

SCHOOL OF BUSINESS AND INTERNATIONAL RELATIONS

POL/IR 305/505

SEM 2 2021/2022

3 CREDITS

PROFESSOR PHILIP BREEDEN

Philip.breedden@iau.edu

**Contemporary U.S. Diplomacy in an Age of Change:
Case Studies and Practical Exercises**

Class meets twice a week on Tuesday and Thursday, 15:30-16:55 in Main Hall, CEF

Office Hours: Tuesday and Wednesday, 10:30-12:15

I. COURSE DESCRIPTION

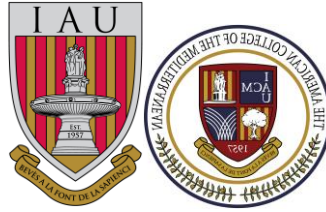
This seminar will explore contemporary U.S. foreign policy and the challenges that face its practitioners. Students will explore the context of US diplomacy today, while honing essential written and oral communication skills.

Modern diplomacy is conducted in a world of rapidly evolving global challenges: the spreading dangers of weapons of mass destruction; new and more malignant forms of terrorism; regional and sectarian conflicts; failed and failing states; global economic dislocation; and transnational health, energy, and environmental concerns. Rarely can these issues be addressed unilaterally. In addition, diplomacy has moved beyond state-to-state relations to include non-state actors, including private sector entities, international organizations and NGOs, criminal cartels, militant groups, and local and international media.

In a world increasingly knit together by global networks of wealth, information, and power, while at the same time riven by ancient identities and conflicts, this course will look at how U.S. diplomacy uses different policy tools, across time periods and different administrations. Using case studies from American diplomacy to provide historical context, we will study the new global realities for conducting foreign policy and U.S. strategies of engagement, coercion, and persuasion with various state and non-state actors worldwide.

II. COURSE OBJECTIVES

This seminar explores contemporary U.S. foreign policy by putting the student in the role of a U.S. foreign policymaker who must make choices. It uses case studies and simulations to help the student grasp the real-world challenges facing foreign policy practitioners. Specifically, the course will:



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- Examine the tools available to American policymakers.
- Use case studies to better understand how policymakers set goals and develop strategies to achieve them.
- Learn about the internal and external constraints facing policymakers, including the political, ethical, financial, and organizational factors that policymakers must consider.

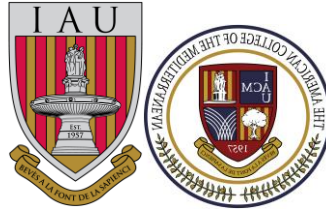
III. LEARNING OUTCOMES

- Students will demonstrate a capacity for analyzing and reporting on current foreign policy issues confronting the U.S.
- Students will develop the ability to consider foreign policy issues from the perspective of different U.S. government actors.
- Students will be able to analyze U.S. government statements to reveal the underlying assumptions driving government actions.
- Students will demonstrate an ability to debate the ethical dilemmas posed by many foreign policy issues.

IV. INSTRUCTIONAL METHODS AND ACTIVITIES

Through class participation, simulations, and short written exercises, students will hone critical communication and outreach skills. Students will take turns summarizing the week's readings in short, focused briefings and will be expected to take part in and drive lively classroom discussions based on assigned readings and current events. The latter half of the course will be devoted to the Model Diplomacy multimedia simulation program developed by the Council on Foreign Relations. The program engages the student through role-play to understand the challenges of creating and implementing U.S. foreign policy in a global society.

This simulation places the student in the role of a National Security Council (NSC) member and challenges the student to present and deliberate a response to a crisis or long-term policy issue. Each simulation typically includes four distinct sections of activity: reviewing the NSC Guide, exploring a case selected by the instructor, enacting a role-play, and completing a wrap-up.



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FIELDTRIP: There is a mandatory field trip to Brussels to visit international organizations, tentatively scheduled for March 20-22. You will write a two-page reflection piece following this trip.

WRITTEN WORK: All written work must be submitted electronically to philip.breedden@iau.edu. All written work should have your name on it. Please also label the file with your name. Format should be double-spaced, Times New Roman 12pt. If used, I prefer footnotes to endnotes. Please spell-check your submissions. Failure to follow these formatting guidelines can affect your grade. Just about any question you have on how to write clearly and persuasively is addressed in Strunk & White, *Elements of Style*. Anyone interested in writing well should own a copy.

MODEL DIPLOMACY SIMULATION OBJECTIVES

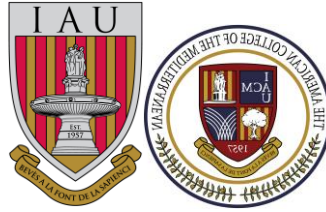
1. Learn about the NSC system and the U.S. foreign policy–making process.
2. Gain a better understanding of a timely foreign policy concern facing the United States as represented in a case study.
3. Participate in an NSC meeting role-play, taking into account the unique interests and concerns of a role as the students debate policy options for the president’s consideration.
4. Reflect on this policymaking process, the issues confronted, and how they affect the student’s life.

V. PRIMARY TEXTBOOKS

Approximately 50 pages of reading from books and articles will be assigned per week. Students are expected to keep up with the reading and be prepared to discuss and debate the articles in class. I will post via Microsoft Teams packages of reading for each session, drawing from the readings cited below. Whenever possible, links to the readings are in the syllabus.

VI. EVALUATION AND GRADING

- 35% Class Contributions and Simulation
- 15% Op-Ed/speech (serves as Midterm)



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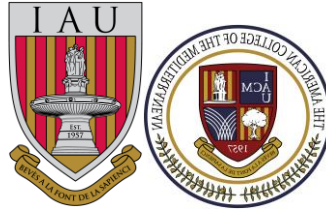
- 10% Brussels Field Trip Reflection Piece
- 10% development simulation memo
- 30% Position memo and policy review memo

VII. ATTENDANCE

One of the primary requirements this semester is that you attend class. This is not a lecture class, and its success depends very much on your coming to class on time, prepared for the lesson, and ready to participate in discussion and activities. Attendance will be part of your final grade. Unexcused absences have a negative impact on your final grade. Each unexcused absence above two will lower the final grade by a half-letter grade. IAU College excused absences: absences linked to IAU excursions; sickness (a medical certificate is required); emergencies.

VIII. CALENDAR

January 27	Introduction to the Course
February 1	The Four Schools of U.S. Foreign Policy Thinking
February 3	Global Trends
February 8	Open Data, Closed Embassies I
February 10	Open Data, Closed Embassies II
February 15	U.S. Role in the World
February 17	U.S. Role in the World, Continued
February 22	(No Class, make up class will be scheduled) U.S. Foreign Policy Objectives
February 24	(No Class, make up class will be scheduled) U.S. Foreign Policy Objectives, continued.
March 1	Foreign Policy-Making Structures
March 3	Engage or Confront? Defining Engagement
March 8	Engage or Confront? Defining Engagement, continued
March 10	Engage or Confront? Case Study: U.S.-China (Op-Ed Due)
March 15	Engage or Confront? Case Study: U.S.-Iran
March 17	Engage or Confront? Case Study: Syria/Arab Spring
March 20-22	Trip to Brussels
March 24	Debrief on Brussels Trip
March 29	Small Grant Development Aid Simulation (Reflection Paper Due)



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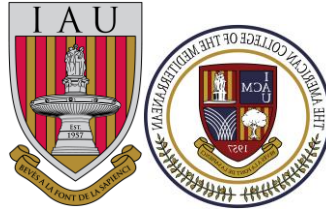
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March 31	Engage or Confront? Case Study: Pakistan (Small Grant Memo Due)
April 5	Introduction of Model Diplomacy Simulation
April 7	Role Play Assignments Made, Prep
April 9-18	Easter Break
April 19	Model Diplomacy Role Prep
April 21	Model Diplomacy Role Prep
April 26	Model Diplomacy Role Prep (Policy Memo Due)
April 28	Model Diplomacy Role Prep
May 3	Model Diplomacy Role Prep
May 5	Model Diplomacy Simulation
May 10-13	Finals Period (Final Simulation Memo due May 13)



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Subject Matter Calendar

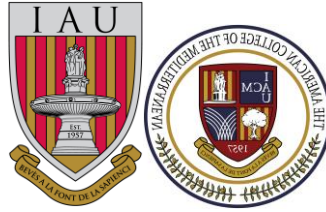
Section I: Introduction/New Global Realities

Origins of U.S. Foreign Policy

- Mead, Walter Russell (2017). *The Jacksonian Revolt*, Foreign Affairs, 96(2), 2-7.
- The Global Politico, *The Man Who Put Andrew Jackson in the White House*, January 26, 2018, article from podcast

Diplomacy in the 21st Century Context

- [*Global Trends 2040: A More Contested World*](#) National Intelligence Council, March 2021.
- Spalter, Jonathan. [*Open-Source Diplomacy*](#), DemocracyJournal.org, Winter 2012
- Zegart, Amy. [*Meet the Nuclear Sleuths Shaking Up U.S. Spycraft*](#), POLITICO, January 19, 2022
- Wittes, Samuel. [*The Effect of Wikileaks on Those Who Work at the State Department*](#), Opinio Juris, December 3, 2010.
- Heller, Kevin Jon. [*The Benefits of Wikileaks Far Outweigh Its Dangers*](#), Opinio Juris, December 3, 2010.
- Ross, Alec. [*Networking the World for Global Opportunity*](#), Brookings Institute, Blum Roundtable, 2015.
- Fernandez, Alberto. "Contesting the Space": Adversarial Online Engagement as a Tool for Combating Violent Extremism." *Soundings: An Interdisciplinary Journal* 98, no. 4 (2015): 488-500.
- Worth, Robert F. [*Can American Diplomacy Ever Come Out of its Bunker?*](#), New York Times, Nov. 22, 2012
- Boduszynski, Mietek, [*Public Diplomacy and the American Fortress Embassy: Balancing Mission and Security*](#), CPD Perspectives, 2018.
- Burns, William J., [*The Demolition of U.S. Diplomacy: Not Since Joe McCarthy Has the State Department Suffered Such a Devastating Blow*](#), Foreign Affairs, October 14, 2019



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Section II: Defining and Achieving Objectives

The U.S. Role in the 21st Century

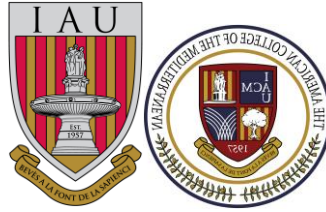
- Freeman, Chas (Ambassador, retired), *The End of the American Empire*, Remarks to East Bay Citizens for Peace, the Barrington Congregational Church, and the American Friends Service Committee, April 2, 2016
- Kagan, Robert. *A Superpower, Like it or Not*, Foreign Affairs, March/April 2021
- Burns, William, J. *The Back Channel*, Chapter 10
- Stephen Wertheim, *Delusions of Dominance*, Foreign Affairs, January 2021
- Drezner, Daniel W., *This Time it is Different: Why U.S. Foreign Policy will Never Recover*, Foreign Affairs, May/June 2019

U.S. Foreign Policy Objectives

- FY 2022 State Department Budget Documents
- H.R. McMaster and Gary D. Cohn, *America First Doesn't Mean America Alone*, Wall Street Journal, May 30, 2017
- New York Times Editorial Staff, *America in Retreat*, June 3, 2017
- *U.S. Interim National Security Strategic Guidance, March 2021*, <https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf>

U.S. Foreign Policy Making Process

- Model Diplomacy Unit on the NSC.
- Daalder, Ivo H. and Destler, I.M., *The Foreign Policy Genius of George H. W. Bush: How He Changed the Policy Process Forever*, Foreign Policy, December 4, 2018
- Neumann, Ronald E., *Demystifying the Interagency Process and Explaining the Ambassador's Role*, InterAgency Journal Vol. 6, Issue 3, Summer 2015
- McDonald, John. [*An American View of the U.S. Negotiating Style*](#), American Diplomacy, March 2001.
- Kaplan, Fred, *Obama's Way: The President in Practice*, Foreign Affairs, January/February 2016



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Engage or Confront? What is Engagement?

- Resnick, Evan. *Defining Engagement*, Journal of International Affairs, April 1, 2001; Volume 54, Issue 2.
- Haass, Richard N. and Meghan L. O'Sullivan, eds., Honey and Vinegar: Incentives, Sanctions, and Foreign Policy. Washington DC: Brookings, 2000. Chapter 1: Introduction by Haass and O'Sullivan (pp. 1-11).

Section III: Putting it in to Practice

Engage or Confront? (Case Study: China)

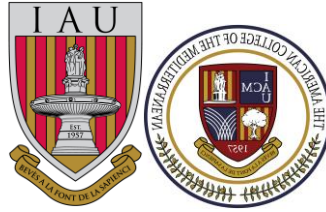
- Graham, Allison. *The Thucydides Trap*, **Foreign Policy** May/June 2017, pp80-81
- Declassified National Security Documents on National Security Study [Memorandum 124 Next Steps Toward the People's Republic of China](#) and [NSC Response](#);
- [Memo of Conversation between former President Nixon and Chairman Mao](#); and [Memo of Conversation between Nixon and Chou](#), 1972.
- Haass, Richard N. and Meghan L. O'Sullivan, eds., Honey and Vinegar: Incentives, Sanctions, and Foreign Policy. Washington DC: Brookings, 2000. Chapter 2: The United States and China Tough Engagement by Robert Suettinger (pp. 12-32).

Engage or Confront? (Case Study: Syria/Arab Spring)

- Burns, William J., *The Back Channel*, Chapter 8, Random House, 2019
- Findlay, Martha Hall. *Can R2P Survive Libya and Syria?* Canadian International Council, November 2011
- Pollack, Kenneth, [An Army to Defeat Assad](#), *Foreign Affairs*, September 2014
- Anderson, Scott *Fractured Lands: How the Arab World Came Apart*, New York Times Magazine, August 11, 2016, <http://nyti.ms/2aXJ8nP>

Engage or Confront? Case Study: Iran

- Burns, William J., *The Back Channel*, Chapter 9, Random House, 2019
- Patrick, Stewart. *Irresponsible Stakeholders? The Difficulty of Integrating Emerging Powers*, *Foreign Affairs*, Nov-Dec 2010.



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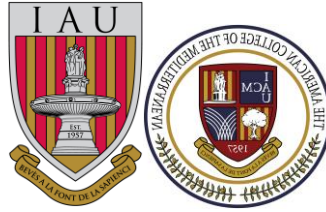
- Pollack, Kenneth, ed. et al. [*Which Path to Persia? Options for a New American Strategy Toward Iran*](#), 2009;
- Lakshmanan, Indira A.R. [*The Iran Deal: The Inside Account*](#), Politico, September 25, 2015
- Pompeo, Michael, Secretary of State, *The Restoration of Deterrence*, Speech at Stanford University, January 13, 2020

Engage or Confront? Case study: Pakistan

- Ahmad, Javid. [*Mistrust is the Original Sin of U.S.-Pakistan Relations*](#), The Hill, January 8, 2018
- Schaffer, Howard and Schaffer, Teresita. *How Pakistan Negotiates with the United States*, Washington DC: United States Institute for Peace, 2011, Chapter 9 (pp. 163–182)
- Keller, William. [*The Pakistanis Have a Point*](#), New York Times, December 18, 2011
- Afzal, Madiha, [*The U.S. Needs a Reset with Pakistan*](#), New York Times, December 25, 2021

Section IV: Model Diplomacy Simulation

The latter part of the course will be devoted to the Model Diplomacy multimedia simulation program developed by the Council on Foreign Relations. The program engages the student through role-play to understand the challenges of creating and implementing U.S. foreign policy in a global society. This simulation places the student in the role of a National Security Council (NSC) member and challenges the student to present and deliberate a response to a crisis or long-term policy issue. Each simulation typically includes four distinct sections of activity: reviewing the NSC Guide, exploring a case selected by the instructor, enacting a role-play, and completing a wrap-up.



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