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Summer 2018

## DIPL 6180 Comparative Foreign Policy

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**COMPARATIVE FOREIGN POLICY**  
**DIPL6180**  
**SUMMER I 2018 – ONLINE**

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**Course Purpose and Structure**

This course examines leading theoretical approaches to the study of foreign policy and their application to a variety of states and issue areas. The goal of this course is to provide students with an understanding of the key concepts necessary to address the fundamental question of comparative foreign policy: why do states behave the way they do in international affairs?

Throughout the course we will explore some of the key debates in foreign policy analysis. Do differences in the characteristics of states (large versus small, democratic versus authoritarian, industrialized versus developing) lead to differences in their foreign policies? Or are the important differences not between countries but within them according to issue areas, for example security versus human rights policy? Through discussion board activities and individual essay assignments, students will have an opportunity to evaluate these debates for themselves using a series of case studies.

In addition to providing students with substantive knowledge of foreign policy, this class also aims to hone student's analytical and written communication skills. The ability to analyze unfolding international events from a variety of perspectives is a critical skill when attempting to understand why foreign leaders adopted a certain course of action and how other states should respond. Strong communication skills are critical not only in the field of diplomacy, but also to all post-Seton Hall professional endeavors. Writing helps students improve their ability to relate evidence to argument and to persuade others of your interpretation of an issue, a critical negotiation skill. The various writing assignments required in this course will allow students to hone this skill.

At the end of this course, students will be able to:

- Demonstrate substantive knowledge of foreign policy
- Analyze unfolding international events from a variety of perspectives
- Communicate clearly using both written and oral modes
- Relate evidence to argument
- Persuade others of an interpretation of an issue

**Course Requirements**

Students are expected to do all of the assigned readings, answer all of the quiz questions, participate in the threaded discussions and complete the final exam. With the exception of the main text, all readings are available in electronic form either via web link or through the SHU Library eReserves (accessible by clicking on the Library link on the navigation menu). As events unfold during the course that illustrate how concepts and theories studied in class can make

important contributions to foreign policy analysis, they will be added to Blackboard and students will be responsible for reading them.

All of the course assignments—quizzes, discussion board posts, and final exam—will require students to demonstrate an understanding of the internal logic of key foreign policy concepts, and to use them to analyze case studies or current foreign policy issues. The goal of this course is mastery of the theories and conceptual frameworks that help analysts explain why states chose particular policies, whether these policies were in their national interests, and the extent to which they were successful. In the discussion board and quiz assignments, there is often no single right or wrong answer. There are, however, more compelling arguments than others and students will be assessed on the sophistication with which they can discuss alternative arguments. A grading rubric is attached that will help students craft such essays.

In addition to the assigned readings, students should keep abreast of current foreign policy issues by reading the New York Times, Wall Street Journal or Washington Post on a daily basis. Magazines with a strong international focus, such as the Economist, are also recommended. To the extent possible, the instructor will incorporate unfolding current events to illustrate the utility of concepts discussed in the readings and will presume that students are familiar with these issues. Therefore, as events such as Russia's invasion of Crimea occur, students should expect that readings on that topic will be assigned in addition to, or in lieu of, some of the empirical readings on the syllabus.

Similarly, the instructor tries, to the extent possible, to base assignments on current policy challenges. Key issues that will be discussed in depth will be the nuclear proliferation issues with regard to Pakistan, Iran and North Korea, humanitarian crises in Syria and Africa, and the implications of China's rise for U.S. interests and global peace and stability more broadly. The first Discussion Board assignment will be to introduce yourself and your foreign policy interests. If possible, the instructor will attempt to incorporate materials related to these interests.

### **Participation Requirements**

Each Module's Discussion Board assignment is focused on a different topic and is graded. In each module, students will be required to post an original response to each question posed in that module. Additionally, students will be required to respond to a classmate's post the following day.

Our interactions on Blackboard and via email must be characterized by collegiality and professionalism. All participants should feel free to express their own ideas and opinions, and in order to foster an environment in which this can take place, we must consistently treat one another with respect. Should any student in the course violate this policy by engaging in insults or affronts toward other participants, I will send this student a private email to ask the student to refrain from further comments on the forum in question, and the student will receive no credit for the assignment.

All writing for our course, whether Discussion Board responses, email messages, quizzes, or exam must be in clearly-understandable, error-free prose. Of course, in order to express our ideas effectively and completely, we will write in full and correctly-constructed sentences. Participation in the course is of no avail if the participant's meaning is indiscernible.

Please see the Discussion Board and Email netiquette guidelines below.

### **Netiquette**

Netiquette refers to etiquette on the Internet. While most Internet applications do not have any rules or regulations to use and obtain information, there are some general rules that you can adhere to when communicating.

#### Discussion Board Netiquette:

When participating in an online discussion board with one or several individuals, the following rules of netiquette should be applied:

- Keep in mind that some discussions will include or refer to people from all over the world. References to cultural events and items in your country may not be understood by others. The same would apply to geographical references.
- While capitalizing all letters in a word can be used for emphasis, avoid using all capital letters throughout the message - it is considered SHOUTING!
- Keep your questions and comments relevant to the focus of the discussion group.
- Resist the temptation to "flame" others on the discussion or not abiding by the discussion rules. Remember that most discussions are "public" and meant for constructive exchanges. Treat the others on the list as you would want them to treat you.
- When quoting another person, edit the quotation to apply only what is relevant to your message.
- Only respond to a message when adding additional content. No one wants to read several lines that state "Me too!"

#### Email Netiquette:

When corresponding through email with one or several individuals, the following rules of netiquette should be applied:

- Always include a subject for the message - but keep it brief and descriptive.
- While capitalizing all letters in a word can be used for emphasis, avoid using all capital letters throughout the message - it is considered SHOUTING!
- If possible include parts, not all, of another message that you are referring to in a reply.
- Don't assume email is private.
- Include a signature with your email - but keep it limited to 4 to 5 lines. Typical signatures include full name and contact information (i.e., phone and/or email).
- If sending or forwarding a message to several people who may not know each other, include your email address in the To: field and all other recipients email address in the bcc: field.
- Be careful when using humor or sarcasm. The person reading the mail may misinterpret your remarks and not have a clear understanding.

#### **Assignment Information**

All times listed are Eastern Daylight Time.

##### **1. Discussion Questions (60%)**

**Individual due dates provided in each Module's Assignment folder.**

The discussion questions typically ask students to compare and contrast opposing arguments or apply theories to specific case studies. The discussion questions are therefore much more analytical and involve a higher order of learning. This is the key payoff in the class, when students can use the concepts studied in class to deepen their understanding of an issue or sharpen

their arguments. In each module, students will be required to post an original response to each question posed in that module. Additionally, students will be required to respond to a classmate's post the following day. Discussion posts will count for 60% of the final grade. See attached rubric for discussion board assessment criteria.

## **2. Quizzes (20%)**

**Individual due dates provided in each Module's Assignment folder.**

Quizzes are questions that can be answered in 2-3 sentences. For the most part, quizzes are designed to ensure that students can define key concepts, understand the causal logic of theories, or otherwise grasp foundational aspects of the readings included in the module. The quizzes account for a total of 20% of the course grade. Students should always complete the quizzes and ensure that they have mastered the modules' foundational elements before moving to the discussion questions. If students do not grasp these concepts, then they need to go back and review them before proceeding to the discussion questions.

## **3. Final (20%)**

**Due: July 10, 2017**

Five-page essay based on a historical or current case study that will require students to apply the theories to them. See attached rubric for assessment criteria.

### **Academic and Professional Integrity**

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook in addition to the specific Academic and Professional Integrity Policy of the School of Diplomacy:

- **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
- **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
- **Open-mindedness:** candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
- **Integrity:** candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic "0" for the assignment.)
- **Passion for the profession:** candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Plagiarism or academic dishonesty of any kind will result in a failing grade in this course.

## **Assessment Information**

### **Late Policy:**

Late work will be penalized. Students often submit work late because they believe that more time will produce a better product. In the field of foreign affairs, however, timeliness is critical. An excellent analysis of yesterday's issue is worthless to a policy-maker who must grapple with today's challenges. Students should therefore submit work on time, and learn to produce the solid work under tight deadlines, which is what will be expected once they graduate.

### **Instructor Feedback:**

I will comment on your posts in a timely fashion, typically within 24 hours during the week. All assignments will be submitted and feedback provided through Blackboard. Grades will be posted on Blackboard, which you can access by clicking on the My Grades link on the navigation menu.

### **Grading Scale\*:**

The following grading scale is used in this course:

94.0-100.0 = A  
90.0-93.9 = A-  
87.0-89.9 = B+  
84.0-86.9 = B  
80.0-83.9 = B-  
77.0-79.9 = C+  
74.0-76.9 = C  
70.0-73.9 = C-  
67.0-69.9 = D+  
64.0-66.9 = D  
60.0-63.9 = D-  
59.9 and under = F

**\*Note: Graduate students in Seton Hall's School of Diplomacy should be aware that they need a minimum GPA of 3.0 to graduate.**

### **The TEACH Act**

The materials in this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

### **Students with Disabilities**

Students who require special accommodations should discuss them with the instructor at the beginning of the semester.