



## UNSW Course Outline

# ARTS2817 Diplomacy and Statecraft: Past, Present, Futures - 2024

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## General Course Information

Course Code : ARTS2817

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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.

## **Relationship to Other Courses**

This course provides an introduction to the study of modern diplomacy. It is primarily targeted to students who are keen on exploring, in greater depth, some of the major issues in Twentieth and Twentieth-first Century diplomacy. It ties in well with other second and third-year courses in the major and minor of Politics and International Relations and the minor of Security Studies, namely:

ARTS2813: International Security

ARTS 2815: Politics and Security in the Indo-Pacific

ARTS 3783: Great, Emerging and Declining Powers

ARTS 3814: Australian Foreign Policy

ARTS 3819: Emerging Challenges in International Security

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
CLO2 : 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
CLO3 : Apply effective independent research skills, critical reasoning and communication skills

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy	<ul style="list-style-type: none"><li>• Tutorial participation</li><li>• Policy Review</li><li>• Simulation participation</li><li>• End of Semester test</li></ul>
CLO2 : 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	<ul style="list-style-type: none"><li>• Tutorial participation</li><li>• Policy Review</li><li>• Simulation participation</li><li>• End of Semester test</li></ul>
CLO3 : Apply effective independent research skills, critical reasoning and communication skills	<ul style="list-style-type: none"><li>• Tutorial participation</li><li>• Policy Review</li><li>• Simulation participation</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Zoom

## Learning and Teaching in this course

I have created an ARTS2817 student group on Facebook for those students who are keen to explore, in greater depth, the topics covered in this course.

The primary goal of this Facebook group page is a) to draw your attention to the most up-to-date and most interesting literature (be it academic articles or newspapers op-eds) on contemporary diplomacy; b) to expose you to the most stimulating video lectures, public talks or podcasts by eminent academics or policy practitioners on topics relating to contemporary diplomacy; and c) to advertise career opportunities in academia, journalism and government for graduating students.

Membership of the group is not compulsory.

To join please go to <https://www.facebook.com/groups/ARTS2817>

## Additional Course Information

n/a

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Tutorial participation Assessment Format: Individual	10%	Start Date: Week 1 Due Date: Week 10 Post Date: 30/11/2024 05:00 PM
Policy Review Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 21/10/2024 11:00 PM Post Date: 10/11/2024 05:00 PM
Simulation participation Assessment Format: Individual	10%	Start Date: week 7 Due Date: week 10 Post Date: 30/11/2024 05:00 PM
End of Semester test Assessment Format: Individual	30%	Start Date: Exam period. Date to be confirmed during the term Due Date: Exam period. Date to be confirmed during the term Post Date: 10/12/2024 05:00 PM

## Assessment Details

### Tutorial participation

#### Assessment Overview

You will be graded on your class participation throughout the term. Your mark will be determined by 1) the depth of your knowledge of the week's topic, 2) your engagement with the readings, and 3) your contribution to class discussion and debate. Participation in tutorial discussions will be assessed against a rubric with specified standards communicated to students in advance. The rubric will be made available to you at the beginning of the course so that you can work towards clearly defined standards. You will receive a numerical mark at the end of the term.

#### Course Learning Outcomes

- CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
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- CLO3 : Apply effective independent research skills, critical reasoning and communication skills

#### Detailed Assessment Description

See above.

#### Assessment Length

n/a

#### Submission notes

rubric available on Moodle

#### Assessment information

n/a

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Generative AI Permission Level

**Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

n/a

### **Policy Review**

#### Assessment Overview

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.

#### Course Learning Outcomes

- CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
- CLO2 : 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
- CLO3 : Apply effective independent research skills, critical reasoning and communication

skills

### Detailed Assessment Description

A policy review is a major piece of writing used by various government departments/ministries worldwide to guide policy development. A policy review will analyse political, economic and/or strategic developments (depending on the issue), compare policy options, and propose specific policy recommendations. This exercise tests your understanding of real-world problems and ability to produce sound policy analyses and judgements. In addition, it aims to make you think about crucial international issues and encourage you to appreciate some of the difficulties policymakers face 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 and made available on Moodle (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 2024, 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 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 ensure 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 how many readings you are expected to do. For this assignment, the expectation is that you will have no less than **eight** 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 a 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, so it must 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 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 Length

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

#### Submission notes

on Moodle

#### Assessment information

n/a

#### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity

reports.

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

n/a

#### **Simulation participation**

##### **Assessment Overview**

You will be awarded a participation grade based on the quality of your work in the simulation exercise.

You will receive feedback via a marked rubric, which will be made available at the start of the term. This rubric will allow you to work towards clearly defined standards.

##### **Course Learning Outcomes**

- CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
- CLO2 : 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
- CLO3 : Apply effective independent research skills, critical reasoning and communication skills

##### **Detailed Assessment Description**

See above.

##### **Assessment Length**

4 weeks

## Submission notes

more information provided on Moodle

## Assessment information

n/a

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

n/a

## **End of Semester test**

### Assessment Overview

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.

### Course Learning Outcomes

- CLO1 : Demonstrate a critical understanding of the historical evolution of twentieth-century world politics and diplomacy
- CLO2 : 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

### Detailed Assessment Description

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.

Please complete this task to avoid 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 ensure you do not miss the test as it will not be repeated.

### Assessment Length

20 minutes

### Submission notes

on Moodle

### Assessment information

n/a

### Assignment submission Turnitin type

This is not a Turnitin assignment

### Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

n/a

## General Assessment Information

A significant aspect of ARTS2817 is the in-depth examination of a case study based on a real-life diplomatic crisis. The 2024 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.

**Grading Basis**

Standard

**Requirements to pass course**

An overall mark of > 50%

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	COURSE INTRODUCTION (1 HR) THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM (1 HR)
	Tutorial	<p>THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM</p> <p>Discussion Topic "At the Paris Conference, the governments of the winning powers were justified in imposing peace terms aimed at preventing the resurgence of German power".</p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. Case in favour: I agree with this statement and will explain why.</li> <li>2. Case against: I disagree with this statement and will explain why.</li> </ol> <p>Essential Readings Kissinger, Henry, Diplomacy (New York: Touchstone, 1994), pp. 218-245. Marks, Sally, "Mistakes and Myths: The Allies, Germany, and the Versailles Treaty, 1918-21", Journal of Modern History, vol. 85, no. 3 (2013), pp. 632-659 (available in Leganto).</p> <p>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).</p>
	Online Activity	<p>DIPLOMACY IN FOCUS: THE VERSAILLES CONFERENCE AND THE PROBLEMS OF PEACE-MAKING</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=T7iXNZJsa6s">https://www.youtube.com/watch?v=T7iXNZJsa6s</a>.</p> <p>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 'peacemakers'?"</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in-class activities (see attendance requirements above). Students failing to submit their written answer to the above question (or writing a poor one) will be considered as having not completed this learning task.</p>
Week 2 : 16 September - 22 September	Lecture	SEARCH FOR STABILITY
	Tutorial	<p>SEARCH FOR STABILITY</p> <p>Discussion Topic "The problem with the Versailles Treaty was not that it was too punitive towards Germany but that it was poorly implemented".</p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. Case in favour: I agree with this statement and will explain why.</li> <li>2. Case against: I disagree with this statement and will explain why.</li> </ol> <p>Essential Readings Kissinger, Henry, Diplomacy (New York: Touchstone, 1994), pp. 246-287. Graebner, Norman and Bennett, Edward, The Versailles Treaty and Its Legacy: The Failure of the Wilsonian Vision (Cambridge: Cambridge University Press, 2011), pp. 67-88 (available in Leganto).</p> <p>Recommended Readings Cohrs, Patrick, The Unfinished Peace after World War I: America, Europe and the Stabilisation of Europe, 1919-1932 (Cambridge: Cambridge University Press, 2006). Keylor, William, "Cleaning up the Mess of Versailles", Diplomatic History, vol. 32, no. 2 (2008), pp. 263-268. Marks, Sally, The Ebbing of European Ascendancy: An International History of the World, 1914-1945 (London: Hodder Arnold, 2002). Overly, Richard, The Inter-War Crisis 1919-1939 (Harlow: Longman, 1994). Steiner, Zara, The Lights that Failed: European International History 1919-1933 (Oxford: Oxford University Press, 2005)</p>
Week 3 : 23 September - 29 September	Lecture	THE PATH TO WORLD WAR II
	Tutorial	<p>THE PATH TO WORLD WAR II</p> <p>Discussion Topic "The winners of World War II did not misunderstand Hitler's challenge".</p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <li>1. Case in favour: I agree with this statement and will explain why.</li> </ol>

		<p>2.Case against: I disagree with this statement and will explain why.</p> <p><b>Essential Readings</b>          Kissinger, Henry, Diplomacy (New York: Touchstone, 1994), pp. 288-318.          Graebner, Norman and Bennett, Edward, The Versailles Treaty and Its Legacy: The Failure of the Wilsonian Vision (Cambridge: Cambridge University Press, 2011), pp. 124-140 and 141-165 (available in Leganto).</p> <p><b>Recommended Readings</b>          Marks, Sally, The Ebbing of European Ascendancy: An International History of the World, 1914-1945 (London: Hodder Arnold, 2002).          Martel, Gordon (ed.), The Origins of the Second World War Reconsidered (London: Routledge, 1992).          Neville, Peter, Hitler and Appeasement: The British Attempt to Prevent the Second World War (London: Hambledon Continuum, 2005).          Parker, R.A.C., Chamberlain and Appeasement: British Policy and the Coming of the Second World War (Basingstoke: Palgrave Macmillan 1993).</p>
Week 4 : 30 September - 6 October	Lecture	<p>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)</p>
	Tutorial	<p>CRISIS DIPLOMACY AT WORK -- DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER          Discussion Topic          "Far from being misguided, Britain's appeasement was a perfectly rational and justified policy".          In addressing this discussion topic, please choose one of these two options:          1. Case in favour: I agree with this statement and will explain why.          2. Case against: I disagree with this statement and will explain why.</p> <p><b>Essential Readings</b>          Ripsman, Norrin and Jack Levy, "Wishful Thinking or Buying Time? The Logic of British Appeasement in the 1930s", International Security, vol. 33, no. 2 (2008), pp. 148-181 (available in Leganto).          Stedman, Andrew David, Alternatives to Appeasement: Neville Chamberlain and Hitler's Germany (London: I. B. Tauris &amp; Company, Limited, 2011), pp. 1-13 and 232-246 (available in Leganto).</p> <p><b>Recommended Readings</b>          Neville, Peter, Hitler and Appeasement: The British Attempt to Prevent the Second World War (London: Hambledon Continuum, 2005).          Parker, R.A.C., Chamberlain and Appeasement: British Policy and the Coming of the Second World War (Basingstoke: Palgrave Macmillan 1993).</p>
	Online Activity	<p>DIPLOMACY IN FOCUS. THE ROAD TO WAR AND BRITAIN'S APPEASEMENT          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://youtu.be/fmyecSXOla8">https://youtu.be/fmyecSXOla8</a>. In 200 words, please address the following question: "if ever a politician got a bum rap it's Neville Chamberlain. He has gone down in history as the British prime minister whose policy of appeasement in the 1930s allowed the Nazis to flourish unopposed. But is the standard verdict on Chamberlain a fair one? What is your view?"          Please be reminded that this online learning activity will count towards your participation/attendance in-class activities (see attendance requirements above). Students failing to submit their written answer to the above question (or writing a poor one) will be considered as having not completed this learning task.</p>
Week 5 : 7 October - 13 October	Lecture	THE COLD WAR IN EUROPE
	Tutorial	<p>THE ONSET OF THE COLD WAR IN EUROPE          Discussion Topics          "Containment was the only plausible policy to deal with the USSR".          In addressing this discussion topic, please choose one of these two options:          1. Case in favour: I agree with this statement and will explain why.          2. Case against: I disagree with this statement and will explain why.</p> <p><b>Essential Readings</b>          Kissinger, Henry, Diplomacy (New York: Touchstone, 1994), pp. 423-472.          Zubok, Vladislav and Pleshakov, Konstantin (Cambridge, Mass.: Harvard University Press, 1996), pp. 37-62 and 72-77 (available on Leganto).</p> <p><b>Recommended Readings</b>          Gaddis, John Lewis, The United States and the Origins of the Cold War, 1941-1947 (New York: Columbia University Press, 2000).          Reynolds, David (ed.), The Origins of the Cold War in Europe: International Perspectives (New Haven: Yale University Press, 1994).</p>

		Trachtenberg, Mark, <i>The Constructed Peace: The Making of the European Settlement 1945-1963</i> (Princeton: Princeton University Press, 2000). Zubok, Vladislav and Pleshakov, Constantine, <i>Inside the Kremlin's Cold War: From Stalin to Khrushchev</i> (Cambridge, MA: Harvard University Press, 1992).
Week 6 : 14 October - 20 October	Reading	READING WEEK No classes are scheduled in week 6.
Week 7 : 21 October - 27 October	Lecture	THE COLD WAR IN ASIA
	Tutorial	<p>THE COLD WAR IN ASIA          Discussion Topic          "The spread of communism in Asia was a serious challenge to regional stability that warranted a robust American response in Vietnam".          In addressing this discussion topic, please choose one of these two options:          1.Case in favour: I agree with this statement and will explain why.          2.Case against: I disagree with this statement and will explain why.</p> <p>Essential Readings          Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 620-673.          Macdonald, Douglas J., "Falling Dominoes and System Dynamics: A Risk Aversion Perspective", <i>Security Studies</i>, vol. 3, no. 2 (1993), pp. 225-258.</p> <p>Recommended Readings          Levine, Alan, <i>The United States and the Struggle for Southeast Asia, 1945-1975</i> (Westport, CT: Greenwood Press, 1995).          Luthi, Lorenz, <i>The Sino-Soviet Split: Cold War in the Communist World</i> (Princeton: Princeton University Press, 2008).          McMahon, Robert, <i>The Limits of Empire: The United States and Southeast Asia since World War II</i> (New York: Columbia University Press, 1999).          McMahon, Robert, <i>The Cold War on the Periphery: The United States, India and Pakistan</i> (New York: Columbia University Press, 1994).          Westad, Odd Arne, <i>The Global Cold War</i> (Cambridge: Cambridge University Press, 2005).</p>
	Assessment	Policy Review is due on 21 October at 11 PM.
	Lecture	FROM DETENTE TO THE END OF THE COLD WAR
Week 8 : 28 October - 3 November	Tutorial	<p>FROM DETENTE TO THE END OF THE COLD WAR          Discussion Topic          "American containment strategies in the 1970s and 1980s placed the USSR on the defensive, thus hastening its demise as a global power".          In addressing this discussion topic, please choose one of these two options:          1.Case in favour: I agree with this statement and will explain why.          2.Case against: I disagree with this statement and will explain why.</p> <p>Essential Readings          Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 703-732 and 762-803.</p> <p>Recommended Readings          Gaddis, John Lewis, <i>The Cold War</i> (London: Allen Lane, 2005).          Lowe, Peter, <i>The Vietnam War</i> (Basingstoke: Palgrave Macmillan, 1998).          Macmillan, Margaret, <i>Seize the Hour: When Nixon Met Mao</i> (London: J. Murray, 2006).          McMahon, Robert, <i>The Limits of Empire: The United States and Southeast Asia since World War II</i> (New York: Columbia University Press, 1999).          Zubok, Vladislav, "The Soviet Union and Détente of the 1970s", <i>Cold War History</i>, vol. 8, no. 4, (2008), pp. 427-447.          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).          Westad, Odd Arne, <i>The Global Cold War</i> (Cambridge: Cambridge University Press, 2005).          Westad, Odd Arne, <i>The Cold War: A World History</i> (New York: Basic Books, 2017).</p>
	Lecture	THE POST-COLD WAR ERA
	Tutorial	<p>THE POST-COLD WAR ERA          Discussion Topic          "The world has entered a new Cold War, and we are headed for a United States vs China-Russia confrontation".          In addressing this discussion topic, please choose one of these two options:          1.Case in favour: I agree with this statement and will explain why.          2.Case against: I disagree with this statement and will explain why.</p> <p>Essential Readings          Brands, Hal and Gaddis, John Lewis, "The New Cold War", <i>Foreign Affairs</i>, 19 October 2021 (available in Leganto).          Mearsheimer, John, "The Inevitable Rivalry", <i>Foreign Affairs</i>, 19 October 2021 (available in Leganto).          Macmillan, Margaret, "A New Age of Global War", <i>New Statesman</i>, 22 June 2022 (available in Leganto).          Fazal, Tanisha M., "The Return of Conquest?", <i>Foreign Affairs</i>, 6 April 6 2022</p>

		<p>(available in Leganto).</p> <p>Pomfret, John and Pottinger, Matt, "Xi Jinping Says He Is Preparing China for War: The World Should Take Him Seriously", Foreign Affairs, 29 March 2003 (available in Leganto)</p> <p><b>Recommended Readings</b></p> <p>Allison, Graham, Destined for War: Can America and China Escape Thucydides's Trap? (Boston: Houghton Mifflin Harcourt, 2017).</p> <p>Brands, Hal, From Berlin to Baghdad: America's Search for Purpose in the Post-Cold War World (Lexington: University Press of Kentucky, 2008)</p> <p>Brands, Hal, Danger Zone: The Coming Conflict with China (n.p.: Norton, 2022)</p> <p>Brands, Hal, The Twilight Struggle: What the Cold War Teaches Us about Great-Power Rivalry Today (New Haven, CT: Yale University Press 2022)</p> <p>Babage, Ross, The Next Major War: Can the US and its Allies Win Against China? (n.p: Cambria Press, 2023)</p>
Week 10 : 11 November - 17 November	Group Activity	<p>IN-CLASS SIMULATION CRISIS DIPLOMACY AT WORK: "DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER"</p> <p>Please note that attendance for this class is mandatory.</p> <p>Please also note that this simulation will take place on Tuesday 14 November between 10:00 AM and 12:00 PM in the Patricia O'Shane G03 Lecture Theatre</p>
	Tutorial	<p><b>LESSON 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>
	Online Activity	<p><b>DIPLOMACY IN FOCUS: THE TWILIGHT STRUGGLE: WHAT THE COLD WAR TEACHES US ABOUT GREAT POWER RIVALRY</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=-zQiuGpnZqo">https://www.youtube.com/watch?v=-zQiuGpnZqo</a></p> <p>In 200 words, please address the following question: "Which of the points raised by Professor Hal Brands in his talk resonate more powerfully with you and why?"</p> <p>Please be reminded that this online learning activity will count towards your participation/attendance in-class activities (see attendance requirements above). Students failing to submit their written answer to the above question (or writing a poor one) will be considered as having not completed this learning task.</p>

## Attendance Requirements

### **Attendance Requirements**

**LECTURES** Attendance is taken only in week 10 for the in-class simulation. Attendance to the week ten simulation is compulsory. A student may be excused from attending the simulation in exceptional circumstances and on producing 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. You must attend at least seven tutorials out of nine.

**ONLINE STRUCTURED LEARNING ACTIVITIES (SLAs)** 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.

## General Schedule Information

**LECTURE:** Wednesdays 1:00 PM - 3:00 PM      (*Location: Patricia O'Shane G06*)

**TUTORIAL F11A:** Fridays 11:00 AM - 12:00 PM    (*Location: H13-W 4037*)

**TUTORIAL F12A:** Fridays 12:00 PM - 1:00 PM    (*Location: H13-W 4037*)

**TUTORIAL F13A:** Fridays 1:00 PM - 2:00 PM    (*Location: Law 202*)

## Course 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 for some tutorial classes. These extra (required) tutorial readings (see the 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.

### Additional Costs

Course Textbook (to be purchased): Henry Kissinger's Diplomacy

## 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.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Andrea Benvenuti		School of Social Science, room 146, 1st Floor Morven Brown Building	0415818939	Each Friday 10:00 to 11:00 AM in my office. Alternatively, you can contact me by email requesting a meeting on Zoom and I will endeavour to find a mutually convenient time	Yes	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

### 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 original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Use of AI for assessments | UNSW Current Students

### **Submission of Assessment Tasks**

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### **Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

### **School Contact Information**

#### **School of Social Sciences**

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>