



# Study Guide for the 2023 National High School Essay Contest

## **Sponsored by:**

**American Foreign Service Association**

**United States Institute of Peace**

**Semester at Sea**

**National Student Leadership Conference**

## **Guide created and produced by:**

**United States Institute of Peace**

**Contest Deadline: April 3, 2023**

## Introduction for Students

Now in its 25th year, the American Foreign Service Association (AFSA)'s National High School Essay Contest encourages students to think about how and why the United States engages globally to build peace and about the role that diplomacy plays in advancing U.S. national security and economic prosperity.

In the lead-up to the American Foreign Service Association's 100th birthday in 2024, the 2023 essay contest looks back on the history of the United States Foreign Service abroad. It challenges students to identify American foreign policy goals in a country or region and to analyze whether U.S. Foreign Service involvement in that country or region has advanced those goals, including the promotion of peace.

The U.S. Institute of Peace (USIP), a sponsor of the contest, has developed this study guide in partnership with AFSA to provide a basic introduction to the topic and some additional context that can assist you in answering the question. However, you are tasked with developing your own unique response and, as such, this guide should only be used as a starting point to your own research.

In this guide, you will find: the essay question; prizes and rules for the contest; an introduction to diplomacy and peacebuilding; key terms; a conceptual tool to assist in research; topics and areas you might explore; and a list of other useful resources.

## 2023 National High School Essay Contest Topic

**In 2024, the United States Foreign Service will celebrate its 100th birthday. The Foreign Service is an important element of the American approach to peacebuilding around the world. Over the last century, our diplomats have been involved in significant events in history – decisions on war and peace, reacting to natural disasters and pandemics, facilitating major treaties, and more.**

As AFSA looks back on their century-long history, we invite you to do the same. This year students are asked to explore a topic that touches upon this important history and sheds light on how vital it is for America to have a robust professional corps focused on diplomacy, development, and peace in the national interest.

In your essay, you will select a country or region in which the United States Foreign Service has been involved at any point since 1924 and describe, in 1,500 words or less, how the Foreign Service was successful or unsuccessful in advancing American foreign policy goals – including promoting peace – in this country/region and propose ways in which it might continue to improve those goals in the coming years.

### First Place

- Educational Voyage with Semester at Sea
- Washington, D.C., visit for winner and family to meet with State Department, AFSA and USIP leadership
- Cash award of \$2,500

### Second Place

- Scholarship to attend the National Student Leadership Conference's International Diplomacy Program
- Cash award of \$1,250

### Honorable Mentions

- Certificate of achievement

## Diplomacy and Peacebuilding

This essay contest focuses on an important element of the American approach to peacebuilding around the world, the United States Foreign Service and its diplomacy. Below is a general introduction to diplomacy and peacebuilding, including specific tools or approaches each has available.

### Diplomacy

Diplomacy is a fundamental means by which a country's foreign policy is implemented. In the United States, diplomatic efforts are led by the U.S. Department of State, whose mission it is to “protect and promote U.S. security, prosperity, and democratic values and shape an international environment in which all Americans can thrive” (“About State”).

The key policies of the State Department tend to fall into five main categories:

- Protecting the United States and American citizens
- Advancing democracy
- Defending human rights
- Encouraging economic growth and prosperity
- Promoting international understanding of American values and policies (“What are the Key Policies”)

Diplomacy is put into practice by those working at embassies abroad — many of whom are Foreign Service Officers (FSOs) or Specialists, a professional career track. Members of the Foreign Service at the U.S. Department of State are assigned to one of five “cones”: consular, economic, management, political or public diplomacy. In *Inside a U.S. Embassy: Diplomacy at Work*, AFSA provides snapshots of the important work each of these positions plays in embassies around the world:

- Consular Officers serve as the public face of the United States in an embassy, determining which foreign nationals should — and should not — receive visas for legitimate travel to the United States for business, tourism or education. They also provide support to American citizens travelling or living abroad.
- Economic Officers help anticipate economic trends and new opportunities for U.S. companies abroad. Their portfolio includes environment, science, technology, health and labor issues.
- Management Officers enable embassies to function, handling human resources, budget and real estate issues.
- Political Officers are subject matter experts who build relationships with local governments, media, nongovernmental organizations and think tanks. They report back on events happening in the country and provide analysis of how developments might impact U.S. policy objectives.
- Public Diplomacy Officers serve as the public relations team, delivering the story of the United States to people around the world. They must have awareness of all aspects of the embassy's work and be prepared to advise on the best way to message it to local media, officials, educators and people (Adams-Smith, 215-220).

The professionals of the U.S. Foreign Service have developed a concrete set of tools that help them pursue U.S. policy objectives. The National Museum of American Diplomacy at the U.S. Department of State highlights some specific tools with definitions here: <https://diplomacy.state.gov/what-are-the-tools-of-diplomacy/>.

## Peacebuilding

The United States Foreign Service is an important element of the American approach to peacebuilding. With the rules-based international order under increasing pressure, American norms and values such as transparency, mediation, dialogue, de-escalation, and inclusiveness distinguish the United States from its competitors. The U.S. Foreign Service draws on these values when promoting American foreign policy goals around the world.

Diplomacy comes in a number of forms that engage a variety of participants, not just heads of state or ambassadors. These forms, or “tracks,” offer diplomats and peacebuilders options for addressing global challenges.

Track 1 diplomacy is the traditional form we think of when we hear the word “diplomacy.” Track 1 diplomacy are “official discussions typically involving high-level political and military leaders and focusing on cease-fires, peace talks, and treaties and other agreements” (“Peace Terms”).

Increasingly, though, diplomats and peacebuilders are using track 1.5 and track 2 dialogues, commonly known as “back channel” diplomacy (Staats et al.). As Staats et al. explain, “Track 1.5 dialogues are conversations that include a mix of government officials – who participate in an unofficial capacity – and non-governmental experts, all sitting around the same table. On the other hand, track 2 diplomacy brings together unofficial representatives on both sides, with no government participation. Neither track 1.5 nor track 2 discussions carry the official weight of traditional diplomacy, as they are not government-to-government meetings. What they offer is a private, open environment for individuals to build trust, hold conversations that their official counterparts sometimes cannot or will not, and discuss solutions.” They provide the example of the 1993 Oslo Accords between Israel and the Palestine Liberation Organization, which began as track 2 diplomacy, then shifted to track 1 diplomacy to finalize a peace agreement.

Within each of the tracks of diplomacy, diplomats may implement a number of peacebuilding activities, including but not limited to :

- *Communication* is a core concept in conflict management, and effective communication covers both speaking and listening. When one side in a conflict does not feel as though they are being heard, they may be reluctant to engage with other parties. By using active listening skills, parties in conflict can demonstrate that they want to understand the other party and ultimately build trust.
- *Negotiation* is a regular part of everyday life, though it can be difficult to do well — especially in conflict zones and fragile states. It is the process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern. Negotiation often involves exploring the difference between positions (what people want) and interests (what people need).
- *Mediation* has been used as an effective method of alternative dispute resolution in many contexts, ranging from neighbor disputes to conflicts between nations. It is a mode of negotiation in which a mutually acceptable third party helps the parties to a conflict find a solution that they cannot find by themselves.
- *Facilitated Dialogue* is a conflict-intervention process that brings together various stakeholders in a conflict or around a problem or concern, to express, listen to, explore, and better understand diverse views in order to transform individual, relational, or structural drivers of conflict.
- *Reconciliation* is the long-term process by which parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and the national level. It may involve dialogue, admissions of guilt, judicial processes, truth commissions, ritual forgiveness, and sulha (a traditional Arabic form of ritual forgiveness and restitution).

The U.S. Institute of Peace and others working in complex environments use the above tools and more every day to prevent and resolve violent conflicts. You can learn more about peacebuilding approaches and tools at [www.usip.org](http://www.usip.org).

### Other Key Terms

In addition to the range of diplomatic and peacebuilding tools discussed above, a specialized set of terminology has developed related to working in countries affected by or vulnerable to violent conflict. In the pages of this study guide, you will see references to key terms, which we have compiled and expanded upon here for your convenience. These definitions are drawn from *USIP's Peace Terms: Glossary of Terms for Conflict Management and Peacebuilding*.

*Citizen diplomacy:* The unofficial contacts between people of different countries, as differentiated from official contacts between governmental representatives. Citizen diplomacy includes exchanges of people (such as students); international religious, scientific, and cultural activities; and unofficial dialogues, discussions, or negotiations between citizens of opposing countries, which is usually referred to as track 2 diplomacy. In the latter case, citizens in the United States may seek authorization from the federal government in order to comply with the Logan Act, which prohibits unauthorized U.S. citizens from interfering in relations between the United States and foreign governments.

*Crisis management:* An attempt to control events during a crisis to prevent significant and systematic violence from occurring or escalating; usually involves finding a balance between coercion and accommodation.

*Fragility:* The absence or breakdown of a social contract between people and their government. Fragile states suffer from deficits of institutional capacity and political legitimacy that increase the risk of instability and violent conflict and sap the state of its resilience to disruptive shocks.

*Peace process:* The series of steps or phases in a negotiation or mediation that are necessary in order to eventually reach a peace agreement and sometimes to implement one. These steps are not necessarily sequential or linear. They may include confidence-building measures, risk-reduction strategies, good offices, fact-finding or observer missions, conciliation and mediation efforts, and deployment of international forces.

*Peacebuilding:* Originally conceived in the context of post-conflict recovery efforts to promote reconciliation and reconstruction, the term peacebuilding has more recently taken on a broader meaning. It may include providing humanitarian relief, protecting human rights, ensuring security, establishing nonviolent modes of resolving conflicts, fostering reconciliation, providing trauma healing services, repatriating refugees, and resettling internally displaced persons, supporting broad-based education, and aiding in economic reconstruction. As such, it also includes conflict prevention in the sense of preventing the recurrence of violence, as well as conflict management and post-conflict recovery. In a larger sense, peacebuilding involves a transformation toward more manageable, peaceful relationships and governance structures – the long-term process of addressing root causes and effects, reconciling differences, normalizing relations, and building institutions that can manage conflict without resorting to violence.

*Peacemaking:* Activities to halt an ongoing conflict and bring hostile parties to agreement, usually by such methods as those identified in chapter 6 of the UN Charter: “Negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or agreements, or other peaceful means.” It typically involves negotiating an agreement between contending parties, often with the help of a third-party mediator.

*Preventive diplomacy:* Any official diplomatic action taken to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts, and to limit the spread and impact of the latter when they occur.

*Reconciliation:* The long-term process by which parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and the national level. It may involve dialogue, admissions of guilt, judicial processes, truth commissions, ritual forgiveness, and sulha (a traditional Arabic form of ritual forgiveness and restitution).

*Sanctions:* Actions typically taken by countries to influence the behavior of other parties. Sanctions can be diplomatic (reduction of diplomatic ties, for example), economic (embargoes, freezing of assets), personal (travel bans), or cultural (limits on educational exchanges). The effectiveness of sanctions has been much debated, as have the detrimental effects on innocent civilians. In an effort to avoid those negative effects, some analysts have advocated using smart sanctions, meaning targeted actions such as arms embargoes, asset freezes, and travel bans that focus on key individuals and organizations and are intended to reduce damage to the general population.

### Exploring American Diplomacy for Peace

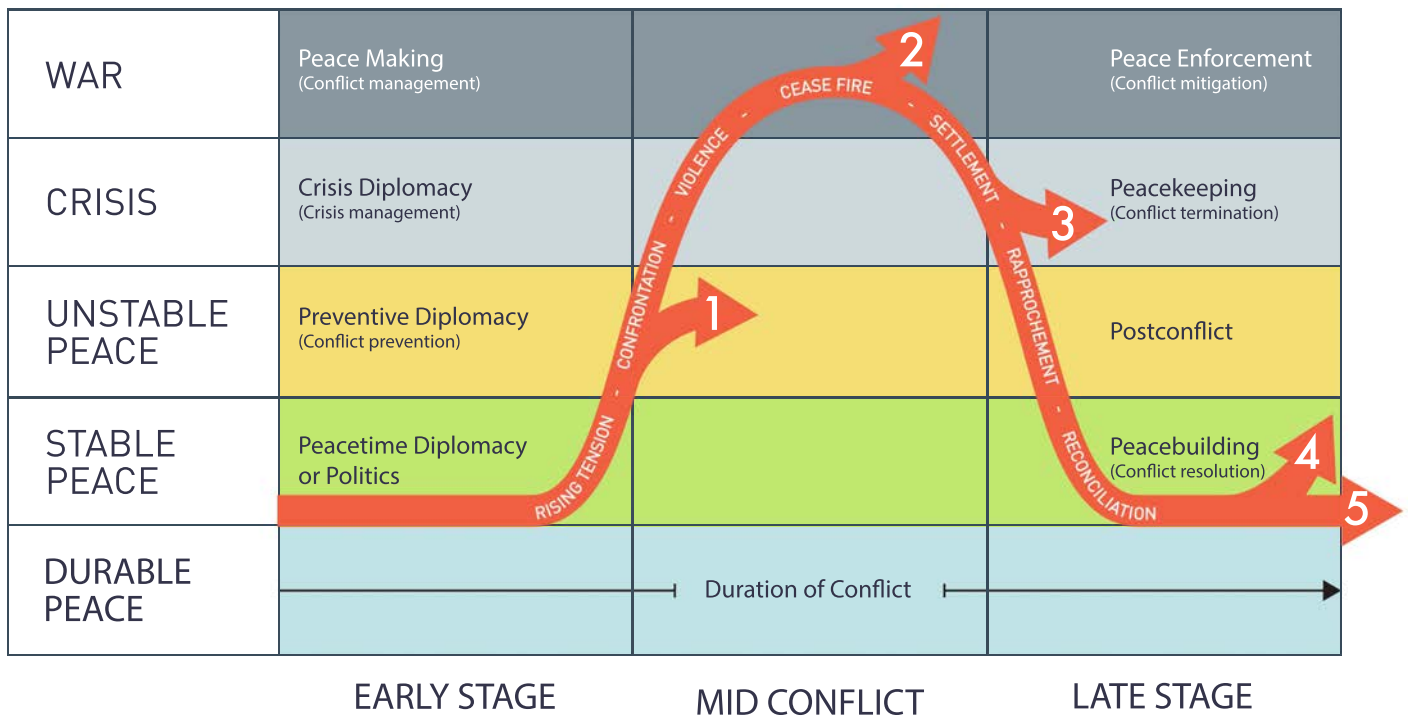
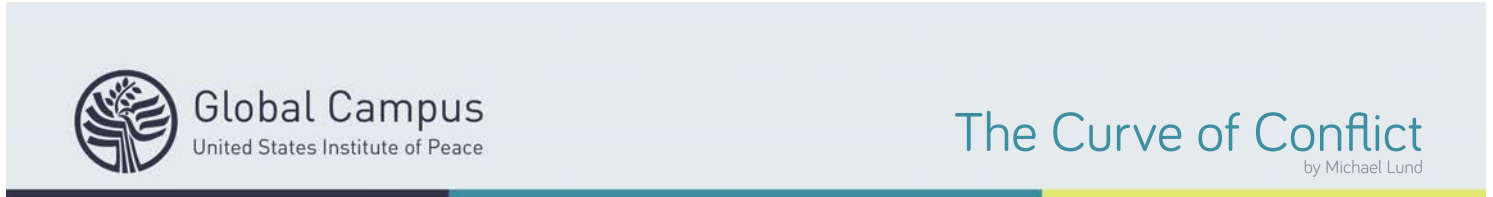
This year's prompt asks you to look back on American diplomacy at any point since 1924 in a country or region and to consider how the U.S. Foreign Service has been successful or unsuccessful in advancing American foreign policy goals through that involvement, including promoting peace. You are also challenged to consider how the U.S. Foreign Service might improve its work there in support of these goals.

As you begin your research, you may want to define what the American foreign policy goals are in your selected country or region. While the U.S. has broad goals for its engagement overseas, it also has specific goals for each country, and sometimes strategic plans for regions. For example, in February 2022, the White House released the "Indo-Pacific Strategy of the United States," detailing U.S. foreign policy priorities in the region. It details the United States' five objectives in the Indo-Pacific: "1) Advance a free and open Indo-Pacific; 2) Build connections within and beyond the region; 3) Drive regional prosperity; 4) Bolster Indo-Pacific security; and 5) Build regional resilience to transnational threats" ("Indo-Pacific Strategy"). A thoughtful research paper will show an understanding of the nuance of American foreign policy goals by country and/or region at the time of the intervention you are discussing.

It will also be important to describe the approach the U.S. Foreign Service took in your selected country or region, including details on specific programs, to support your arguments for how they were successful or unsuccessful in advancing American foreign policy goals. In your research, you may want to explore why that approach was used and to consider whether it was the right approach for the context. This is particularly true when the foreign policy goal involves the prevention or resolution of conflict and the promotion of peace and stability. The following tool, used by peacebuilders, can help you in this analysis.

## Research Tool: The Curve of Conflict

The "Curve of Conflict" conceptual tool, created by 2011-2012 USIP Senior Fellow Michael Lund, shows how conflicts tend to evolve over time and how different phases of conflict relate to one another, as well as how to identify kinds of third-party interventions ("Introduction to Peacebuilding"). Knowing where in the Curve of Conflict a country or region falls helps practitioners like the Foreign Service determine the best strategies for and timing of interventions.



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During your research, you may want to consider where on the Curve of Conflict your country or region fell at the time of U.S. Foreign Service involvement. This will also help you as you consider ways the Foreign Service might continue to improve their work there in support of American foreign policy goals, including promoting peace.

You can learn more about the Curve of Conflict (and learn more about conflict analysis through a self-paced, online course) here: <https://www.usip.org/academy/catalog/conflict-analysis>.

## Using the “Curve of Conflict” with Possible Research Areas

To show you how you might use the Curve of Conflict in your research, this section offers possible areas of research organized by where they might fall on the Curve of Conflict, highlighting different types of interventions and directing you to USIP resources for more information. **The Foreign Service Journal archive** (<https://afsa.org/fsj-archive>) is also a rich resource with additional historical information and often first-person Foreign Service Officer perspectives on U.S. Foreign Service involvement in your selected country or region.

**Early Stage:** At the earliest stage of conflict, diplomats may engage in official diplomatic action to prevent disputes from escalating. Known as “preventive diplomacy,” this approach is used when there is an unstable peace (“Peace Terms”). One area to which the U.S. applies preventive diplomacy is in addressing state fragility. Fragility is “the absence or breakdown of a social contract between people and their government. Fragile states suffer from deficits of institutional capacity and political legitimacy that increase the risk of instability and violent conflict and sap the state of its resilience to disruptive shocks” like pandemics or natural disasters (“Peace Terms”). In fragile state, violent extremism can be a major driver of conflict, as these countries lack institutional mechanisms for reducing violence, addressing popular grievances, and managing tensions.

### Possible Research Area: The “Global Fragility Act”

The Global Fragility Act (GFA) was signed into law by the U.S. Congress in December 2019. It makes preventing conflicts and promoting stability in countries prone to conflict a U.S. foreign policy priority. Following years of efforts that overemphasized military operations in a response to extremist violence and insurgencies, the GFA requires a long-term investment to address the underlying drivers of conflict in a group of fragile states. The State Department has named **Papua New Guinea, Haiti, Libya, Mozambique, and West African coastal states** (Benin, Cote d’Ivoire, Ghana, Guinea, and Togo) as GFA priority countries and regions.

You may choose to research a GFA priority country or region and consider how the U.S. Foreign Service has sought to prevent conflict and promote peace there. USIP offers a round-up of information on peacebuilding efforts in GFA countries here: <https://www.usip.org/fragility-conflict>.

**Mid Conflict:** In a country or region where instability has escalated into a violent crisis but not yet war, diplomats and peacebuilders use interventions that “reduce the incentives of the different sides to go to war and increase the disincentives” (“Introduction to Peacebuilding”). These measures are often called “crisis diplomacy,” or crisis management, and usually involve “finding a balance between coercion and accommodation” (“Peace Terms”).



### **Possible Research Area: Sanctions**

One of many measures that may be taken during crisis diplomacy, sanctions are “actions typically taken by countries to influence the behavior of other parties. Sanctions can be diplomatic (reduction of diplomatic ties, for example), economic (embargoes, freezing of assets), personal (travel bans), or cultural (limits on educational exchanges)” (“Peace Terms”).

Sanctions are also one aspect of economic diplomacy, which involves “using diplomatic skills with economic tools to advance a country’s economic, political and strategic goals” (Wayne).

If you choose to look at a country or region where U.S. Foreign Service involvement aligns with “crisis diplomacy,” you may choose to look at how sanctions were used – or, how they might be used going forward. For a discussion on how U.S. sanctions have changed throughout history, how they work today, where they might go in the future and how they can contribute to ending the ongoing war in **Ukraine**, watch the recorded event “The History and Future of U.S. Sanctions Policy,” <https://www.usip.org/events/history-and-future-us-sanctions-policy>.

Once a violent crisis has escalated into war, diplomats and peacebuilders move from “crisis diplomacy” to “peace making,” where they seek to contain the violence and come to an agreement to end the war (“Introduction to Peacebuilding”).

### **Possible Research Area: Peace Process**

A part of “peace making,” a “peace process” is the “series of steps or phases in a negotiation or mediation that are necessary in order to eventually reach a peace agreement” (“Peace Terms”). American diplomats have helped to craft peace agreements that have ended some of the world’s longest running and mostly deadly wars.

You may want to consider researching the role the U.S. Foreign Service played in a historic peace process, from high-profile track 1 diplomacy down to the behind-the-scenes work of Foreign Service Officers in support of the formal process. One example is George Mitchell’s – and the U.S. Embassy’s – efforts in **Northern Ireland**. George Mitchell was a U.S. Senator who was appointed by President Clinton to help broker peace in Northern Ireland. He became the architect of the Good Friday Agreement, signed in 1998, which ended decades of violent civil war between Catholics and Protestants. You can learn more about this peace process and Senator Mitchell’s role here: <https://www.usip.org/public-education-new/george-mitchell-building-peace-northern-ireland>.

**Late Stage:** Following the settlement of war and violent conflict, countries enter a stage of postconflict reconciliation and peacebuilding. You may choose to research the role the U.S. Foreign Service has played in supporting societies during peacebuilding’s “transformation toward more manageable, peaceful relationships and governance structures” (“Peace Terms”).

**Possible Research Area: Reconciliation**

“The long-term process by which parties to a dispute build trust, learn to live cooperatively, and create a stable peace,” reconciliation can happen at the individual, local, national, and international level (“Peace Terms”).

If you choose to focus on a country or region that has emerged from violent conflict into peacebuilding, you may want to explore how the U.S. Foreign Service has supported reconciliation as part of this process. For example, since the end of U.S. involvement in **Vietnam** in 1975, the U.S.-Vietnam relationship has evolved from enmity and war to an increasingly close strategic partnership. Cooperation between the two governments – supported by the efforts of civil society, including veterans – has helped address lingering war legacies, and “people-to-people diplomacy,” or “citizen diplomacy” (“Peace Terms”), have built connections and trust between the two societies. A project by USIP seeks to further advance reconciliation by strengthening and deepening this work. You learn more about this project here: <https://www.usip.org/programs/vietnam-war-legacies-and-reconciliation-initiative>, and hear current members of the U.S. Foreign Service speaking about their work on this initiative here: <https://www.usip.org/events/addressing-legacies-vietnam-war-next-step-forward>.

**Final note:** You may notice that your country or region falls into multiple stages of conflict at the same time; the Curve of Conflict is not always linear, and as such, many different types of intervention may be required to meet peacebuilding goals.

We hope the Curve of Conflict is a helpful tool as you research and analyze U.S. Foreign Service involvement in your selected country or region, providing you with insight on what peacebuilding interventions might be most effective in specific conflict contexts – and ideas for how the U.S. Foreign Service might continue to improve in supporting American foreign policy goals.

## Useful Resources

Here are some additional resources that might be helpful as you start your research. Also, keep an eye on the AFSA social media accounts (@afsatweets on Twitter and @afsapage on Facebook) and the USIP Public Education team's social media accounts (@buildingpeace on Twitter and @buildingpeace1984 on Facebook) as they will regularly share other resources that might provide further insights.

### USIP.org

USIP's website can provide further information on peacebuilding approaches and tools and examples of peacebuilding initiatives around the world.

#### *Inside a U.S. Embassy: Diplomacy at Work*

This AFSA publication shows you what it is like to work in an embassy through profiles of actual members of the Foreign Service and their experiences around the world.

#### *The Foreign Service Journal*

This journal covers foreign affairs from an insider's perspective, providing thought-provoking articles on international issues, the practice of diplomacy, and the U.S. Foreign Service. Its archive is publicly available and searchable.

### The MLA Style Center

Per the essay contest rules, your citations and bibliography should follow the MLA Style. The Modern Language Association's website has a quick guide to works cited, guidance on using notes, and sample papers using MLA Style. This study guide follows MLA guidelines on parenthetical citations, end notes, and bibliographies.

## Contest Rules

**Length:** Your essay should be at least 1,000 words but should not exceed 1,500 words (word count does not apply to the list of sources). The word count must be included on the document you submit.

**Content and Judging:** Submissions will be judged on the quality of analysis, quality of research, and form, style, and mechanics. **Successful entries will answer all aspects of the prompt and demonstrate an understanding of the Foreign Service.** Essays will be evaluated over several rounds of judging until a winner, runner-up, and eight honorable mentions are determined. All decisions of the judges are final.

**Sources:** Standards of content and style from current edition of the **MLA Handbook for Writers of Research Papers** will be expected for (1) documentation of sources in the text of your memo; (2) the format of the list of works cited; and (3) margins and indentation. A bibliography following the MLA Handbook must be included. Essays should use a variety of sources — academic journals, news magazines, newspapers, books, government documents, publications from research organizations, etc. At least three of the cited materials should be primary sources (a document, speech, or other sort of evidence written, created or otherwise produced during the time under study). General encyclopedias, including Wikipedia, are not acceptable as sources. Essays citing general encyclopedias in notes or bibliography will be disqualified. Websites should not be the only source of information for your essay; when you do use online sources they must be properly cited.

### Submission:

- Fill out the registration form. All fields on the online form are required, including uploading a Microsoft Word (.doc or .docx) file of your original work with a title, in English, and should include a comprehensive list of sources consulted. Entries must be typed, double-spaced, in 12-point Times New Roman or an equivalent font with a one-inch margin on all sides of the page.
- Teacher or Sponsor: Student registration forms must have a teacher or sponsor name. That person may review the submitted essay and act as the key contact between participants and AFSA. It is to the student's advantage to have a coordinator review the essay to make sure it is complete, contains all the necessary forms, is free from typographical and grammatical errors, and addresses the topic.
- **Do not place your last name or your school's name on any of the pages of the essay. Only the registration form should include this information.**
- Faxed submissions will not be accepted.
- Your essay will be disqualified if it does not meet the requirements or is submitted after the submission date of 11:59 p.m. EDT on April 3, 2023.

**Eligibility:** Students whose parents are not in the Foreign Service are eligible to participate if they are in grades nine through twelve in any of the 50 states, the District of Columbia, the U.S. territories, or if they are U.S. citizens/lawful permanent residents attending high school overseas. Students may be attending a public, private, or parochial school. Entries from home-schooled students are also accepted. Previous first-place winners and immediate relatives of directors or staff of the AFSA, the U.S. Institute of Peace, Semester at Sea, or National Student Leadership Conference are not eligible to participate. Previous honorable mention designees are eligible to enter.

**Prizes:** \$2,500 to the writer of the winning essay, in addition to an all-expense-paid trip to the nation's capital from anywhere in the United States for the winner and his or her parents, as well as an all-expense paid educational voyage courtesy of Semester at Sea. The runner-up receives \$1,250 and full tuition to attend a summer session of National Student Leadership Conference's International Diplomacy program. Your essay will become the property of the American Foreign Service Association once it is submitted and will not be returned.

Thank you for your essay submission and good luck!

**PRIVACY POLICY:** AFSA collects your information for this contest and for AFSA partners. You may be signed up to receive updates or information from AFSA and our partners. You may receive a message from our sponsor regarding their program offerings, with the option to opt-out. You will be notified if you are the winner or an honorable mention in June 2023. The names of winners and honorable mentions will be posted on the AFSA website in June 2023.

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"What Are the Tools of Diplomacy?" National Museum of American Diplomacy at the U.S. Department of States, <https://diplomacy.state.gov/what-are-the-tools-of-diplomacy/>. Accessed 1 Dec. 2022.

## About the Sponsors



The American Foreign Service Association (AFSA), established in 1924, is the professional association and labor union of the United States Foreign Service. With close to 17,000 dues-paying members, AFSA represents more than 31,000 active and retired Foreign Service employees of the Department of State, the U.S. Agency for International Development (USAID), Foreign Agricultural Service (FAS), Foreign Commercial Service (FCS), Animal and Plant Health Inspection Service (APHIS), and U.S. Agency for Global Media (USAGM). Learn more at [www.afsa.org](http://www.afsa.org).



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<sup>1</sup>Please note that the following definitions are generally agreed upon at USIP and can be found throughout a variety of USIP materials including the “Peacebuilding Toolkit for Educators” and *Peace Terms: Glossary of Terms in Conflict Management and Peacebuilding*.