International Diplomacy

This course offers a comparative look at the making and implementation of policy in the global arena. It explores key concepts and theories concerning national interest, ethics, negotiation, decision making, strategic design, and crisis management, and it applies those concepts via case studies and simulations in diplomacy, trade policy, development assistance, peacekeeping operations, mediation, and security policy. The course aims to help students learn not only to analyze but also to implement policy: it employs an action-oriented approach that obliges students to react as a policy-maker would and thus gain a better appreciation of how and why states, organizations, and leaders act as they do.

In seeking to bridge the gap between theory and practice, the course is divided into two parts, “Concepts” and “Applications.” The first focuses on the acquisition of key theoretical and conceptual approaches – a foreign policy tool box, if you will – on which we will draw in part two as we apply these concepts in different policy environments. We will employ case studies throughout, but in the first half of the course they will be used to explicate the concepts, while in the second half we will use cases to apply concepts already learned. Cases will span every region and every major power (along with several lesser ones and a number of non-state actors), and cover a wide range of issue areas.

Throughout the semester, we will follow current international issues as a “living laboratory,” exploring breaking developments against the backdrop of our expanding body of conceptual and theoretical knowledge. Students are expected to stay abreast of important international developments and come to class prepared to discuss them.

Assignments

Students will write two individual policy memoranda, contribute to one group memo, make one formal oral presentation, and submit a final paper in the form of a case study or scenarios paper. Grades will be weighted roughly as follows: 30% for the three policy memos, 40% for the case study, and 30% for the oral presentation and overall contributions to seminar discussions. There will be no exams.
Individual Policy Papers (20%) Students will write two brief policy papers of no more than 1,000 words each, based on assigned readings (i.e., no additional research is required):

- A memorandum for President George W. Bush, dated April 2001, recommending a policy approach for resolving the crisis with China over the airplane incident in the South China Sea, due September 17. (Alternatively, you may direct your memo to Chinese President Jiang Zemin.)

- A policy memorandum for an aspiring U.S. presidential candidate, presenting the elements of a new U.S. National Security Strategy that differs from the one issued in December by the Trump Administration, due November 26. (Students may opt instead to present a new national security strategy for a country other than the United States.)

Group Assignments (10%) Students will be divided into four groups – A, B, C, and D – to collaborate on two group assignments:

- Groups A and B will write short policy papers (of no more than 1,000 words) on whether to support or oppose a ban on weaponized drones, for a mock Congressional hearing, due October 15, and will make in-class briefings. Groups C and D have no written assignment but will role-play as Members of Congress during the mock hearing.

- Groups C and D will write short policy papers (of no more than 1,000 words) reflecting the positions of the G-7 and BRICs on World Bank reform, due arguing the pros and cons of greater reliance on governance indicators in the allocation of World Bank funding for individual countries, November 5, and will make in-class briefings. Groups A and B have no written assignment but will role-play for a mock summit meeting of the G-20.

Final Paper (40%) Students will write one research paper (ca. 4,000-5,000 words, single-spaced) in the form of a case study, along the lines of the Pew case studies we will use in class, with the additional expectation that your case study must include lessons or conclusions that come out of this episode. Your study should examine a single case. It may be small or large, of short or long duration, recent or historical, but it must involve a single, discrete foreign policy episode that illuminates lessons for the conduct of policy in the global arena.

Alternatively, students may opt to write their final paper in the form of a scenarios paper about a country or issue area (e.g., “Brazil 2040,” “Global Energy Futures,” or “China’s ‘Belt and Road’ Initiative: Three Scenarios”). Papers should be around 4,000-5,000 words, single-spaced and appropriately sourced. Students who wish to pursue this option should consult Peter Schwartz’s The Art of the Long View and the Shell Scenarios website (https://www.shell.com/en-innovation/the-energy-future/scenarios.html), and meet with me to go over other useful sources.

A brief (2-page, single-spaced) concept paper previewing your final paper, the sources you will use, and the approach you plan to take is due October 29. The paper itself is due December 5.

Oral Contributions (30%) As we will devote at least half of each session to discussion, the quality of students’ participation will be an important component of the final grade. Students are
expected to read all assigned readings and come to class prepared to discuss them knowledgably. Additionally, each student will give a formal oral presentation on a topic arising from the subject matter under discussion, accompanied by a one-page summary/handout for each student. Grades for participation will be calculated roughly as follows:

- A = regular contributions to class discussion reflecting strong command of the material
- B = regular contributions to class discussion showing good understanding of the material
- C = infrequent contributions to class discussions betraying weak grasp of the material

Required Books


Course Outline

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Case Studies


**PART I: CONCEPTS**

9/10 II. Negotiating Across Cultures

• “Negotiating with Americans” (anonymous Japanese diplomat). ~5 pages

Case Study: Negotiating with China
• Draft chapter on China, in Robert Hutchings and Jeremi Suri, eds., Modern Diplomacy in Practice (forthcoming from Palgrave Macmillan)
• Vincent Auger, “Human Rights and Trade: The Clinton Administration and China” (Pew Case Study #168)

Student presentation: Negotiating toward majority rule in Southern Africa

Student presentation: Do language and culture matter?

9/17 III. Negotiation


Case Study: Negotiating the End of the Cold War

Background material for the first memo assignment:
• Background reading on the April 2001 incident in the South China Sea
• Video: Charlie Rose debate on the South China Sea incident

➢ First individual memo assignment due by 10:00 a.m. September 17.
9/24 IV. Analysis and Decision


**Case Study: Groupthink in LBJ’s Vietnam Decisions**

- Janis, *Groupthink*, Chapter 5 (pp. 97-130)

**Student presentation: Why are experts so often wrong?**


**Student presentation: Planning for “Inevitable Surprises”**

- Taleb, *The Black Swan*, Chapters 10-13 (pages 137-211)

10/1 V. The Role of Institutions

- Betts, *American Force*, Chapter 9 (pp. 201-31).

**Case Studies: Comparing diplomatic services**

- Draft chapters (on Brazil, Germany, Great Britain, and the U.S.) and Conclusion, in Robert Hutchings and Jeremi Suri, *Modern Diplomacy in Practice* (forthcoming from Palgrave Macmillan)

**Student presentation: TBD**

10/8 VI. Strategy and the Use of Force

- Michael Walzer, *Just and Unjust Wars*, Parts One and Two

**Student presentation: Clausewitz on strategy**

10/15 VII. The Ethics of the Use of Force

- Michael Walzer, *Just and Unjust Wars*, Parts Three, Four, and Five

Case assignment: A Ban on Weaponized Drones? (a memo, pro or con)

- “Drones” section of the ProCon.org website: http://drones.procon.org/

➢ First group memo assignment due by 10:00 a.m. October 15.

**PART II: APPLICATIONS**

10/22 VIII. Guest lecture TBD

10/29 IX. Liberalism and Its Discontents

**Marxism-Leninism**


**Anti-Colonialism**

- Frantz Fanon, *The Wretched of the Earth*, Ch. 1 (“On Violence”), pp. 1-52.

**Islamism**

Student presentation: Lenin's concept of the revolutionary party

- Vladimir Ilyich Lenin, *What Is To Be Done?* (brief excerpts) and *State and Revolution*, Chapter 5

➢ Prospectus for the case study due 10:00 a.m. October 29.

11/5 X. Development Assistance and Democracy Promotion


Case Assignment: Reforming the World Bank


➢ 2nd group memo assignment due 10:00 a.m. November 5 (Groups C and D only)
11/12  XI. Multilateral Diplomacy: Mediation and Peace Operations

- Betts, *American Force*, Chapter 3 (pp. 50-80).
- Ivo Daalder, “The Clinton Administration and Multilateral Peace Operations” (Pew Case Study #462).

**Case Study: A “Responsibility to Protect”?**

- UN General Assembly, “2005 World Summit Outcome”:

**Student presentation: Carter’s mediation at Camp David**


11/19  XII. Strategic Intelligence

- *Truth to Power*, Introduction, Chapters 1, 2, 4, 6, 8, and Conclusion

**Case Study: Mapping the future**

- National Intelligence Council, “Mapping the Global Future,” pages 8-18:
- National Intelligence Council, “Global Trends: Paradox of Progress,” pages 3-28:

11/26  XIII. Strategy and Grand Strategy


➢ 2nd individual policy memo due by 10:00 a.m. November 26.

**Thanksgiving recess, November 27-30**

**12/3 XIV. International Diplomacy: What Constitutes Success?**

• Hutchings and Suri, *Foreign Policy Breakthroughs* (entire)

➢ Case study due December 5.
ADDITIONAL COURSE INFORMATION

Students with disabilities
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations.

Academic honesty
I expect students to understand and observe the University’s standards regarding Academic Honesty. You owe it to yourself, your fellow students, and the institution to familiarize yourself with these standards and observe them. There is a summary of UT’s policies on the Office of the Dean of Students web page: http://deanofstudents.utexas.edu/conduct/academicintegrity.php. I also encourage you to read Princeton University’s excellent handbook on academic integrity: https://odoc.princeton.edu/sites/odoc/files/950045_AcademicIntegrity2018-19_FINAL_PDF.pdf.

Emergency evacuation routes
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://operations.utexas.edu/units/csas/terms.php:
   a. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
   b. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
   c. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
   d. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
   e. Behavior Concerns Advice Line (BCAL): 512-232-5050
   f. Link to information regarding emergency evacuation routes and emergency procedures can be found at: https://preparedness.utexas.edu/emergency-plans

Religious holidays
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an exam, an assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Campus safety and wellness resources
More information on how to sign up for emergency text alerts, contact information for various UT offices, wellness resources, and campus initiatives relating to safety and/or wellness can be found at https://www.utexas.edu/campus-life/safety-and-security.