



# ARTS2817

## Diplomacy and Statecraft: Past, Present, Futures

Term Three // 2020

## Course Overview

### Staff Contact Details

#### Convenors

| Name             | Email                        | Availability   | Location  | Phone         |
|------------------|------------------------------|--|---|---------------|
| Andrea Benvenuti | andrea.benvenuti@unsw.edu.au | I am happy to discuss academic or other matters related to ARTS2817 at any time during the teaching term. To arrange an online meeting, please email me a few days in advance. I will then send you a Zoom or Teams invite | School of Social Science, room 146, 1st Floor Morven Brown Building | (02) 93858545 |

#### School Contact Information

School of Social Sciences

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## **Course Details**

**Credit Points 6**

### **Summary of the Course**

This course will give you an introduction to the study of twentieth-century international history and diplomacy. Through weekly lectures, guided tutorials and readings, you will examine the major developments, events and crises that have shaped world politics from 1900 to the present, including the decline of European power in international relations, the rise of two world superpowers (the US and USSR), the emergence of postcolonial states in Asia and Africa and the impact of three major conflicts (First, Second and Cold War) on the international system. In this context, you will also be encouraged to explore how current world events have roots in earlier decisions, policies and processes, and to consider the lessons that may be learned from the achievements and tragedies of the twentieth century.

### **Course Learning Outcomes**

1. Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
2. Exercise critical judgment in identifying significant events and actors in world politics and their impact on political systems, and provide a coherent account of key ideas and processes that have shaped world politics since the start of the twentieth century
3. Apply effective independent research skills, critical reasoning and communication skills

### **Teaching Strategies**

The course is taught through a two-hour lecture and a one-hour tutorial. The aim of the lectures and tutorials is to engage students actively in the learning process by setting interesting essay and tutorial questions. All students are given the opportunity in tutorials to lead a tutorial discussion and to explore with the lecturer and with fellow students their understanding of key historical events, developments, ideas and processes that have shaped world politics since the start of the twentieth century

## Assessment

A significant aspect of ARTS2817 is the examination in depth of a case study based on a real-world diplomatic crisis. The 2020 case study ("Britain and Nazi Germany's Reoccupation of the Rhineland: British Policy Options and Responses"), has been selected for its politico-diplomatic relevance and its enduring value as a test case for crisis diplomacy (and for the kind of challenges that world leaders face when dealing with an aggressive and revisionist power). Its key aim is to engage you with the complex dynamics of a major international crisis and to help you better appreciate the challenge of formulating foreign policy and carrying out diplomacy in an unstable world. To achieve this goal, ARTS2817 assessment mix relies significantly on the "policy review" as a valuable tool to foster independent research, critical thinking, effective communication, and problem-solving. With this in mind, the course convenor has also built a good part of the course content around the above case study (lectures 3 and 4 deal specifically with Western responses to the rising threat posed by Nazi Germany while the in-class simulation in week 10 will allow you to debate your policy recommendations in the context of a hypothetical British Cabinet meeting). The course convenor has done so not only to facilitate your task of dealing with a very stimulating diplomatic problem, but also to ensure that you fully enjoy (and benefit from) this learning experience.

### Assessment Tasks

| Assessment task      | Weight | Due Date  | Student Learning Outcomes Assessed |
|----------------------|--------|---|------------------------------------|
| Presentation         | 15%    | during your chosen presentation week  | 1,2,3                              |
| Policy Review        | 55%    | 04/08/2020 02:20 PM   | 1,2,3                              |
| End of Semester test | 30%    | An online test will be set up on Moodle. It will take place in week 11. Further instructions will be provided at the start of term 3. | 1,2                                |

### Assessment Details

#### Assessment 1: Presentation

**Start date:** Not Applicable

#### Details:

You are required to make an oral in-class presentation of no more than six minutes. You will receive written feedback and a marked rubric within ten working days of submission. The rubric will be available at the start of the term to allow you to work towards clearly communicated standards.

#### Additional details:

You will have to choose a weekly discussion topic (i.e. if you have chosen to do your presentation, let's say, in week 5, your presentation will have to address the discussion topic scheduled for that week). **In doing so, you will also have to make a case in favour or against the statement chosen as a weekly discussion topic** (i.e. *Discussion topic: At the Paris Conference, the governments of the winning powers made so many blunders that securing enduring peace and stability became practically impossible*). You will have to argue the case in favour [I agree and I explain why] or the case against [I don't agree and I explain why] ). Marks will be awarded in terms of the oral presentation's overall quality (e.g. clarity of spoken delivery and ability to present a clear case; in addition, the presentation has to have a clear structure with an introduction, a main body in which you develop your argument, and a conclusion). Failure to complete this task will result in a 0 grade for this assignment (and this assignment only). Once you have chosen your presentation topic, make sure that you submit your video-recorded presentation via **VoiceThread** in Moodle (**VoiceThread** is an interactive collaboration and sharing tool that allows students to record and share their presentations online in Moodle). My strong preference is for video-recorded (rather than audio-recorded) presentations. Please also make sure that your video-recorded presentation is submitted in a timely fashion and by this I mean at least 24 hours before the tutorial class associated with the topic of your presentation (since all our tutorial classes this term take place on Thursday afternoons, I expect all students to submit their presentations by Wednesday afternoon on the week of their presentation). This arrangement will give me and the rest of the class enough time to watch your presentation before we all come to class. Finally, in preparing your presentation, you are not only expected to read beyond the "essential weekly readings", but also to email me the list of your references the day before your presentation. Failure to do so will result in a lower mark as your tutor needs to be able to assess the number and quality of your sources.

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 2: Policy Review**

**Start date:** Not Applicable

**Length:** 2,000 words (footnotes/endnotes/in-text references excluded)

### **Details:**

You are required to write a policy review. The review must be no more than 2,000 words in length (footnotes/endnotes excluded). You will receive written feedback and a marked rubric within ten working days of submission. The rubric will be available at the start of the term to allow you to work towards clearly communicated standards.

### **Additional details:**

A policy review is a major piece of writing used by various government departments/ministries around the world to guide policy development. A policy review will analyse political, economic and/or strategic developments (depending on the issue at hand), compare policy options, and propose specific policy recommendations. This exercise is designed to test your understanding of real-world problems and your ability to produce sound policy analysis and policy judgements. In addition, it aims to make you think about key international issues and encourage you to appreciate some of the difficulties policymakers are faced with in crafting a coherent policy towards a country, region or a specific problem. In this exercise, you will assume the role of a government minister (you will be asked to choose your

specific role from a pool of options at the start of the term; a list of roles—i.e. foreign minister, defence minister, treasurer and so on—will be circulated at the beginning of T3). You will write a policy review following the format provided by the course coordinator (also at the start of T3). The review must be based on substantial empirical evidence and demonstrate a coherent policy approach. It should canvass alternative policy options and provide sound reasons for the policy approach advocated. In 2019 ARTS2817 will focus on a major real-world crisis—the controversial reoccupation of the Rhineland by Adolf Hitler's Nazi Germany in 1936. In a nutshell, on 7 March 1936 German troops marched into the Rhineland. This action was in clear contravention of the terms of the Treaty of Versailles which Germany had accepted in 1921. It was also Hitler's first illegal act in international affairs since coming to power in 1933, and it threw Britain and France, Europe's two major world powers, into significant confusion. Its historical significance lies in the fact that it provided the first most unambiguous indication that Hitler was intent on challenging the post-WWI international order. Its enduring policy relevance lies in the fact that the Rhineland crisis represents a powerful and compelling test-case for the type of problems and challenges faced by world leaders in dealing with aggressive and revisionist world powers. In this context, you will be encouraged to reflect on some of the timeless and classic questions in international diplomacy—i.e. can diplomacy work in dealing with aggressive powers? When is it wise, and indeed necessary, to resort to the use of force? In the context of this assignment, you will be required to "put yourself in the shoes" of a key British Cabinet minister of your choice and to advise your (British) prime minister on the best course to take in dealing with Nazi Germany. In other words, all policy reviews will address the following fundamental policy question (although you will address it from different "angles", depending on your chosen role): How should the British Government respond to Hitler's actions? In any case, your course convenor will provide more detailed information on how to do the policy review in a separate information booklet ("Dealing with Aggressive Powers: The 1936 Rhineland Crisis and the German Challenge to World Order") circulated through Moodle at the start of the term

The review will be assessed on the following criteria: 1) evidence of research, 2) coherence, accuracy and succinctness of written expression, 3) soundness of proposed recommendations. The review must be no more than 2,000 words in length (footnotes/endnotes, in-text references excluded). In drafting it, you must make sure that you have consulted a good range of academic books, chapters in edited books and scholarly journal articles. There is no hard and fast rule on many readings you are expected to do. For this assignment, the expectation is that you will have **no less than 8** scholarly sources (i.e. books, book chapters and academic articles). Also, be aware that failure to provide footnotes/endnotes/in-text citations and bibliography will also lead to your review being failed. Although it is true that, in real life, foreign policy reviews do not have footnotes/endnotes/in-text citations, your policy review is still an academic assignment and, as such, it has to be appropriately referenced.

Please note that sloppy and inaccurate referencing will also be looked upon unfavourably and will result in significant point deductions. Please note that for attendance monitoring, the final assessment for this course is the policy review worth 55% of your overall grade for this course. This is the assessment item that will be graded 0 if you do not meet the attendance requirement for this course.

Please also note that your policy review will serve as your personal brief during the in-class simulation in week 10. This means that you will be asked to draw upon your policy review's insights and recommendations to discuss Britain's policy options in dealing with the threat posed by Nazi Germany (in other words, bring a paper copy of your policy review to the simulation so that you can provide the other participants with your assessment of the situation and your policy recommendations).

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: End of Semester test**

**Start date:** Not Applicable

**Length:** 30 minutes

**Details:**

The end of semester test will assess your knowledge and understanding of the material covered in weeks 1-8. You will be required to complete a questionnaire of 30 questions. You will receive written feedback within 10 working days of submission.

**Additional details:**

Questions will either be in a multiple-choice format or in a true/false format. The course convenor will upload a mock test on Moodle after the start of T3.

Failure to complete this task will result in a 0 grade for this assignment (and this assignment only). Please be advised that this is NOT an open-book test and that any evidence of cheating will be punished. **Please also make sure that you do not miss the test as it will not be repeated.**

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

| LEARNING ACTIVITY          | MONITORING MECHANISM   | MINIMUM ATTENDANCE REQUIREMENT  |
|----------------------------|--|---|
| LECTURES                   | Attendance is taken only in week 10 for the in-class simulation  | Attendance to week 10 simulation is compulsory. A student may be excused from attending the simulation in exceptional circumstances and on the production of an original or certified copy of a medical certificate or other forms of appropriate evidence                    |
| TUTORIALS                  | A roll is taken in face-to-face tutorial classes. As for online tutorial classes, Blackboard Collaborate will monitor attendance automatically | You must attend at least 7 tutorials out of 9   |
| ONLINE LEARNING ACTIVITIES | Completion of these activities will be monitored on Moodle   | You must complete all three online learning activities. Each online activity involves watching a video or a documentary relevant to the course's topic. Two of the three online activities also involve providing a 200-word answer on the topic covered in the documentary). |

## Course Schedule

[View class timetable](#)

### Timetable

| Date                                | Type     | Content   |
|-------------------------------------|----------|---|
| Week 1: 14 September - 18 September | Lecture  | <b>COURSE INTRODUCTION (1 HR)</b><br><br><b>THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM (1 HR)</b> |
|                                     | Tutorial | <b>THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM</b><br><br><b>Discussion Topic</b>                  |

"At the Paris Conference, the governments of the winning powers made so many blunders that securing enduring peace and stability became practically impossible".

In addressing this discussion topic, please choose one of these two options:

1. *Case in favour*: I agree with this statement and I explain why.
2. *Case against*: I do not agree with this statement and I explain why.

### **Essential Readings**

Kissinger, Henry, *Diplomacy* (New York: Touchstone, 1994), pp. 218-245.

Graebner, Norman and Bennett, Edward, *The Versailles Treaty and Its Legacy: The Failure of the Wilsonian Vision* (Cambridge: Cambridge University Press, 2011), pp. 38-66.

### **Recommended Readings**

Macmillan, Margaret, *Peacemakers: The Paris Peace Conference of 1919 and its Attempt to End the War* (London: J. Murray, 2001).

Sharp, Alan, *The Versailles Settlement: Peacemaking in Paris, 1919* (Basingstoke: Palgrave Macmillan, 1991).

Steiner, Zara, *The Lights that Failed: European International History 1919-1933* (Oxford: Oxford University Press, 2005).

Online Activity

### **DIPLOMACY IN FOCUS: THE VERSAILLES CONFERENCE AND THE PROBLEMS OF PEACE-MAKING**

You are required to watch the following documentary covering in greater depth one of the themes covered in this course. The documentary will be available on Moodle. But you can also go to <https://www.youtube.com/watch?v=T7iXNZJsa6s>

In 200 words, please address the following question: "According to historian Margaret Macmillan, what is the enduring significance of the decisions made in Paris by the so-called

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|  |                 | <p>'peacemakers'?"?</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>  |
| <p>Week 2: 21 September - 25 September</p> | <p>Lecture</p>  | <p><b>SEARCH FOR STABILITY</b></p>   |
|  | <p>Tutorial</p> | <p><b>SEARCH FOR STABILITY</b></p> <p><b>Discussion Topic</b></p> <p><i>"Germany was justified in seeking to undermine the Versailles settlement".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this statement and I explain why.</li> </ol> <p><b>Essential Readings</b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 246-300.</p> <p><b>Recommended Readings</b></p> <p>Cohrs, Patrick, <i>The Unfinished Peace after World War I: America, Europe and the Stabilisation of Europe, 1919-1932</i> (Cambridge: Cambridge University Press, 2006).</p> <p>Keylor, William, "Cleaning up the Mess of Versailles", <i>Diplomatic History</i>, vol. 32, no. 2 (2008), pp. 263-268.</p> <p>Marks, Sally, <i>The Ebbing of European Ascendancy: An International History of the World, 1914-1945</i> (London: Hodder Arnold, 2002).</p> <p>Overy, Richard, <i>The Inter-War Crisis 1919-1939</i> (Harlow: Longman, 1994).</p> <p>Steiner, Zara, <i>The Lights that Failed: European International History 1919-1933</i> (Oxford: Oxford University Press, 2005).</p> |

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| Week 3: 28 September - 2 October | Lecture         | <b>THE PATH TO WORLD WAR II</b>   |
|                                  | Tutorial        | <p><b>THE PATH TO WORLD WAR II</b></p> <p><b>Discussion Topic</b></p> <p><i>"Britain completely misunderstood Hitler's challenge".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this statement and I explain why.</li> </ol> <p><b>Essential Readings</b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 288-318.</p> <p>Ripsman, Norrin and Jack Levy, "Wishful Thinking or Buying Time? The Logic of British Appeasement in the 1930s", <i>International Security</i>, vol. 33, no. 2 (2008), pp. 148-181.</p> <p><b>Recommended Readings</b></p> <p>Marks, Sally, <i>The Ebbing of European Ascendancy: An International History of the World, 1914-1945</i> (London: Hodder Arnold, 2002).</p> <p>Martel, Gordon (ed.), <i>The Origins of the Second World War Reconsidered</i> (London: Routledge, 1992).</p> <p>Neville, Peter, <i>Hitler and Appeasement: The British Attempt to Prevent the Second World War</i> (London: Hambledon Continuum, 2005).</p> <p>Parker, R.A.C., <i>Chamberlain and Appeasement: British Policy and the Coming of the Second World War</i> (Basingstoke: Palgrave Macmillan 1993).</p> |
|                                  | Online Activity | <p><b>DIPLOMACY IN FOCUS: THE ROAD TO WAR AND BRITAIN'S APPEASEMENT</b></p> <p>You are required to watch the following documentary covering in greater depth one of the themes covered in this course. The documentary</p>  |

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|                                      |                 | <p>will be available on Moodle. But you can also go to <a href="https://www.youtube.com/watch?v=h_mNoNOSIB4">https://www.youtube.com/watch?v=h_mNoNOSIB4</a></p> <p>In 200 words, please address the following question: "According to British historian David Reynolds, what were the key mistakes made by Neville Chamberlain?"</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p>  |
| <p>Week 4: 5 October - 9 October</p> | <p>Lecture</p>  | <p><b>THE ONSET OF THE COLD WAR IN EUROPE</b></p>  |
|                                      | <p>Tutorial</p> | <p><b>THE ONSET OF THE COLD WAR IN EUROPE</b></p> <p><b><i>Discussion Topics</i></b></p> <p><i>"The USSR is to blame for the outbreak of the Cold War".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this statement and I explain why.</li> </ol> <p><b><i>Essential Readings</i></b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 423-472.</p> <p><b><i>Recommended Readings</i></b></p> <p>Gaddis, John Lewis, <i>The United States and the Origins of the Cold War, 1941-1947</i> (New York: Columbia University Press, 2000).</p> <p>Reynolds, David (ed.), <i>The Origins of the Cold War in Europe: International Perspectives</i> (New Haven: Yale University Press, 1994).</p> <p>Trachtenberg, Mark, <i>The Constructed Peace: The Making of the European Settlement</i></p> |

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|                                 |          | <p>1945-1963 (Princeton: Princeton University Press, 2000).</p> <p>Zubok, Vladislav and Pleshakov, Constantine, <i>Inside the Kremlin's Cold War: From Stalin to Khrushchev</i> (Cambridge, MA: Harvard University Press, 1992).</p>  |
| Week 5: 12 October - 16 October | Lecture  | <b>THE COLD WAR IN ASIA</b>   |
|                                 | Tutorial | <p><b>THE COLD WAR IN ASIA</b></p> <p><b>Discussion Topic</b></p> <p><i>"In order to contain the spread communism in Asia, the United States had no other option than to intervene militarily in both Korea and Vietnam".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this statement and I explain why.</li> </ol> <p><b>Essential Readings</b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp.473-492 and 620-673.</p> <p><b>Recommended Readings</b></p> <p>Levine, Alan, <i>The United States and the Struggle for Southeast Asia, 1945-1975</i> (Westport, CT: Greenwood Press, 1995).</p> <p>Luthi, Lorenz, <i>The Sino-Soviet Split: ColdWar in the Communist World</i> (Princeton: Princeton University Press, 2008).</p> <p>McMahon, Robert, <i>The Limits of Empire: The United States and Southeast Asia since World War II</i> (New York: Columbia University Press, 1999).</p> <p>McMahon, Robert, <i>The Cold War on the Periphery: The United States, India and Pakistan</i> (New York: Columbia University Press, 1994).</p> <p>Westad, Odd Arne, <i>The Global Cold War</i> (Cambridge: Cambridge University Press, 2005).</p> |

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|                                 | Online Activity     | <p><b>DIPLOMACY IN FOCUS. DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER</b></p> <p><b>OUTLINING THE CASE STUDY (1 HR) AND HOW TO DO THE POLICY REVIEW (1 HR)</b></p> <p>You are required to watch two modules covering 1) "Nazi Germany's Reoccupation of the Rhineland" and 2) "How to Do a Policy Review". Devised to help you prepare your policy review, these modules will be available on Moodle.</p> <p>Given the length of the two videos, no writing assignment has been scheduled for this exercise.</p> <p>However, be reminded that this online learning activity will count towards your participation/attendance in class activities. This means that students failing to watch these two modules will be considered as having not completed this learning task. Moodle will monitor participation in this exercise.</p> |
| Week 6: 19 October - 23 October | Reading             | <p><b>READING WEEK</b></p> <p>No classes are scheduled in week 6. I will, however, hold a brief online workshop (via Zoom) to allow you to ask a few last questions on your policy review before you submit it in week 7. Further information will be provided closer to the date.</p>   |
| Week 7: 26 October - 30 October | Lecture<br>Tutorial | <p><b>FROM THE COLD WAR TO DETENTE</b></p> <p><b><i>FROM THE COLD WAR TO DETENTE</i></b></p> <p><b><i>Discussion Topic</i></b></p> <p><i>"The United States under President Richard Nixon were not serious about détente with the two communist powers".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this</li> </ol>  |

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|  |                 | <p>statement and I explain why.</p> <p><b>Essential Readings</b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 703-761.</p> <p><b>Recommended Readings</b></p> <p>Lowe, Peter, <i>The Vietnam War</i> (Basingstoke: Palgrave Macmillan, 1998).</p> <p>Macmillan, Margaret, <i>Seize the Hour: When Nixon Met Mao</i> (London: J. Murray, 2006).</p> <p>McMahon, Robert, <i>The Limits of Empire: The United States and Southeast Asia since World War II</i> (New York: Columbia University Press, 1999).</p> <p>Zubok, Vladislav, "The Soviet Union and Détente of the 1970s", <i>Cold War History</i>, vol. 8, no. 4, (2008), pp. 427-447.</p> <p>Westad, Odd Arne, <i>The Global Cold War</i> (Cambridge: Cambridge University Press, 2005).</p> |
| <p>Week 8: 2 November - 6 November</p> | <p>Lecture</p>  | <p><b>THE END OF THE COLD WAR</b></p>   |
|  | <p>Tutorial</p> | <p><b>THE END OF THE COLD WAR</b></p> <p><b>Discussion Topic</b></p> <p>"Soviet leader Mikhail Gorbachev should take most of the credit for ending the Cold War".</p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour</i>: I agree with this statement and I explain why.</li> <li>2. <i>Case against</i>: I do not agree with this statement and I explain why.</li> </ol> <p><b>Essential Readings</b></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 762-803.</p> <p><b>Recommended Readings</b></p>  |

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|   |                 | <p>Gaddis, John Lewis, <i>The Cold War</i> (London: Allen Lane, 2005).</p> <p>Zubov, Vladislav, <i>Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapel Hill: University of North Carolina Press, 2007).</p> <p>Westad, Odd Arne, <i>The Global Cold War</i> (Cambridge: Cambridge University Press, 2005).</p> <p>Westad, Odd Arne, <i>The Cold War: A World History</i> (New York: Basic Books, 2017).</p>  |
| <p>Week 9: 9 November - 13 November</p> | <p>Lecture</p>  | <p><b>THE POST-COLD WAR ERA: FROM THE UNIPOLAR MOMENT TO MULTIPOLARITY AGAIN?</b></p>   |
|   | <p>Tutorial</p> | <p><b><i>THE POST-COLD WAR ERA: FROM THE UNIPOLAR MOMENT TO MULTIPOLARITY AGAIN?</i></b></p> <p><b><i>Discussion Topic</i></b></p> <p><i>“The current international order is under significant threat”.</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. <i>Case in favour:</i> I agree with this statement and I explain why.</li> <li>2. <i>Case against:</i> I do not agree with this statement and I explain why.</li> </ol> <p><b><i>Essential Readings</i></b></p> <p>Mazarr, Michael J, “The Once and Future Order: What Comes After Hegemony?”, <i>Foreign Affairs</i>, vol. 96, no.1 (2017), pp. 25-32.</p> <p>Feigenbaum, Evan A., “China and the World: Dealing with a Reluctant Power”, <i>Foreign Affairs</i>, vol. 96, no.1 (2017), pp. 33-40”.</p> <p>Shacke, Kori, “Will Washington Abandon the Order?”, <i>Foreign Affairs</i>, vol. 96, no.1 (2016), pp. 41-46”.</p> |

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|   | <p>Kotkin, Stephen, "Russia's Perpetual Geopolitics: Putin Returns to the Historical Pattern", <i>Foreign Affairs</i>, vol. 95, no. 3 (2017), pp. 2-9.</p> <p><b>Recommended Readings</b></p> <p>Allison, Graham, <i>Destined for War: Can America and China Escape Thucydides's Trap?</i> (Boston: Houghton Mifflin Harcourt, 2017).</p> <p>Brands, Hal, <i>From Berlin to Baghdad: America's Search for Purpose in the Post-Cold War World</i> (Lexington: University Press of Kentucky, 2008)</p> <p>Jervis, Robert (ed.), <i>Chaos in the Liberal Order: The Trump Presidency and International Politics in the Twenty-First Century</i> (New York: Columbia University Press, 2018)</p>  |
| <p>Online Activity</p>                    | <p><b>DIPLOMACY IN FOCUS: FROM VERSAILLES TO TODAY: HUNDRED YEARS OF INTERNATIONAL RELATIONS</b></p> <p>You are required to watch the following documentary covering in greater depth one of the themes covered in this course. The documentary will be available on Moodle. But you can also go to <a href="https://www.youtube.com/watch?v=0Yz7HEcmpS0">https://www.youtube.com/watch?v=0Yz7HEcmpS0</a></p> <p>In 200 words, please address the following question: "Last year was the centenary of the Paris Peace Conference. According to historians Margaret MacMillan and Lawrence Freedman, how has the international system changed since 1919 and where might it be heading for now?"</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in class activities (see attendance requirements above). This means that students failing to submit their written answer to the above question (or writing poor one) will be considered as having not completed this learning task.</p> |
| <p>Week 10: 16 November - 20 November</p> | <p><b>IN-CLASS SIMULATION</b></p> <p><b>CRISIS DIPLOMACY AT WORK: "DEALING WITH AGGRESSIVE POWERS: THE 1936</b></p>   |

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|----------|--|
|          | <p><b>RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER”</b></p> <p>Please note that attendance for this class is mandatory. Please also note that due to Covid-19 restrictions, this simulation will be held online. Further details will be provided closer to the date.</p>  |
| Tutorial | <p><b>LESSONS LEARNED</b></p> <p>In this tutorial class, we will discuss the lessons learned from the simulation and the case study on which the simulation is based. In a way, this will be a debriefing session in which we reflect on the challenges faced by policymakers in times of acute crisis. No readings have been scheduled for this week, but be prepared to discuss your insights on the simulated Rhineland crisis of 1936.</p> |

## **Resources**

### **Prescribed Resources**

The prescribed text for this course is:

Henry Kissinger, *Diplomacy* (New York: Touchstone, 1994)

Kissinger's book can be purchased from the UNSW Bookshop on campus. In addition to the readings from this book, you will also be expected to do some extra weekly readings. These extra (mandatory) tutorial readings (which have been outlined earlier in this course outline) will be made available through Leganto (please log into Moodle first).

### **Recommended Resources**

Some interesting and valuable optional readings are also available in Leganto.

### **Course Evaluation and Development**

Student evaluative feedback is gathered periodically using, among other means, "My Experience". Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

US President Donald Trump (right) talks to German Chancellor Angela Merkel, surrounded by other G7 leaders and their advisers during the G7 summit in Canada in June 2018.

(Source: The Guardian)

## CRICOS

CRICOS Provider Code: 00098G

## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.