

August 30, 2021

American Diplomacy
Cases in American Statecraft
INTA 603 – Fall 2021 (3 credit hours)
Entire Class Mondays (Room 1063), 9:35-10:50
Section 601 Wednesdays (Room 1058), 9:35-10:50
Section 602 Wednesdays (Room 1058), 1:30-2:45

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Office Hours: By appointment. **Please make appointments for all in person or ZOOM visits by e-mail in advance.**

Seminar Description and Purpose

This seminar examines American statecraft and foreign policy focused primarily on the period between 1969 and 2020 including, but not limited to, events in Central and Eastern Europe, the former Soviet Union, and Southern Africa. The seminar will consider how American foreign policy practitioners, in Washington and in U.S. embassies, responded to and attempted to shape events during three periods: the construction and unraveling of U.S.-Soviet détente, the collapse of communism in Central Europe and the former Soviet Union, and the post-9/11 period. Students will assess American national security teams during the period to gain insight into the practice of statecraft. The seminar will examine the uses of history in decision making by foreign policy practitioners, including from earlier time periods in American statecraft. Seminar participants will apply lessons learned in a simulation of National Security Council (NSC) Principals decision-making.

The seminar will consider how American practitioners of statecraft exercised effective, or in some cases ineffective, leadership in shaping the role of the United States in global politics. Among the questions that will be considered is whether one can discern a distinctive American approach to statecraft. Seminar participants will have the opportunity to exercise leadership in simulations involving handling of international conflict and crisis management by the NSC.

Diversity, Intellectual Argument and Mutual Respect

The Department of International Affairs is committed to fostering a diverse, equitable, and inclusive learning environment for all students, staff, and faculty. We welcome individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work

experiences (see diversity.tamu.edu/). We recognize a special responsibility to undertake particular efforts to include the participation and voices of those from historically underrepresented groups. In all of this, diversity alone is not the only goal; we also strive to hear, listen to, and incorporate new voices in our teaching, research, and service. We hold that embracing and supporting new perspectives, individuals, and ideas invigorates academic excellence and pushes our entire community forward. The Department of International Affairs and the Bush School expect everyone to demonstrate respect for different experiences, beliefs and values expressed by other members of our community and to engage in reasoned discussions. As a department of international affairs, within a university dedicated to the public good, a commitment to diversity, equity, and inclusion is critical for preparing and ensuring the success of the next generation of leaders.

COVID 19 Measures

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.”

Learning Objectives: At the conclusion of the seminar, students will be able to:

- Identify and evaluate the roles and function of leaders and managers of the U.S. National Security Council as effective (or ineffective), ethical, and entrepreneurial executives in public institutions (such as the NSC) charged with ensuring the national security of the United States.
- Come to grips with the central role of identity, dignity, race, ethnicity, gender, sexual orientation, and social class in the history and conduct of American statecraft. How can the United States conduct a statecraft that is effective, as well as inclusive and just?
- Compare different approaches or styles of leadership and the implications of each for the conduct of American statecraft.
- Practice a combination of analytical reasoning, writing, oral presentation and team building (simulation) skills that will enhance the effectiveness of seminar participants as leaders.

Course Requirements

In order to stress practice as well as theory, students will participate in written and oral exercises and simulations, as well as seminar discussion of the reading. Active participation is essential to successful completion of the seminar. Student attendance in class is essential. **Each unexcused absence from the seminar will result in a .10 penalty assessed on the final course average. Written assignments submitted late or incomplete without the advance permission of the instructor will be assessed a**

penalty equivalent to a letter grade for the first 24 hours and an additional letter grade penalty for each 24 hours that the assignment is late or incomplete. Papers may be submitted to the instructor personally or by e-mail. Do not leave any paper submitted for a grade in the instructor's distribution box in the faculty area.

Assignment #1: Research Paper. Seminar participants will submit a research paper (10-15 pages) on topic in American statecraft related to one of the course learning objectives listed above. **Seminar participants should consult with the instructor on the subject of this research paper by week six of the seminar (NLT October 6). Students will submit a one-page research paper plan during week seven of the seminar (on October 13). Guidance for the research paper plan will be provided by the instructor in the seminar during week one. The research paper will count 40% of the course grade. The research paper is due November 30 by noon CDT and must be submitted by e-mail.**

Assignment #2: Student Leadership of Class Discussion on Presidential Statecraft: Beginning with week 6 (October 4) students will lead class discussion in the Monday class on the statecraft of an American President during the period 1969-2017. Guidance for leadership of class discussion will be provided by the instructor in week 1. **The grade on leadership of class discussion will count 20% of the course grade.**

Assignment #3: Memo to the President. Secretaries of State and National Security Advisors regularly offer written advice in memo form to Presidents on critical foreign policy issues. Drawing upon the lessons of statecraft that you learned from the course reading and class discussions, you should prepare a decision memo to the President on a current foreign policy issue of your choice. This memo must be submitted to the instructor in accordance with the following schedule:

INTA 603 601 October 20

INTA 603 602 October 27

The grade on this memo will count 20% of the course grade.

Assignment #4: NSC Principals Simulation. During the second half of the seminar, participants will prepare and conduct a series of simulated National Security Council meetings in which the NSC considers policy toward a country of important interest to the United States. In preparation for the final NSC meeting, seminar participants will write a memo to the President with recommendations for U.S. policy. **The memorandum is due at week 14 of the seminar (on December 1). At the simulated NSC meeting (held during week 15, December 6), students will brief the President and then participate in discussion of options. The memo and participation in the summit simulation will count 20% of the course grade.**

Evaluation of Technical Writing Quality: Since error free writing is essential in government and other professional careers in public service, technical quality of writing will play an important role in evaluation of the written assignments for this class. For **assignment #3 above (memo to the President)**, no paper will receive an "A" grade if it contains **more than one error** in English usage, grammar, spelling, punctuation, or

capitalization. For **assignment #4 above (Memo for simulated NSC meeting with the President)**, no paper will receive an “A” grade if it contains **any error** in English usage, grammar, spelling, punctuation, or capitalization. For **assignment #1 above (research paper)**, no paper will receive an “A” grade if it contains **more than three** errors in English usage, grammar, spelling, punctuation, or capitalization. I want to know how well **you** write. Thus, for purposes of this class, it would be considered a violation of academic integrity to have your papers proof read by others, including the Bush School’s staff writing coordinator, until the paper is returned to the student by the instructor. At that point, students are encouraged to consult professional writing experts to improve their papers for their writing portfolios or to otherwise improve their writing skills.

Grades

Grades for written work and seminar participation will be assessed on the following scale:

Average Point Total of 90 or higher	A
Average Point Total of 80 or higher	B
Average Point Total of 70 or higher	C
Average Point Total of 60 or higher	D
Average Point Total Less than 60	F

Academic Honesty

The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas A&M student honor code that states: **“An Aggie will not lie, cheat, or steal nor tolerate those who do.”** Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **The source of the material does not matter – a book, an article, material off the web, another student’s paper – all constitute plagiarism unless the source of the work is fully identified and credited.** It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at <http://www.tamu.edu/aggiehonor/acadmisconduct.htm>. **Students in this course must submit Assignment # 1 above (the research paper) to Turnitin.com, before a grade will be given. Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to on-line resources. The student will submit the paper simultaneously to Turnitin.com and to the instructor. Information and procedures for access to Turnitin.Com may be found at <http://itsinfo.tamu.edu/turnitin/>. Select the “student” prompt.**

Americans with Disability Act (ADA): Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or you may have a disability, please contact Disability Resources in the Student Services Building or at 979-845-1637 or visit <http://disability.tamu.edu>. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Reading

The seminar will require reading from a variety of sources, including many of the following works. Titles in **bold** (the first six titles listed below) will be extensively read and are available as e-books through TAMU Libraries. All other assigned readings are on e-reserve through the TAMU library website.

William J. Burns, The Back Channel: A Memoir of American Diplomacy and the Case for Renewal, New York, Random House, 2019.

Robert M. Gates, Exercise of Power: American Failures, Successes, and a New Path Forward in the Post-Cold War World, New York, Alfred A. Knopf, 2020.

Tevi Troy, Fight House: Rivalries in the White House from Truman to Trump, Washington, Regnery History, 2020.

Chris Whipple, The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency, New York, Crown, 2017.

Ivo H. Daalder and I.M. Destler, In the Shadow of the Oval Office: Profiles of the National Security Advisors and the Presidents They Served from JFK to George W. Bush, New York, Simon and Schuster, 2009.

Peter W. Rodman, Presidential Command: Power, Leadership, and the Making of Foreign Policy from Richard Nixon to George W. Bush, New York, Alfred A. Knopf, 2009.

The following books (in italics) will be a source of some assigned readings and many optional readings throughout the course. Copy of each will be on reserve in PSEL library:

Robert B. Zoellick, America in the World: A History of U.S. Diplomacy and Foreign Policy, New York, Twelve, 2020.

Eddie S. Glaude Jr., Begin Again: James Baldwin's America and its Urgent Lessons for our Own, New York, Crown, 2020.

Anne Applebaum, Twilight of Democracy: The Seductive Lure of Authoritarianism, New York, Doubleday, 2020.

Robert Draper, To Start a War: How the Bush Administration Took America into Iraq, New York, Penguin, 2020.

Tracy Campbell, The Year of Peril: America in 1942, New Haven, Yale University Press, 2020.

Lennard J. Davis, Enabling Acts: The Hidden Story of How the Americans with Disabilities Act Gave the Largest U.S. Minority its Rights, Boston, Beacon Press, 2015.

Michael H. Hunt, Ideology and U.S. Foreign Policy, New Haven, Yale University Press, 2009.

John W. Dower, War Without Mercy: Race and Power in the Pacific War, New York, Pantheon Books, 1986.

John W. Dower, Cultures of War: Pearl Harbor, Hiroshima, 9-11, Iraq, New York, W.W. Norton, 2010.

Francis Fukuyama, Identity: The Demand for Dignity and the Politics of Resentment, New York, Farrar, Strauss, and Giroux, 2018.

Condoleezza Rice, Democracy: Stories from the Long Road to Freedom, New York, 12, 2017.

Sylvia Bashevkin, Women as Foreign Policy Leaders: National Security and Gender Politics in Superpower America, New York, Oxford University Press, 2018.

Robert M. Gates, A Passion for Leadership: Lessons on Change and Reform from Fifty Years of Public Service, New York, Alfred A. Knopf, 2016.

John Lewis Gaddis, The Cold War: A New History, New York, The Penguin Press, 2005.

Derek Chollet, The Long Game: How Obama Defied Washington and Redefined America's Role in the World, New York, Public Affairs, 2016.

Jeremi Suri, The Impossible Presidency: The Rise and Fall of America's Highest Office, New York, Basic Books, 2016.

Jeffrey A. Engel, When the World Seemed New: George H.W. Bush and the End of the Cold War, New York, Houghton Mifflin Harcourt, 2017.

Dennis Ross, Statecraft and How to Restore America's Standing in the World, New York, Farrar, Strauss, and Giroux, 2007.

Joseph S. Nye, The Powers to Lead, New York, Oxford University Press, 2010.

David J. Rothkopf, Running the World: The Inside Story of the National Security Council and the Architects of American Power, New York, Public Affairs, 2004.

Stephen Sestanovich, Maximalist: America in the World from Truman to Obama, New York, Alfred A. Knopf, 2014.

David J. Rothkopf, National Insecurity: American Leadership in an Age of Fear, New York, Public Affairs, 2014.

H.W. Brands, Reagan: The Life, New York, Doubleday, 2015.

Martin S. Indyk, Kenneth G. Liberthal, and Michael O'Hanlon, Bending History: Barack Obama's Foreign Policy, Washington D.C., The Brookings Institution, 2012.

David E. Sanger, Confront and Conceal: Obama's Secret Wars and Surprising Use of American Power, New York, Crown Publishers, 2012.

James Mann, The Obamians: The Struggle Inside the White House to Redefine American Power, New York, Viking, 2012.

Jeffrey A. Bader, Obama and China's Rise: An Insider's Account of America's Asia Strategy, Washington D.C., The Brookings Institution, 2012.

Fawaz A. Gerges, Obama and the Middle East: The End of America's Moment?, New York, Palgrave-Macmillan, 2012.

Derek Chollet and James Goldgeier, America Between the Wars from 11/9 to 9/11: The Misunderstood Years Between the Fall of the Berlin Wall and the Start of the War on Terror, New York, Public Affairs, 2008.

Colin Powell (with Tony Koltz), It Worked for Me in Life and Leadership, New York, Harper Collins, 2012.

Allen C. Lynch, Vladimir Putin and Russian Statecraft, Washington D.C., Potomac Books, 2011.

Clayton M. Christensen, James Allworth, and Karen Dillon, How Will You Measure Your Life, New York, Harper Collins, 2012.

Simon Sinek, Start With Why: How Great Leaders Inspire Everyone to Take Action, London, Penguin Books, 2011.

Boris Groysberg and Michael Slind, Talk Inc.: How Trusted Leaders Use Conversation to Power Their Organizations, Boston, Harvard Business Review Press, 2012.

Robert Kegan and Lisa Laskow Lahey, Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization, Boston, Harvard Business Review Press, 2009.

Jeffrey A. Engel ed., The Fall of the Berlin Wall: The Revolutionary Legacy of 1989, New York, Oxford University Press, 2009.

Jeffrey A. Engel ed., Into the Desert: Reflections on the Gulf War, New York, Oxford University Press, 2013.

Strobe Talbott, The Great Experiment: The Story of Ancient Empires, Modern States, and the Quest for a Global Nation, New York, Simon and Schuster, 2008.

James Mann, The Rebellion of Ronald Reagan: A History of the End of the Cold War, New York, Viking, 2009.

Walter Russell Mead, Special Providence: American Foreign Policy and How it Changed the World, New York, Routledge, 2002.

Michael Lind, The American Way of Strategy: U.S. Foreign Policy and the American Way of Life, New York, Oxford University Press, 2006.

Robert Kagan, The Return of History and the End of Dreams, New York, Alfred A. Knopf, 2008.

Anatol Lieven and John Hulsman, Ethical Realism: A Vision for America's Role in the World, New York, Pantheon Books, 2006.

Sidney Hook, The Hero in History, New York, Cosimo Classics, 2008 (The Hero in History was originally published in 1943).

Melvyn P. Leffler, For the Soul of Mankind: The United States, the Soviet Union, and the Cold War, New York, Hill and Wang, 2007.

Timothy J. Colton, Yeltsin: A Life, New York, Basic Books, 2008.

Amy B. Zegart, Flawed by Design: The Evolution of the CIA, JCS, and NSC, Stanford, Ca., Stanford University Press, 1999.

James M. Goldgeier and Michael McFaul, Power and Purpose: U.S. Policy Toward Russia After the Cold War, Washington, Brookings Institution Press, 2003.

Karl F. Inderfurth and Loch K. Johnson ed., Fateful Decisions: Inside the National Security Council, New York and Oxford, Oxford University Press, 2004.

Alan G. Whittaker, Frederick C. Smith, and Elizabeth McKune, The National Security Council and Interagency System, (Research Report, Annual Update), Washington D.C., Industrial College of the Armed Forces, National Defense University, U.S. Department of Defense. Online location for this report: <http://www.ndu.edu/icaf>.

Robert Dallek, Nixon and Kissinger: Partners in Power, New York, Harper Collins, 2007.

James M. Scott, Deciding to Intervene.: The Reagan Doctrine and American Foreign Policy, Durham, Duke University Press, 1996.

Henry Kissinger, Diplomacy, Simon and Schuster, New York, 1994.

Paul Lettow, Ronald Reagan and his Quest to Abolish Nuclear Weapons, New York, Random House, 2005.

Philip Zelikow and Condoleezza Rice, Germany Unified and Europe Transformed: A Study in Statecraft, Cambridge, Harvard University Press, 1995 and 1997.

Odd Arne Westad, The Global Cold War: Third World Interventions and the Making of Our Times, Cambridge, Cambridge University Press, 2005.

Richard E. Neustadt and Ernest R. May, Thinking in Time: The Uses of History for Decision Makers, New York, The Free Press, 1986.

Chester A. Crocker, High Noon in Southern Africa: Making Peace in a Rough Neighborhood, New York, Norton, 1992.

Edward J. Perkins (with Connie Cronley), Mr. Ambassador: Warrior for Peace, Norman, University of Oklahoma Press, 2006.

Michael R. Beschloss and Strobe Talbott, At the Highest Levels, Boston, Little Brown, 1993.

Strobe Talbott, The Russia Hand, New York, Random House, 2002.

George W. Breslauer, Gorbachev and Yeltsin as Leaders, Cambridge, Cambridge University Press, 2002.

Archie Brown and Lilia Shevtsova, ed. Gorbachev, Yeltsin, Putin: Political Leadership in Russia's Transition, Washington D.C., Carnegie Endowment for Peace, 2001.

Jack F. Matlock, Reagan and Gorbachev: How the Cold War Ended, New York, Random House, 2004.

Roger Kirk and Mircea Raceanu, Romania Versus the United States: Diplomacy of the Absurd, 1985-1989, New York, St. Martin's Press, 1994.

Ronald D. Asmus, Opening NATO's Door: How the Alliance Remade Itself for a New Era, New York, Columbia University Press, 2002.

Ivo H. Daalder and Michael E. O'Hanlon, Winning Ugly: NATO's War to Save Kosovo, Washington, Brookings, 2000.

James Dobbins et al., America's Role in Nation Building: From Germany to Iraq, Santa Monica, RAND, 2003.

Course Outline and Reading

Week One (August 30 and September 1): Leadership, and Statecraft

- Gates, A Passion for Leadership, pp. 3-22 and 203-228.
- Gates, Exercise of Power, pp. 3-57.
- **Optional:** Gates, A Passion for Leadership, pp. 23-202.
- **Optional,** Nye, The Powers to Lead, pp. 1-134.

Week Two (September 6 and 8): An American Way of Statecraft

- Burns, The Back Channel, pp. 3-13.
- Rodman, Presidential Command, pp. 3-14.
- Mead, Special Providence, pp. 86-98.
- Suri, The Impossible Presidency, Introduction (xxiii-xxiii, 6 pages) and pp. 289-294.
- Michael Lind, "The Case for American Nationalism", *The National Interest*, May/June 2014, pp. 9-20.
- Kagan, The Return of History, pp. 85-105.
- Sestanovich, Maximalist, pp. 325-336.
- Lieven and Hulsman, Ethical Realism, pp. 66-86.
- Hook, The Hero in History, pp. 151-175.
- **Optional,** Nye, The Powers to Lead, pp. 134-148.
- **Optional:** Lind, The American Way of Strategy, pp. 249-259.
- **Optional:** Stephen Sestanovich, "American Maximalism" *The National Interest*, Spring, 2005, pp. 13-23.

Week Three (September 13 and 15): Statecraft: Running the World?

- Gates, Exercise of Power, pp. 58-76.
- Burns, The Back Channel, pp. 388-423.

- Stephen J. Hadley, “The Role and Importance of the National Security Advisor”, remarks delivered at Scowcroft Legacy Conference, Bush School of Government and Public Service, Texas A&M University, April 26, 2016, pp. 1-17.
- Daalder and Destler, In the Shadow of the Oval Office, pp. 1-11.
- Rodman, Presidential Command, pp. 15-35.
- Zegart, Flawed by Design, pp. 1-11.
- George W. Breslauer, “Evaluating Gorbachev and Yeltsin as Leaders” in Brown and Shevtsova, ed. Gorbachev, Yeltsin, and Putin, pp. 45-51.
- **Optional:** Breslauer, “Evaluating Gorbachev and Yeltsin as Leaders”, pp. 51-66.
- **Optional:** Gaddis, The Cold War, pp.1-47.
- **Optional:** Rothkopf, Running the World, pp. 3-21.
- **Optional:** Daalder and Destler, In the Shadow of the Oval Office, pp. 12-56.

Week Four (September 20 and 22) Identity, Race, Gender, and American Statecraft: “The Good, the Bad and the Ugly”

- Harry W. Kopp, “Diversity and Inclusion in the Foreign Service: A Primer,” *Foreign Service Journal*, July-August 2021, pp. 23-27.
- Kathryn Drenning, “Achieving Parity for Women in the Foreign Service” *Foreign Service Journal*, July-August 2021, pp. 28-30.
- Tiana Spears, “The Power of Vulnerability”, *Foreign Service Journal*, July-August 2021, pp. 34-36.
- Hunt, Ideology and U.S. Foreign Policy, pp. 46-91.
- Dower, War Without Mercy: Race and Power in the Pacific War, pp. 3-14 or Dower, Cultures of War: Pearl Harbor, Hiroshima, 9-11, Iraq, pp. 3-21.
- Fukuyama, Identity: The Demand for Dignity and the Politics of Resentment, pp. 163-183.
- Rice, Democracy, pp. 25-31 and pp. 50-67.
- Bashevkin, Women as Foreign Policy Leaders, pp. 205-229.
- **Optional:** Kim Bissonnette, “Asian Americans Can No Longer Be Silent, and Neither Should You,” *Foreign Service Journal*, July-August 2021, pp. 31-33.
- **Optional:** Michael Honigstein, “Three Myths That Sustain Structural Racism at State”, *Foreign Service Journal*, July-August 2021, pp. 37-39.
- **Optional:** Charles Morrill, “Rooting Out Microaggressions” *Foreign Service Journal*, July-August 2021, pp. 40-43.

The Cold War – Détente to Gorbachev

Week Five (September 27 and 29): “The Road to Détente”

- Rodman, Presidential Command, pp. 36-81.
- Troy, Fight House, pp. 65-86.
- Kissinger, Diplomacy, pp. 703-732.

- Whipple, The Gatekeepers, pp. 17-46.
- Dennis Ross, Statecraft, pp. 216-236.
- **Optional:** Dallek, Nixon and Kissinger, pp. 285-305.
- **Optional:** Daalder and Destler, In the Shadow of the Oval Office, pp. 57-93.

Week Six (October 4 and 6): “Détente and Its Discontents”

- Kissinger, Diplomacy, pp. 733-761.
- Troy, Fight House, pp. 87-106 or Whipple, The Gatekeepers, pp. 47-75.
- Gates, Exercise of Power, pp. 353-386.
- Rodman, Presidential Command, pp. 82-116.
- Ross, Statecraft, pp. 237-258.
- **Optional:** Napper Manuscript: Dissidents and Détente: How Human Rights Became Foreign Policy, Moscow 1975-77.
- **Optional:** Rothkopf, Running the World, pp. 108-156.
- **Optional:** Dallek, Nixon and Kissinger, pp. 486-495 and 520-533.

Week Seven (October 11 and 13): “Superpower in Search of Itself”

- Gates, Exercise of Power, pp. 77-117.
- Rodman, Presidential Command, pp. 117-139.
- Daalder and Destler, In the Shadow of the Oval Office, pp. 94-126.
- Troy, Fight House, pp. 107-129 or Whipple, The Gatekeepers, pp. 76-103.
- **Optional:** Napper Manuscript, Perilous Passage: Superpower Relations in a Tense Transition, Washington 1980-83.
- **Optional:** Neustadt and May, Thinking in Time, pp 1-16.
- **Optional:** Rothkopf, Running the World, pp 157-209.

Week Eight (October 18 and 20): “Actors”

- Gates, Exercise of Power, pp. 165-198.
- Burns, The Back Channel, pp. 15-33 or Napper Manuscript, How the Cold War in Africa Ended, Washington 1986-88.
- Suri, The Impossible Presidency, pp. 225-260.
- Whipple, The Gatekeepers, pp. 104-131.
- Neustadt and May, Thinking in Time, pp. 232-246.
- **Optional:** Perkins, Mr. Ambassador, pp. 3-11 and 421-434.
- **Optional:** Daalder and Destler, In the Shadow of the Oval Office, pp. 127-167.
- **Optional:** Neustadt and May, Thinking in Time, pp. 232-246.
- **Optional:** Mann, The Rebellion of Ronald Reagan, pp. 223-240 and 269-306.
- **Optional:** Perkins, Mr. Ambassador, pp. 405-420.

Week Nine (October 25 and 27): “Twilight at the NSC”

- Burns, The Back Channel, pp. 33-42 or Napper Manuscript, *The Power of Myth: How Gorbachev and Reagan Reshaped the Imagery of the Cold War*, Moscow 1984-86.
- Abraham D. Sofaer, “A Legacy of Reykavik: Negotiating with Enemies,” Hoover Press, Drell-Shultz, pp. 127-145.
- Troy, Fight House, pp. 131-155.
- Rodman, Presidential Command, pp. 140-178.
- Whipple, The Gatekeepers, pp. 132-159.
- Jack Matlock, “The End of the Cold War,” *Harvard International Review*, Fall, 2001, 2 pages.
- **Optional:** Kissinger, Diplomacy, pp. 762-803.
- **Optional:** Rothkopf, Running the World, pp. 210-259.

Victory or Collapse? – The End of Warsaw Pact and the Soviet Union

Week Ten (November 1 and 3): “Across a Bright Line in History”

- Burns, The Back Channel, pp. 43-81 or Napper Manuscript, *Ceausescu’s Gotterdammerung: The Cold War Ends in Romania, Bucharest 1989-1991*,
- Gates, Exercise of Power, pp. 249-291.
- Rodman, Presidential Command, pp. 179-202.
- Troy, Fight House, pp. 205-227 or Whipple, The Gatekeepers, pp. 160-185.
- Engel, When the World Seemed New, pp. 474-484.
- **Optional:** Robert Hutchings, “American Diplomacy and the End of the Cold War in Europe,” prepared for conference on Reinventing Diplomacy at LBJ School, UT Austin, May 10-11, 2013, (9 pages) and comment by Larry C. Napper on Hutchings paper, 7 pages.
- **Optional:** Daalder and Destler, In the Shadow of the Oval Office, pp. 168-204.
- **Optional:** Napper Manuscript, *The Center Cannot Hold: The Collapse of the Soviet Union*.
- **Optional:** Rothkopf, Running the World, pp. 260-302.
- **Optional:** Ross, Statecraft: pp. 29-47 and 73-99.
- **Optional:** Chollet and Goldgeier, America Between the Wars, pp. 1-28.

Week Eleven (November 8 and 10): “Wrong Foot Forward to Turning Point

- Daalder and Destler, In the Shadow of the Oval Office, pp. 205-249.
- Gates, Exercise of Power, pp. 118-141.
- Burns, The Back Channel, pp. 82-111 or Napper manuscript, *Working with the “Russia Hand” 1993-94*.

- Whipple, The Gatekeepers, pp. 186-219 or Troy, Fight House, pp. 181-203.
- **Optional:** Rothkopf, Running the World, pp. 303-343.
- **Optional:** Chollet and Goldgeier, America Between the Wars, pp. 29-145.
- **Optional:** Talbott, The Great Experiment, pp. 280-323.

“War In a Time of Peace”

Week Twelve (November 15 and 17): “The Indispensable Nation”

- Burns, The Back Channel, pp. 112-146 or Napper manuscript, Latvia’s Turmoil and Triumph, Ambassador’s Riga Journal 1995-98.
- Rodman, Presidential Command, 203-231.
- Gates, Exercise of Power, pp. 199-227 and pp. 324-352.
- **Optional:** Chollet and Goldgeier, America Between the Wars, pp. 146-329.

Week Thirteen (November 22): “I’m a Gut Player”

- Burns, The Back Channel, pp. 147-242 or Napper Manuscript: Tough Sell: U.S. Assistance and Nation Building.
- Rodman, Presidential Command, 232-271.
- Whipple, The Gatekeepers, pp. 220-256 or Troy, Fight House, pp. 205-227.
- Gates, Exercise of Power, pp. 142-164 (Columbia) or pp. 228-248 (Africa)
- **Optional:** Rothkopf, Running the World, pp. 389-441.
- **Optional:** Daalder and Destler, In the Shadow of the Oval Office, pp. 250-298.

Week Fourteen (November 29 and December 1): “Bending History”

- Burns, The Back Channel, pp. 243-387 or Chollet, The Long Game, pp. 203-231.
- Whipple, The Gatekeepers, pp. 257-295 or Troy, Fight House, pp. 229-250.
- Gates, Exercise of Power, pp. 292-323.
- **Optional:** Indyk, Lieberthal and O’Hanlon, Bending History, pp. 1-23 and 258-286.
- **Optional:** Gerges, Obama and the Middle East, pp. 233-247.
- **Optional:** Bader, Obama and China’s Rise, pp. 140-150
- **Optional:** Sanger, Confront and Conceal, pp. 243-270, 304-334 and pp. 417-427.
- **Optional:** Mann, The Obamians, pp. 322-345.

Week Fifteen (December 6 and 8): NSC Principals Simulation

- Rodman, Presidential Command, pp. 272-289.
- Suri, The Impossible Presidency, pp. 261-287.
- Daalder and Destler, In the Shadow of the Oval Office, pp. 299-327.
- Gates, A Passion for Leadership, pp. 219-

November 30 – Research Paper is Due Not Later than noon, CST. Paper must be submitted by e-mail. Do not leave the paper in the instructor's distribution box in the faculty area.