I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI – Historical and Cultural / and IX – American and European</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>History</td>
</tr>
<tr>
<td>Course #</td>
<td>331</td>
</tr>
<tr>
<td>Course Title</td>
<td>Foreign Relations of the Great Powers</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Paul Lauren</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>243-4086</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:paul.lauren@mso.umt.edu">paul.lauren@mso.umt.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
</tr>
<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
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</tbody>
</table>

III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This course addresses the breadth, context, and connectedness of modern diplomacy by focusing on the foreign relations of the Great Powers of Europe and the United States. It begins with the classical system of diplomacy and explains how that system was destroyed by a series of monumental historical events, ranging from the Bismarckian alliance system to the causes and results of the First World War, from the Paris Peace Conference to the rise of Adolf Hitler and the outbreak of the Second World War, from the emergence of the United Nations as an institution and of the United States as a Great Power to the contest known as the Cold War, and from the fall of the Iron Curtain to the continued search for peace and stability through diplomacy. It introduces students to the subject by means of a topical approach focusing on such topics such as crisis management, personalities and policies, illusions in statecraft, peacemaking, and collective security.

IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

<p>| Group VI – Historical and Cultural Studies | This course presents the historical and cultural contexts of ideas and institutions relating to the conduct of diplomacy and foreign affairs. It explores the causes, development, and consequences of major wars and international crises; analyzes human and state behavior, ideas, and institutions within a broad range of time from the 19th century to the present; and addresses a number of foundational topics in the area of diplomacy and foreign affairs. |</p>
<table>
<thead>
<tr>
<th>Group IX – American and European Perspectives</th>
<th>This course approaches the subject of diplomacy and foreign affairs from a Western perspective for the simple reason that the Great Powers in the world generally have been those from the West. The antecedents, principles, institutions, cultures, traditions, legacies, and power of America and Europe have largely determined the conduct of diplomacy and foreign affairs today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></td>
<td></td>
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<tr>
<td>Group VI – Historical and Cultural Studies</td>
<td>Students will be able to synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events; evaluate the texts of diplomatic documents within their historical and cultural contexts; and analyze human and state behavior, ideas, and institutions within these same broad contexts.</td>
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<tr>
<td>Group IX – American and European Perspectives</td>
<td>Students will be able to demonstrate an informed and reasoned understanding of American and European historical and contemporary behavior, ideas, institutions, and culture in the world; and to analyze and evaluate what is distinctive and significant about their experience and legacy as the Great Powers.</td>
</tr>
<tr>
<td>VII. 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: <a href="http://teaching.berkeley.edu/bgd/syllabus.html">http://teaching.berkeley.edu/bgd/syllabus.html</a></td>
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<tr>
<td>History 331H</td>
<td>Professor Lauren</td>
</tr>
<tr>
<td>Fall Semester 2008</td>
<td></td>
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<tr>
<td>LA 203, MWF 10-11</td>
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<tr>
<td>FOREIGN RELATIONS OF THE GREAT POWERS</td>
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<tr>
<td>25 August Introduction:</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>27 August</td>
<td><strong>Systemic Aspects of Diplomacy:</strong></td>
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<tr>
<td>29 August</td>
<td><strong>The Influence of the Past Upon Diplomacy:</strong></td>
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<tr>
<td></td>
<td>*Kennedy, <em>The Parliament of Man</em>, pp. xiii-8.</td>
</tr>
<tr>
<td>1 September</td>
<td>HOLIDAY</td>
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<tr>
<td>3 September</td>
<td><strong>Maintaining the Status Quo:</strong></td>
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<tr>
<td>5 September</td>
<td><strong>The Exercise of Power and Force:</strong></td>
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<tr>
<td>8 September</td>
<td><strong>Illusions in Statecraft:</strong></td>
</tr>
<tr>
<td>10 September</td>
<td><strong>Arms Races and Strategy:</strong></td>
</tr>
<tr>
<td>12 September</td>
<td><strong>Rivalry and Distrust:</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Lauren, Craig, and George, <em>Force and Statecraft</em>, pp. 36-45.</td>
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<tr>
<td>15 September</td>
<td><strong>Crisis Management &amp; Mismanagement:</strong></td>
</tr>
<tr>
<td>17 September</td>
<td><strong>Diplomacy During War:</strong></td>
</tr>
<tr>
<td>19 September</td>
<td><strong>The “Home Front” and the Rise of Public Opinion:</strong></td>
</tr>
</tbody>
</table>
22 September  **Peacemaking and System Building:**
The Politics and Diplomacy of the Paris Peace Conference and Versailles Settlement, 1918-1919

24 September  **Perspective in Diplomacy:**
War Guilt and the *Kriegsschuldfrage*

26 September  **Systemic Aspects of Diplomacy:**
The Diplomatic Revolution and Collapse of the Classical System of Diplomacy

Readings: Lauren, Craig, and George, *Force and Statecraft*, pp. 47-54.

29 September  **Normative Values in Diplomacy:**
The *Dialogue des sourds*

1 October  **Changing the Status Quo:**
Mussolini, Hitler, and the Japanese, 1922-1933

3 October  Day for Study for Next Week’s Mid-Term Examination


6 October  **Responding to Aggression:**
Deterrence, Coercive Diplomacy, Appeasement, or Making Deals from Europe to Asia, 1933-1939

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8 October  Discussion for Preparation of the Mid-Term

10 October  MID-TERM EXAMINATION

13 October  **Coalition Diplomacy:**
Diplomacy During War with the Grand Alliance Around the World, 1939-1945
15 October  Discussion for Assessment (Mid-Term Examinations returned with comments)

17 October  **The Exercise of Power and Force:**
The Big Three and the New Atomic Bomb, 1945


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20 October  **Collective Security and System Building:**
The Creation of the United Nations

22 October  **Shifting Power:**
The Emergence of the Superpowers and the Cold War, 1945-1949

24 October  **Deterrence:**
Rival Alliances and Mutual Assured Destruction (MAD), 1949-1960


** ******************

27 October  **The Diplomacy of Retreat:**
Anti-Colonialism, Racial Equality, European Defeats, and Asian and African Successes

29 October  **Coercive Diplomacy:**
"Eyeball to Eyeball" at the Cuban Missile Crisis, 1962

31 October  **Restraints in Statecraft:**
Practical, Structural, and Political Restraints


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3 November  **The Diplomacy of International Organization:**
The Diplomats and Diplomacy of the United Nations

5 November  **Negotiation:**
Human Rights and International Security at CSCE, 1975

7 November  **Adjusting to New Powers:**
The Emergence of Modern China, Japan, and Israel


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10 November **Personalities and Policies in Diplomacy:**
Mikhail Gorbachev and His Foreign Policy

12 November **Diplomacy During Times of Upheaval:**
The 1989 Revolution & Collapse of the Soviet Empire

14 November **Seizing Opportunities:**
Consequences of the Revolution and the Amazing Peaceful Reunification of Germany


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17 November **Normative Values and Ethical Restraints in Statecraft:**
The Struggle Against Apartheid in South Africa and Other Developments in International Human Rights

19 November **Change and the Evolving International System:**
Saddam Hussein's Invasion of Kuwait and "Ethnic Cleansing" in the Former Yugoslavia

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21 November **Threat Assessment:**
9/11 and the Problem of Terrorism


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24 November **Partners or Rivals?**:
Recent International Conflicts and the Contemporary Debate

26 November HOLIDAY

28 November HOLIDAY
Readings: Lauren, Craig, and George, Force and Statecraft, pp. 122-132.

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1 December  The Diplomatic Revolution: Globalization, Technology, Non-State Actors and Other Factors of Our Time

3 December  Diplomatic Challenges for the Future: The Foreign Relations of the Great Powers in the Twenty-First Century

5 December  Discussion for Preparation


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Special Reading Note: In addition to the required reading schedule as noted above, all students are required to invest three or four hours during the second half of the semester exploring one of the following websites of depending upon their personal interests:

- China -- http://www.fmprc.gov.cn
- European Union -- http://eurunion.org
- Germany -- http://www.auswaertiges-amt.de/diplo/en/AAmt
- Great Britain -- http://www.fco.gov.uk
- Japan -- http://www.mofa.go.jp
- Russia -- http://www.mid.ru
- United States -- http://www.state.gov

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11 December  FINAL EXAMINATION

8:00 am - 10:00 am

(This comprehensive examination is designed as a two-hour final, but an additional hour will be provided for those who wish to have more time to think and write, beginning at 7:00 am)

History 331H 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), and evaluation (weighing arguments against each other and making judgments based upon evidence). Students will be given two opportunities to demonstrate their skills in these areas with a Mid-Term Examination worth 40% and a Final Examination worth 60% of
their grade.

All University of Montana regulations concerning deadlines for drop-adds, grading options, plagiarism, and other related matters apply. Students with questions about any of these should consult the University Catalog or see Professor Lauren.

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

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.