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Fall 2021

## **DIPL 3116 Seminar on Global Policy Challenges**

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**Seminar on Global Policy Challenges  
DIPL 3116**

**Seton Hall University School of Diplomacy  
and International Affairs  
Washington Program**

**Fall 2021**

**Ray Walser Ph.D., FSO ret.**

This seminar-like course is focused on global challenges facing not just U.S. policy makers but statesmen, diplomats and citizens around the world. The primary focus will be upon the successes and failures encountered in global development in a period marked by numerous positives – overall reductions in violence, longer lives, poverty reduction, improved education – balanced against a daunting array of unresolved global challenges and threats, ranging from the COVID-19 pandemic, economic uncertainty, climate change/global warming and nuclear proliferation to racial tension, ethnic conflict and international terrorism. Central to the ongoing the debate is reflection upon the ability of national leaders to preserve an international order capable of rising above mere anarchy and clashing national interests to promote peace, stability and mutual benefits. The ongoing transition from former President Donald Trump's America First approach to international affairs to a more traditional assertion of American global leadership under President Joseph Biden provides an opportunity for in-depth reflection. The course will examine cooperative efforts aimed at advancing shared interests, securing international cooperation and protecting the global commons. Particular attention will be paid to multilateral agreements and institutions in a period when both face considerable headwinds and structural constraints.

Washington, D.C. is a very cosmopolitan, international city. Serious effort will be made to understand how the people who reside here, American and otherwise, are shaped by the international environment and how they in turn undertake to influence and shape developments on the global stage. When possible, students will be given the chance to interact with present and past policy makers.

The course to the extent possible will be conducted in seminar form based on discussions, reflections, debates and interactions between the seminar leader and the students.

Where possible and pertinent, lectures, readings and seminar discussion will be supplemented with in-class discussion with policy practitioners. Sadly, the persistence of COVID-19 limits our ability to visit centers of decision-making and influence that will include government offices, the Congress, think tanks, NGOs, multilateral and regional organizations and foreign embassies.

One caveat: This syllabus is not set in stone, especially in a period of rapid developments on the domestic and international scenes. The seminar leader reserves the right to alter readings and assignments and discussion topics in response to emerging policy challenges and significant events.

## **Course Objectives**

This course is intended to help students:

- Identify and investigate the major challenges and trends, positive and negative, shaping future global development.
- Relate the ways in which the structure and functioning of the international system – anarchic, hegemonic, communitarian – shape responses to an ever-widening array of national and transnational challenges.
- Analyze hotspots and flashpoints, examine crisis management scenarios and predict outcomes for some of the world's most contentious issues.
- Prepare cogent policy analysis - written and verbal -presented in ways that support better understanding of the ways to tackle global challenges.

By semester's end, students should demonstrate improved proficiency in collecting, sorting, and evaluating information; analyzing complex situations and synthesizing information; integrating a spectrum of advice and opinion in the analysis of a complex world; and strengthening effective oral and written skills.

## **Required readings:**

There is no one-size-fits all reading list for the course. There is no required textbook.

Readings will be selected and assigned on a weekly basis and they will reflect the issues/problems under discussion. A weekly assignment sheet with key readings, questions and discussion points will be distributed in advance of each class.

Students are also expected to develop a tailored reading list in consultation with their instructor. The reading list will cover topics raised in class, but will also to sharpen the student's knowledge base on areas of particular interest.

## **Requirements & Grade Evaluation:**

1. Each student will be expected to complete either an exercise, produce a specified format [Presidential Daily Brief, Foreign Policy Decision Memo, Threat Analysis] [25%]

2. Global challenge readings and reviews [25%]
3. A Capstone exercise – a global or regional challenged analyzed with policy recommendations [25%]
4. Final take home essay [10%]
5. Class participation [15%]

### **Coronavirus Safety:**

As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

### **CAPS:**

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

### **Disability Services Statement**

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

### **Policy on Incompletes**

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever

comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

### **Academic Integrity & Dishonesty**

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:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and

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

Resources for academic integrity can be provided upon request.

### **Citation Formats**

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats will be distributed separately.

### **Lesson Plan – See Course Matrix**

**DIPL 3116 - The Washington Seminar on Global Policy Challenges  
Fall 2021**

|              |   |   |
|--------------|---|---|
| September 3  | Anarchy or Order: The Struggle for a Stable International System<br><br>The Liberal International Order | R: TBD<br><br>Q. Is the Liberal International Order doomed to failure?  |
| September 10 | 9-11-2001 – Remembered<br><br>“Forever Wars” - The End in Afghanistan                                   | Case Study – The Fall of Afghanistan – selected reading.<br><br>Q. Was the victory of the Taliban inevitable?                         |
| September 17 | Globalization & the COVID 19 Pandemic: State of the World Economy & the Wellbeing of Nations            | CRS – Global Economic Impact of COVID<br><br>Q. What are the global consequences of the COVID-19 pandemic. How has the world changed? |
| September 24 | Grand Strategy: The Return of Great Power Competition & the Global Threat Environment                   | R. National Security Strategy<br>Interim National Security Guidance<br><br>Q. Does the US have a coherent grand strategy?             |
| October 1    | From Mao to Xi: China’s Rise – The World the CCP Made   | R. China Readings TBD<br><br>Q. Does China aim to be Number 1 in the world?   |
| October 8    | Thucydides Trap – Is War with China Inevitable?   | R. China Readings – TBD<br><br>Q. Is War with China Inevitable?   |
| October 15   | Walking the Edge: Putin’s Russia, Ukraine & Strategic Competition                                       | R – Russia Readings – TBD<br><br>Q. Can the U.S. find stability in its relations with revanchist Russia?                              |

|             |   |   |
|-------------|---|---|
| October 22  | Asia is More than China:<br>India, Japan, South Korea and<br>Southeast Asia                     | R. TBD<br><br>Q. Can the U.S. balance<br>against rising China with<br>allies in the Indo-Pacific<br>theatre?  |
| October 29  | Friendly or Fickle? Europe –<br>EU – NATO – Brexit & the<br>State of Transatlantic<br>Relations | Q. What is the future of the<br>EU? What happens with<br>German leadership in the<br>post-Merkel era? Do<br>relations with Germany truly<br>matter? |
| November 5  | A Planet in Duress: Climate<br>Change and Global Health   | Follow preparations for and<br>proceedings of COP26<br><br>Q. Can we save the world<br>from climate catastrophe?                                    |
| November 12 | The Sum of All Fears:<br>Nuclear Proliferation  | R – TBD<br><br>Q. What is the role of<br>nuclear weapons in the world<br>today? Can the US stop<br>nuclear proliferation?                           |
| November 19 | End of Forever Wars &<br>Exiting the Middle East  | R – TBD<br><br>Q. After the fall of<br>Afghanistan, which way for<br>Middle East policy   |
| December 3  | Rising or Falling: Sub-<br>Saharan Africa<br>The Democracy Agenda 1                             | R - TBD<br><br>Q. Continent of crisis or<br>Continent of the future?  |
| December 10 | North America – Latin<br>America and the Caribbean<br>Democracy Agenda – 2                      | R - TBD<br><br>Q. Will the U.S. pay a steep<br>price for its neglect of the<br>Western Hemisphere?  |
| December 17 | Final Exam and Presentation   |   |