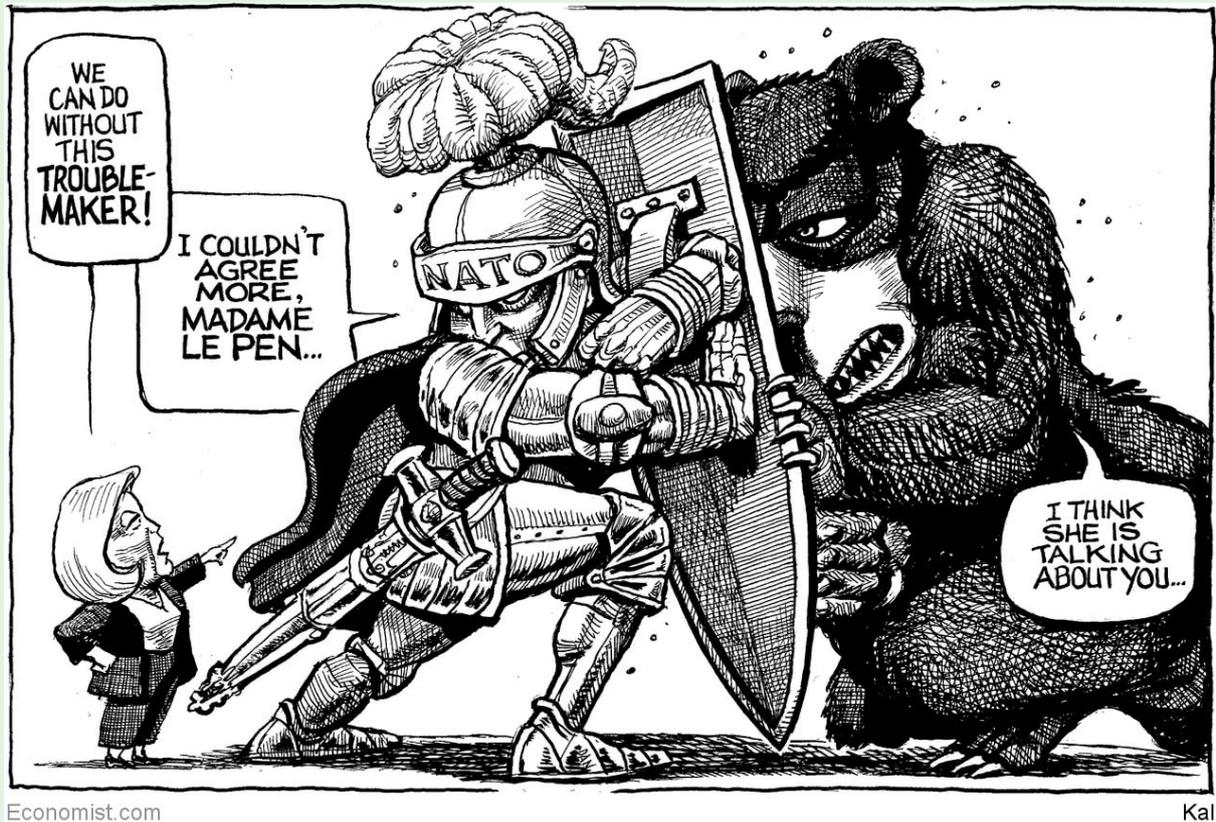


ARTS2817

Diplomacy and Statecraft: Past, Present, Futures

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andrea Benvenuti	andrea.benvenuti@unsw.edu.au	I will run weekly drop-in consultations on Zoom. I will circulate their schedule and timing on Moodle at the start of T3. I am also happy to schedule a one-to-one online meeting upon request. Please email me a few days in advance	School of Social Science, room 146, 1st Floor Morven Brown Building	0415818939

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

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. *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 Wednesday afternoons, I expect all students to submit their presentations by Tuesday 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.

Assessment 2: Policy Review

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

Due date: 31/10/2022 11:00 PM

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.

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

Additional details

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 your ability to produce sound policy analysis and policy 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 (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 2022, 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 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: 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.

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.

This is not a Turnitin assignment

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
LECTURES	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 <i>**Please also note that since Monday 3 October is Labour Day, no live class will take place. That said, a lecture recording will be made available in Moodle so that you can watch/listen to it at your convenience.</i>
TUTORIALS	A roll is taken in face-to-face/digital tutorial classes. As for online tutorial classes, Blackboard Collaborate will monitor attendance automatically.	You must attend at least 7 tutorials out of 9
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.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 12 September - 16 September	Lecture	<p>COURSE INTRODUCTION (1 HR)</p> <p>THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM (1 HR)</p>
	Tutorial	<p><i>THE PROBLEMATIC DAWN OF A NEW INTERNATIONAL SYSTEM</i></p> <p><i>Discussion Topic</i></p> <p><i>"At the Paris Conference, the governments of the winning powers were justified in imposing peace terms aimed at preventing the resurgence of German power".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> 1. <i>Case in favour</i>: I agree with this statement and will explain why. 2. <i>Case against</i>: I disagree with this statement and will explain why. <p><i>Essential Readings</i></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 218-245.</p> <p>Marks, Sally, "Mistakes and Myths: The Allies, Germany, and the Versailles Treaty, 1918-21", <i>Journal of Modern History</i>, vol. 85, no. 3 (2013), pp. 632-659 (available in Leganto).</p> <p><i>Recommended Readings</i></p> <p>Macmillan, Margaret, <i>Peacemakers: The Paris Peace Conference of 1919 and its Attempt to End the War</i> (London: J. Murray, 2001).</p> <p>Sharp, Alan, <i>The Versailles Settlement: Peacemaking in Paris, 1919</i> (Basingstoke: Palgrave Macmillan, 1991).</p>

		Steiner, Zara, <i>The Lights that Failed: European International History 1919-1933</i> (Oxford: Oxford University Press, 2005).
	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 https://www.youtube.com/watch?v=T7iXNZJsa6s</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). 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>
Week 2: 19 September - 23 September	Lecture	SEARCH FOR STABILITY
	Tutorial	<p>SEARCH FOR STABILITY</p> <p><i>Discussion Topic</i></p> <p><i>"The problem with the Versailles Treaty was not that it was too punitive towards Germany but that it was poorly implemented".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> <i>Case in favour:</i> I agree with this statement and will explain why. <i>Case against:</i> I disagree with this statement and will explain why.

		<p>Essential Readings</p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 246-287.</p> <p>Graebner, Norman and Bennett, Edward, <i>The Versailles Treaty and Its Legacy: The Failure of the Wilsonian Vision</i> (Cambridge: Cambridge University Press, 2011), pp. 67-88 (available in Leganto).</p> <p>Recommended Readings</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>
<p>Week 3: 26 September - 30 September</p>	<p>Lecture</p>	<p>THE PATH TO WORLD WAR II</p>
	<p>Tutorial</p>	<p>THE PATH TO WORLD WAR II</p> <p>Discussion Topic</p> <p><i>"The winners of World War II did not misunderstand 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"> 1. <i>Case in favour</i>: I agree with this statement and will explain why. 2. <i>Case against</i>: I disagree with this statement and will explain why.

		<p>Essential Readings</p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 288-318.</p> <p>Graebner, Norman and Bennett, Edward, <i>The Versailles Treaty and Its Legacy: The Failure of the Wilsonian Vision</i> (Cambridge: Cambridge University Press, 2011), pp. 124-140 (available in Leganto).</p> <p>Recommended Readings</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>
<p>Week 4: 3 October - 7 October</p>	<p>Lecture</p>	<p>CRISIS DIPLOMACY AT WORK -- DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN CHALLENGE TO WORLD ORDER</p> <p>OUTLINING THE CASE STUDY (1HR)</p> <p>HOW TO DO THE POLICY REVIEW (1 HR)</p> <p><i>**Please note that since Monday 3 October is Labour Day, no live class will take place on this day. That said, a lecture recording will be made available in Moodle so that you can watch/listen to it at your convenience.</i></p>
	<p>Tutorial</p>	<p>CRISIS DIPLOMACY AT WORK -- DEALING WITH AGGRESSIVE POWERS: THE 1936</p>

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.

Essential Readings

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 & Company, Limited, 2011), pp. 1-13 and 232-246 (available in Leganto).

Recommended Readings

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).

Online Activity

DIPLOMACY IN FOCUS. THE ROAD TO WAR AND BRITAIN'S APPEASEMENT

		<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 https://youtu.be/h_mNoNOSIB4.</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 5: 10 October - 14 October</p>	<p>Lecture</p>	<p>THE COLD WAR IN EUROPE</p>
	<p>Tutorial</p>	<p>THE ONSET OF THE COLD WAR IN EUROPE</p> <p><i>Discussion Topics</i></p> <p><i>"Containment was the only plausible policy to deal with the USSR".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> 1. <i>Case in favour</i>: I agree with this statement and will explain why. 2. <i>Case against</i>: I disagree with this statement and will explain why. <p><i>Essential Readings</i></p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 423-472.</p> <p>Zubok, Vladislav and Pleshakov, Konstantin (Cambridge, Mass.: Harvard University Press, 1966), pp. 37-62 and 72-77 (available on Leganto).</p> <p><i>Recommended Readings</i></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 1945-1963</i> (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 6: 17 October - 21 October	Reading	<p>READING WEEK</p> <p>No classes are scheduled in week 6.</p>
Week 7: 24 October - 28 October	Lecture	THE COLD WAR IN ASIA
	Tutorial	<p>THE COLD WAR IN ASIA</p> <p>Discussion Topic</p> <p><i>“The spread communism in Asia was a serious challenge to regional stability that warranted a robust American response in 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"> 1. <i>Case in favour</i>: I agree with this statement and will explain why. 2. <i>Case against</i>: I disagree with this statement and will explain why. <p>Essential Readings</p> <p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp.473-492 and 620-673.</p>

		<p>Recommended Readings</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: ColdWarin 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>
<p>Week 8: 31 October - 4 November</p>	<p>Lecture</p>	<p>FROM DETENTE TO THE END OF THE COLD WAR</p>
	<p>Tutorial</p>	<p>FROM DETENTE TO THE END OF THE COLD WAR</p> <p>Discussion Topic</p> <p><i>“American containment strategies in the 1970s and 1980s placed the USSR on the defensive, thus hastening its demise as a global power”.</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p> <ol style="list-style-type: none"> 1. <i>Case in favour:</i> I agree with this statement and will explain why. 2. <i>Case against:</i> I disagree with this statement and will explain why. <p>Essential Readings</p>

		<p>Kissinger, Henry, <i>Diplomacy</i> (New York: Touchstone, 1994), pp. 703-732 and 762-803.</p> <p>Recommended Readings</p> <p>Gaddis, John Lewis, <i>The Cold War</i> (London: Allen Lane, 2005).</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>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>
	Assessment	Policy Review
Week 9: 7 November - 11 November	Lecture	THE POST-COLD WAR ERA
	Tutorial	<p>THE POST-COLD WAR ERA</p> <p>Discussion Topic</p> <p><i>"The world has entered a new Cold War and we are headed for a United States vs China-Russia confrontation".</i></p> <p>In addressing this discussion topic, please choose one of these two options:</p>

		<p>1. <i>Case in favour</i>: I agree with this statement and will explain why.</p> <p>2. <i>Case against</i>: I disagree with this statement and will explain why.</p> <p>Essential Readings</p> <p>Brands, Hal and Gaddis, John Lewis, "The New Cold War", <i>Foreign Affairs</i>, 19 October 2021 (available in Leganto).</p> <p>Mearsheimer, John, "The Inevitable Rivalry", <i>Foreign Affairs</i>, 19 October 2021 (available in Leganto).</p> <p>Macmillan, Margaret, "A New Age of Global War", <i>New Statesman</i>, 22 June 2022 (available in Leganto).</p> <p>Fazal, Tanisha M., "The Return of Conquest?", <i>Foreign Affairs</i>, 6 April 6 2022 (available in Leganto).</p> <p>Rudd, Kevin, "Rivals Within Reason?", <i>Foreign Affairs</i>, 20 July 2022 (available in Leganto).</p> <p>Recommended Readings</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>Week 10: 14 November - 18 November</p>	<p>Group Activity</p>	<p>IN-CLASS SIMULATION</p> <p>CRISIS DIPLOMACY AT WORK: "DEALING WITH AGGRESSIVE POWERS: THE 1936 RHINELAND CRISIS AND THE GERMAN</p>

	<p>CHALLENGE TO WORLD ORDER”</p> <p>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.</p>
Tutorial	<p>LESSONS LEARNED</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>DIPLOMACY IN FOCUS: FROM VERSAILLES TO TODAY: HUNDRED YEARS OF INTERNATIONAL RELATIONS</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 https://www.youtube.com/watch?v=0Yz7HEcmpS0</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>

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.

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

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, 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](#).

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

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:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Image Credit

The Return of the Cold War

(source: The Economist)

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