

HARVARD SUMMER SCHOOL SYLLABUS

INTERNATIONAL RELATIONS AND DIPLOMACY GOVT P-16016

Mondays – Fridays, 3:15 pm to 6:15 pm ET

Instructor:

Naima Green-Riley
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Office Hours:

Thursday, July 1 – 1-2:30 pm ET

Friday, July 2 – 9-10:30 am ET

Wednesday, July 7 – 1-2:30 pm ET

Thursday, July 8 – 9-10:30 am ET

Teaching Assistant (TA):

María Ballesteros
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Office Hours:

Tuesdays, June 29 and July 6 – 12-1 pm, 6-6:30 pm ET

Course Overview:

In today's interconnected world, what happens in one country has the potential to affect the political, economic, security, and/or social dynamics in many other countries. Diplomacy is the glue that holds the international system together. Tasked with representing their countries' interests abroad, diplomats tackle international challenges and work together to come up with innovative solutions to the world's most pressing issues. This is an integrated course intended to link diplomatic practice to international relations theory. It puts students, as realistically as possible, into the shoes of diplomats. During the course, students learn the nuts and bolts of diplomacy, study contemporary issues in global affairs, and learn how to link these issues to theoretical frameworks in international relations. Students encounter a mixture of academic, policy, and opinion pieces during the period of study. This course demands that students not only read the materials, but also engage with them. Assignments lead students to consider the same dilemmas that policymakers face every day. Moreover, a final presentation session and live-action scenario activity requires students to think on their feet and apply all of the knowledge gained throughout the course.

How will this course transform students' understanding, experience, or lives?

Studying international relations can expand a student's horizons tremendously. This course is intended to plant a seed of curiosity in the students that take it. We hope that some will go on to study abroad, to see the world, and to gain a better understanding of their place in it.

How will students demonstrate learning?

The course will focus not only on developing writing skills, but also on the ability to work in teams and to deliver effective presentations. The mid-session assignment is a paper to be completed individually. The final project for this course is two-pronged. It includes a final presentation and diplomatic simulation with other members of the class.

Required Texts:

The following seven books should be purchased, rented, or borrowed. They will not be made available online (due to copyright restrictions). You can buy them used or new, or you can rent them, from the Harvard Coop using this link, created specifically for this course:

<https://tinyurl.com/A21-GOVT-P16106-1>

You may also choose to get these books through another website or store. That choice is up to you.

Inside a U.S. Embassy: Diplomacy at Work, 3rd Edition, 2011

Madeleine Albright, *Madam Secretary*, 2003

Samantha Power, *Education of an Idealist*, 2019

Ben Rhodes, *The World As It Is*, 2018

Condoleezza Rice, *No Higher Honor*, 2011

Susan Rice, *Tough Love*, 2019

Dennis Ross, *Statecraft and How to Restore America's Standing in the World*, 2007

There will be other readings for the course beyond these books. All other readings will be made available electronically on the Canvas website.

Office Hours

To sign up for office hours, please sign up in advance. Both the instructor and the TA will hold office hours for this course, and you may sign up for 30-minute slots online. Please sign up for only one 30-minute slot on the same day so that others can also attend office hours. Office hours will be hosted via Zoom.

Attendance and Harvard Summer School Policies

Students are required to attend all classes in their entirety to receive a passing grade of AR. Absences for emergencies, illness, or religious observance require documentation and there is a possibility that they may not be fully excused.

You may find a full list of key policies for the Harvard Summer School Pre-College program here: <https://studenthandbook.summer.harvard.edu/key-policies-pre-college-students>

Harvard Summer School Academic Integrity:

This class, like all others in the Pre-College program, requires a commitment to the standards of the [Harvard Summer School Policy for Academic Integrity](#): “Harvard Summer School advocates the active exchange of ideas, including course content and independent research, among faculty and students. When submitting assignments for credit, all work submitted must be your own and created specifically for each course. The only exceptions are instructor-assigned group projects and preapproved dual submissions. In either of these cases, you must follow explicit procedures ... When crafting written assignments you are required to follow standard academic guidelines for proper citation (e.g., APA, MLA, or Chicago Manual of Style). You must distinguish your own ideas and language from information derived from sources. Do not, intentionally or unintentionally, incorporate facts, ideas, or specific language taken from another source without citation.”

Academic Accommodations

As noted by the Harvard Summer School website, “Academic accommodations are adjustments and modifications that provide equal academic opportunity for students with disabilities. Academic accommodations are designed to provide equal access to courses and programs, but they do not guarantee an outcome or a level of achievement.” Please visit the [Summer School website](#) for information about how to request an accommodation. *Please note that the deadline to request an accommodation is **May 15, 2021**.*

ASSIGNMENTS AND GRADING

All Harvard Summer School Pre-College classes are graded on an AR/NM basis (meaning “requirements met” or “requirements not met”). You will also receive a written evaluation at the end of the course. Here are the components that will determine your final standing:

10%	Participation
5%	Bid list
10%	Debate
5%	Show and Tell
20%	Paper
50%	Final Diplomatic Simulation and Presentation

Greater detail for all assignments will be given in class.

Bid List

In the first week of introductory training at the State Department, U.S. diplomats receive a [“bid list”](#) of diplomatic postings that they can apply to for their first assignments. Similarly, on the first day of class, you will complete a “bid list” to determine job assignments for the final diplomatic simulation for the class.

On your bid list, you should rank all of the positions that are on the list either “Low,” “Medium,” or “High.” There are no “good” or “bad” choices. There are only preferences.

Write a paragraph about your top choice and why you have ranked it that way.

This assignment will not be graded – it will only be marked for completion or lack thereof.

To give assignment day a realistic flair, students will be assigned their specialty areas and cities on “Flag Day” emulating the real [Flag Day](#) for Foreign Service Officers. Since the exact scenario for the Final Diplomatic Simulation is a surprise, you will only find out your job assignment on Flag Day and the name of the place to which you are assigned.

Paper Assignment

This assignment will focus on your understanding of the bureaucratic politics model. You will read accounts of one central foreign policy issue from several different former officials. You should do additional research to understand the point of view of the people whose work you read. You will also need to include people who are not the authors of the books in your account of the policy issue. Use the Kevin Marsh article as a guide and write an 8 to 10-page paper on how the bureaucratic politics model explains the outcome of the policy issue.

Show and Tell

Bring something that is made in China to class. Research a little about: 1) the industry from which the item has come (clothes, shoes, paper, plastic, electronics, etc.) in China and 2) trade between *the country where you bought it* and China. The basic objective of this assignment is to better understand trade routes and partnerships, and to gain a clearer picture of how the items we purchase arrive to us from trade partners. Be prepared to tell the class about it (in a 3-5 minute presentation).

Debate

We will have an in-class debate about whether the United Nations is useful to international politics. Students should think about the usefulness of international organizations, in general, and the UN system, in particular, to prepare for the debate. Debate teams will be decided the day before.

Final Diplomatic Simulation and Presentation

In the final diplomatic simulation and presentation, you will fill the shoes of real-life diplomats, leaders, and foreign policy officials. You will advise the U.S. president on a tense, developing situation.

Expect to work in groups on a presentation to be given during the simulation. Also expect to simulate a decision-making meeting.

DAILY SCHEDULE

Monday, June 28

CLASS INTRODUCTION: WHAT IS DIPLOMACY?

Read in Advance – *please read these before the first day of class and come ready to discuss:*

Inside a U.S. Embassy, “Not Just a Job: The Foreign Service Life”, pp. 83-97 (all pages)

Inside a U.S. Embassy (choose ANY 5 stories to read from Parts I, III, and IV)

Samantha Power, *Education of an Idealist*, 2019, Preface

Tuesday, June 29

Submit your bid list!

IR THEORY AND THE FOREIGN POLICY LANDSCAPE

Read in Advance:

Stephen M. Walt, “International Relations: One World, Many Theories,” *Foreign Policy*, Spring 1998, pp. 29-32 and 34-46.

Dennis Ross, *Statecraft and How to Restore America’s Standing in the World*, 2007, Chapter 7: Statecraft in a New World, pp 143-172

Wednesday, June 30

BUREAUCRATIC POLITICS AND FOREIGN POLICY

Read in Advance:

Elizabeth N. Saunders, “No Substitute for Experience: Presidents, Advisors and Information in Group Decision Making”, *International Organization*, 71:S1 (2017), pp. S219-S247.

Kevin Marsh, “Obama’s Surge: A Bureaucratic Politics Analysis of the Decision to Order a Troop Surge in the Afghanistan War”, *Foreign Policy Analysis* 10:3 (2014), pp. 265-288.

Thursday, July 1

Flag Day!

WHERE YOU STAND IS WHERE YOU SIT: THE EXECUTIVE VS THE LEGISLATIVE BRANCH

Read in Advance:

Elizabeth N. Saunders, *Leaders at War: How Presidents Shape Military Interventions*. (Ithaca, NY: Cornell University Press, 2011), pp. 1-19, 186-211.

James M. Lindsay, "Deference and Defiance: The Shifting Rhythms of Executive- Legislative Relations," *Presidential Studies Quarterly*, Vol. 33, No. 3 (2003), pp. 530-546.

Pick one set of readings, and read all in the section for your paper due Tuesday:

Syria

Samantha Power, *Education of an Idealist*, 2019, Chapter 29: The Red Line and Chapter 30: "Chemical Weapons Were Used"

Ben Rhodes, *The World As It Is*, 2019, Chapter 18: Red Line

Susan Rice, *Tough Love*, 2019, Chapter 18: The Furies (until p. 369)

Libya

Samantha Power, *Education of an Idealist*, 2019, Chapter 24: Revolutions and Chapter 25: All Necessary Measures

Ben Rhodes, *The World As It Is*, 2019, Chapter 10: Libya

Susan Rice, *Tough Love*, 2019, Chapter 14: The Arab Spring Comes to New York

Arab Spring

Ben Rhodes, *The World As It Is*, 2019, Chapter 9: Egypt

Samantha Power, *Education of an Idealist*, 2019, Chapter 24: Revolutions

Susan Rice, *Tough Love*, 2019, Chapter 14: The Arab Spring Comes to New York

Friday, July 2

INTERNATIONAL INSTITUTIONS: THE BOSNIA DEBACLE

In-Class Debate: Is the United Nations Useful?

Read in Advance:

Pro-UN Debate Team ONLY: Kenneth W. Abbott and Duncan Snidal. "Why States Act through Formal International Organizations." *The Journal of Conflict Resolution* 42 (1) 1998: 3-32.

Anti-UN Debate Team ONLY: John J. Mearsheimer, "The False Promise of International Institutions." *International Security*, Vol. 19, No. 3 (Winter, 1994-1995), pp. 5-49.

Madeleine Albright, *Madam Secretary*, 2003, Chapter 12: Horror in the Balkans, pp. 224-244

Monday, July 5

NO CLASS, WORK ON THE PAPER

Tuesday, July 6

Paper Due Before Class Starts

BARGAINING AND NEGOTIATIONS

TA Lecture: Race and Gender in Conflict Studies

Read in Advance:

James Morrow, “The Strategic Setting of Choices: Signaling Commitment and Negotiation in International Politics,” in David A. Lake and Robert Powell eds., *Strategic Choice and International Relations* (Princeton 1999) pp. 77-114.

Dennis Ross, *Statecraft and How to Restore America’s Standing in the World*, 2007, Chapter 9: Negotiations, pp 187-215

Wednesday, July 7

GREAT POWER POLITICS: THE U.S. AND CHINA

In-Class Show and Tell

Read in Advance:

John J. Mearsheimer, “Structural Realism” in Tim Dunne et al, *International Relations Theories: Discipline and Diversity* (Oxford 2007) pp. 72-82

Ryan Hass, *Stronger*, 2021, Chapter 2, pp. 42-66

Naazneen Barma and Ely Ratner, “China’s Illiberal Challenge: The Real Threat Posed by China isn’t Economic or Military—it is Ideological,” *Democracy: A Journal of Ideas*, No. 2 (Fall 2006)

Yan Xuetong, “How China Can Defeat America,” *New York Times Op-Ed*. November 21, 2011.

Thursday, July 8

INTEREST GROUPS AND DIPLOMACY: APARTHEID IN SOUTH AFRICA

Read in Advance:

Helen V. Milner and Dustin Tingley, *Sailing the Water's Edge: The Domestic Politics of American Foreign Policy*. (Princeton, NJ: Princeton University Press, 2015), pp. 77-104 – read everything before “Who Gets Lobbied?”

Gregory Treverton & Pamela Varley, *The United States and South Africa: The 1985 Sanctions Debate*, Case Study by the Institute for the Study of Diplomacy, Georgetown University

Friday, July 9

Final Simulation

PUTTING IT ALL TOGETHER: THE FINAL EXERCISE

Read in Advance:

Condoleezza Rice, *No Higher Honor*, 2011, Chapters 51-52, pp 667-693

Madeleine Albright, *Madam Secretary*, 2003, Chapter 16: Building a Europe Whole and Free, pp. 317-345