12/7: **************Student Presentations III & Course Wrap-Up, no reading**************
Course Syllabus, *Diplomacy and Statecraft*

**Course Reading List:**


* indicates book required for purchase

[P] indicates only a partial selection of the work will be assigned to students