

Marine Corps War College
Diplomacy and Statecraft

Diplomacy and Statecraft: Course Overview

FACULTY:

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COURSE DESCRIPTION: The Diplomacy and Statecraft (DS) course explores the “D” in DIME. The DS course examines international relations and American political, security, economic, social, and cultural interactions in Asia and the Pacific, Europe, Latin America, the Middle East, and Africa. DS seminars are spread across the academic year. They exploit the expertise of MCWAR staff as well as visiting scholars, civilian policymakers, foreign government officials, and military leaders.

DS seminars examine American foreign policy decision-making and current policy toward several key regions. Ideally, participants develop – and continually apply throughout the year – analytical tools that they can use in future jobs. In short, while we will learn many facts about specific cases, events, and countries, we will aim chiefly at the process of using that data to forge new or revised policies and analyses.

LEARNING OUTCOMES:

1. Evaluate US foreign policy in the context of national security and through a variety of analytical approaches and techniques.
2. Appraise the causes of instability, conflict, and cooperation, including the impact of cultural influences at the strategic level.
3. Formulate foreign policy strategies to protect and promote US interests in an increasingly globalized world.

TEACHING METHODOLOGY

1. **Socratic Seminars.** First, seminars taught by DS faculty will be “Socratic” with substantial preparation through readings, videos, and very brief writing assignments. For a typical DS teaching day, expect several hours of preparation followed the next day by a two or three-hour seminar. Nearly all seminars taught by DS faculty will be broken into Gold and Scarlet seminar groups.

A modified seminar form is a discussion/Q&A with an “outside” speaker (or several speakers) at Quantico or at the speaker’s institution. The speaker will make a presentation while taking questions and comments. Again, students will spend several hours preparing for seminar. Seminars with “outside” speakers are generally conducted with Gold and Scarlet in one group.

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2. **DS assessments** include short papers in the fall and spring, and evaluation of seminar participation in the fall and spring. Both papers will be foreign policy analysis memos with recommendations. No research will be necessary; adequate information will be acquired during DS seminars and discussions (and their associated preparation time).

3. **OCONUS trips.** The capstone of the Diplomatic and Statecraft course is late-May international travel, with half the class traveling to Asia and the other half to Europe. Each trip will visit two or three countries, including visits to foreign and defense ministries, think tanks, universities, and cultural sites. After the trips, each group will present (synthesize) key judgments and trip observations. This will take the form of a policy analysis and recommendation session for the other traveling group and to the faculty.

4. **Sequence of instruction.** The first third of the DS curriculum is the Foundations Block. In Foundations, we explore such topics as theories of international relations, decision-making paradigms, analytical techniques for policymakers, cognitive factors in decision-making, strategic communication, UN peace operations, and comparative politics.

After the Foundations Block, we will examine key countries and issues in all parts of the world, with special emphasis on countries or regions with which we are currently deeply engaged and which “matter” in global politics. We pay particular attention to China and East Asia and to Russian and Eurasia.

Potentially topics are subject to change due to guest speaker availability and current events. Although these changes will be flagged, it is the students’ responsibility to regularly check the MCWAR calendar for updates.

Lesson	Title
8200	Introduction to Diplomacy and Statecraft
8252	The Atomic Bombings of Japan: A “Grand Strategy” Analysis
8211	International Relations Theory with Practical Application
8254	The Cuban Missile Crisis
8201	Deciphering Foreign Policy Decision-making: Conceptual Models and the Cuban Missile Crisis
8206	The United Nations and International Security and USUN Field Study
8202	Public Diplomacy/Strategic Communications
8213	Deciphering Foreign Policy Decision-making: Analytical Techniques and Tradecraft for Decision-makers
8205/8215	The Department of State/Embassies and Country Teams
8207	Department of State Field Study
8203	Comparative Politics
8210	Iran
8216	Africa Mega-Trends: Political, Social, and Economic Challenges
8208	Egypt, Syria, and Iraq
8222	Mexico: Promise and Peril
8209	The Arab-Israeli-Palestinian Conflict
8223	US Policy toward Latin America
8226	The US-Japan Alliance
8253	The Monroe Doctrine: Guideline or Relic?
8228	China: Politics and Decision-making
8229	Chinese Foreign Policy

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8227	Security Challenges on the Korean Peninsula
8232	The People's Liberation Army (PLA)
8231	The South China Sea Dispute
8225	US Policy toward East Asia and the Pacific
8250	The Origins of the Cold War, 1941-1950
8237	NATO and European Security Issues
8236	The EU Project/US Relations with the European Union
8234	India and Security Issues in Asia and the Indian Ocean
8235	Turkey
8238	Russia: Internal Politics and the Economy
8239	Russia: Foreign and Security Policies
8246	European and Asian Field Studies
8248	European and Asian Post-Trip Briefs
8299	Diplomacy and Statecraft Writing Assignments

5. Summary Course Hours. All hours are approximate and subject to change. See individual lesson cards for specific hours.

Lecture	Seminar	Practical Application	Field Study	Exam	PSPT	Total
0.5	69.5	4.5	85	0	188	347.5

ASSESSMENT MEASURES: Student grades will be calculated as follows:

- Student seminar contribution (20% fall, 20% spring)
- 1200-word paper on UN PKO (25%) (due mid-November)
- 1500-word policy analysis memo on US foreign/defense policy (35%) (due mid-March)

STUDENT COURSE EVALUATION: The College is very attentive to what many educators call “Institutional Effectiveness” – that is, how well we are achieving our objectives. The critique allows the student to register views on the methodology of each segment of the course. All participants are required to contribute their constructive criticisms and their suggestions for improvements. It is best to do these evaluations at regular intervals, rather than waiting until the end of the course. Surveys are electronically tallied, studied by faculty including members engaged in courseware revision, and eventually archived for use in future institutional research.