Introduction, Aims, and Overview

Diplomacy is advancing national foreign policy goals through interactions with foreign governments. Since World War II the traditional practice has increasingly widened to include working with multilateral organizations and non-state actors, whether NGOs, national liberation movements, religious organizations, or development groups.

This course will examine how U.S. strategic policy goals are translated into diplomatic action, focusing on the practical challenges of implementing policy in the field. Although policy and process cannot be separated, primacy will be given to how diplomats actually implement policies and the context and decision-making processes faced by diplomats, including how new technology has affected practice in the field.

The class will begin by looking at the historical context of diplomatic practice before examining the Washington national security agencies, their cultures, and roles in creating policy. We will then consider the modern U.S Embassy and the myriad government agencies and contractors now integral to how U.S. diplomacy is conducted. We will then examine several post-Cold War cases, including: how consensus was built domestically and internationally in support of NATO enlargement; reaction to recent crises in Georgia and Ukraine; conflict resolution in Africa (including working with and through NGOs, corporations, and other non-state actors); and the post-9/11 use of diplomats in war zones. These case studies will be interspersed with seminars that are more thematic, examining public diplomacy and how changing U.S. cultural values have influenced U.S. diplomacy on issues such as human rights, population control, and trafficking. We will conclude by looking ahead ten or twenty years to how new technologies and global realities continue to change diplomacy.

The student should at the end of the course have a clearer understanding of the challenges of translating policy into results and have learned to look critically at current and recent policies and consider how they might have been more successfully executed or whether they had little chance for success in the first place.

Course Structure

The course has 11 classes and meets Monday and Thursday evening between 6:15 and 8:45pm from May 23 through June 30. The first two classes will be lecture and discussion. Beginning with the third class (June 2) students will take turns leading a discussion of the readings and other relevant aspects of the day’s topic. All students will be expected to come prepared to make meaningful and substantial contributions to class discussion.
Assessment

1. Students will write two papers (each between four and five pages), each of which will be worth 30% of the grade. Since succinctness is critical to writing effective policy papers in Washington, the challenge in writing these papers will be to be clear, comprehensive, and effective while using as few words as possible. Your ideas should be well-sourced in both current scholarship and the evolving facts on the ground, but this is not a research paper. It is an opportunity to think strategically about a real, pressing diplomatic challenge.

   The first paper should outline a comprehensive but succinct U.S. diplomatic strategy to deal with the current situation in Iraq and Syria. The Obama administration has been implementing a policy to respond to ISIL’s advances in Syria and Iraq over the past two years. What are the components of that policy? What are its aims? Do you think it is working? How should we deal with Russia? Refugees? What would you recommend be done instead? Include domestic, congressional, public diplomacy, security, and multilateral aspects. I will provide a State Department format that you will use to frame your arguments. It will be due June 9.

   The second paper should outline a current or impending diplomatic challenge and devise a comprehensive U.S. strategy to deal with it. This could involve a long-standing security issue such as North Korean nuclear weapons or the Arab-Israeli conflict, or a more recent challenge such as infectious disease, promoting LGBT rights, Arctic economic conflicts, disputes in the South China Sea, etc. The paper topics must be approved by the instructor by June 16 and the paper itself will be due on June 27.

2. Students will also be required to write two memos (no longer than two pages each) over the course of the class, collectively worth 10% of the grade. Each memo should focus on one of the case studies we discuss in class, and provide an alternative approach to a particular aspect that you believe might have been more successful in achieving the foreign policy objective. Memos can be handed in at any time throughout the semester, but no later than June 27.

3. Class participation will be worth 30% of the final grade. Students are expected to come prepared and participate through questions and discussions, and to be well prepared when they are the assigned presenter for a seminar. Beginning with the third class, each student will lead at least one seminar and be responsible for presenting the assigned reading. This should focus less on the background to the issue and more on the actual diplomatic process covered by the reading and your analysis of why an approach worked (or failed) in this case.

4. There is no exam for this course.

5. Plagiarism: plagiarism is copying someone else’s work and portraying it as your own without properly referencing it (i.e. not citing it). Plagiarism can be done purposefully or accidentally – either way it is still plagiarism. It will be dealt with according to College Regulations.
Readings and Sources:
You can’t understand diplomatic practice without understanding its historic roots, and no one does that better than Harold Nicholson did in the last century. Beyond him, the course will rely largely on recent books which describe 21st century U.S. diplomatic practice and experience, as well as recent opinion pieces and web sites. Most diplomats and Washington practitioners read little scholarship beyond *Foreign Affairs, Foreign Policy*, and the opinion pieces in *The New York Times* or *Washington Post*. Some participate in the dialogue – in person and online – of the major think tanks. I have accordingly included links to those dialogues over the past year. They will be continually updated as policy discussions react to events on the ground.

There are now many troves of historic diplomatic telegrams available in the public domain that provide examples of how U.S. policy has been implemented in real time. The National Archives and Records Administration (NARA) has posted cables through the 1970s (http://aad.archives.gov/aad/series-list.jsp?cat=WR43), the National Security Archive at GWU has obtained through Freedom of Information Requests many more recent diplomatic cables and other documents (http://www2.gwu.edu/~nsarchiv/search.html). Some good examples are also found at http://realdiplomacy.blogspot.com/2016/03/04-khartoum-0550-gos-announces.html

Required Readings:
Grayson, G., *Strange Bedfellows: NATO Marches East* (Lanham, MD, 1999)

Websites: state.gov and others

Some articles will be provided as handouts to students. I recommend in particular that you purchase Dorman, Kopp & Gillespie, Kralev, and Nicholson. All are available in paperback (on Amazon and elsewhere).

Classes
May 23 – Introduction to diplomacy and the interagency process - Diplomacy and Washington’s national security process, how it is organized, the different cultures, and what that means in the field. Particular focus on State, Defense, and the National Security Council Staff.

May 26 – **Embassies and what diplomats do in the field** – How embassies are organized, the country team: Influencing, reporting, outreach


June 2 – **Public Diplomacy** – from libraries and jazz concerts to tweeting ambassadors – the integration of PD into State and its successes and failures at keeping on message.

Dorman pp. 31-4, 155-8; Kralev pp. 101-14; Kopp & Gillespie, pp. 204-06; Adams & Murray pp.145-65. Press guidance and statements for the previous week posted on State.gov; Twitter feeds for U.S. embassies and ambassadors (pick at least five (your choice) to examine, from Moscow, Beijing, Baghdad, London or wherever).


Embassy Outreach to Muslim Communities: [http://www.aljazeera.com/indepth/opinion/2012/01/201212110539569620.html](http://www.aljazeera.com/indepth/opinion/2012/01/201212110539569620.html)

June 6 – **Case Study I: NATO enlargement** – Building a consensus. This class will examine the origins and many-pronged process of supporting the NATO aspirations of Central and Eastern European and Baltic countries 1993-2008.


like-a-loser-since-the-cold-war/2014/03/14/b0868882-aa06-11e3-8599-ce7295b6851c_story.html


June 9 – Case Study II:

Part A: Georgia – Responding to a crisis: what could and should have been done?
Consequences of NATO enlargement?

Asmus, Little War; Samuel Charap, “A More Proactive U.S. Approach to the Georgia Conflicts” Center for American Progress, 2011

Part B: Russia and Ukraine – An issue in play.

J.J. Mearsheimer, “Don’t Arm Ukraine” Mar 2015
http://www.nytimes.com/2015/02/09/opinion/dont-arm-ukraine.html?emc=eta1&_r=0


Anne Applebaum on Russia Mar 2014
http://www.slate.com/articles/news_and_politics/foreigners/2014/03/ukraine_and_crimea_russia_is_an_anti_western_power_with_a_dark_vision_of.html

Atlantic Council advocacy proposal

First Paper Due

June 13 – Case Study III: Peace in Mozambique and failed peace in Angola – working with NGOs and non-traditional players v. multilateralism and UN actors


June 16 – Case Study IV: Iraq: selling a war of choice and “Expeditionary Diplomacy”; working with the military and how it changed the U.S. Foreign Service


**Deadline for approval of second paper topics**

June 20 – The Militarization of Diplomacy?

G. Adams and S. Murray, Mission Creep (pp. 3-45, 254-62); Dorman (pp. 165-68, 190-92) and Kralev (pp. 163-84); Kopp & Gillespie (pp. 150-60).

June 23 – Case Study V: China and the South China Sea

Readings TBD


Religion and Global Affairs [http://www.state.gov/s/rga/index.htm](http://www.state.gov/s/rga/index.htm), [http://www.state.gov/r/pa/prs/ps/2014/05/226253.htm](http://www.state.gov/r/pa/prs/ps/2014/05/226253.htm)


Special Envoy for LGBT Persons [http://www.state.gov/secretary/remarks/2015/02/238036.htm](http://www.state.gov/secretary/remarks/2015/02/238036.htm)

LGBT Issues [http://www.state.gov/r/pa/prs/ps/2014/05/226253.htm](http://www.state.gov/r/pa/prs/ps/2014/05/226253.htm)


Global Women’s Issues [http://www.state.gov/s/gwi/index.htm](http://www.state.gov/s/gwi/index.htm)


Strategic Counterterrorism Communications [http://www.state.gov/r/pa/ei/biog/238155.htm](http://www.state.gov/r/pa/ei/biog/238155.htm)

Office to Combat Trafficking in Persons [http://www.state.gov/j/tip/](http://www.state.gov/j/tip/)


International Disability Rights [http://www.state.gov/j/drl/sadr/](http://www.state.gov/j/drl/sadr/)

Special Advisor For Holocaust Issues (not to be confused with the “Special Envoy for Holocaust Issues”)  [http://www.state.gov/r/pa/ei/biog/218946.htm](http://www.state.gov/r/pa/ei/biog/218946.htm)

**Second Paper due**

**June 30 – Case Study VI: Arms Control and Iranian nukes: bilateral, multilateral, and domestic politics**

The Deal:  

White House view on agreement:  
[https://www.whitehouse.gov/issues/foreign-policy/iran-deal](https://www.whitehouse.gov/issues/foreign-policy/iran-deal)

How it fits, or doesn’t fit, the larger picture:


Pros and Cons


[http://www.npr.org/sections/thetwo-way/2015/07/14/422920192/6-things-you-should-know-about-the-iran-nuclear-deal](http://www.npr.org/sections/thetwo-way/2015/07/14/422920192/6-things-you-should-know-about-the-iran-nuclear-deal)

**Summary and Lessons Learned**