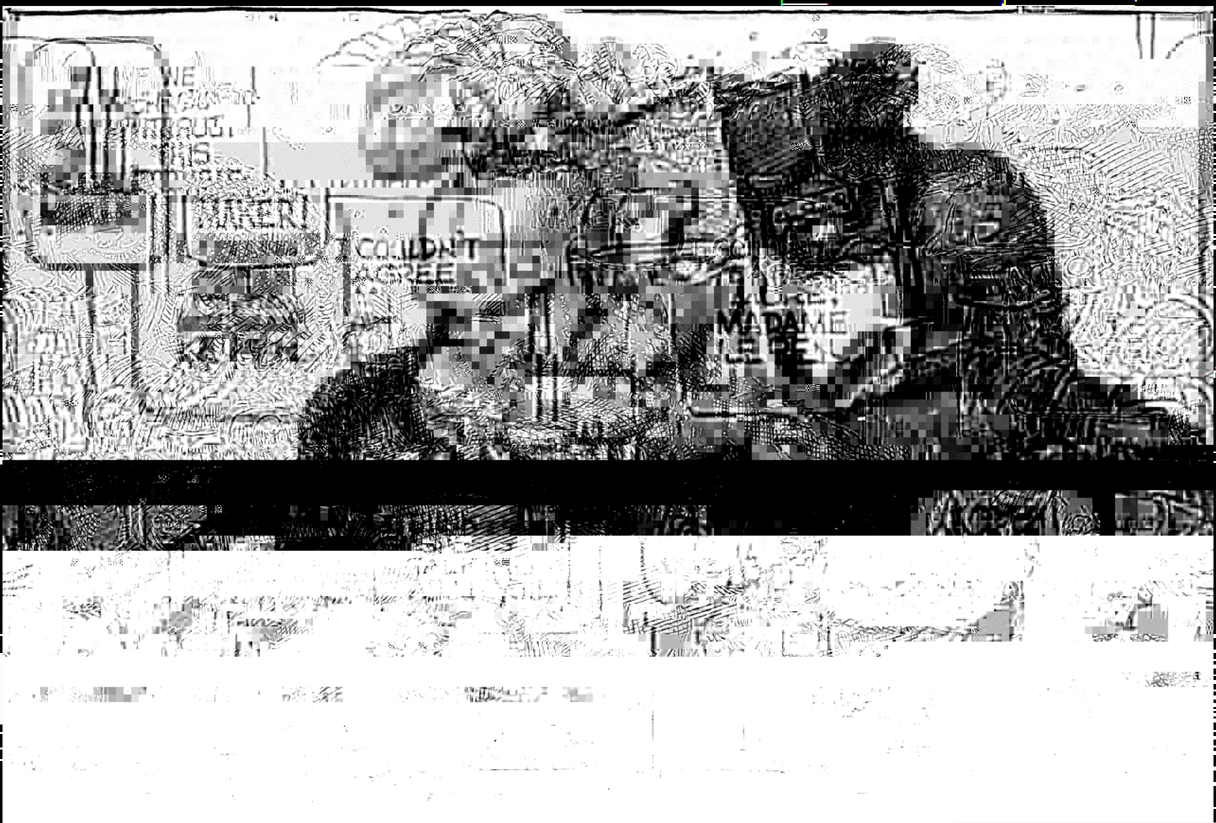
School of Social Sciences

UNSW Arts, Design and Architecture

ARTS2817

Diplomacy and Statecraft: Past, Present, Futures

Term 3, 2022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Course Overview

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal

Course Details

Units of Credit 6

Summary of the Course

This course will give you an introduction to the study of modern diplomacy. Through weekly lectures, guided tutorials and readings, you will examine the major developments, events and crises that have shaped world politics from the end of the First World War 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 in-depth examination of a case study based on a real-life diplomatic crisis. The 2022 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 aggressive and revisionist powers). Its fundamental 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. In order to achieve this goal, the 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 part of the course content around the above case study (lectures 3 and 4 deal specifically with international 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 task	Weight	Due Date	Course Learning Outcomes Assessed
1. Presentation	15%	during your chosen presentation week	1, 2, 3
2. Policy Review	55%	31/10/2022 11:00 PM	1, 2, 3
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 T3.	1, 2

Assessment 1: Presentation

Due date: during your chosen presentation week

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.

This is not a Turnitin assignment

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. *Bfp`rppflk ql mf`8 ?q qeb ^ofp Alkcbobk`b* qeb dlsbokjbkqp lc qeb tfkkfkd mltbop j^ab pl j^kv _irkabop qe^q pb`rofkd bkarofkd mb^`b ^ka pq^_fifqv _b`^jb mo^`qf`^iiv* *f j m l ppf_ib*. You will have to argue the case in favour [I agree and I explain why] or the case against [I

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 providing 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 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, indeed necessary, to resort to using 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 according to the following criteria: 1) evidence of research, 2) coherence, accuracy and conciseness of written expression, and 3) soundness of proposed recommendations. The review must be no more than 2,000 words long (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), but be aware that past reviews that received H or HD grades were based on a higher number of scholarly readings. Also, please note that failure to provide footnotes/endnotes/in-text citations and bibliography will also lead to your review failing. 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, resulting 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. 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 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).

Assessment 3: End of Semester test

Assessment length: 25 minutes
Due date:

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 during 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.

Attendance Requirements

LEARNING ACTIVITY	MONITORING MECHANISM	MINIMUM ATTENDANCE REQUIREMENT
JCA Ḫ̮C	Attendance is taken only in week 10 for the in-class simulation	Attendance to the 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 ((ib^pb ^ipl klqb qe^q pfk`b Klka^v 1 C`ql_bo fp J^_lro B^v* kl ifsb `i^pp tfii q^hb mi^`b, e^q p^fa* ^ ib`qrob ob`loafkd tfii _b j^ab ^s^fi^_ib fk Klldib pl qe^q vlr `^k t^q`e-ifpqbk ql fq ^q vlro `lksbkfbk`b,
CḪ̮G?J	A roll is taken in face-to-face/digital tutorial classes. As for online tutorial classes, Blackboard Collaborate will monitor attendance au tomatically.	You must attend at least 7 tutorials out of 9
CLJGLC Ḫ̮ A Ḫ̮CB JC?Ḫ̮LGLE ?A GSG GC & J?p'	Completion of these activities will be monitored on Moodle	You must complete at least 2 out of the scheduled 3 Structured Learning Activities (SLAs). Each SLA involves watching a video on a topic relevant to this course and providing a 200-word answer to a question associated with this video.

Timetable

Date	Type	Content
Week 1: 12 September - 16 September	Lecture	COURSE INTRODUCTION (1 HR) THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM (1 HR)
	Tutorial	*THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM* *Discussion Topic* *?q qeb ^ofp Alkcbobk`b\* qeb dlsbokjbkqp lc qeb tfkkfkd mltbop tbob grpqfcfba fk fjmlpfkd mb^`b qbojp ^fjba ^q mobsbkqfkd qeb obprodbk`b lc Ebojk^k mltbo,* In addressing this discussion topic, please choose one of these two options: 1. *A^pb fk c^slro*: I agree with this statement and will explain why. 2. *A^pb ^d^fkpq*: I disagree with this statement and will explain why. *Essential Readings* Kissinger, Henry,

		Steiner, Zara, *eb Jfdeqp qe^q D^fiba8 Crolmb^k Gkqbok^qflk^i Ffpqlov /7/7+/711* (Oxford: Oxford University Press, 2005).
	Online Activity	

		Essential Readings Kissinger, Henry, *Bfmil j ^`v* (New York: Touchstone, 1994), pp. 246-287. Graebner, Norman and Bennett, Edward, *eb Sbop^fibp ob^qv ^ka Gqp Jbd^`v8 eb D^firob lc qeb Tfiplkf^k Sfpflk* (Cambridge: Cambridge University Press, 2011), pp. 67-88 (available in Leganto).

		Essential Readings Kissinger, Henry, Bfmil j ^`v (New York: Touchstone, 1994), pp. 288-318. Graebner, Norman and Bennett, Edward, eb Sbop^fiibp ob^qv ^ka Gqp Jbd^`v8 eb D^firob lc qeb Tfiplkf^k Sfpflk (Cambridge: Cambridge University Press, 2011), pp. 124-140 (available in Leganto). *Recommended Readings* Marks, Sally, eb C__fkd lc Crolmb^k ?p`bka^k`v8 ?k Gkqbok^qflk^i Ffpqlov lc qeb Tloia* /7/2+/723 (London: Hodder Arnold, 2002). Martel, Gordon (ed.), eb Cofdfkp lc qeb b`lka Tloia T^o Ḫb`lkpfaboba (London: Routledge, 1992). Neville, Peter, Ffqibo ^ka ?mmb^pb j bkq8 eb @ofqfpe ?qqb j mq ql obsbkq qeb b`lka Tloia T^o (London: Hambledon Continuum, 2005). Parker, R.A.C., Ae^ j _boi^fk ^ka ?mmb^pb j bkq8 @ofqfpe lif`v ^ka qeb Al j fkd lc qeb b`lka Tloia T^o (Basingstoke: Palgrave Macmillan 1993).
Week 4: 3 October - 7 October	Lecture	CRISIS DIPLOMACY AT WORK -- DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER OUTLINING THE CASE STUDY (1HR) HOW TO DO THE POLICY REVIEW (1 HR) ((ib^pb klqb qe^q pfk`b Klka^v 1 C`ql_bo fp J^_lro B^v* klifsb `i^pp tfii q^hb mi^`b lk qefp a^v, e^q p^fa* ^ ib`qrob ob`loafkd tfii _b j ^ab ^s^fi^_ib fk Kllaib pl qe^q vlr `^k t^q`e-ifpqbk ql fq ^q vlr o `lksbkfbk`b,
	Tutorial	CRISIS DIPLOMACY AT WORK -- DEALING WITH AGGRESSIVE POWERS: THE 1936

		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://youtu.be/h_mNoNOSIB4. In 200 words, please address the following question: "According to British historian David Reynolds, what were the key mistakes made by Neville Chamberlain?" 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.
Week 5: 10 October - 14 October	Lecture	THE COLD WAR IN EUROPE
	Tutorial	THE ONSET OF THE COLD WAR IN EUROPE *Discussion Topics* *Alkq^fkjbkq t^p qeb lkiv mi^rpf_ib mlif`v ql ab^i tfqe qeb Hl,* In addressing this discussion topic, please choose one of these two options: 1. *A^pb fk c^slro*: I agree with this statement and will explain why. 2. *A^pb ^d^fkpq*: I disagree with this statement and will explain why. *Essential Readings* Kissinger, Henry, *Bfmiljl^`v* (New York: Touchstone, 1994), pp. 423-472. Zubok, Vladislav and Pleshakov, Konstantin (Cambridge, Mass.: Harvard University Press, 1966), pp. 37-62 and 72-77 (available on Leganto). *Recommended Readings*

		Gaddis, John Lewis, *eb kfqba q^qbp ^ka qeb Cofdfkp lc qeb* Cold War* */72/+/725* (New York: Columbia University Press, 2000). Reynolds, David (ed.), *eb Cofdfkp lc qeb Alia T^o fk Crolmb8 Gkqbok^qflk^i bopmb`qfsbp* (New Haven: Yale University Press, 1994).  Trachtenberg, Mark, *eb Alkpqor`qba b^`b*: *eb K^hfkd lc qeb Crolmb^k bqqib j bkq /723+/741* (Princeton: Princeton University Press, 2000).  Zubok, Vladislav and Pleshakov, Constantine, *Gkpfab qeb lob j ifk*ﺹ*p Alia T^o8 Dol j q^ifk ql leorpe`ebs* (Cambridge, MA: Harvard University Press, 1992).
Week 6: 17 October - 21 October	Reading	READING WEEK No classes are scheduled in week 6.
Week 7: 24 October - 28 October	Lecture	THE COLD WAR IN ASIA
	Tutorial	*THE COLD WAR IN ASIA* *Discussion Topic* لي *eb pmob^a `l j j rkfp j fk ?pf^ t^p ^ pbofl rp `e^iibkdb ql obdflk^i pq^_fifqv qe^q t^oo^kqba ^ ol_rpq ? j bof`^k obpmlkpb fk l lob^ ^ka Sfbqk^ j* ها, In addressing this discussion topic, please choose one of these two options: 1. *A^pb fk c^slro*: I agree with this statement and will explain why. 2. *A^pb ^d^fkpq*: I disagree with this statement and will explain why. *Essential Readings* Kissinger, Henry, *Bfmil j ^`v* (New York: Touchstone, 1994), pp.473-492 and 620-673.

		Recommended Readings Levine, Alan, *eb kfqba q^qbp ^ka qeb qorddib clo lrqeb^pq ?pf^* /723+/753* (Westport, CT: Greenwood Press, 1995). Luthi, Lorenz, *eb fkl+ lsfbq mifq8 Alia T^ofk qeb Al j j rkfpq T loia* (Princeton: Princeton University Press, 2008). McMahon, Robert, *eb Jf j fqp lc C j mfob8 eb kfqba q^qbp ^ka lrqeb^pq ?pf^ pfk`b T loia T^o GG* (New York: Columbia University Press, 1999). McMahon, Robert, *eb Alia T^o lk qeb bofmebov8 eb kfqba q^qbp*Gkaf^ ^ka ^hfpq^k* (New York: Columbia University Press, 1994). Westad, Odd Arne, *eb Eil_^i Alia T^o* (Cambridge: Cambridge University Press, 2005).
Week 8: 31 October - 4 November	Lecture	FROM DETENTE TO THE END OF THE COLD WAR
	Tutorial	*FROM DETENTE TO THE END OF THE COLD WAR* *Discussion Topic* *لي? j bof`^k `lkq^fk j bkq pqo^qbdfbp fk qeb /75.p ^ka /76.p mi^`ba qeb Ḫ lk qeb abcbkpfsb* qerp e^pqbkfkd fqp ab j fpb ^p ^ dil_^i mlt boه,* In addressing this discussion topic, please choose one of these two options: 1. *A^pb fk c^slro*: I agree with this statement and will explain why. 2. *A^pb ^d^fkpq*: I disagree with this statement and will explain why. *Essential Readings*

		Kissinger, Henry, *Bfmil j ^`v* (New York: Touchstone, 1994), pp. 703-732 and 762-803. *Recommended Readings* Gaddis, John Lewis, *eb A l ia T ^0* (London: Allen Lane, 2005). Lowe, Peter, *eb Sfbqk^ j T ^0* (Basingstoke:

		CHALLENGE TO WORLD ORDERيم Please note that attendance for this class is mandatory. Please also note that this simulation will take place live between 2 pm-4 pm on Monday 14 November. Please also note that due to current Covid-19 restrictions, the simulation will take place online. I will advise closer to the date.
	Tutorial	*LESSONS LEARNED* 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.
	Online Activity	*DIPLOMACY IN FOCUS: FROM VERSAILLES TO TODAY: HUNDRED YEARS OF INTERNATIONAL RELATIONS* 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=0Yz7HEcmpS0 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?” 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.

Resources

Prescribed Resources

The prescribed text for this course is:

Henry Kissinger, *Bfmil j ^`v* (New York: Touchstone, 1994)

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to: