

Spring 2012

United States Foreign Policy

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UNITED STATES FOREIGN POLICY
DIPL 6182
Spring 2012

Dr. Chris Ferrero

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Office: McQuaid 117

Office Hours: Mon. 11:30 – 12:30, Tues. 10:00 – 12:00; appointments also available

Course Meeting Time: Wed, 6:15 – 8:25

Course Meeting Place: Duffy Hall 82

Course Description and Objectives

This course exposes students to multiple approaches for analyzing and conducting US foreign policy. It seeks to bridge theoretical divides and to view US foreign policy through multiple lenses that help students understand the past and make informed predictions of and prescriptions for the future. We will pay special attention to the domestic institutional and ideational determinants of US foreign policy – unique or otherwise – and study decision-making dynamics at the personal, psychological level. The course will feature three interactive, role-playing exercises in which students will apply their knowledge to problems and scenarios in US foreign policy-making. Students will be challenged to consider big, policy-relevant questions: What should be America's grand strategy? Should the US seek to remain a hegemon? What are America's chief threats and interests? Under what conditions should the US employ military force? Are certain paradigms (such as the rogue state paradigm) useful or counter-productive? The ideal outcome is for a student to become not only a scholar of US foreign policy, but a capable budding practitioner, as well.

Assignments and Grading

Individual effort and participation are critical to your success. Learning at the graduate level is largely autodidactic; you get out of it what you put into it. The teacher will indeed teach, but students are expected to come to each class having done the reading and prepared their own observations and comments about its significance.

We will hold three interactive exercises that involve critical application of the lessons as well as independent student research and preparation. Exercises will involve group work and role playing, and will force students to grapple with challenging scenarios. Performance in such exercises will count toward class participation. More information will be provided in class ahead of the exercises.

In preparation for each interactive exercise, students will write a **three-page, double-spaced paper**. Three such papers will be written. These papers will receive a letter grade. Further details and instructions will follow.

Students will write an **analytical research paper** of approximately ten pages on an approved topic of the student's choosing. A one-paragraph description of your proposed paper topic is due via e-mail (ferrerch@shu.edu) by **5 pm on Monday, March 5th**. You will receive an e-mail response either approving the proposal or suggesting changes. The paper is due in class on **Wednesday, April 25th**.

On **Wednesday, April 18th**, class will be dedicated to a “Research Paper Workshop.” This is the **unofficial due date for the papers**. Papers should be close to finished and only in need of some fine-tuning. Students will meet in groups of three or four and present their work to each other. Group members are expected to serve as captive audience members and constructive critics of each other. Students should ask probing questions and, if necessary, offer alternative perspectives and suggestions for improvements.

During the second half of our session on April 18th, five to seven brave volunteers will present their work to the entire class and offer themselves up for constructive criticism (and perhaps some praise, as well!).

Grade Breakdown:

Class Participation – 25%

Exercise Paper 1 – 15%

Exercise Paper 2 – 15%

Exercise Paper 3 – 15%

Research Paper – 30%

Course Materials:

THREE books must be purchased for this class. They will be ordered by the Seton Hall bookstore; you may also find them reasonably priced online. Additional readings will be made available on Blackboard. The professor reserves the right to make minor changes – including additions – to the weekly reading assignments. The titles for purchase are:

American Foreign Policy: Theoretical Essays, Fifth Edition
G. John Ikenberry, 2005

Special Providence: American Foreign Policy and How It Changed the World
Walter Russell Mead, 2002

Calculating Credibility: How Leaders Assess Military Threats
Daryl Press, 2005

Integrity and Responsibility

Plagiarism, cheating, and any other manifestation of academic dishonesty will not be tolerated. Late work is subject to a 1/3 letter-grade deduction for each 24 hour period past due.

Additional Expectations

As graduate students of international affairs, you are expected to keep up with current events. You cannot be expert in everything, but it is important to be conversant in many topics spanning the globe. Keeping up with the news in this information-saturated world can, admittedly, be difficult, not to mention a full-time job. The *New York Times* remains the most thorough source of international news reporting, followed by the *Washington Post*. RealClearWorld.com is an outstanding aggregator of opinion pieces on foreign affairs. *Foreign Policy* is an excellent magazine that bridges the divide between academia and the policy world. International sources such as the

BBC, Al Jazeera, Haaretz, and Der Spiegel are other important, credible news sources with English-language resources. This is not, of course, an exhaustive list.

CLASS TOPICS AND READINGS

Week One

January 18

Course Introduction and "What I think I know about US foreign policy."

Week Two

January 25

Approaches to US Foreign Policy

Mead, pp. 1-98

Ikenberry, pp. vii-35

Merrill & Paterson, pp. 1-30 (on Blackboard)

Week Three

February 1

American Globalists: The Hamiltonian and Wilsonian Schools

Mead, pp. 99-173

Ikenberry, pp. 40-57

Week Four

February 8

The Jeffersonian and Jacksonian Traditions

Mead, pp. 174-338

Week Five

February 15

Interactive Exercise #1

First Paper Due

Additional, specific information forthcoming

Week Six

February 22

Hegemony, Containment, and the Early Cold War

Ikenberry, pp. 84-131

Gaddis, pp. 3-53 (on Blackboard)

Week Seven

February 29

Domestic Institutional Influences on US Foreign Policy

Articles in Ikenberry:

- George, pp. 333-355
- Mastanduno, pp. 248-265
- Jacobs & Page, pp. 357-377
- Trubowitz, pp. 383-396

Walt & Mearsheimer, "The Israel Lobby," *London Review of Books*, 2006 (on Blackboard)

Week Eight

March 7

Interactive Exercise #2

Second Paper Due

Additional, specific information forthcoming

Week Nine

March 21

Psychological Approaches

Ikenberry, pp. 461-510; skim pp. 511-534

Beschloss & Talbott, pp. 3-18 (on Blackboard)

Week Ten

March 28

Psych Part II: The Significance of Reputation and Credibility

Press, entire book *except chapter two* (though chapter two is very interesting)

Week Eleven

April 4

Rogue States and Containment after the Cold War

Litwak, pp. 47-114 (on Blackboard)

Indyk, pp. 1-10, 30-43, 149-237 (on Blackboard)

Week Twelve

April 11

Interactive Exercise #3

Third Paper Due

Additional, specific information forthcoming

Week Thirteen

April 18

Research Paper Workshop

Week Fourteen

April 25

Unipolarity versus Multipolarity: Reassessing America's Role in the World

Articles in Ikenberry:

- Ikenberry, pp. 268-286
- Wade, pp. 200-211
- Huntington, pp. 540-550
- Krauthammer, pp. 550-563

Research Paper Due!

Week Fifteen

May 2

US Foreign Policy in an Age of Terrorism and Threatening Non-State Actors

Ikenberry, pp. 564-592

Possible additional reading TBD