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Fall 2022

DIPL 6180 WEB Comparative Foreign Policy

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COMPARATIVE FOREIGN POLICY
DIPL6180WEB
Fall 2022

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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 foreign policy analysis: how do states define and pursue their national interests in international affairs? During the semester, 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 between different issue areas? Students will have an opportunity to evaluate these debates for themselves through 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 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 help students develop 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
- Relate evidence to argument
- Persuade others of an interpretation of an issue

Course Requirements

Students are expected to do all the assigned readings, answer all the quiz questions and discussion posts, participate in peer discussions, and complete the final exam. All readings are available in electronic form in blackboard, through a weblink, 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 help us understand current critical foreign policy issues—such as negotiations over the Iranian nuclear deal, the direction of the Russian war against Ukraine, and the implications of the U.S. withdrawal from Afghanistan on global terrorism --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 foreign policies, whether these policies were in the state's national interests, and the extent to which they were successful. In the discussion board questions, 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*. Magazines with a strong international focus, such as the *Economist*, are also recommended, as are journals such *Foreign Affairs* and *Foreign Policy*. 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.

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 Myanmar and Afghanistan, 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 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, 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, professional prose, not colloquialisms. To express our ideas effectively and completely, we will write in full and complete sentences rather than bullet points. That said, I understand that many of you are not native English speakers and/or majored in fields like economics in which writing was not a skill that was emphasized, and I will work with you to improve.

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. Quizzes (20%)

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

Quizzes are due on Sunday of each week.

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

2. Discussion Questions (60%)

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

Original Posts are due on Monday of each week

Peer Responses are due on Tuesday of each week

The discussion questions typically ask students to compare, and contrast opposing arguments or apply theories to specific case studies and issues. 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.

3. Final (20%)

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 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. A guide to avoiding plagiarism is available in the information section of the class blackboard site. See University and School standards for academic conduct here:

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

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

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-psychologicalservices/index.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 paper submission. 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.

Citation Style

The School of Diplomacy has adopted the Chicago citation style for all class. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard site in the information folder.

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.