

January 20, 2021

Diplomatic Negotiations  
INTA 613 – 601 and 602  
Spring 2021

Mondays 9:35-10:50 (room 1002) and Wednesdays 9:35-10:50 (Sect 601, room 1017)  
and 1:30-2:45 (Sect 602, room 1063)

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Office Hours: MON-FRI 9-4 **by e-mail appointment only**

### **Course Description and Purpose**

This seminar has two principal purposes. The first is to explore the role and practice of diplomats, diplomacy and negotiation in addressing key challenges to American statecraft, including: terrorism, proliferation of weapons of mass destruction (WMD), regional conflict, economic and energy security, and promotion of democracy and human rights. The second purpose is to enable seminar participants to gain first hand skills and practice in how American diplomats and embassies function to achieve national security objectives. In order to stress practice as well as theory, the seminar will require an extraordinarily high level of active participation by students in discussion, role-play, and simulation of actual problems and solutions encountered by embassy country teams in the conduct of U.S. foreign policy. The “American Embassy” will be located in a simulated Central Asian country, formerly a republic of the Soviet Union. No specific prior knowledge of Central Asia is required for this seminar.

### **Course Requirements**

Each week of the seminar will involve discussion of assigned readings and a set of practical exercises modeled on actual foreign policy issues encountered by U.S. embassies abroad. Students will participate in deliberations of the country team, deal with Washington agencies, and meet with “foreign officials” in role-play situations. Required reading and seminar exercises will focus on contemporary foreign policy problems and development of practical skills needed in diplomacy, negotiations, and policy-making.

### **Mode of Instruction**

Please note that the mode of instruction for INTA 613 is in-person. There will be no recurring, routine access to the class via ZOOM. However, students who have a legitimate reason not to attend class in person (including illness and/or quarantine) may attend class via ZOOM with advance notification and approval of the instructor. **If you**

**are ill or if you believe you may be ill, do not attend class and follow the COVID-19 guidance provided later in this syllabus.**

## **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/](http://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.

## **Learning Outcomes and Measurements**

Students who successfully complete INTA 613 should be able to:

- Identify and describe the major traditions and principles of American diplomacy through historical case studies and contemporary challenges to American Statecraft, including: proliferation of weapons of mass destruction; counter-insurgency; counter-terrorism; promotion of democracy and human rights; regional conflicts and failing states; and economic security, development, and energy. Primary assessments of student learning will be in-class student presentations and leadership of class discussion and two exams.
- Describe the structure of an American Embassy and analyze and explain its role in management of relations with another nation, to include persuading that nation, its elites and population to align its interests, objectives and policies with those of the United States. Primary assessment of student learning will be written assignments due most weeks of the seminar.
- Appreciate the importance of diversity and inclusion to the conduct of American diplomacy and why the full and equitable inclusion of women and historically under-represented minorities is essential to American statecraft in the 21<sup>st</sup> century.
- Develop skills in diplomacy, negotiation, and policy making through simulation of a bilateral relationship between the United States and a simulated country in Central Asia. Primary assessment of student learning will be written assignments due most weeks of the seminar and participation in weekly simulations of

diplomatic exchanges between the U.S. Embassy and the simulated host government.

## **Graded Assignments**

**Class Discussion Leadership:** Students in this seminar are expected to participate actively in class discussions and exercises. This means that you need to do all the reading, come to class, and have something to say regularly. Class discussion of the reading is a means to gauge how well students understand the readings and how they are thinking about them. Also, learning to communicate effectively in a professional environment is one of the most important skills to acquire at the Bush School. **Seminar members must agree to take the lead in discussion of one of the sessions of the assigned reading. Students will lead seminar discussions beginning with week 4 (February 8) of the seminar. Leadership of class discussion will count 10% of the course grade.**

**Exams:** There will be two in-class exams as additional measurements of how well students understand and can communicate effectively about the assigned course reading. **The first exam, covering the reading assigned during weeks 1-7, will be given in class on March 10. The second exam, covering the reading assigned during weeks 8-13, will be given in class on April 21. The first exam will count 10% of the final course grade and the second exam will count 10% of the final course grade.**

**Weekly Written Assignments:** There will be a brief (usually 3 page) written assignment due during most weeks of the semester. These written assignments may consist of briefing or decision memoranda, talking points for meetings with host government officials, reports for the embassy leadership or Washington, and other forms of policy papers encountered in government. Due dates for each weekly assignment will be announced in class, normally on Monday with the paper due on Wednesday. These papers will be the basis for active student participation in a “country team” exercise on most Wednesdays of the semester. A mid-term weekly paper will count twice and the final weekly paper will count three times in the final average of grades on the written assignments. **Each student will accumulate numerous grades on these weekly written assignments, which will be averaged to yield 70% of the final course grade.**

Effective and efficient writing is essential in government and in other professional careers in public policy; therefore, technical quality of writing will play an important role in evaluation of the weekly written assignments for this class. **For the first 7 weeks of the seminar, no weekly written assignment will receive an “A” grade if it contains more than one error in English usage, grammar, spelling, punctuation, or capitalization. After week 7, no weekly written assignment will receive an “A” grade if it contains any error in English usage, grammar, spelling, punctuation, or capitalization.** I want to know how well **you write**, not how adept you are at obtaining professional proof reading that will not be available to you in the work place. **Thus, for purposes of this class, it would be considered a violation of academic integrity to have your weekly papers proof read by anyone else, including the Bush School’s staff writing**

**coordinator, until the graded paper is returned to the student by the instructor.** At that point, students are encouraged to use papers to improve their writing skills by consulting professional writing experts.

Grades for each of the course requirements will be assessed on a rising scale from 1-7 points. The average point total for the entire seminar will be used for calculating final grades as follows:

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 below 60	F

### **Student Attendance and On-Time Submission of Written Work**

**Student attendance and on-time submission of written assignments are essential to successful completion of the seminar. Each unexcused absence will result in a .10 penalty assessed on the final course average. Assignments submitted late or incomplete without the advance permission of the instructor will be assessed a 1.0 penalty, equivalent to a letter grade, for the first 24 hours and an additional 1.0 penalty for each 24 hours that the assignment is late or incomplete. Assignments may be submitted either in printed copy in class on the date the assignment is due or by e-mail prior to class on the due date of the assignment. Assignments may not be submitted for credit in any other manner, including by leaving an assignment in the instructor's box in the faculty area.**

### **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 Honor 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, distinct idea, concept, 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. Consult:

<http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

**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 think 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](https://suicidepreventionlifeline.org).

## COVID-19 Response

### *Campus Safety Measures*

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

### *Personal Illness and Quarantine*

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to

participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Spring 2021 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

### **Course Outline and Reading**

Students may wish to consider purchase of the following books. Other course readings are available online through PSEL e-reserve.

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

Pauline Kerr and Geoffrey Wiseman ed., [Diplomacy in a Globalizing World: Theories and Practices](#), 2<sup>nd</sup> Edition New York, Oxford University Press, 2017.

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

Harry W. Kopp and John K. Naland, [Career Diplomacy: Life and Work in the U.S. Foreign Service](#) 3<sup>rd</sup> ed., Washington D.C., Georgetown University Press, 2017.

### **Week 1 – January 20: Introduction to the Seminar**

Reading Assignments:

**Note: The readings by Precht and Sardar Aziz will be the subject of the first written assignment which will be tasked on January 25 and due January 27.**

Zoellick, [America in the World](#), “Introduction: America’s First Diplomat”, pp. 1-14.

Burns, [The Back Channel](#), pp. 3-13.

The President’s Letter to U.S. Ambassadors, 4 pages.

Background Notes on “**Brazoristan**”, 9 pages.

Max H. Bazerman and Margaret A. Neale, Negotiating Rationally, The Free Press, New York, 1992, pp. 67-76.

Roger Fisher, William Ury, and Bruce Patton, Getting to Yes: Negotiating Agreement Without Giving In, 2<sup>nd</sup> Edition, Penguin Books, New York, 1992, pp. 56-80.

Raymond Cohen, "Diplomacy through the Ages", in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 21-36.

Henry Precht, A Diplomat's Progress: Ten Tales of Adventure in and around the Middle East, Williams and Co., Savannah, Ga., 2005, pp. 83-102.

Sardar Aziz, "The U.S.-Kurdish Relationship in Iraq After Syria," The Washington Institute, December 3, 2019, pp. 1-7.

## **Week 2 January 25 and 27: Management of American Statecraft: Searching for Doctrines**

Reading Assignments:

Zoellick, America in the World, Chapter 18, "Five Traditions of American Diplomacy" pp. 443-461.

Burns, The Back Channel, pp. 15-42.

National Security Strategy of the United States, December 2017, pp. 1-55, [www.whitehouse.gov](http://www.whitehouse.gov), for this week read President's introductory letter, table of contents, introduction pp. 1-4, and conclusion, p.55.

National Security Strategy of the United States, February 2015, pp. 1-29, for this week, read the President's introductory letter, table of contents, introduction pp. 1-5, and conclusion, p. 29.

"The Role and Importance of the National Security Advisor," Stephen J. Hadley, former National Security Adviser Under President George W. Bush, Address at the Scowcroft Legacy Conference, Sponsored by the Scowcroft Institute of International Affairs, Bush School of Government and Public Service, Texas A&M University, April 26, 2016, pp. 1-11.

David M. Edelstein and Ronald R. Krebs, "Delusions of Grand Strategy: The Problem with Washington's Planning Obsession," *Foreign Affairs*, November/December 2015, pp. 109-116.

Randy Schweller, "Three Cheers for Trump's Foreign Policy: What the Establishment Misses", *Foreign Affairs*, September/October 2018, pp. 133-143.



Ivo H. Daalder and James M. Lindsay, “The Committee to Save the World Order: America’s Allies Must Step up as America Steps Down,” *Foreign Affairs*, November/December 2018, pp. 72-83.

Graham Allison, “The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom”, *Foreign Affairs*, July/August 2018, pp. 124-133.

### ***Recommended Additional Reading***

James Steinberg, “Preventive Force in US National Security Strategy,” *Survival*, Winter 2005-06, pp. 55-72.

Alan K. Henrikson, “United States Contemporary Diplomacy: Implementing a Policy of Engagement,” in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 269-288 (in 1<sup>st</sup> edition pp. 265-281).

Ivo H. Daalder and I.M. Destler, “In the Shadow of the Oval Office: The Next National Security Advisor,” *Foreign Affairs*, January/February 2009, pp. 114-129.

### **Week 3 – February 1 and 3: Management of American Statecraft – Diplomats, Diplomacy, the State Department and U.S. Embassies**

Reading Assignments:

Burns, The Back Channel, pp. 43-81 and 430-434.

Nicholas Burns, Marc Grossman, and Marcie Ries, “A U.S. Diplomatic Service for the 21<sup>st</sup> Century,” Report of the American Diplomacy Project, Harvard Kennedy School, Belfer Center for Science and International Affairs. For this week, read Executive Summary, pp 3-8 and 25-28.

Kip Whittington, “The Color of Diplomacy: A U.S. Diplomat on Race and the Foreign Service,” *War on the Rocks*, July 30, 2020, pp 1-14.

“Changing the Risk Paradigm for U.S. Diplomats”, A Report and Proposal for Change by the American Academy of Diplomacy and the UNA Chapman Cox Foundation, January 2021, Executive Summary, pp. 5-8. If possible, read body of report, pp. 9-18.

Nicholas Burns and Ryan C. Crocker, “Dismantling the Foreign Service”, *New York Times*, November 27, 2017, 3 pages,

Harry W. Kopp and John K. Naland, Career Diplomacy: Life and Work in the US Foreign Service 3<sup>rd</sup> edition, pp. 73-99.

Dan Lawton and John C. Gannon, “The Art of Political Reporting,” *The Foreign Service Journal*, July-August 2014, pp. 22-37.

William Zartman, "Diplomacy as Negotiation and Mediation," in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 110-126.

Newt Gingrich, "Rogue State Department," *Foreign Policy*, July/August 2003, 8 pages.

Morton I. Abramowitz and Leslie H. Gelb, "In Defense of Striped Pants," *The National Interest*, Spring 2005, 6 pages.

### ***Recommended Additional Reading***

Brian Hocking, "The Ministry of Foreign Affairs and the National Diplomatic System," in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 129-150.

## **Week 4 – February 8 and 10: Architects and Architecture**

Reading Assignments:

Burns, The Back Channel, pp. 82-111 and 435-446.

Zoellick, America in the World, Chapter 1, Alexander Hamilton: Architect of American Power, pp. 16-26 and Chapter 11, Architects of the American Alliance System, pp. 240-290.

Burns, Grossman, and Ries, A U.S. Diplomatic Service for the 21<sup>st</sup> Century, "Redefine the Mission and Mandate of the U.S. Foreign Service", pp. 10-13.

Barry R. Posen, Restraint: A New Foundation for U.S. Grand Strategy, Ithaca, N.Y., Cornell University Press, 2014, pp. 135-175.

### ***Recommended Additional Reading***

Barry R. Posen, "Command of the Commons: The Military Foundations of U.S. Hegemony," *International Security*, Summer, 2003, pp. 5-46.

Andrew J. Bacevich, "Ending Endless War: A Pragmatic Military Strategy," *Foreign Affairs*, September/October, 2016, pp. 36-44

## **Week 5 – February 15 and 17: Managing Change and Shaping the Future**

Reading Assignments:

Zoellick, America in the World, Chapter 2, Thomas Jefferson: The Futurist, pp. 28-46 and Chapter 12, Vannevar Bush: Inventor of the Future, pp. 291-314.

Burns, The Back Channel, pp. 112-146 and 447-456.

Council on Foreign Relations Independent Task Force #77, “Innovation and National Security: Keeping Our Edge, September 2019. Executive Summary and Introduction, pp. 2-12 and Recommendations, pp. 53-75.

“An Intelligence Agenda for a New Administration” Harvard Kennedy School, Belfer Center for Science and International Affairs, December 2020, pp. 1-8.

Burns, Grossman and Ries, A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Revise the Foreign Service Act, pp. 16-19.

Joshua Rovner, Fixing the Facts: National Security and the Politics of Intelligence, Cornell University Press, Ithaca, NY, 2011, pp. 185-204, appendix A and Appendix B.

### ***Recommended Additional Reading***

CFR Task Force, “Innovation and National Security,” Findings, pp. 13-52.

Kopp and Naland, Career Diplomacy 3<sup>rd</sup> edition, pp. 144-162.

Jennifer E. Sims, “Diplomacy and Intelligence,” in Kerr and Wiseman, Diplomacy in a Globalizing World 1<sup>st</sup> edition, pp. 244-261. **(NOTE: This selection appears only in the 1<sup>st</sup> edition of Kerr and Wiseman, which is on book reserve in PSEL Library)**

Amy B. Zegart, Spying Blind: The CIA, the FBI, and the Origins of 9/11, Princeton University Press, Princeton, 2007, pp 1-14 and 169-197.

### **Week 6 – February 22 and 24: American Realism**

#### Reading Assignments:

Zoellick, America in the World, Chapter 3, John Quincy Adams and Henry Clay: American Realism and the American System, pp. 47-68 and Chapter 15, Richard Nixon and Henry Kissinger, American Realpolitik, pp, 363-390.

Burns, Grossman and Ries, A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Change the Culture, pp. 20-24.

The Iran Nuclear Deal: A Definitive Guide, Belfer Center for Science and International Affairs, Harvard Kennedy School, August 2015, pp. 1-67. **All students should read the Executive Summary, pp. 4-16.** Students with special interest in non-proliferation and/or the Iran Nuclear Deal should read the entire report.

Michael R. Pompeo, “Confronting Iran: The Trump Administration’s Strategy,” *Foreign Affairs*, November/December 2018, pp. 60-70.

Wendy R. Sherman, "How We Got the Iran Nuclear Deal and Why We'll Miss It", *Foreign Affairs*, September/October 2018, pp. 186-197.

Jacques E. C. Hymans, "Botching the Bomb: Why Nuclear Weapons Programs Often Fail on Their Own – and Why Iran's Might Too," *Foreign Affairs*, May/June 2012, pp. 44-53.

Kenneth N. Waltz, "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs*, July/August 2012, pp. 2-5.

Robert Jervis, "Getting to Yes with Iran: The Challenges to Coercive Diplomacy," *Foreign Affairs*, January/February 2013, pp. 105-115.

Rose Gottemoeller, "The Evolution of Sanctions in Practice and Theory," *Survival*, Winter 2007-08, pp. 99-110.

### ***Recommended Additional Reading***

David Albright and Corey Hinderstein, "Unraveling the A.Q. Khan and Future Proliferation Networks," *The Washington Quarterly*, Spring 2005, pp. 111-128.

Andrew C. Winner, "The Proliferation Security Initiative: The New Face of Interdiction," *The Washington Quarterly*, Spring 2005, pp. 129-143.

Rose Gottemoeller, "Cooperative Threat Reduction beyond Russia," *The Washington Quarterly*, Spring 2005, pp. 145-158.

### **Week 7 – March 1 and 3: America and War: Winning and Losing**

Reading Assignments:

Zoellick, *America in the World*, Chapter 4, Abraham Lincoln and William Seward: Pragmatic Unionists, pp. 69-93 and Chapter 14, Lyndon Johnson: Learning from Defeat, pp. 338-362.

Burns, *The Back Channel*, pp. 147-199.

Burns, Grossman and Ries, *A U.S. Diplomatic Service for the 21<sup>st</sup> Century*, Professional Education and Training Should Be Top Priorities, pp. 29-35.

Kopp and Naland, *Career Diplomacy*, pp. 93-117.

Max Boot, "More Small Wars: Counterinsurgency is Here to Stay", *Foreign Affairs*, November/December 2014, pp. 5-14.

Richard K. Betts, "Pick Your Battles: Ending America's Era of Permanent War", *Foreign Affairs*, November/December 2014, pp. 15-24.

Edward D. Mansfield and Jack Snyder, "Prone to Violence: The Paradox of the Democratic Peace," *The National Interest*, Winter 2005/06, pp. 39-45.

U.S. Army/Marine Corps Counterinsurgency Field Manual, University of Chicago Press, 2007, Introduction by Sarah Sewall, pp. xxi-xliii, and "Paradoxes of Counterinsurgency Operations," pp. 47-52.

Edward N. Luttwak, "Dead End: Counterinsurgency Warfare as Military Malpractice," *Harpers Magazine*, February 2007, pp. 33-42.

William R. Polk, Violent Politics: A History of Insurgency, Terrorism, and Guerilla War From the American Revolution to Iraq, Harper Collins, 2007, Introduction, pp. xiv-xxvi, and Conclusion: The Very Expensive School, pp. 202-223.

### ***Recommended Additional Reading***

Fred Kaplan, "The End of the Age of Petraeus," *Foreign Affairs*, January/February 2013, pp. 75-90.

H.R. McMaster, "On War: Lessons to be Learned", *Survival*, February/March 2008, pp. 19-30.

Daniel L. Byman, "Friends Like These: Counterinsurgency and the War on Terrorism," *International Security*, Fall 2006, pp. 79-115.

### **Week 8 – March 8 and 10: The Search for Global Order**

Reading Assignments:

Zoellick, America in the World, Chapter 7, Woodrow Wilson: The Political Scientist Abroad, pp. 134-165 and Chapter 17 George H.W. Bush: Alliance Leader, 418-442.

Burns, The Back Channel, pp. 200-242 and 457-459.

Burns, Grossman and Ries, A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Make the Personnel System More Modern and Flexible, pp. 36-40

Stephen M. Walt, "ISIS as a Revolutionary State: New Twist on an Old Story," *Foreign Affairs*, November/December 2015, pp. 42-51.

Robert Malley and Jon Finer, "The Long Shadow of 9/11: How Counterterrorism Warps U.S. Foreign Policy," *Foreign Affairs*, July/August 2018, pp. 58-69.

Daniel Byman, "U.S. Counter-terrorism Options: A Taxonomy," *Survival*, Autumn 2007, pp. 121-150.

***Recommended Additional Reading***

Philip H. Gordon, "Winning the Right War," *Survival*, Winter 2005-06, pp. 17-46

**Week 9 – March 15 and 17: Power and Ideals**

Reading Assignments:

Zoellick, *America in the World*, Chapter 6, Theodore Roosevelt: Balancer of Power, pp. 112-133 and Chapter 16, Ronald Reagan: The Revivalist, pp. 391-416.

Burns, *The Back Channel*, pp. 243-292.

Burns, Grossman, and Ries, *A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Adapt to the New World of Work with Mid-Level Entry*, pp. 41-43.

Francis Fukuyama, "The New Tribalism and the Crisis of Democracy," *Foreign Affairs*, September/October 2018, pp. 90-114.

Stephen Kotkin, "Realist World: The Players Change but the Game Remains," *Foreign Affairs*, July/August 2018, pp. 10-15.

Daniel Deudney and G. John Ikenberry, "Liberal World: The Resilient Order," *Foreign Affairs*, July/August 2018, pp. 16-24.

Amy Chua, *Tribal World: Group Identity is All*," *Foreign Affairs*, July/August 2018, pp. 25-33.

***Recommended Additional Reading***

Samuel P. Huntington, "The Clash of Civilizations" *Foreign Affairs*, Summer 1993, pp.22-49.

Francis Fukuyama, "The End of History?" *The National Interest*, Summer, 1989. 15 pages.

John J. Mearsheimer, *The Tragedy of Great Power Politics*, W.W. Norton, New York, 2001, pp. 360-402.

Fareed Zakaria, "The Rise of Illiberal Democracy," *Foreign Affairs*, November/December 1997, pp. 22-43.

Robert Kagan, "The Great Unwashed: Why Democracy Must Remain America's Goal Abroad," *The New Republic*, July 7 & 14, 2003, pp. 27-37.

### **Week 10– March 22 and 24: Crisis Avoidance and Crisis Management**

Reading Assignments:

Zoellick, *America in the World*, Chapter 8 Charles Evans Hughes and the Washington Naval Conference, pp. 168-198 and Chapter 13, John F. Kennedy: The Crisis Manager, pp. 315-337.

Burns, *The Back Channel*, pp. 293-336 and 466-469.

Burns, Grossman, and Ries, *A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Establish a Diplomatic Reserve Corps*, pp. 44-48.

Robert Kagan, *The Return of History and the End of Dreams*, Alfred A. Knopf, New York, 2008, pp. 53-80 and 97-105.

Charles Kupchan, "Minor League, Major Problems: The Case Against a League of Democracies," *Foreign Affairs*, November/December 2008, pp. 96-109.

### **Week 11 – March 29 and 31: International Law and Regional Conflict**

Reading Assignments:

Zoellick, *America in the World*, Chapter 9, Elihu Root: International Law, pp. 199-218.

Burns, *The Back Channel*, pp. 337-387 and 460-465.

Burns, Grossman, and Ries, *A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Create a Stronger, More Nonpartisan Foreign Service*, pp. 49-52

Richard Haass, "How a World Order Ends and What Comes in its Wake," *Foreign Affairs*, January/February 2019, pp. 22-30.

Victor Cha and Katrin Fraser Katz, "The Right Way to Coerce North Korea," *Foreign Affairs*, May/June 2018, pp. 87-100.

Robert Jervis and Mira Rapp-Hooper, "Perception and Misperception on the Korean Peninsula: How Unwanted Wars Begin," *Foreign Affairs*, May/June 2018, pp. 103-117.

Nassim Nicholas Taleb and Gregory F. Treverton, "The Calm Before the Storm: Why Volatility Signals Stability, and Vice Versa", *Foreign Affairs*, January/February 2015, pp. 84-95.

Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya," *Foreign Affairs*, November/December 2011, pp. 48-59.

Benjamin A. Valentino, "The True Cost of Humanitarian Intervention: The Hard Truth About a Noble Notion," *Foreign Affairs*, November/December 2011, pp. 60-73.

### ***Recommended Additional Reading***

Michael Crawford and Jami Miscik, "The Rise of Mezzanine Rulers: The New Frontier for International Law," *Foreign Affairs*, November/December 2010, pp. 123-132.

Michael J. Mazarr, "The Rise and Fall of the Failed-State Paradigm," *Foreign Affairs*, January/February 2014, pp. 113-121.

Steven D. Krasner, "Sharing Sovereignty: New Institutions for Collapsed and Failing States," *International Security*, Fall, 2004, pp. 85-120.

James D. Fearon and David D. Laitin, "Neotrusteeship and the Problem of Weak States", *International Security*, Spring 2004, pp. 5-43.

### **Week 12 – April 5 and 7: American Economic Statecraft**

#### Reading Assignments:

Zoellick, *America in the World*, Chapter 5, John Hay: The Open Door, pp. 96-111 and Chapter 10, and Cordell Hull, Reciprocal Trade, pp. 219-237.

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It*, Oxford University Press, Oxford, 2007, pp. 1-13 and 175-195.

Steven Radelet, "Prosperity Rising: The Success of Global Development – and How to Keep it Going," *Foreign Affairs*, January/February 2016, pp. 85-95.

Robert D. Blackwill and Jennifer M. Harris, *War by Other Means: Geoeconomics and Statecraft*, Cambridge Mass., The Belknap Press of Harvard University Press, pp. 220-257.

Robert Inglehart, "Inequality and Modernization: Why Equality is Likely to Make a Comeback," *Foreign Affairs*, January/February 2016, pp. 2-10.

Steven Woolcock, "Economic Diplomacy," in Kerr and Wiseman, *Diplomacy in a Globalizing World* 2<sup>nd</sup> edition, pp. 219-236 (1<sup>st</sup> edition pp 209-225).

### ***Recommended Additional Reading***



Anatol Lieven and John Hulsman, Ethical Realism: A Vision for America's Role in the World, Pantheon Books, New York, 2006, pp. 87-118.

### **Week 13 – April 12 and 14: From Traditions to Today**

Zoellick, America in the World, Afterward: From Traditions to Today, pp. 462-472.

Burns, The Back Channel, pp. 388-423.

Alexander Cooley and Jack Snyder, "Rank Has its Privileges: How International Rankings Dumb Down Global Governance," *Foreign Affairs*, November/December 2015, pp. 101-108.

Thomas Carothers, "Democracy Aid at 25: Time to Choose", in ed. Larry Diamond and Marc C. Plattner, Democracy in Decline? Baltimore, Johns Hopkins University Press, 2016, pp. 77-97.

Alexander Cooley, "Countering Democratic Norms," in ed. Larry Diamond, Marc C. Plattner, and Christopher Walker, Authoritarianism Goes Global: The Challenge to Democracy, Baltimore, Johns Hopkins University Press, 2016, pp. 117-134.

Steven Livitsky and Lucan Way, "The Myth of Democratic Recession," in ed. Diamond and Plattner, Democracy in Decline?, pp. 58-76.

Larry Diamond, "Facing Up to the Democratic Recession," in ed. Diamond and Plattner, Democracy in Decline?, pp. 98-118.

Bazerman and Neale, Negotiating Rationally, pp. 89-101.

### ***Recommended Additional Reading***

Michael McFaul, "Democracy Promotion as a World Value," *The Washington Quarterly*, Winter 2004-05, pp. 147-163.

### **Week 14 – April 19 and 21: Reflections and the Way Forward**

Reading Assignments:

Burns, Grossman, and Ries, A U.S. Diplomatic Service for the 21<sup>st</sup> Century, Find New Spirit in a new Name: The United States Diplomatic Service, pp. 53-54.

Karin Aggestam and Ann E. Towns, "Diplomacy: A Gendered Institution" in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 237-250. **Note: This reading appears only in 2<sup>nd</sup> edition of Kerr and Wiseman.**

Nicholas Eberstadt, "The Demographic Future: What Population Growth – and Decline-Means for the Global Economy," *Foreign Affairs*, November/December 2010, pp. 54-64.

Scott M. Thomas, "A Globalized God: Religion's Growing Influence in International Politics," *Foreign Affairs*, November/December 2010, pp. 93-101.

Clay Shirky, "The Political Power of Social Media: Technology, the Public Sphere, and Political Change," *Foreign Affairs*, January/February 2011, pp. 28-41.

Jovan Kurbalija, "The Impact of the Internet and ICT on Contemporary Diplomacy, in Kerr and Wiseman, Diplomacy in a Globalizing World 2<sup>nd</sup> edition, pp. 151-169 (1<sup>st</sup> edition pp 141-159).

Barry R. Posen, "Pull Back: The Case for a Less Activist Foreign Policy," *Foreign Affairs*, January/February, 2013, pp. 116-128.

Steven G. Brooks, G. John Ikenberry, and William C. Wohlforth, "Lean Forward: In Defense of American Engagement," *Foreign Affairs*, January/February 2013, pp. 130-142.

Fisher, Ury, and Patton, Getting to Yes, pp. 151-187.

**Week 15 – April 22 Note: According to the TAMU Academic Calendar, WED April 28 is a redefined day on which Friday classes meet. Therefore, INTA 613 will not meet on WED April 28**

– **Summing Up:** Kopp and Naland, Career Diplomacy 3<sup>rd</sup> edition, pp. 120-143,

