

DAVIDSON

U.S. Diplomacy in the First-Person: Memoirs and Oral Histories of America's Post-World War II Diplomats

POL 284/HIS/DIG

Spring 2020

Chambers 1062

Tuesdays, 1:40 pm - 4:20 pm

Professor

[Jane Zimmerman](#)

John and Ruth McGee Director
Dean Rusk International Studies
Program

Email: jzimmerman@davidson.edu

Mobile: 571-255-0242

Office Hours

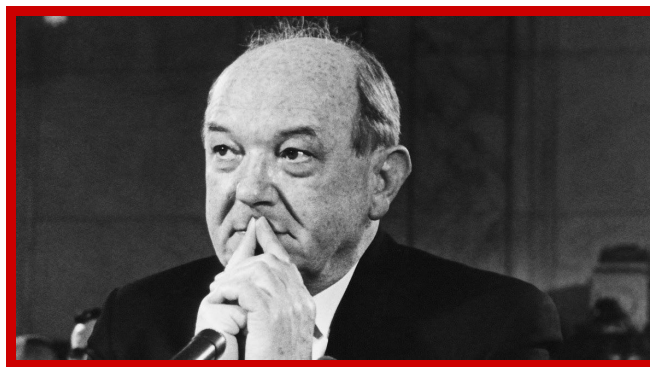
Wednesdays, 1:30-4:00 pm

By appointment, scheduling with
Outlook Calendar

Duke Hall 127

Course Introduction and Objectives

This course is brand new. No college or university has offered anything like it. It explores the memoirs and oral histories of American diplomats following World War II to the present day. You will have opportunities to read, research, and reflect on how these individuals shaped U.S. foreign policy, as well as explore their relationships with each other and the institutions they served, the leadership and ethical challenges they faced in fulfilling their professional duties, and their motivations for both public service and recording for posterity their own personal accounts.



We will begin with memoirs and oral histories from leaders such as Davidson alumnus and Secretary of State Dean Rusk, Ambassador Averell Harriman, and Nobel Peace Laureate Ralph Bunche. We will move forward on the timeline to contemporary accounts from Ambassador William Burns, Ambassador Prudence Bushnell, Ambassador Charles Ray, and Ron Capps. We will look at how relationships overlap and influence future generations and policies. Dean Rusk and Richard Holbrooke, for example, are a leitmotif in this course.

In addition to memoirs, the course will draw heavily from material from the Foreign Affairs Oral History Program of the Association for Diplomatic Studies and Training ([ADST](#)), which has an on-line archive of over 2,500 transcribed interviews with career diplomats from the Department of State, U.S. Agency for International Development, the former U.S. Information Agency, U.S. Arms Control and Disarmament Agency, and the U.S. Foreign Commercial Service.



You will be introduced to historiography primarily as it relates to memoir and oral history, and use guides such as the ADST Oral History Evaluation Worksheet. In collaboration with ADST, you have the opportunity to write and publish on-line summaries of oral histories related to specific individuals, historical events, or policy themes. These summary articles (~500-750 words), or “Moments in Diplomatic History,” will be based on individual oral histories (~135-150 pages) for ADST. ADST will be able to select and upload on its website these articles, with the student noted as the author. (Students may also apply for paid internships during the summer of 2020 at ADST in Arlington, VA.)

You should have many opportunities to think, reflect, and write about how these men and women demonstrated “humane instincts, and disciplined and creative minds, for lives of leadership and service.” If you have particular topics or areas of interest, please let me know in your student survey and our required, one-on-one, in-person meeting. Likewise, if you wish me to help you identify specific individuals or topics to research, I am delighted to work with you on that. In consultation with me, you will have considerable choice in selecting your people and topics for your research and assignments.

Many class sessions will include, either in-person or via video-conference, guest lecturers who have shared in their memoirs or oral histories their experiences and insights. The last hour of classes with a guest lecturer will be open to Davidson faculty, staff, and students, but students enrolled in the course will have priority in questioning and interacting with guest lecturers. The E.H. Little Library and its archives and the Jay Hurt Hub will also be involved in this course.

This course has no prerequisites. It meets the course requirements for Political Science or History majors and minors, or the Digital Studies minor. It also meets the Historical Thought Requirement. Students are strongly encouraged to present a research project from this course at the Verna Miller Case Symposium this May.

Learning Outcomes

1. *Critical Thinking*: Apply theoretical frameworks, historical methodologies, and digital resources to analyze the first-person viewpoints of U.S. diplomats as they relate to understanding leadership, policy and decision-making, institutional roles and responsibilities, and the inter-play of values and ethics in crafting and implementing policy.
2. *Research Skills*: Identify and assess primary sources, interview and engage with guest lecturers, and produce for the course website and on-line publication articles material related to historical individuals, events, or policy themes. Learn and apply digital methodologies to policy, political science, and history.
3. *Communication Skills*: Learn to organize and express thoughts clearly and coherently, in writing, orally, and digitally, as demonstrated through written assignments, in-class presentations and discussion.

Assignments

This is *your* class. ***Class participation will be 15% of your final grade.*** You have considerable choice in selecting research topics, and you are encouraged to propose to me subjects related to your academic and personal interests for the assignments, below. Alternatively, if you prefer me to assign you an individual or topic or help narrow down the choices, I am equally ready to help you with that. ***Please note that you are required to schedule a meeting with me during office hours or by appointment, using Outlook’s calendar and scheduling function, by January 28.***

1. *Moments in Diplomatic History - Focus on an Individual* (20% of final grade): Using the ADST collection, summarize in 500-750 words the oral history, of 100 pages or more, given by an individual diplomat. Your article should be suitable for publication on-line by ADST.
2. *Moments in Diplomatic History – Focus on an Event/Topic* (20% of final grade): Using the ADST collection, summarize in 500-750 words an event or specific development in diplomatic history (e.g., one of the “color revolutions” in Europe, the invasion and occupation of Iraq, the evolution of LGBTQI rights, diplomacy and

environmental issues, etc.) Your article should be suitable for publication on-line by ADST.

3. *Digital Explorations* (20% of final grade): In collaboration with the E.H. Little Library (its Archives, Special Collections, and Community and Digital Learning) and the Jay Hurt Hub, you should apply digital tools and methodologies to explore and analyze an individual or aspect of U.S. diplomatic history since World War II. You will propose to me a topic for this assignment, and your work will be evaluated according to **how** you approach the assignment. Specifically, it will be evaluated based on: (a) the planning of your project, (b) the quality and utilization of resources to pursue your project, (c) your implementation, and (d) your presentation and sharing of your findings. If **what** you produce disproves a hypothesis or doesn't turn out as you planned, that it is ok! You are encouraged to try experimenting with tools and methodologies new to you, and take some risks, based on skills you may already have or wish to develop further. Some possible examples, representing a range of skills and challenge, include:

- digitizing collections in the Davidson archives regarding Dean Rusk or Ambassador Jack Perry;
- producing a "Moments in Diplomatic History" podcast episode;
- making a digital academic poster for the Verna Miller Case Symposium in May;
- digital text analysis drawn from oral histories;
- creating a dashboard for the ADST website;
- learning or using programming tools such as "R" to research proximity significance (i.e., the relationship of individuals to each other or to events, issues, countries or regions), citation networks, and other patterns related to individuals, countries/regions, or issues.

Final Assignment

Ethical Essay on Leadership (9-12 pages -- 25% of final grade): Write about an individual, event, or policy initiative that has normative implications for a diplomat's ethical behavior. Use your discussion of the individual, event, or policy as a basis for reflecting on how we should act or avoid acting. Discuss how others, at the time or later, have thought about the ethical issues that you discuss. Conclude with your own views on how your analysis relates to humane instincts, leadership, and service. **Graduating seniors, this assignment has a HARD deadline of May 5, 2020.**



Expectations

Communication! Please let me know what is or isn't working well for you in the class. Feel free to bring me your questions and provide feedback. If you have questions or challenges with the material, please contact me, or make an appointment to see me at the earliest opportunity. Again, you are **required** to schedule a meeting with me during office hours or by appointment, no later than January 28. ***You should meet with me during office hours or by appointment at least once (more than once is welcome) regarding your by April 7 to check in, and see how your digital and final assignments are going. My door is open, and I would love to see more of you outside class, rather than less!***

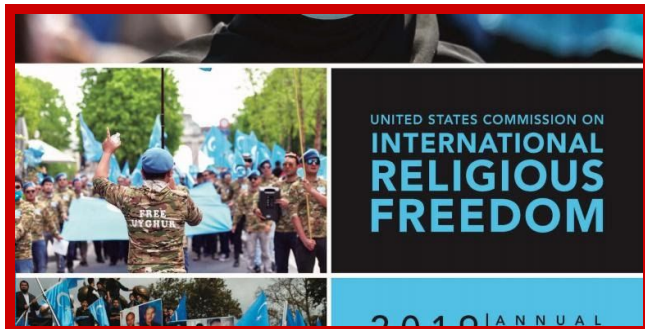
The course outline below lists the topics, readings, and assignments due for each class, but ***Moodle will be the primary resource for class updates, assignments, materials, and communication.***

I expect you to attend every class. If you have an excused or planned absence, please make an appointment with me as soon as possible to help you manage the absence. If you must miss class for any reason (family emergency, athletic competition or other authorized college activity, illness), please let me know as soon as possible. Having more than two absences will impact your grade. Chronic instances of late arrival to class may count as unexcused absences.

During the semester, you have one free 24-hour extension. This is the only extension I will give over the course of the semester, except in cases of documented medical or family emergencies. To use your extension, note at the top of your assignment "FREE 24-HOUR EXTENSION" and send me an email to let me know.

Finally, if I have not answered your email within 24 hours during the work week or 36 hours over the weekend, please feel free to send me a reminder or another message. I don't want your message to risk falling between the cracks!

Religion



Please look carefully at the syllabus during the first week of class. If any of the assignments conflict with a major religious holiday for your faith, then please let me know. I will make every effort to make the necessary accommodations.

Access Statement



The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth

Bleil, Director, bebleil@davidson.edu, 704-894-2129; or Alysén Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

The Honor Code

Since this class is writing intensive, we remind you that all written work must be fully your own. Whenever you use the work of another person (in any format, such as a journal article, book, website, TED talk, film, etc.), you **must** acknowledge the use and origin of that other person's work. ***You are welcome and encouraged to raise with me any questions or concerns you may have about proper citation and attribution!*** If you use someone's idea, data, or exact words, quote and cite them appropriately. If you paraphrase, rewrite in your own words, or quote directly from the work of others, you must cite the other's work appropriately. Failure to do so constitutes plagiarism, which is an Honor Code violation. Honor Code violations can result in failure of an assignment, failure of a course, or dismissal from the College.





Week 1, January 14 – Overview of key themes, elements, and resources

- Historiography related to memoirs and oral history, including [ADST Oral History Evaluation Worksheet](#)
- Dean Rusk Collections in the archives of E.H. Little Library (30 min) – Molly Kunkel, Jessica Cottle
- Hook, Steven W., and John W. Spanier. *American Foreign Policy since World War II*. CQ Press, SAGE, 2019.
- Krebsbach, Karen. *Inside a U.S. Embassy: How the Foreign Service Works for America*. American Foreign Service Association, 1996.
- Recommended podcasts: “[Poor Richard’s Podcast](#),” [American Diplomat](#), [American Ambassadors Live!](#)

Assignments for following week:

- **Complete the survey posted on Moodle.**
- **Make an appointment on my Outlook calendar to meet in-person by January 29, and discuss with me your interests.**
- **Do the readings for January 21, 2020.**

Week 2, January 21 – “The Wise Men” - George Kennan, Dean Acheson, Averill Harriman – and Dean Rusk

Guest lecturers – USN Captain Jane Campbell (ret.), D’86, and Heather McKee, D’86

- Isaacson, Walther, and Thomas Evan. *The Wise Men*. Simon and Schuster, 1986, pp. 17-97.
- Rusk, Dean. *As I Saw It: A Secretary of State's Memoirs*. Tauris, 1991, pp. 29-63.
- Guest lecturer - Digital Methodologies and Research (30 min) – Prof. Ché Smith, Jay Hurt Hub

Week 3, January 28 – African-Americans in the Foreign Service: Ralph Bunche, Nobel Laureate, Ambassador Edward R. Dudley

Guest lecturer – Ambassador John L. Withers, II

- Digital Learning Team – Digital Methodologies and Learning Presentation (30 min) – Sundi Richard, Daniel Lynds, Thomas Espenschied

- Bunche, Ralph J., and Charles P Henry. *Ralph J. Bunche: Selected Speeches and Writings*. University of Michigan Press, 1995.
- Perry, Ralph Barton. "Ralph Bunche." *Ralph Bunche - New World Encyclopedia*, New World Encyclopedia, 7 Sept. 2019, www.newworldencyclopedia.org/p/index.php?title=Ralph_Barton_Perry.
- [Ralph Bunche's speech accepting the Nobel peace prize](#)
- [Interview with Ralph Bunche, January 1, 1962, UN Audiovisual Library.](#)
- ADST Oral History – [Edward R. Dudley](#)
- Rusk, Dean. *As I Saw It: A Secretary of State's Memoirs*. Tauris, 1991, pp. 579-592.
- **Complete and share via Moodle ADST oral history worksheet for Ambassador Edward R. Dudley.**
- **Upload to Moodle, prior to class, questions for Ambassador Withers.**
- **Share with me via Moodle your proposal for a digital studies project.**

Week 4, February 4 – China Hands

Guest lecturer – Ambassador Chas W. Freeman, Jr. (via Zoom)

- Davies, John P. *China Hand: An Autobiography*. University of Pennsylvania Press, 2012, pp. 177-240, pp. 263-271, pp. 289-338.
- Isaacson, Walther, and Thomas Evan. *The Wise Men*. Simon and Schuster, 1986, pp. 526-534.
- [ADST Oral History – Ambassador Chas W. Freeman, Jr., pp. 1-165](#)
- [“Nixon in China: A Question of Interpretation.” Performance by Chas W. Freeman, Poor Richard's Podcast: Tales of American Diplomacy, Association for Diplomatic Studies and Training, 2019, podcast.adst.org.](#)
- **Complete and share via Moodle ADST oral history worksheet for Ambassador Chas W. Freeman, Jr.**
- **Upload to Moodle, prior to class, questions for Ambassador Freeman.**

Week 5, February 11 -- From Rusk to Holbrooke

Guest lecturer - David Rusk

- Rusk, Dean. *As I Saw It: A Secretary of State's Memoirs*. Tauris, 1991, pp. 417-458.
- Packer, George. *Our Man: Richard Holbrooke and the End of the American Century*. Alfred A. Knopf, 2019, pp. 3-139.
- **Upload to Moodle, prior to class, questions for Mr. Rusk.**
- **Share with me via Moodle your proposals for “A Moment in Diplomatic History” focused on an event or topic, and “A Moment in Diplomatic History” focused on an individual.**

Week 6, February 18 – Soldier Turned Statesman in Vietnam

Guest lecturer - Ambassador Charles A. Ray

- Rusk, Dean. *As I Saw It: A Secretary of State's Memoirs*. Tauris, 1991, pp. 459-505.
- [ADST Oral History - Ambassador Charles A. Ray](#)
- **Upload to Moodle, prior to class, questions for Ambassador Ray.**
- **Submit, via Moodle, an essay for “A Moment in Diplomatic History - Individual.”**

Week 7, February 25 – The End of the Cold War and Break-up of the Soviet Union

Guest lecturers - Ambassadors Nancy and James Pettit

- Burns, William J. *The Back Channel: A Memoir of American Diplomacy and the Case for Its Renewal*. Hurst & Company, 2019, pp 3-111.
- [“The 1991 Coup Against Mikhail Gorbachev”, *Moment in Diplomatic History, ADST.*](#)
- **Upload to Moodle, prior to class, questions for the Ambassadors.**

March 3 Spring Break

Week 8, March 10 – Rwanda, Kenya/Tanzania, and Al Qaeda

Guest lecturer - Ambassador Prudence Bushnell

- Bushnell, Prudence. *Terrorism, Betrayal, and Resilience: My Story of the 1998 U.S. Embassy Bombings*. Potomac Books, 2018, xi-89.
- [Report of the Accountability Review Boards Bombings of the US Embassies in Nairobi, Kenya and Dar es Salaam, Tanzania on August 7, 1998](#)
- **Upload to Moodle, prior to class, questions for Ambassador Bushnell.**

Week 9, March 17 – Rwanda, Refugees, Africa, and the Foreign Service

Guest lecturer - Ambassador Linda Thomas-Greenfield

- [ADST Oral History – Ambassador Joyce Leader](#)
- [“How I Found Strength and Compassion Through Adversity.” Performance by Linda Thomas-Greenfield, TED, 2018.](#)
- Complete and share via Moodle ADST oral history worksheet for Ambassador Joyce Leader.
- **Upload to Moodle, prior to class, questions for Ambassador Thomas-Greenfield.**

Week 10, March 24 – Moral Injury, and the Power of Story-telling, Music, and Art

Guest lecturer - Ron Capps

- Capps, Ron. *Seriously Not All Right: Five Wars in Ten Years*. Schaffner Press, 2016, pp. ix-xv, pp. 1-74, pp. 118-151.
- **Upload to Moodle, prior to class, questions for Ron Capps.**

- **Submit, via Moodle, an essay for “A Moment in Diplomatic History - Event or Topic.”**

Week 11, April 7 – Cuba

Guest lecturer – Ambassador Vicki Huddleston

- Huddleston, Vicki, and Carlos Gutierrez. *Our Woman in Havana: a Diplomat's Chronicle of America's Long Struggle with Castro's Cuba*. The Overlook Press, 2018, pp. 49-134.
- [ADST Oral History – William Lenderking](#), pp. 1-26.
- **Complete and share via Moodle ADST oral history worksheet for Ambassador William Lenderking.**
- **Upload to Moodle, prior to class, questions for Ambassador Huddleston.**

Week 12, April 21 – Human Rights and Security in U.S. Diplomacy

Guest lecturers – Uzra Zeya, Virginia Bennett

- [ADST Oral History - The Chile Burn Victims Case: Containment vs. Human Rights under Pinochet](#)
- [ADST Oral History – Death Squads in El Salvador, the Taliban in Afghanistan: a Diplomat's Challenges](#)
- **Upload to Moodle, prior to class, questions for Uzra Zeya and Virginia Bennett.**

Week 13, April 28 – Holbrooke and the Balkans

Guest lecturer - TBC

- Holbrooke, Richard. *To End a War*. The Modern Library, 1999, pp.34-53.
- Packer, George. *Our Man: Richard Holbrooke and the End of the American Century*. Alfred A. Knopf, 2019, pp. 3-139.
- *The Diplomat* – Documentary film by David Holbrooke (E.H. Little Library)
- **Upload to Moodle, prior to class, questions for the guest lecturer.**

Week 14, May 5-- What Have We Learned?

Guest lecturer – Prof. Jillian Burns, Elliott School of International Affairs, George Washington University (Davidson '86)

- Reflections on leadership, strategy, values, and what to do when there are no good options.
- Upload to Moodle, prior to class, questions for Jillian Burns.
- **Digital Studies project due via Moodle.**

For graduating seniors, FINAL ASSIGNMENT DUE!!!

May 13 – Final assignment due for non-seniors.