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School of Diplomacy and International
Relations

Spring 2016

DIPL 2110 AA/AB Comparative Foreign Policy

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**COMPARATIVE FOREIGN POLICY
DIPL 2110AA/AB
SPRING 2016**

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Tues/Thurs: 9:30-10:45, 11:00-12:15
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Course Description

This course is an introduction to theories of foreign policy analysis and a survey of the foreign policies of major states. The first part of the course examines a number of alternative theoretical approaches to how states formulate and implement their foreign policies. These conceptual models are then applied to a series of seminal events such as the Cuban Missile Crisis. The second part of the course examines the foreign policy trajectories of a number of pivotal states.

Course Objectives

The goal of this course is to provide students with a firm understanding of the key concepts necessary to address the fundamental question of comparative foreign policy: how do states define and pursue their national interests in the realm of international affairs?

This course is infused with the critical thinking proficiency. Critical thinking is fundamental to good foreign policy analysis. To think critically is to think clearly and rationally about the subject matter under discussion. The ability to analyze unfolding international events from a variety of perspectives is an important skill when attempting to understand why foreign leaders adopted a certain course of action and how other states should respond.

In foreign policy analysis, we approach critical thinking in a number of ways. First, through an identification of the assumptions and causal arguments of the worldviews most often held by policy makers: realism, liberalism, idealism and Marxism. Second, by using these worldviews to generate hypothesis about the reasons states often interpret the same sets of "facts" in radically different manners. Third, by studying tools analogies and learning how statesmen use analogical reasoning to help them understand current foreign policy challenges and respond to them. Finally, students are required to analyze case studies and current foreign policy documents.

A guideline for writing effective essays can be found in the course document section of the class blackboard site. Students who think they may need guidance on how to structure critical essays should see the professor early in the semester.

Course Materials

The following books have been ordered for this course at the university bookstore: Laura Neack, *The New Foreign Policy* (New York: Roman & Littlefield Publishers Inc. 2012) and Ryan K. Beasley, Juliet Kaarbo, Jeffrey S. Lantis, and Micheal T. Snarr, eds. *Foreign Policy in Comparative Perspective* (Washington Dc: CQ Press, 2013). Please note that we will use the latest edition of the Neack volume, which differs from the first edition so please do not buy a used copy of the first edition. All other class readings are available in electronic form on the class blackboard site.

In addition to the assigned readings, students should keep abreast of current foreign policy issues by reading the *New York Times* on a daily basis. Magazines with a strong international focus,

such as the *Economist* or *World Politics Review* are also recommended. The instructor will make extensive use of current events to illustrate concepts under discussion. As events unfold over the course of the semester that illustrate how the concepts and theories studied in class can make important contributions to foreign policy analysis, they will be added to the blackboard site and students will be responsible for reading them.

Requirements

Students should come to class prepared to engage in substantive discussion of the readings. The instructor conducts this class using a modified form of the Socratic method, making constructive class participation critical to success in this class. A discussion of what constitutes effective class participation is appended to this syllabus. Students are required to attend class and those who fail to do so will not perform well in this course.

Students will write three analytical papers on the assigned material. The first two papers, on questions assigned by the instructor, are due on February 16 and March 22. For the third paper, students will choose one of the comparative essay questions on the country cases, which will be available on the assignment section of the blackboard site after spring break. These due dates of these essays will vary, but will always be due on the day that the last country covered in the essay is discussed in class. Each analytical paper will account for 20% of the final grade. In addition, there will be a final exam which will account for 30% of the final grade. The exam will be given during the university scheduled exam periods, which are May 5, 12:20 to 2:20 for Dipl 2110AA, and May 9, 12:20-2:00 for Dipl 2110AB. The remaining 10% of the final grade will consist of class participation, attendance, and improvement.

Each of the papers and exams will require you to demonstrate an understanding of the internal logic of key foreign policy concepts, and to use these theories to analyze case studies or current foreign policy issues. The goal is to provide an explanation of why states chose particular policies, whether these policies were in their national interests, and to provide an assessment of the efficacy of these policies. In most of these assignments, there is 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.

Late papers will be penalized half of a letter grade per day. It therefore behooves all of you to submit your work on time. Grades of incomplete will only be granted in the case of extenuating circumstances.

Grading Scale

A>=94	A->=90	B+=87	B>=84	B->=80	C+=77
C>=74	C->=70	D+=67	D>=64	D->+60	F<=59

Computer Use Policy

The use of computers for discrete note-taking is permissible in class. The use of computers for other purposes such as checking e-mail or surfing the internet is not permissible. Inappropriate computer use is not only disruptive to fellow students who are attempting to concentrate on class discussion, but it also tends to lead to lower grades for students engaged in non-class activity. Students who choose not to abide by this policy will be asked to leave class.

Academic Integrity

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:

<http://www.shu.edu/offices/student-life/community-standards/community-standards.cfm>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>.

Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodation, he or she must self-identify at the Office of Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations. The contact person is Ms. Diane Delorenzo at (973) 313-6003.

CLASS TOPICS AND READINGS

Class 1 1/12 Introduction

Class 2 1/14 Foreign Policy & Critical Thinking: Definitions & Approaches

Beasley et al, pp. 1-21

Neack, pp. 1-12.

Richard Paul and Linda Edler, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*, chapters 1 & 2. On blackboard

Key Questions: What is foreign policy and why is it important? What are the levels of analysis and what purpose do they serve in foreign policy analysis? How do insights from various levels of analysis help us understand the “Tangled Tale of Tibet?” What are critical thinking skills and why are they important in foreign policy analysis? Are critical thinking skills separate from foreign policy analysis or an integral part of it?

Class 3 1/19 Theories, Worldviews and Foreign Policy

Neack, pp. 12-27.

Jack Snyder, “One World, Rival Theories,” *Foreign Policy* November-December 2004.

Roger Hilsman, *The Politics of Policy Making in Defense and Foreign Affairs* (Englewood Cliffs: Prentice Hall, 1993), pp. 36-52.

Key Questions: What are worldviews or theories? How do social scientists evaluate them? How do theories influence foreign policy-makers? What policy implications flow from realism, liberalism and constructivism for U.S. policy toward China, using the case cited in Neack?

Class 4 1/21 International Level of Analysis: Great Powers

Neack, pp. 129-152.

Robert Jervis, “The Compulsive Empire” *Foreign Policy* July-August 2003.

Key Questions: How does a country’s rank and position influence its foreign policy choices? How do we know a great power when we see it? What is power and how, if at all, is the nature of

power changing in the international system? What is the “paradox of power” and how does it help us understand U.S. policy toward Somalia and Iraq?

Class 5 1/26 International Level of Analysis: Middle & Small Powers

Neack: pp. 153-171.

Fareed Zakaria, “The Rise of the Rest”

Key Questions: How do the international opportunities and constraints facing middle and small powers differ from those facing large powers? What are the differences between small and middle powers and what roles do they play in the international arena? Why do some small powers face fewer constraints in their foreign policy choices than others?

Class 6 1/28 The Domestic Level: The Rational Actor, Organizational Process and Bureaucratic Politics Models & the Cuban Missile Crisis

Graham T. Allison, “Conceptual Models and the Cuban Missile Crisis” in G. John Ikenberry, ed., *American Foreign Policy* (New York: HarperCollins, 1996) pp. 415-453 and visit the website www.cubanmissilecrisis.org.

Key Questions: What are the key analytical features of Allison’s rational actor, bureaucratic politics and organizational process model? What different analytical conclusions regarding Soviet intentions and goals do these models reach? Based upon these conclusions, how should the U.S. respond to the Soviet action? Which model do you think provides the most insight into the Cuban Missile Crisis?

Class 7 2/2 Cuban Missile Crisis: Movie

Class will meet for a screening and discussion of *Thirteen Days*, a Hollywood dramatization of the Cuban Missile Crisis.

Key Questions: Does the process of foreign policy-making in the movie differ from that studied in the class readings? To what extent does the movie, for which Graham Allison served as a consultant, highlight the relative importance he placed on the organizational process and bureaucratic politics models?

Class 8 2/4 Domestic Politics: National Self-Images, Culture and Institutions

Neack, pp. 81-109

Walter Russell Mead, “Religion in US Foreign Policy” *Foreign Affairs*, 2006

Key Questions: How do national self-images and national cultures influence foreign policy? How does religion influence US foreign policy?

**Class 9 2/9 Are Democracies More Peaceful? The Consolidated Democracies
*Assignment 1 Handed Out**

John M. Owen, “How Liberalism Produces Democratic Peace,” *International Security*, Vol . 19, No. 2 (Autumn, 1994) pp. 87-125.

Articles on Arab Spring TBA on blackboard

Key Questions: How does Owen argue contend that liberalism produces democratic peace? What are the different logics behind Owen’s normative and structural explanations for democratic peace?

Class 10 2/11 Are Democracies More Peaceful? The Democratizing Countries

Neack: p. 95-109

Jack Snyder, *From Voting to Violence*, (New York: Norton, 2000) pp. 15-43.

Key Questions: What does Snyder argue is the relationship between democratization and nationalism? Why does this lead to conflict? What are the policy implications of Snyder's argument for Western democracies and groups that advocate the promotion of democracy abroad?

Class 11 2/16 No New Reading, Discussion of Writing Assignment 1.

Class 12 2/18 Domestic Politics: Public Opinion, the Media, and Interest Groups

Neack, pp. 111-128.

Ole Holsti, Public Opinion and Foreign Policy," *International Studies Quarterly*, 36/4 December 1992.

Key Questions: What do public opinion and the media play in foreign policy-making? What different types of interest groups exist and what role do they play in the formation of foreign policy? Does public opinion work in a bottom up fashion or top down fashion in democracies and authoritarian states?

Class 13 2/23 The Individual Level of Analysis

Neack: pp. 29-45

Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesmen Back In," *International Security*, Vol. 25, No. 4 (Spring 2001) pp. 107-146.

Key Questions: What are the informational requirements for rational choice models of decision-making to work? How often are these requirements met in the real world? What is deterrence theory? How do "rational" decisions such as those embodied in the prisoner's dilemma and the security dilemma lead to sub-optimal outcomes? To what extent was Nasser's decision to order the Egyptian army into the Sinai Peninsula rational? Is it ever in a state's interest to be perceived as irrational? According to Byman and Pollack, under what conditions do individual decision-maker matter most?

Class 14 2/25 Cognition, Beliefs, and Groupthink

Neack pp. 46-79

Key Questions: What strategies do decision makers use to deal with information overload? To what extent can morals act independent of national interests? What is groupthink and how can it be overcome?

Spring Break 2/29-3/7

Class 15 3/8 Analogies

Yuen Foong Khong, "Seduction by Analogy in Vietnam: The Malaya and Korea Analogies" in G. John Ikenberry, pp. 554-564.

Articles comparing Vietnam and Afghanistan.

Key Questions: What is an analogy? How do policy-makers use them? Why did the use of analogies in the Vietnam case lead to sub-optimal policy? How do beliefs influence foreign policy decisions?

Class 16 3/10 Ideas and Foreign Policy

Judith Goldstein & Robert O. Keohane, *Ideas & Foreign Policy* (Ithaca: Cornell University Press, 1993) pp. 3-30.

John Straus, "Darfur and the Genocide Debate" *Foreign Affairs*, 2004.

Key Questions: What different types of ideas are discussed in the readings? How do ideas influence foreign policy? Under what conditions are new ideas most likely to lead to foreign policy change? What is genocide and what sets of actions are expected to follow when the term is invoked by statesmen?

Class 17 3/15 Ideas in Practice? The Debate Over Humanitarian Intervention & Syria & Libya
***Second Assignment handed out**

Turbulent peace : the challenges of managing international conflict / edited by Chester A. Crocker, Fen Osler Hampson, and Pamela Aall. : Washington, D.C. : United States Institute of Peace Press, 2001.

Chapter 17, Stanley Hoffman, The Debate About Intervention

Chapter 18 Richard Betts, The Delusion of Impartial Intervention

Chapter 19 Richard Haass, Using Force: Lessons and Choices for U.S. Foreign Policy

Articles on Syria TBA

Key Questions: Under what conditions do liberals and realists contend intervention is justified? What lessons does Richard Haas provide regarding the use of force for US foreign policy? What are the arguments for and against U.S. intervention in Syria?

No class 3/17 Professor Speaking at Conference, students will work on assignment

Class 18 3/22 No New Reading, Discussion of Assignment 2

3/24 Holy Thursday, no class

Class 19 3/29 Russian Foreign Policy
Beasley, pp. 95-129 and news articles on blackboard

Key Question: Did Russian foreign policy in the late Soviet era conform to the realist dictates of pursuing national interest defined in terms of power? What predictions would Jack Snyder's theory about democratization and nationalism make for Russian foreign policy? Are his predictions borne out? Is Russia resurgent, and what does its recent military invasion of Georgia portend for the future?

Class 20 3/31 French Foreign Policy
Readings: Beasley, pp. 49-69, articles on blackboard

Key Questions: Why do French foreign policy-makers believe it is in their nation's interest to retain its great power status? Which worldviews/theories discussed in class 3 best explain French foreign policy?

Class 21 4/5 **Chinese Foreign Policy**
Beasley, pp. 121-143 and articles on blackboard

Key Questions: How is China pursuing its interest in great power status? What similarities and differences does Chinese foreign policy share with Russia and France? Is China a confident power or a vulnerable one? What difference does this make for Chinese foreign policy? What role is China playing in the global arena?

Class 23 4/7 **Japanese Foreign Policy**
Beasley pp. 144-169 and articles on blackboard

Key Questions: Is Japan a great power? Is Japan's apparent renunciation of military force explainable by the theories studied in class? How do international and domestic factors interact in the formation of Japanese foreign policy?

Class 24 4/12 **German Foreign Policy**
Beasley, pp. 70-94. And articles on blackboard

Key Questions: Is Germany a great power? What factors explain the unwillingness of German policy-makers to exercise military power as a tool of foreign policy? How do the opportunities and constraints facing German policy-makers differ from those facing Japanese policy-makers?

Class 25 4/14 **Indian Foreign Policy**
Beasley, pp. 170-189 and articles on blackboard

Key Questions: Does India, the world's largest democracy, support the democratic peace thesis? Are global or regional issues more influential in Indian foreign policy? Is the US-Indian nuclear deal in the best interest of the US and/or the global peace?

Class 26 4/19 **Iranian Foreign Policy**
Beasley, pp. 217-232 and articles on blackboard

Key Questions: What factors account for the dramatic shifts in Iranian foreign policy? What sets of opportunities and constraints shape foreign policy in Iran? Why is Iran pursuing nuclear weapons? How should the international community respond to Iran? What do Iran's recent contested presidential elections and the demonstrations that followed suggest about potential changes to Iranian foreign policy?

Class 27 4/21 **South African Foreign Policy**
Beasley, pp. 256-28 and articles on blackboard

Key Questions: How do moral and realist concerns interact in South African foreign policy? Are Snyder's predications that voting leads to violence borne out in the South African case? What role does South Africa play in Africa?

Class 28 4/26 **Brazilian Foreign Policy**

Class 29 4/28 **Turkish Foreign Policy**
***Final Questions Handed Out**

Beasley, pp. 283-301 and articles on blackboard

Key Questions: What key factors drive Brazilian foreign policy? Has democracy impacted Brazilian foreign policy? What role does Brazil play in Latin America, and how does it compare to South Africa's role in Africa?

DIPL 2110 APPENDIX A
What I am Looking For in "Good" Class Discussion?

1. Preparation:

Evidence of careful preparation including knowledge of the reading material and cases if applicable.

2. Quality of argument:

Logical consistency, appropriateness of the discussion, use of relevant evidence in the arguments; originality and creativity; and makes connections with course material

3. Quality of expression:

Comments that are clear, concise, fluent, enthusiastic, and civil;

4. Contribution to Process:

Comments contribute to the process of the discussion, such as building on the ideas of others, providing constructive criticism, asking constructive questions, or indicating a careful listening to others, timeliness, and asking constructive questions.

In sum, be clear (speak simply), be concise (make sure every word you say carries its weight and every idea adds to your argument), be logical (make sure one sentence follows from another and one statement follows from another.)

I recognize that class discussion comes more easily for some people than for others. By temperament, culture or habit, some are "talkers" while others are "listeners." Learning to be both is an important goal of this class, and a needed skill in life beyond this classroom. Comments that are not relevant to the ongoing discussion, that are off the point, that are disruptive to discussion, that are insensitive to others, or that attempt to dominate the discussion will not be rewarded! I prefer that you volunteer to participate, but will call on you if necessary to bring you into the conversation. If you are uncomfortable with speaking in class, please come by and talk with me. I can offer you some tips which may help.

(Adapted from Dr. Deborah Gerner, University of Kansas, US Foreign Policy Syllabus, August 1994.)