Upper-division Writing Requirement Review Form (12/1/08)

I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>History</th>
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</thead>
<tbody>
<tr>
<td>Course # (i.e. ANTH 455) or sequence</td>
<td>History 437</td>
</tr>
<tr>
<td>Course(s) Title</td>
<td>The Dynamics of Diplomacy</td>
</tr>
<tr>
<td>Description of the requirement if it is not a single course</td>
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</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor | Paul Lauren |
| Phone / Email | 243-4086 |
| Program Chair | Richard Drake |

III. Overview of the Course Purpose/Description

This course is designed to give students the opportunity to explore some of the most interesting and most challenging issues of modern global diplomacy and international relations while, at the same time, developing advanced writing skills.

IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes: Identify and pursue more sophisticated questions for academic inquiry</th>
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<tbody>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a> )</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
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<tr>
<td>This is an advanced course that builds upon lower division courses on diplomacy and international relations, requiring a much more sophisticated analysis of highly complex issues in our world today.</td>
</tr>
<tr>
<td>Students are required to find, evaluate, analyze, and synthesize information effectively from their research in archives, government documents, secondary sources of monographs and professional journals, newspapers, and electronic media and data bases.</td>
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<tr>
<td>This is a course on international diplomacy. By its very nature, it requires the ability to understand, analyze, and manage different national and cultural perspectives, and well as different interpretations of national and international security.</td>
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</table>
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.

Develop competence in information technology and digital literacy.

The level of analysis and writing requires learning the academic voice necessary for those who study and work in the field of diplomacy and international relations.

As the attached syllabus indicates, students are required to submit multiple drafts of their writing for revision, editing, and improvement prior to submitting their final written work.

Historians take the conventions of citation, documentation, and formal presentation extremely seriously. The requirements of his course do precisely that.

Assignments on the Internet with Web sites and data bases are designed to develop competence in information technology and digital literacy.

### V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment.</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the</td>
<td>X</td>
<td>No</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>How and when will students be informed of written assignments?</td>
<td></td>
<td></td>
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<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>Tools and strategies for effective writing and editing in the major are provided in class, in individual consultations throughout the semester, in written comments on their drafts, and in written evaluations of peers when they assess each other's work. X Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>
| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? | ☐ Yes X No  
The syllabus is already rather lengthy. I inform students about expectations in information literacy during class. |

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

| Formal Graded Assignments | Prospectus, Outline, and Bibliography – 5%  
Written Essay Examination – 15%  
Written Peer Critique – 5%  
Final Paper – 40% |
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<tbody>
<tr>
<td>Informal Ungraded Assignments</td>
<td>Every assignment is graded.</td>
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</tbody>
</table>

**VI. Syllabus:** Paste syllabus below or attach and send digital copy with form.  
The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see:  
http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.

Fall Semester 2007  
Professor Lauren  
MWF, 1-2
This writing course is designed as a special interdisciplinary investigation into some of the most interesting and challenging issues of modern global diplomacy and international relations. It draws both upon the depth and breadth of the historian and upon some of the analytical tools and theoretical concepts of the political scientist.

More specifically, this course examines a number of historical and contemporary problems raised by the collapse of the classical system of diplomacy as a result of two world wars, the expansion of the diplomatic community and breakdown of its internal cultural homogeneity, and the new dimensions of diplomacy that have emerged as a result of the technology and domestic political pressures of the twentieth and twenty-first centuries. It also examines some of the theoretical concepts associated with relations among states, including negotiation, deterrence, coercive diplomacy, crisis management, and ethics and human rights.

This course is specifically designated as a W - a University Writing Course. It also fulfills the Department of History requirement for History 300 (Methodology). Students thus will be given opportunities to write an extensive paper of 20-25 pages in length and to deliver a presentation on specific case studies based upon their writing and research in original documents, secondary resources, and electronic media. In order to accommodate the interests of students with different interests, these specific case studies can range in time from the nineteenth century to those of recent international problems involving issues before the United Nations, weapons of mass destruction, terrorism, and human rights abuses, and can range geographically from the United States and Europe to the Middle East and Asia or Latin America and Africa. The specific items and instructions devoted to writing in this course hereafter will be indicated by the use of *italics*.

27 August

**Introduction to the Course:**
Writing, Methodology, and Interdisciplinary Approaches

*Writing:* Students are encouraged to immediately begin reading ahead in the theoretical chapters of *Force and Statecraft*, including the specific
historical cases listed at the end of each chapter under “Suggestions for Further Exploration,” to determine the specific subject that interests you the most and on which you will research and write your paper. During the first two weeks you will need to visit with Professor Lauren during his office hours (MWF 2-3), during the class sessions of the 7th and 10th of September, and/or by appointment for consultations about your particular interests and to secure approval for your topic.

DIPLOMACY IN THE PAST AND THE PRESENT

29 August The Emergence of Diplomacy

31 August Classical Diplomacy

Readings:


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3 September Holiday

5 September The Diplomatic Revolution Begins

Readings:

Lauren, Craig, and George, Force and Statecraft, pp. 47-69.

7 September Writing: This class will be devoted to the selection of individual student topics for research and writing.

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10 September Writing: This class will be devoted to the final selection of individual student topics for research and writing.

12 September Destruction, Expansion, and the Creation of a Postwar System of Security

14 September The Diplomacy of the Cold War
Readings:

Lauren, Craig, and George, *Force and Statecraft*, pp. 70-109.

* * * * * * * * * *

17 September  * Writing: The Creation of a Prospectus, an Outline, and a Bibliography.*

19 September  * The Dynamics of Contemporary Diplomacy Today*

THE TOPICS OF DIPLOMACY

21 September  * Negotiation*

Readings:


Invest two hours browsing the Web site of the United Nations at http://www.un.org, or the State Department at www.state.gov, or the official foreign ministry Web site of any other country of your choice.

* * * * * * * * * *

24 September  * Writing: All students must submit the first draft of their Prospectus, Outline, and Bibliography by the end of this class period.*

26 September  * Deterrence and Coercive Diplomacy*

28 September  * Crisis Management*

Readings:


* * * * * * * * * *

1 October  * Ethics and Human Rights*
Readings:


3 October  ESSAY EXAMINATION

**INTENSIVE RESEARCH AND WRITING**

5 October  *Writing: This class period will be devoted to individual research as students begin to work on their 20-25 page paper.*

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8 October  *Writing: Advice for Writers on Structure and Organization*

10 October  *Writing: Advice for Writers on Citation Techniques*

12 October  *Writing: Using the Library*

                 University Archivist, Mansfield Library

Reading and Reference:

Hellstern, Scott, and Garrison, *The History Student Writer’s Manual*

* * * * * * * * * *

15 October - 2 November  *Research, Thinking, Writing, and Re-Writing*

*Writing requires a great deal of individual research work in the Library, time alone for serious thinking, and frequent consultations with a guide. Consequently, during this period of time students will focus their efforts on conducting research, thinking, and writing by meeting frequently with Professor Lauren in individual consultations during our regularly scheduled class time for assistance and for comments on their writing drafts for re-writing.*

Reading and Reference:
STUDENT PRESENTATIONS AND CRITIQUES

31 October Instructions Concerning Presentations and Critiques

7 November - Student Presentations and Critiques

5 December

In order to become an effective writer it is necessary to develop skills in the clarity first of thought and then of expression. Presenting ideas to other people and having them react are often extremely helpful in this process. Consequently, each student will be responsible for delivering an oral presentation of their own research and writing and for providing an oral and written critique of the work of another student as assigned to the class as a whole.

The schedule of these student presentations and critiques will be created and then distributed.

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FINAL PAPER

7 December Final Papers Due

The final version of all writing assignments are due no later than this day and no later than 5:00 pm. There will be no exceptions.

Grading

The grade for this course will be determined by the quality of student performance in the following areas with the following weighted values:

- Prospectus, Outline, and Bibliography 5%
- Essay Examination 15%
- Presentation 15%
- Critique 5%
- Final Paper 40%
- Active Participation 20%
History 437 is an upper-division course designed to emphasize the following educational objectives: knowledge (acquiring information and terminology), comprehension (distinguishing meaning and significance), application (understanding relevance to other situations), analysis (reasoning and clarification of relationships), synthesis (combining and rearranging knowledge), evaluation (weighing arguments against each other and making judgments based upon evidence), research, writing skills, and public speaking. Attendance is mandatory.

All University of Montana regulations concerning deadlines for drop-adds, grading options, the Student Conduct Code, and other related matters apply. Students with questions about any of these should consult the University Catalog or Professor Lauren. In this regard, plagiarism – or the theft of ideas without attribution – is always taken extremely seriously in any university, but especially in a writing class such as this. Any violation will result not only in failure in a particular assignment, but failure in the course.

*Note: Author’s royalties from this book when used at The University of Montana are given to an account for UM student scholarships.*