

Honors Seminar V: United States Diplomacy Lab

Professor **Brian Fonseca**

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Location: Florida International University, Modesto Maidique Campus, Labor Center 301

Time: Spring 2023 Tues/Thurs 5:00-6:15PM

Office Hours: By Appointment/Via Zoom

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Course Objectives and Description:

The U.S. Department of State's Diplomacy Lab at FIU's Honors College affords students the opportunity to explore real-world challenges identified by State Department officials and work under the guidance of FIU faculty members with experience in diplomacy and international relations. Students will conduct multidisciplinary research over the course of the semester and provide the State Department with answers and actionable recommendations that support U.S. foreign policy. Students will be grouped and assigned a research topic of importance to U.S. foreign policy. Throughout the semester, students will progress their research inside and outside of the classroom, engage routinely with State Department officials, and interact with subject matter experts at FIU and around the globe. The semester will conclude with the submission of a final research product and a presentation to the U.S. Department of State. The Diplomacy Lab allows students to contribute directly to the policymaking process, while helping the State Department tap into an underutilized reservoir of intellectual capital.

Course Learning Outcomes—

- Student will be able to demonstrate knowledge of diplomacy and where it sits in American national security and foreign policy efforts.
- Student will be able to identify prevailing U.S. foreign policy challenges and the wide-range of diplomatic activities that the U.S. conducts across the world.
- Students will learn and apply research techniques and critical thinking to answer important foreign policy-related questions.

Global Learning Outcomes—

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Required Course Readings—

This is a directed research course. **Students must take the initiative to acquire knowledge** necessary to answer the research inquiries. In addition to students' research and course text, the professor may assign additional readings throughout the course using Canvas.

There is no assigned textbook for this course. The professor has placed required readings on Canvas.

(Highly) Recommended Readings—

- Burns, William J., *Burns The Back Channel: A Memoir of American Diplomacy and the Case for Its Renewal*
- *Foreign Policy Series* at <https://history.state.gov/historicaldocuments/about-frus>
- Kissinger, Henry, *Diplomacy* (free eBook at <https://euroclassworks.files.wordpress.com/2015/03/download-kissingers-diplomacy.pdf>)
- Kopp, Harry W. and John K. Naland, *Career Diplomacy: Life and Work in the US Foreign Service*
- Nye, Joseph S., *Do Morals Matter?: Presidents and Foreign Policy from FDR to Trump*
- Zoellick, Robert B., *America in the World: A History of U.S. Diplomacy and Foreign Policy*

Course & Honors Requirements & Grading Policy:

Academic Dishonesty—all work for this course must be the student’s own. Please refer to the Student Handbook, FIU Undergraduate Honor Code. Anyone found cheating/ plagiarizing will receive an “F” (fail) for the course and may be reported to the administration and be subjected to further serious penalties (including dismissal from the university). Given the research/writing nature of this course, please avoid plagiarizing or recycling your own work—no excuses or exceptions. Issues of ethics aside, the “costs” of engaging in academic dishonesty and getting caught outweigh any so-called “gains.”

Attendance/Class Etiquette—Attendance is mandatory. Missing more than 25 minutes of class will constitute an absence. Any missed lectures will result in a reduction in the student’s final grade. At this point in your college career, it is your responsibility and prerogative whether or not to attend class. Please note that, in addition to the assigned readings, the bulk of exam material is taken from class discussions. Furthermore, please arrive on time; lateness is disruptive. If you must be late, please enter in an unobtrusive and quiet manner. Once the class has started, students are expected to stay until the end of the class period. Lastly, please be attentive and respectful for the duration of the class period; refrain from talking or making other noise while in class.

Evaluation/Grade Policy—The exams will be taken in class and may consist of essay questions and/or short answer, multiple-choice, and/or identification questions based on the material presented in class. Also, in order to be fair to all the students in the class, there will be no make-up exams, unless the student has a *bona fide* medical excuse supported with proper official documentation from a state-certified medical professional. No other excuse is permissible. Please make a note of this. It is the student’s responsibility to inform the instructor of any medical emergency that prevents the student from taking the exam, and to provide official documentation from a certified medical professional (i.e., a medical doctor). Students who must take a make-up exam will either take an oral exam and/or a different written essay exam at the instructor’s discretion.

Religious Observances—Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges—Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Academic Misconduct Procedures and Policies—In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information: FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios—The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement—Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service—Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)—The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Panthers Care & Counseling & Psychological Services—If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at <http://caps.fiu.edu/>. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Course Assignments (Chronologically):

1. Research Proposal (group)

Each group will produce a detailed plan that includes timelines for research, drafts, reviews, and final reports; distribution of labor; report formats; guiding questions; and research objectives, etc. The purpose of the Research Proposal is to set expectations within the team and among its customers—in this case the Professor and the US Department of State. A research plan can be fluid, but students must establish a point of departure.

The Research Proposal must include, at minimum, the following sections:

- **Topic of Research:** List the topic of research.
- **Group Members:** List the group members with contact information.
- **Intended Audience:** Provide a description of the audience you are conducting the research to support.
- **Purpose of the Research:** Provide a description of the reason behind conducting this research. In other words, why does this matter for your intended audience? What will this information support?
- **Core Research Question/s:** List the core questions that your semester-long research project will address (could be one or more). These are the questions that your finished research will clearly answer. In other words, your final product and brief will provide a complete answer to these questions.
- **Secondary Research Questions:** List the secondary questions or information needs required to answer your core questions. These questions should map back to your core questions.
- **Internal Timelines:** List internal timeline, including group meeting times outside of the classroom. This is in addition to the class meeting times (every Tuesday & Thursday).
- **Communication Plan:** Describe how the group will communicate with each other throughout the semester.

After completion of the annotated bibliographies the following sections must be completed and submitted to the professor.

- **Research/Final Product Outline:** Begin outlining your final product.
- **Individual Assignments:** List who in the group is responsible for which sections/portions of the final product.

2. Annotated Bibliographies (Individual)

Each student is required to complete five annotated bibliographies (COIL Students please refer to specific COIL assignments). The annotated bibliographies are a list of citations followed by a brief description and evaluation of the citation, also known as the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited. It also helps the reader to better understand the available literature out there on the subject.

Students must complete five separate annotated bibliographies that have a minimum of 2 sources, resulting in 10 minimum sources total. Sources must be primarily scholarly; I will accept some policy reports. News articles and/or blogs not accepted for this exercise. Each annotation should be a minimum of 250 words. The citation should be written using the Chicago manual of style annotation. See the example below.

SAMPLE ANNOTATION:

Davidson, Hilda Ellis. Roles of the Northern Goddess. London: Routledge, 1998.

Davidson's book provides a thorough examination of the major roles filled by the numerous pagan goddesses of Northern Europe in everyday life, including their roles in hunting, agriculture, domestic arts like weaving, the household, and death. The author discusses relevant archaeological evidence, patterns of symbol and ritual, and previous research. The book includes a number of black and white photographs of relevant artifacts... *(student annotations must be at least 250 words for each annotation)*

3. Subject Matter Expert Engagement (Group)

Each group must compile a list of at least 10 subject matter experts that the group thinks engaging will provide value to the research effort. For each member, the group must provide a short biographical sketch of the expert. That document will be uploaded to Canvas. After meeting with the Professor, one representative from each group will attempt to contact the subject matter expert (copying the professor on all correspondence).

4. Report Outline (Group)

Each group must submit an initial report outline on Canvas. The report outline must highlight the general chapters/sections of your report and designate which group member is responsible for building out that particular chapter or section. (Not submitting will impact participation points).

5. Research Summaries and Peer Feedback (Individual)

Students must complete research summaries that illustrate your individual research progress. Your research summaries must be connected to the overall report outline. Students will complete 2 research summaries (consider these as drafts of students' respective sections).

In addition to completing your research summary, students must peer-review at least one other group members' research summary every other week. All students must be peer reviewed coordinate in advance. This means that on the week that you are not submitting your research summary, you are providing peer feedback. There will be a section in Canvas to submit peer feedback.

6. Class Discussions

Given that this is a research directed class, there are very few lectures. Instead, the professor will use the class time designated for each group to discuss research findings. During the class time, two students from each team will lead the brainstorming sessions. Students' leading the brainstorming sessions should be rotated in order to give everyone in the class and opportunity to lead a segment of our discussion.

7. Report Draft and Reviews (Group)

The group must submit a first draft of the overall report towards the end of the semester, as detailed in the groups' research proposal. The report must be reviewed by all members of the group. One group member should be designated to manage the draft review process.

8. Final Report (Group)

Each group must submit a final report at the end of the semester. The details of the final report (length, formatting, etc.) will be detailed in the groups' research proposal.

9. Presentation Rehearsal (Group)

Each group will conduct a rehearsal presentation with the professor, the other group, and select outside observers.

10. Final Presentation (Group)

Each group will conduct a final presentation of its report to the US Department of State.

11. Course Diplomacy Simulations (Class)

Professor will run 2 Model Diplomacy simulations throughout the semester. Students will be assigned roles that they must prepare for in order to foster rich discussion during the simulations. Student will provide the professor with post-simulation reflections (between 250-500 words) via Canvas.

Student Grade Breakdown:

Research Proposal Development (Group)	50 Points
Annotated Bibliographies x 5 (Individual)	100 Points (20 Pts Each)
Subject Matter Expert Engagement (Group)	100 Points
Research Summaries (Individual)	50 Points (25 Pts Each)

Group Report Draft (Group)	25 Points
Peer Reviews (Individual)	50 Points (all or nothing) (25 Pts Each)
Rehearsal Presentation (Group)	25 Points
Final Group Policy Report & Presentation (Group; Individual contributions will be assessed & graded appropriately).	400 Points (200 written + 200 oral)
Participation in Simulations (Individual)	100 Points (50 Pts Each)
Simulations (Individual)	100 Points each (50 Pts Each)
Maximum Points	1000 Points

Grading Scale:

A = 1000-950	A- = 949-900
B+ = 899-850	B = 849-800
C+ = 799-750	C = 749-700
D+ = 699-650	D = 649-600
F = below 600	

Grading Rubric for Course Written Work (Exams and Policy Writing):

Criteria	Unsatisfactory: 0%	Partial: 80%	Satisfactory: 90%	Excellent: 100%
Critical Analysis (Understanding of Readings and Course Materials) Weight for this criterion: 80% of total score	Written work shows little or no evidence that readings were completed or understood or that research was conducted. Written work is a largely personal opinion or feelings, or "I agree" or "Great idea", without supporting statements containing concepts from the readings, outside resources, and relevant research.	Written work repeats and summarize basic, correct information, but do not link readings to outside references, or relevant research and do not consider alternative perspectives or connections between ideas. No sources.	Written work displays an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Written work displays an excellent understanding of the required readings and underlying concepts including correct use of terminology. Written work integrates an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately (no more than 10% of the posting is a direct quotation). Strong analysis.
Quality of Writing and Proofreading	Written work contains numerous grammatical, spelling or punctuation	Written work includes some grammatical, spelling or	Written work is largely free of grammatical, spelling or	Written work is free of grammatical, spelling or punctuation errors. The

Weight for this criterion: 20% of total score	errors. The style of writing does not facilitate effective communication	punctuation errors that distract the reader	punctuation errors. The style of writing generally facilitates communication.	style of writing facilitates communication
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Tentative Timeline:

	Module/Topics	Assignments
January 10 & 12 — All Students	<ul style="list-style-type: none"> • Course Introduction • Assign/Discuss Research Topics 	Establish Groups
January 17 & 19— All Students	<ul style="list-style-type: none"> • Discuss Each Topic in the Context of US Foreign Policy/Diplomatic Objectives 	Familiarization with Research Topics Set up dates/times to meet with Department of State Representatives. Groups must have contacted 2 subject matter experts.
January 24 —Red & Blue Teams January 26 —Gold & Green Teams	<ul style="list-style-type: none"> • Brainstorming Sessions 	Submit Annotated Bibliography #1 by Sunday at 11:59PM on Canvas Submit Research Proposal by Sunday at 11:59PM on Canvas
January 31—Red & Blue Team February 2— Gold & Green Teams	<ul style="list-style-type: none"> • Brainstorming Sessions 	Submit Annotated Bibliography #2 by Sunday at 11:59PM on Canvas Groups must have contacted 2 subject matter experts.
February 7 & 9— All Students	<ul style="list-style-type: none"> • CFR Simulation: “Cyber Clash With China” 	Submit Annotated Bibliography #3 by Sunday at 11:59PM on Canvas Submit Post Simulation Reflection by Sunday at 11:59PM
February 14 & 16—All Students	<ul style="list-style-type: none"> • Brainstorming Sessions 	Submit Annotated Bibliography #4 by Sunday by Sunday at 11:59PM on Canvas
February 21—Red & Blue Teams	<ul style="list-style-type: none"> • Brainstorming Sessions 	Submit Annotated Bibliography #5 by Sunday by Sunday at 11:59PM on Canvas

February 23— Gold & Green Teams		Groups must have contacted 2 subject matter experts.
February 28 & March 2 – No Class	Spring Break - No Classes	
March 7—Red & Blue Teams		Submit Revised Research Plan with additional sections (product outline and individual assignments)
March 9— Gold & Green Teams	<ul style="list-style-type: none"> Brainstorming Session 	Submit Research Summary #1 by Sunday at 11:59PM on Canvas
March 14 & 16 – All Students	<ul style="list-style-type: none"> Project Briefs 	<p>Each team will provide a status on its research to the class</p> <p>Groups must have contacted 2 subject matter experts.</p>
March 21—Red & Blue March 23— Gold & Green Teams	<ul style="list-style-type: none"> Brainstorming Sessions 	Submit Peer Feedback #1 by Sunday at 11:59PM on Canvas
March 28 & 30— All Students	<ul style="list-style-type: none"> CFR Simulation: “Dispute in the East China Sea” 	<p>Submit Research Summary #2 by Sunday at 11:59PM on Canvas</p> <p>Submit Post Simulation Reflection by Sunday at 11:59PM</p>
April 4—Red & Blue Teams April 6— Gold & Green Teams	<ul style="list-style-type: none"> Project Briefs 	<p>Submit Peer Feedback #2 by Sunday at 11:59PM on Canvas</p> <p>Groups must have contacted 2 subject matter experts.</p>
April 11— Red & Blue Teams April 13— Gold & Green Teams	<ul style="list-style-type: none"> Brainstorming sessions 	Submit Subject Matter Expert Engagement by Sunday at 11:59PM on Canvas
April 18 & 20—All Students	<ul style="list-style-type: none"> Rehearsal presentations 	Final Report Due by Sunday 11:59PM on Canvas
April 25 & 27 —All Students	Final Presentations are Due	

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Note: The Professor reserves the right to change the syllabus as needed. Students will be given reasonable advance notice of any such changes.

CFR Simulations:

Cyber Clash With China

Cyberspace is a new domain of conflict that has few accepted standards of behavior, and basic questions about it—including how countries should respond to cyberattacks—are still unresolved. In recent years, China has exerted authority over areas of the South China Sea also claimed by other Asian countries, leading to tension with the United States. Last week, following several near misses in the South China Sea between U.S. and Chinese military vessels and aircraft, as well as the theft of documents from U.S. military networks, the U.S. Air Force conducted a flight near a shoal claimed by China. Three days later, the Nasdaq stock market was hacked, which significantly harmed the U.S. economy. U.S. intelligence agencies believe some in the Chinese government knew about the attack, for which a Chinese hacker collective claimed credit. National Security Council members need to advise the president on the merits of a cyber response, economic sanctions, or military measures.

Dispute in the East China Sea

Japan has long maintained an Air Defense Identification Zone (ADIZ) that encompasses the Senkaku/Diaoyu Islands, over which it has administrative control. China declared its own ADIZ in 2013, stating it had the right to take military action against any aircraft that entered the zone without prior notification. Japan, along with the United States and South Korea, has protested the Chinese ADIZ and refuses to conform to China’s demand for prior notification. Japanese civilian and military aircraft continue to operate in the skies above the East China Sea. The intensification of the island dispute has raised political sensitivities in both countries, making it difficult for leaders to ignore the increasing interaction between ships and aircraft in the area. China now sends its coast guard to patrol the islands alongside Japan’s coast guard. The changing balance of military and economic power in Asia, growing popular distrust between the two nations, and deep dependence on the sea lanes for access to energy resources and trade have heightened concerns that Japan and China may inadvertently end up in an armed clash. Miscalculation by their militaries or an unforeseen incident provoked by fishermen or sovereignty activists could trigger a crisis. Washington does not take a position on the disputed sovereignty claims, but the United States has a treaty commitment to defend Japanese territory, including territory under its administrative control, against attack or the threat of attack. Because the use of force between China and Japan would likely lead to U.S. involvement, Washington has a stake in deterring and dissuading aggression by either party. The U.S. government has decided to convene a National Security Council (NSC) meeting to consider any action it should take to ease tensions in the East China Sea and to evaluate its long-term policy in the region.