

ISS 2683: What is Statecraft?

Quest 2

I. General Information

Class Meetings

- Fall 2025
- 3 credits
- Attendance: 100% In-Person, No GTAs, 35 Residential
- Period MWF 12:50pm-1:40pm
- Location CSE 0457

Instructor

- Stephen Buono
- Office CSE 0532
- Office Hours - Wednesdays, 10 a.m. - 12 p.m. (or by appointment)
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Course Description

How do governments manage their scarce resources while pursuing a broad array of ambitions? How can policymakers utilize different types of power (cultural, economic, military and the like) to achieve their goals both effectively and efficiently? In a rapidly evolving and intricate world, how can leaders discern short-term and long-term priorities, opportunities, and threats? The key to addressing these issues is the concept of strategy--which is about aligning objectives with the resources at hand--and statecraft, which is the art and practice of managing the nation's affairs.

Quest and General Education Credit

- Quest 2
- Social Sciences
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

The Writing Requirement (WR) ensures students both maintain fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Required Readings and Works

1. Henry Kissinger, *Diplomacy* (New York: W.W. Norton & Company, 1994).
 2. Hal Brands, ed. *The New Makers of Modern Strategy: From the Ancient World to the Digital Age* (Princeton, NJ: Princeton University Press, 2023).
- ✓ All other required readings for the course are available as PDFs on Canvas.
 - ✓ The writing manual for this course is: *The Economist Style Guide*, 11th edn. (2015). ISBN: 9781610395755. This is available as a PDF on Canvas.
 - ✓ Materials and Supplies Fees: n/a.

Course Objectives

1. Identify, describe, and explain the methodologies used across the social sciences to examine essential ideas about statecraft.
2. Identify, describe, and explain key ideas and questions about statecraft from renaissance to the present.
3. Analyze different approaches to statecraft from philosophical, political and historical works.
4. Evaluate competing accounts of human reaction to concepts that challenge our own notions of statecraft, using close reading, critical analysis, class discussion, and personal reflection.
5. Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities.
6. Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on statecraft.
7. Connect course content with students' intellectual, personal, and professional lives at UF and beyond.
8. Reflect on students' own and others' experience with statecraft, in class discussion and written work.

II. Graded Work

Description of Graded Work

1. Active Participation and Attendance: 30%

a. Workshop and Seminar Participation: 20%

- i. An exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below. (R)

b. Experiential Learning Opportunity: (part of your Participation grade)

- i. Some of the workshops (held on Fridays) will be “experiential learning opportunities” (ELOs), whereby students will engage in activities outside the classroom to effectively integrate the themes of the course with opportunities available on campus.
- ii. Here is one such ELO: Students will attend a public lecture by Henrietta Levin on “U.S-China Relations: Diplomacy in an Age of Strategic Competition,” which will be held on Level 2 of the Reitz Union Auditorium on Wednesday, October 15 @ 5 – 7 p.m. Students will be asked to prepare questions to ask the speaker. By October 22 @11:59 p.m., students will submit a minimum 200-word analysis assignment that responds to the central themes of the lecture (see Canvas for more details).

c. Handwritten Notebook: 5%

- i. Over the course of the semester, you will keep a handwritten notebook that includes your notes from the lectures, the readings, and our conversations in seminar. To ensure your notebook is robust enough to adequately prepare you for quizzes, exams, and your analytical writing assignment, the professor will flip through it **every two weeks** (see the schedule below). The notebook must reflect deep engagement with the various aspects of the course.

d. Class Attendance: 5%

- i. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
- ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.

2. In-class Reading Quizzes: 10%

- a. Reading quizzes will be administered at the start of class on most Mondays. They will test the student's knowledge of the week's readings, and will contain short-answer, true/false, and multiple-choice questions. There will be 11 quizzes, and your lowest quiz grade will be dropped. See the schedule for quiz dates.
 - b. Quiz dates: Aug 25; Sept 3; Sept 8; Sept 15; Sept 29, Oct 6; Oct 13; Oct 20; Oct 27; Nov 3; Nov 10
3. **Exams: 40%**
- a. **Midterm: (15%)**
 - i. In Week 7, a midterm examination will be administered in class. The examination will be an in-class, 50-minute exam including essay, short-answer, true-false, and/or multiple-choice questions. Professor will provide written feedback on your essay and/or short-answer questions. See grading rubric below. (R)
 - ii. Midterm Exam date: October 3, in our regular classroom
 - b. **Final Exam (25%)**
 - i. A two-hour exam will be administered during finals week, after all other coursework is complete. It will be cumulative, but the balance of questions will concern course material delivered after the midterm. Like the midterm, the final exam will include essay, short-answer, true-false, and/or multiple-choice questions.
 - ii. Final Exam date: Thursday, December 11 @ 12:30 – 2:30 P.M.
4. **Analytical Paper (Practicum in Statecraft): 20%**
- a. During Week 13 (Wednesday, November 12 by 11:59 p.m.), you will submit a 2,000 word (minimum) analytical essay addressing a prompt provided to you by Week 5. You will develop an analytic argument based on your own thesis responding to the prompt, using only material from the course. During Week 14, you will defend the thesis orally. See Canvas for more details. Professor will provide written feedback. See grading rubric below. (R)
 - b. Professor will evaluate and provide written feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
 - c. You may want to access the university's Writing Studio.
 - d. An additional writing guide website can be found at OWL.
 - e. See Writing Assessment Rubric on syllabus.

III. Annotated Weekly Schedule

WEEK 1: WHAT IS STATECRAFT?

The question of what statecraft is can be tied to the study of grand strategy. Despite the ever-increasing popularity of the term “grand strategy,” scholars can only agree that grand strategy refers to something that has the characteristics of being long-term in scope, related to the state's highest priorities, and concerned with all spheres of statecraft (military, diplomatic, and economic). Where or what is the precise entity or phenomenon that manifests these characteristics? Is there a single concept of grand strategy that guides statecraft?

Calendar:

Friday, August 22: What is Statecraft? (Course Introduction)

Readings:

- Course Syllabus
- Listen or watch: Niall Ferguson: “[What Technophiles Should learn from Medieval Universities](#)”
- “[Why Writing by Hand Is Better for Memory and Learning](#),” *Scientific American*,

WEEK 2: NICCOLO MACHIAVELLI

Niccolò Machiavelli (1469–1527) has been called the father of modern political philosophy. If Americans remember him at all, though, it is more likely as the Father of Lies: the political schemer with an eponymous adjective thanks to *The Prince*, his manual of amoral advice to rulers. Machiavelli's experiences taught him that war, and military matters in general, had always been used politically. This week, we will analyze how his statecraft viewed war as an extension of political values and goals.

Calendar:

Monday, August 25: Lecture ("The Long Peninsular Nightmare")

✓ Reading Quiz

Wednesday, August 27: Seminar

Friday, August 29: Workshop (Machiavellian Consulting)

Readings: (40 pages)

- Niccolo Machiavelli, *The Prince*: Letter to Lorenzo de' Medici; Chaps. XIV – XVIII & XXVI (15 pages)
- NMMS, Chap. 4 (25 pages)

WEEK 3: CARDINAL RICHELIEU

The period between the Renaissance and the French Revolution was of primary significance in the history of statecraft because the doctrine of national interest or “Raison d’État” developed at that time. As Chief Minister of France from 1624-1642, Cardinal Armand-Jean du Plessis, duc de Richelieu’s based his statecraft on articulating and building support to achieve clear and consistent political goals, mainly dynastic. His aggressive pursuit of dynastic advantage was accompanied by a particular concern for French territorial security. Pointing to Habsburg ‘encirclement’ of France by territories governed from Madrid and Vienna, the Cardinal crafted and pursued policies that not only sought the glory of the Bourbon monarchy, but also aimed to roll back the supposed threat to France posed by Habsburg ambitions. This week, we will analyze how the Cardinal exercised a virtual monopoly of influence in statecraft and policy.

Calendar:

September 1: no class (holiday)

September 3: Seminar

- ✓ Reading Quiz on Kissinger reading
- ✓ Notebook Check

September 5: Workshop

Readings: (76 pages)

- *Diplomacy*, Chap. 3 (22 pages)
- *Political Testament of Cardinal Richelieu*, Part II, Chaps. II – X (54 pages)
- NMMS, Chap. 11 (supplementary, but optional . . . 26 pages)

WEEK 4: KLEMENS VON METTERNICH

This week we will analyze the statecraft of Klemens von Metternich (1773-1859) of Austria, the chief architect of the alliance that brought down Napoleon and of the Vienna Treaty of 1815. In the aftermath of the Napoleonic Wars, he designed a collective security system designed to regulate European politics. This represented a novel experiment in European union which remains a pressing concern in the contemporary international system.

Calendar:

September 8: Lecture ("The Concert of Europe")

✓ Reading Quiz

September 10: Seminar

September 12: Workshop

Readings: (58 pages)

- *Diplomacy*, Chap. 4 (25 pages)
- "[Memoir by Friederick von Getz](#)," February 12, 1815, in *Memoirs of Prince Metternich*: Explanatory Note; Preface; pp. 553-86 (33 pages)

WEEK 5: OTTO VON BISMARCK & NAPOLEAN III

This week we will examine the statecraft of Otto von Bismarck (1815-1898), called “the greatest master of diplomacy in the modern era.” No historical figure bears more responsibility for the state of great power politics in the long period between 1815 and 1945, and few, if any, in history have managed the strategic policy of their states with such virtuosity. His decisions and policies established the groundwork for the most important geopolitical events of the twentieth century, and his principal creation, a German nation-state at the heart of Europe, endures in truncated form after a half-century of painful adaptation to the world without his guidance.

Calendar:

September 15: Lecture: “Realpolitik”

- ✓ Reading Quiz
- ✓ Notebook Check

September 17: Seminar

September 19: Workshop

Readings: (67 pages)

- *Diplomacy*, Chaps. 5–6 (65 pages)
- Ems Dispatch, original and edited by Bismarck, 1870 (1 page)
 - Find on Canvas
- Otto von Bismarck, “[Kissingen Dictation](#),” 1877 (1 page)

WEEK 6: WOODROW WILSON

In their studies of President Woodrow Wilson (1913-1921) and the First World War (1914-1918), most historians have assumed that the near-pacifist Wilson had little appreciation for the concept of force as an extension of diplomacy. However, on more careful investigation, it becomes apparent that Wilson not only developed realistic and clearly articulated war goals but that he was able to coordinate his larger diplomatic purpose with the use of force perhaps better than any war President before or since. Wilson defined the war in reference to democracy, followed by the defeat of the Central Powers, would prove pivotal in the normative and political rehabilitation of the concept. This week we will discuss Wilson's belief that the one of the most important outcomes of the First World War had to be the completion of a process that had started with the American Revolution, as popular sovereignty supplanted monarchy as the dominant form of state legitimacy.

Calendar:

September 22: Lecture: "World War I and the Liberal International Order"

✓ Reading Quiz

September 24: Seminar

September 26: Workshop

Readings: (83 pages)

- *Diplomacy*, Chaps. 7 & 9 (59 pages)
- *NMMS*, Chap. 22 (24 pages)

WEEK 7: THE FAILURE OF APPEASEMENT

Appeasement is often seen as a natural strategy to prevent the horrors of war. This week students will consider why appeasement failed as a strategy in Britain during the 1930s. Did Neville Chamberlain's government try to appease Hitler's Germany not merely out of fear of conflict or misjudgment of Hitler's intentions, but also as a strategic response to domestic political constraints and international pressures? How best should the lessons of Britain's failed appeasement strategy be applied in the present? This week students will develop answers to these difficult questions.

Calendar:

September 29: Lecture: "The Coming of the Second World War"

✓ Notebook Check

October 1: Seminar

October 3: Midterm Exam

Readings: (68 + pages)

- *Diplomacy*, Chaps. 12-13 (47 pages)
- *NMMS*, Chap. 25 (21 pages)
- For Wednesday (not on the quiz)
 - Adolf Hitler speech, Sept. 26, 1938 ("My patience is now at an end")
 - Neville Chamberlin speech, Sept. 30, 1938 ("Peace for our time")
 - Winston Churchill speech, Oct. 5, 1938 ("A total and unmitigated defeat")

WEEK 8: WINSTON CHURCHILL

Soldier, parliamentarian, Prime Minister, orator, painter, writer, and leader—all of these facets combine to make Churchill one of the most complex and fascinating personalities in history. Churchill was the only British politician of the twentieth century to become an enduring national hero. Churchill offended every party and faction in the land. Yet all but the most hostile also conceded that he possessed great abilities, remarkable eloquence, and a streak of genius, and with the coming of World War II, the man long excluded from high office—on the grounds that he was a danger to King and Country—became the savior of that country, a truly great war leader. This week we will look at the two great victories Churchill won in World War II. The first was a victory over Nazi Germany. The second, a victory over the legion of skeptics who derided his judgement and denied his claims to greatness.

Calendar:

October 6: Lecture:

✓ Reading Quiz

October 8: Seminar

October 10: Workshop

Readings: (75 pages)

- *Diplomacy*, Chaps. 15–16 (52 pages)
- *NMMS*, Chap. 23 (23 pages)

WEEK 9: THE EARLY COLD WAR

This week, we examine the practice of statecraft in the early Cold War, focusing on the strategies and personalities that defined the superpower rivalry between the United States and the Soviet Union from the late 1940s through the early 1960s. We will analyze the doctrines and decisions of American presidents Harry S. Truman and Dwight D. Eisenhower—particularly Truman’s commitment to containment and the Marshall Plan, and Eisenhower’s reliance on nuclear deterrence and covert action—as well as the contrasting approaches of Soviet leaders Joseph Stalin and Nikita Khrushchev, from Stalin’s ruthless postwar consolidation of power to Khrushchev’s volatile mix of brinksmanship and reform. Topics include the origins and logic of containment, the Berlin crises, the Korean War, the rise of the arms race, and the strategic use of ideology, propaganda, and alliances. Through these cases, students will consider how leaders adapted the traditional tools of statecraft to a bipolar nuclear world.

Calendar:

October 13: Lecture: “The Early Cold War”

- ✓ Reading Quiz
- ✓ Notebook Check

October 15: Seminar Discussion

October 17: no class (homecoming)

Readings: (71 pages)

- *Diplomacy*, Chaps. 17–18 (47 pages) (optional but helpful, Chap. 19)
- *NMMS*, Chap. 29 (24 pages)

WEEK 10: NUCLEAR STATECRAFT

This week focuses on the distinctive logic and challenges of nuclear statecraft during the Cold War, as global strategy became inseparable from the existence of weapons capable of total destruction. We will explore how leaders wielded the threat of nuclear force through brinkmanship, calculated ambiguity, and the theory of deterrence—seeking to prevent war not by fighting, but by making its costs unthinkable. Case studies include the Berlin Crisis and the Cuban Missile Crisis, where the superpowers came dangerously close to nuclear confrontation, as well as the evolving role of NATO and alliance politics in maintaining credibility and cohesion in a nuclear-armed world. We will also examine the parallel rise of arms control efforts—from test ban treaties to hotline diplomacy—as an attempt to impose rational limits on an inherently irrational arsenal. Students will consider how nuclear weapons reshaped the practice of statecraft, forcing leaders to balance resolve with restraint.

Calendar:

October 20: Lecture: “The Age of Crisis”

✓ Reading Quiz

October 22: Seminar Discussion

October 24: Workshop

Readings: (77 pages)

- *Diplomacy*, Chaps. 23 (26 pages)
- *NMMS*, Chaps. 27–28 (51 pages)

WEEK 11: THE VIETNAM WAR

This week examines the evolution of American statecraft leading to the escalation of U.S. involvement in Vietnam, tracing its roots from the collapse of the French empire in Indochina to the full-scale military commitment under Presidents Kennedy and Johnson. We will explore the geopolitical logic behind U.S. engagement—shaped by Cold War doctrines like NSC-68, the domino theory, and the commitment to containment—as well as the institutional and ideological factors that guided key policymakers such as Dean Acheson, Dean Rusk, and Robert McNamara. Topics include the creation and fragility of South Vietnam following the Geneva Accords, the role of SEATO, the CIA-backed overthrow of Ngo Dinh Diem, and the challenges of counterinsurgency in a politically unstable and divided country. Special attention will be given to the mismatch between U.S. military strategy and the political realities on the ground, as well as the bureaucratic momentum and strategic assumptions that propelled the United States deeper into an unwinnable war.

Calendar:

October 27: Lecture: “The Vietnam War(s)”

- ✓ Reading Quiz
- ✓ Notebook Check

October 29: Seminar

October 31: Workshop

Readings: (80 pages)

- Kissinger, *Diplomacy*, Chaps. 25–26 (53 pages)
- NMMS, Chap. 32 (27 pages)

WEEK 12: KISSINGER

Henry Kissinger (1923-2023), a native of Germany, was there when fascism rose in Europe, fought Nazi Germany in the Second World War, and held power during the height of the Cold War. In his role as U.S. national security adviser (1969-1975) and secretary of state (1973-1977), Henry Kissinger played a decisive role in the expansion of the Vietnam War to Cambodia and Laos and the overthrow of democratically elected leaders such as Salvador Allende in Chile. As for Kissinger's role in ending official U.S. involvement in the Vietnam War by negotiating the 1973 Paris Peace Accords, he won a Nobel Peace Prize for it. This week, we will analyze Kissinger's record to understand why political the statesman generated great fascination in both admirers and detractors.

Calendar:

November 3: Lecture: "Nixon, Kissinger, and Great Power Diplomacy"

✓ Reading Quiz

November 5: Seminar

November 7: Workshop:

Readings: (82 pages)

- *Diplomacy*, Chaps. 28-29 (58 pages)
- *NMMS*, Chap. 33 (24 pages)

WEEK 13: RONALD REAGAN

Historians have long debated the factors that brought about the end of the Cold War. At the center of the debate stands US President Ronald Reagan (1981-1989). This week we will analyze Reagan's statecraft by examining his grand strategy. Was his statecraft a product of internal bureaucratic politics that reflected broader internal domestic political pressures? Or was it predicated upon Reagan's reading of the international strategic situation that confronted the United States? This is the classic debate of what drives statecraft: the primacy of domestic policy or the primacy of foreign policy?

Calendar:

Monday, November 10: Lecture: "Reagan, Gorbachev, and the End of the Cold War"

✓ Reading Quiz

Wednesday, November 12: Seminar

Friday, November 14: Debate:

Readings: (51 pages)

- Kissinger, *Diplomacy*, Chapter 30 (41 pages)
- NMMS, pp. 855-865 (10 pages)
- For Wednesday (not on the quiz)
 - Gorbachev's 1988 speech at the United Nations
 - Reagan's "Tear Down This Wall" Speech (1987)
 - Letters between Reagan and Gorbachev

WEEK 14: XI & PUTIN

President Barack Obama described Russia as a “regional power in structural decline.” Senator John McCain characterized Russia as “a gas station masquerading as a state.” As an unevenly developed Great Power, thus far incapable of structural economic reform, Russia aspires to attain more influence internationally than the size its economy suggests is merited. Like China Russia’s global activism seeks to resist the U.S.-led international order. At the center of it all is Russian President Vladimir Putin. How should we understand Putin’s global reach? What are the implications for U.S. interests and those of its friends and allies? Is there a way to uphold U.S. interests and values and those of friends and allies, while still avoiding the risks of miscalculation, escalation, and confrontation with Putin? If not, which risks are acceptable, when, and why?

China’s growing economic clout and President Xi Jinping’s emphasis on national security have further elevated attention to Beijing’s use of economic statecraft. Xi’s approach suggests a greater emphasis on using economic means for the pursuit of security goals. This week, we will examine the role of economic statecraft in China’s contemporary foreign policy and the evolution of goals and strategies under Xi’s leadership; evaluate the record of political effectiveness and continued challenges; and conclude with policy implications. he

Calendar:

Monday, November 17: Oral Defenses

Wednesday, November 19: Oral Defenses

Friday, November 21: Oral Defenses

Readings:

None

WEEK 15: THE LESSONS OF HISTORY

Calendar:

December 1: Discussion (the promise and pitfalls of historical analogy)

December 3: Final Exam Review

December 5: no class (reading day)

Readings: (50 pages)

- Ernest R. May, Introduction to *“Lessons” of the Past: The Use and Misuse of History in American Foreign Policy* (New York: Oxford University Press, 1973).
- Hal Brands and William Inboden, “Wisdom without tears: Statecraft and the uses of history,” *Strategic Studies* 41, no. 7 (2018): 916-46 (30 pages)

FINAL EXAM: THURSDAY, DECEMBER 11 @ 12:30 – 2:30 P.M. ROOM IS TBD

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education student learning outcomes as follows:

Social Science (S) courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the methodologies used across the social sciences to examine essential ideas about statecraft (Quest 2, S). **Assessment:** midterm exam, analytical paper, in-class reading quizzes.
- Identify, describe, and explain key ideas and questions about statecraft from renaissance to the present (Quest 2, S). **Assessment:** midterm exam, analytical paper, in-class reading quizzes.

Critical Thinking: *Students carefully and logically analyse information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyse different approaches to statecraft from philosophical, political and historical works (Quest 2, S). **Assessment:** analytical paper, midterm exam.
- Evaluate competing accounts of human reaction to concepts that challenge our own notions of statecraft, using close reading, critical analysis, class discussion, and personal reflection. (Quest 2, S). **Assignments:** analytical paper, discussion questions, midterm exam.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities (Quest 2, S). **Assessments:** experiential learning interview report and discussion, analytical paper, midterm exam.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on statecraft (Quest 2, S). **Assessments:** active class participation, experiential learning component, discussion questions.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with students' intellectual, personal, and professional lives at UF and beyond. (Quest 2). **Assessments:** experiential learning component, analytical paper, discussion questions.
- Reflect on students' own and others' experience with statecraft, in class discussion and written work (Quest 2). **Assessments:** experiential learning component, analytical paper, discussion questions.

VI. Quest Learning Experiences

1. Details of Experiential Learning Component

During this semester, the class will attend a public lecture on campus that touches on the course theme of statecraft. Students will be asked to prepare questions to ask the speaker. By Friday, on the 10th week of class at 11:59pm, students will submit a minimum 200-word analysis assignment that responds to the central themes of the lecture.

2. Details of Self-Reflection Component

Self-reflection is built into class discussions, the in-class reading quizzes, the midterm examination, and the final analytical paper. This is indicated in the description of graded work section of this syllabus with an (R). Students will be continuously asked to reflect on how course activities and readings change their perspective on salient themes (statecraft) and affect their view of themselves in the contemporary world.

VII. Required Policies

Academic Policies

All academic policies in this course are consistent with the University of Florida's academic policies. To see academic resources and current university policies regarding attendance, make-up exams, assignments, disability accommodations, grading, course evaluations, the University Honesty Policy, and in-class recordings, click [here](#).