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Diplomacy Syllabi

School of Diplomacy and International  
Relations

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Spring 2022

## **Comparative Foreign Policy**

Ann Marie Murphy Ph.D.

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**COMPARATIVE FOREIGN POLICY**  
**DIPL 2110AA/AB**  
**SPRING 2022**

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& by appointment

**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 alternative theoretical approaches to the study of foreign policy. 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 important states and explores critical foreign policy dilemmas through two in-class simulations.

**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 adopt a certain course of action and how other states respond.

In foreign policy analysis, we approach critical thinking in several ways. First, through an identification of the assumptions and causal arguments of the worldviews most often held by policy makers: realism, liberalism, constructivism, and Marxism. Second, by using these worldviews to generate hypotheses about the reasons states often interpret the same sets of “facts” in radically different manners. Third, by studying tools such as analogies and cognition 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 issues through written work and simulations.

**Course Materials**

Two books will be used in this class: Laura Neack, *Studying Foreign Policy Comparatively*, 4th Edition, (Lanham, MD: Rowman & Littlefield, 2019) and Ryan K. Beasley et al, *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior* (Washington, DC: CQ Press, 2013). The Beasley book is available as an ebook through Seton Hall Library. All other assigned readings are available 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 *Foreign Policy* are also recommended. Students can access these publications through the SHU library and can also sign up on the magazine’s website for daily/weekly newsletters. 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. Class attendance, participation and leading discussion of country cases late in the semester will account for 10% of your final grade.

Students will write three analytical discussion posts with peer responses, each of which will be worth 5% of your grade. A midterm, which will be handed out on March 3<sup>rd</sup> and due on March 22<sup>nd</sup> will account for 35% of your grade. The class will do 2 simulation exercises using the Council on Foreign Relations's Model Diplomacy Program, and the position and debrief memos for each simulation will account for 12% and 8% of the class grade respectively.

All class assignments will require you to demonstrate an understanding of the internal logic of key foreign policy concepts, and an ability to use these theories to analyze case studies or current foreign policy issues. The goal is to provide an explanation of why states choose particular policies, determine whether these policies are in their national interests, and assess 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 work/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 class-related issues is clearly permissible in class, particularly in a high-flex environment. 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>.

### **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.

### **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](tel:9733136003).

### **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>

### **COVID-19 Ground Rules**

We are in a global pandemic and all of us are impacted in myriad ways. If you tell me you are struggling, I am not going to judge you or think less of you. You do not owe me personal information about your health (mental or physical) or living circumstances. If you must miss a class, need extra help, or more time on an assignment, please ask. I will work with you and if I cannot help you, I usually know someone who can. There are lots of campus resources (both virtual and in-person) available so please use them.

## **CLASS TOPICS AND READINGS**

**Class 1            1/20    Introduction**

**Class 2            1/25    Foreign Policy & Critical Thinking: Definitions & Approaches**

Critical Thinking Readings in folder on Blackboard

Critical Thinking: Where to begin

Paul Edler: Critical Thinking Framework, University of Kentucky, 2021.

Beasley et al. *The Analysis of Foreign Policy in Comparative Perspective* pp. 1-21

Key Questions: What is critical thinking? What are the standards by which critical thinking is assessed? What does a critical thinker do? Are critical thinking skills separate from foreign policy analysis or an integral part of it? 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?

**Class 3            1/27    Theories, Worldviews and Foreign Policy**

Neack, pp. 5-14

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

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

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

**Class 4            2/1      Worldviews Continued**

"What World are We Living In" special section on Realist, Liberal, Marxist and Tribal Worlds. *Foreign Affairs* Vol. 91. No. 4 July/August 2018.

Key Questions: What are the assumptions embedded in each of these worldviews? To what extent does each of these worldviews help us understand the current world order?

\*Discussion post # 1 due by 11:59 p.m. on Sunday, 1/30. Peer Responses are due by 6:00 p.m. on Monday, 1/31.

**Class 5            2/3      International Level of Analysis: Great Powers, Middle Powers, Balancing and Bandwagoning**

Neack, pp. 137-160.

John Mearsheimer, "Why the Ukraine Crisis is the West's Fault: The Liberal Delusions that Provoked Putin" *Foreign Affairs*, Sept/Oct 2014, p. 77-89.

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? Do great, middle, and small powers all have the same foreign policy options to balance and bandwagon? Why are small and middle powers keen proponents of multilateralism? What are revisionist powers? The Neack volume states that Russia is often viewed as a disruptive power, but Mearsheimer blames Russia's invasion of Ukraine on the West. What is Mearsheimer's argument and do you find it persuasive?

**Class 6            2/8      Rational Actors, National Interests, Nuclear Weapons**

Neack, p. 15- 32

"North Korea. Far From Crazy" *The New York Times*, September 11, 2016.

Key Questions: What are a state's key national interests? What is the difference between a country's national interests and its regime interests? What is rationality, and how is it different from bounded rationality? What are the informational requirements for rational choice models of decision-making to work? How often are these requirements met in the real world? How do "rational" decisions such as those embodied in the prisoner's dilemma and the security dilemma lead to sub-optimal outcomes. What is deterrence theory? Explain the logic of Mutually Assured Destruction. What is the cost that serves to deter a nuclear attack? Many argue that Obama's Red Line against chemical weapons use in Syria and subsequent decision not to use military force after the Assad regime crossed it was both rational and one of the worst foreign policy failures of his administration. Do you agree?

**Class 7 2/10                      Bureaucratic Politics, Organizational Processes & Nuclear Weapons in 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. Watch the movie, *Thirteen Days*.

"Are Nuclear Weapons Keeping the India-Pakistan Crisis from Escalating-or Making it more Dangerous?" *Washington Post*, March 5, 2019.

Key Questions: To what extent do you find the insights the rational actor, the bureaucratic and organization processes useful in explaining the events and policy choices in the Cuban Missile crises? Do you believe that nuclear weapons help prevent the Cuban Missile Crises from escalating into World War III? If so, would the proliferations of nuclear weapons to other states help promote peace?

Discussion Post 2 due Friday 2/11, 11:59. Peer response due Sunday 2/12 at noon.

**Class 8 2/15    The Individual Level of Analysis**

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: According to Byman and Pollack, under what international and domestic conditions do individual decision-maker matter most? How do individuals impact the foreign policy of their states? You can skip one of the historical figures that the authors discuss. What is the counter-factual question that must be answered to persuasively argue that one specific leader "mattered" to a foreign policy outcome?

**Class 9                      2/17    Cognition and Leadership Orientation**

Neack pp. 33-55

Mark Galeotti and Andrew Bowman, "Putin's Empire of the Mind" *Foreign Policy*, April 21, 2014.

Key Questions: What is cognition and how do cognitive models of decision-making differ from the rational actor model? What types of methods do policymakers use to deal with information overload? What beliefs underlie Putin's Empire of the Mind and how does it influence Russian foreign policy?

**Class 10                      2/22    Ultimate Decision Units**

Neack, pp. 57-75

“Trump Vetoes Bipartisan Resolution Blocking Arms Sales to Gulf Nations, *The New York Times*, July 24, 2019.

“White House Notifies Congress of Suleimani Strike Under War Powers Act” *The New York Times*, January 20, 2020.

Key Questions: What is groupthink and how does it impact foreign policy? Who should have the ability to authorize the use of force in foreign policy, the President or the Congress? What is the War Powers Act and what limitations does it place on the President’s ability to unilaterally use military force abroad?

\*Discussion Post 3 due Sunday, 2/22 at 11:59, Peer response due Monday 2/3 at 4:00 pm.

**Class 11 2/24 National Culture, Roles, Institutions, and the Democratic Peace**

Neack, p. 77-95

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

**Key Questions**

Key Questions: How do national self-images and national cultures influence foreign policy? What is a siege mentality and how does it influence foreign policy? What are liberal ideas and how does Owen contend that liberalism produces democratic peace? What are the different logics behind Owen’s normative and structural explanations for democratic peace?

**Class 12 3/1 Domestic Politics and Conflict in Democratizing States**

Neack: p. 97-116

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

Key Questions: What are the strategies of insulation versus mobilization? What is nationalism? 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 13 3/3 Public Opinion and the Media**

Neack, pp. 125-141

James Lindsay, “The Apathetic Public”

Mathew Baum, *Social Media, Fake News and Democracy*:

\*Midterm Handed Out

Key Questions: What role do public opinion and the media play in foreign policymaking? Does public opinion work in a bottom-up fashion or top down fashion in democracies and authoritarian states? How has social media changed the relationship between the public and foreign policymakers? How have changes in the media influenced the extent to which citizens in democracies can hold their leaders accountable to their interests, as stipulated in the democratic peace theory?

**Spring Break March 6-13**

**Class 14 3/15 Russian Foreign Policy**

Beasley, Russia chapter, 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 a resurgent or a declining power?

**Class 15      3/17      French Foreign Policy**

Readings: Beasley, French chapter, articles on blackboard

Key Questions: Why do French foreign policymakers 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? How important is the EU to French Foreign policy?

**Class 16      3/22      \*Midterm Due No New Reading Model Diplomacy Orientation**

**Class 17      3/24      German Foreign Policy**

Beasley, German chapter, and articles on blackboard

Key Questions: Is Germany a great power? What factors explain the unwillingness of German policymakers to exercise military power as a tool of foreign policy?

**Class 18      3/29      Model Diplomacy Simulation Exercise: Case Russia and NATO in the Baltics Group 1**

**Class 19      3/31      Model Diplomacy Simulation Exercise: Case Russia and NATO in the Baltics Group 2**

**Class 20      4/5      Chinese Foreign Policy**

Beasley, China chapter 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? Do you believe the U.S. and China are destined for war as Graham Allison argues in the Thucydides Trap?

**Class 21      4/7      Japanese Foreign Policy**

Beasley Japan chapter, 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? How do the opportunities and constraints facing German policymakers differ from those facing Japanese policymakers?

**Class 22      4/12      Indian Foreign Policy**

Beasley, Indian chapter, 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? Does India aspire to be a great power?

**April 14      Holy Thursday No class**

**Class 23      4/19 Turkish Foreign Policy**  
Beasley, Turkey chapter and articles on blackboard

Key Questions: What factors drive Turkish foreign policy? How have democracy, authoritarianism and religion influenced Turkish foreign policy? What role does Turkey play in the Middle East and in Europe, and what trends are likely to affect its role in these areas and in NATO?

**Class 24      4/21 Iranian Foreign Policy**  
Beasley, Iran chapter 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? Are Iran's nuclear weapons and support for groups the United States calls terrorists a threat to the Middle East region and the United States? How should the international community respond to Iran?

**Class 25      4/26 Model Diplomacy Simulation Exercise: Case Dispute in the East  
China Sea Group 1**

**Class 26      4/28 Model Diplomacy Simulation Exercise: Case Dispute in the East  
China Sea Group 2**

**Class 27      5/3 South African Foreign Policy**  
Beasley, South Africa chapter, 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      5/5 Brazilian Foreign Policy**  
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?

**Class 29      5/10 Summing Up**

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.)