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Diplomacy Syllabi

School of Diplomacy and International
Relations

Fall 2023

DIPL6180 AA Comparative Foreign Policy

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COMPARATIVE FOREIGN POLICY
DIPL 6180 AA
FALL 2023

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Section AA Tues., 5-7:10
Office Hours: Tues, 2-4, & by appt.
Office: 133 McQuaid Hall

Course Description and Objectives

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 within them according to issue areas, for example security versus human rights policy? 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 students' analytical, writing, and oral communication skills, all of which are key student learning objectives of the School of Diplomacy. The ability to analyze 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 why other states respond as they do.

Communication skills are important to all post-Seton Hall professional endeavors. Writing helps students improve their ability to relate evidence to argument. Oral communication skills are necessary not only to convey information, but also to persuade others of your interpretation of an issue, a critical negotiation skill.

A guideline for writing effective essays can be found in the information section of the class blackboard site. A list of academic resources at SHU, including information on the writing center, is available in the same place.

Requirements

Students are expected to complete the assigned readings, answer the individual discussion board questions by midnight on the Sunday before class, and come to class prepared to

engage in substantive discussion of the course material. In addition, all students must comment on one of their peer's discussion posts by midnight on the Monday before class.

All readings are available in electronic form on the class blackboard site. As events unfold over the course of the semester that illustrate how 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. The instructor conducts this class using a modified form of the Socratic method, therefore constructive class participation is critical to success in this class. A discussion of what constitutes effective class participation is appended to this syllabus.

In addition to the weekly discussion posts, all students must complete a midterm exam and an end of semester essay and policy memo. The take home midterm will be handed out on October 4 and due October 18. A final question and policy memo analyzing a key issue facing the United States, using Congressional Research Service Reports will be due on December 13.

Course grades will be determined as follows: discussion posts will account for 30% of your final grade, the midterm and final will each account for 30% of your final grade and the remaining 10% will consist of a combination of class attendance, participation, and improvement.

In addition to the assigned readings, students should keep abreast of current foreign policy issues by reading the *New York Times Economist*, *Foreign Policy* or *Financial Times* on a daily basis. The instructor will make extensive use of current events to illustrate the utility of concepts discussed in the readings and will presume that students are familiar with these issues.

Grading Scale

A \geq 94	A- \geq 90	B+ \geq 87	B \geq 84	B- \geq 80	C+ \geq 77
C \geq 74	C- \geq 70	D+ \geq 67	D \geq 64	D- \geq 60	F \leq 59

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/counselingpsychologicalservices/index.cfm>

Computer Use Policy

The use of computers for discrete notetaking 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. A guide to avoiding plagiarism is available in the information section of the class blackboard site. Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation.”

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.

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.

Class 1 Aug. 29 Introduction: What is Foreign Policy and Why Should We Study It?

Juliet Kaarbo, Jeffery S. Lantis, and Ryan K. Beasley, “The Analysis of Foreign Policy in Comparative Perspective,” in Beasley, Kaarbo, Lantis and Snarr, Eds, *Foreign Policy in Comparative Perspective* (Washington: CQ Press, 2012), pp. 1-23.

Paul Elder, Critical Thinking Framework, 3-page handout on blackboard.

Class 2 Sept. 5 Levels of Analysis & Worldviews

Required:

Karen Mingst and Ivan Arreguin-Toft, *Essentials of International Relations* (New York: Norton & Company, 2011) chapter 3, pp. 65-92.

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

Robert Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976) pp. 13-31.

Hans Morganthau, *Politics Among Nations* (New York: Alfred A. Knopf, 1963), pp.3-15.

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

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

Recommended:

Ole R. Holsti, "Models of International Relations and Foreign Policy," in G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays* second edition (New York: HarperCollins, 1996), pp. 66-92.

J. David Singer, "The Level-of Analysis Problem in International Relations," *World Politics*, Vol. 14, No 1, October 1961, pp. 77-92.

Kenneth Waltz, *Man, the State and War*, (New York: Columbia University Press, 1959)

Key Questions: What are the different levels of analysis? Under what type of conditions do theories from the various levels of analysis have greatest explanatory power? Why? In what way do theories of international relations (IR) differ from explanations of foreign policy? To what extent is an understanding of broad IR theories necessary for foreign policy analysis? Why does Morgenthau contend that foreign policy should simply be the pursuit of national interests defined in terms of power? What are the risks of countries making foreign policy based on moral factors?

Application: How would realists, liberals and Marxists explain the U.S. war against Iraq? Provide an explanation for North Korea's nuclear program using factors from each level of analysis. What aspects of international politics in the post-9/11 world does Snyder contend each worldview helps explain? What are their blind spots? Do you agree? What arguments do the authors of *Foreign Affairs* special report "What World is it?" make to support their arguments that realism, liberalism, Marxism and Tribalism are the best overarching concepts through which to understand current shifts in international politics? Why does Mearshimer argue that Russia's invasion of Ukraine is the product of a liberal Western delusion? Do you agree with him?

Class 3 Sept. 12 The International Level of AnalysisOnline**

Required:

Karen Mingst and Ivan Arreguin-Toft, *Essentials of International Relations* (New York: Norton & Company, 2011) chapter 3, pp. 93-114.

Robert Gilpin, *War and Change in World Politics* (New York: Cambridge University Press, 1981), pp. 85-96.

Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987), pp. 72-92.

Stephen M. Walt, "Testing Theories of Alliance Formation: The Case of Southwest Asia," *International Organization*, Vol. 42, No. 2 (Spring 1988), 275-316.

Robert Jervis, "The Compulsive Empire" *Foreign Policy* July-August 2003, 1-7.

Graham Allison, "The Thucydides Trap" *Foreign Policy*, June 9, 2017.

Recommended:

Kenneth Waltz, "Anarchic Orders and Balances of Power," in G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays* (New York: HarperCollins, 1996), pp. 95-118.

Key Questions: What are the strengths and weaknesses of systemic variables for explaining foreign policy outcomes? What is the underlying logic of balance of power theory and how does it differ from Gilpin's theory of hegemonic war in the security realm and hegemonic stability in the economic one? What are the policy prescriptions that flow from these theories? Why does Walt contend that it is critical to understand whether balancing or bandwagoning is the dominant tendency in the international system? Walt argues that states balance against threats, how does Walt define threats? Do you agree with Jervis's argument that power unchecked always expands? Why does Allison argue that the current power transition resembles a Thucydides Trap?

Class 4 Sept. 19 The Rational State, Domestic Resources and Foreign Policy

Required:

Michael Mastanduno, David A. Lake, G. John Ikenberry, Toward a Realist Theory of State Action, in G. John Ikenberry, ed., *American Foreign Policy, Theoretical Essays* (New York: HarperCollins, 1996), pp. 119-140.

Michael Barnett and Jack Levy, "Domestic Sources of Alliances and Alignments," *International Organization* Vol. 45, No. 3, Spring 1991, pp. 369-395.

Thomas Friedman, "The First Law of PetroPolitics" in Mingst and Snyder, pp. 543-550, handout.

Lawrence Wright, "The Double Game: The Unintended Consequences of American Funding to Pakistan," *The New Yorker*, May 16, 2011.

Christine Fair, "Pakistan is an Arsonist that Wants You to Think It's a Firefighter" *Foreign Policy*, September 10, 2021.

Max Fisher, "North Korea: Far From Crazy, All Too Rational" *The New York Times*, September 10, 2016.

Recommended:

Robert Putnam, "Diplomacy and Domestic Politics: the Logic of Two Level Games" *International Organization*, Vol. 42 No. 3, 1988.

Key Questions: What is meant by "state strength" and "rational actor?" How does state strength affect the opportunities and constraints facing foreign policy executives? Are the foreign policy predicaments of developing countries different from those of advanced capitalist countries in degree of magnitude or of type? What factors impede a state's ability to devise and implement "rational" policy?

As you read the Mastanduno, Lake and Ikenberry article, try to identify different states who may/not be able to “mobilize and extract domestically” and who may therefore look to foreign sources to secure them. What is Friedman’s first law of petro politics and how if it at does it impact the domestic politics and foreign policy choices of pivotal states. What are the implications of Friedman’s argument for U.S. foreign policy, particularly toward the countries of the Middle East? What does Wright argue are the unintended consequences of US aid to Pakistan? Does Fair agree? If you were a Pakistani leader, how, if at all, would you make the case for continued aid? Is North Korea a rational actor?

Class 5 Sept. 26 Bureaucratic Politics, Organizational Processes & Nuclear Weapons Required:

Graham T. Allison, “Conceptual Models and the Cuban Missile Crisis” in G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays* (New York: HarperCollins, 1996), pp. 415-457.

Stephen Krasner, “Are Bureaucracies Important? (Or Allison Wonderland)” *Foreign Policy*, No. 7, Summer 1972.

Scott D. Sagan, “The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons,” *International Security*, Vol. 18, No. 4 (Spring 1994) pp. 66-107.

Andrew Bast, “Pakistan’s Nuclear Surge” *Newsweek*, May 28, 2011.

Caitlan Talmadge, “Are Nuclear Weapons Keeping the India-Pakistan Crisis from Escalating—or Making it More Dangerous?” *The Washington Post*, March 5, 2019.

Doug Bandow, “North Korea Needs the Bomb to Protect Itself from American” *Foreign Policy*, July 7, 2021.

Key Questions: To what extent do you find the insights from bureaucratic and organization processes useful? How compelling is Krasner’s critique of Allison? In what types of cases and under what conditions are bureaucratic political explanations of foreign policy most likely to yield useful insights? To what extent do you find Sagan’s application of organizational process model to the issue of nuclear proliferation insightful? Do you believe that the spread of nuclear weapons is a force for peace or a catalyst for conflict?

As you read the articles on North Korea and Pakistan, ask yourself whether the insights from Sagan lead you to be optimistic or pessimistic regarding a) the possibility that these countries will give up nuclear weapons; b) the implications for peace and stability and U.S. interests; and c) what, if anything can the international community do about it?

Class 6: October 3 Regime Type & Foreign Policy

****Midterm Handed Out**

Required:

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

Michael Doyle, "Liberalism and World Politics," *The American Political Science Review*, Vol., 80, No. 4 (Dec., 1986) pp. 1151-1169.

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

Max Fisher, "Myanmar, Once a Hope for Democracy is Now a Study in How it Fails" *New York Times*, October 19, 2017.

Peter Galbraith, "Make Walls Not War" *The New York Times*, October 3, 2007.
Introduction to NSS 2002, 2006, 2010, 2015, and 2017, Biden's Interim Security Guidance available in folder for class 14.

Key Questions: Why do proponents of the democratic peace argument contend that democracies do not fight one another? What are the underlying propositions involved in Owen's structural versus normative strands of democratic peace? By what means does Doyle claim that Kant's liberal internationalism, Machiavelli's liberal imperialism, and Schumpeter's liberal pacifism produce democratic peace? Why does Jack Snyder claim that transitions to democracy can lead to violence? What are the different logics of "ethnic hatred" and "elite mobilization" and which one does Snyder find more persuasive? What are the implications of his argument for Iraq and Myanmar? What policy prescriptions does Snyder made for the U.S and other countries that want to promote democracy? Why does Galbraith argue that the Biden Plan to partition Iraq was a good idea? How has the emphasis that the U.S. places on democracy promotion changed over time according to the NSS advanced by different US administrations, from Bush to Obama and Trump?

Fall Break Oct. 10

No Class

Class 7 Oct. 17

Introduction to Policy Memo *Midterm Due

Class 8 Oct. 24

Public Opinion, Interest Groups, and the Media

Required:

Ole Holsti, "Public Opinion and Foreign Policy," *International Studies Quarterly*, 36/4 December 1992, pp. 439-66.

Chaim Kaufmann, "Threat Inflation and the Failure of the Marketplace of Ideas" *International Security*, Vol. 29, No. 1 (Summer 2004).

Matthew Baum and Philip Rotter, Media, Public Opinion and Foreign Policy in the Age of social media, *Journal of Politics*, Volume 81, number 2. 2019
James Lindsay, "The New Apathy" *Foreign Affair*, Vol. 79, No. 5 2000.
Laura Neack, *The New Foreign Policy*, pp. 121-123 on the CNN effect.

Recommended:

Eytan Gilboa, "Global Television News and Foreign Policy: Debating the CNN Effect," *International Studies Perspectives* 6, no. 3 (August 2005): 325-41.

Key Questions: How do public opinion and interest groups influence foreign policy? How do realists and liberals view the objective impact and the normative desirability of public opinion on foreign policy? Do interest groups influence all aspects of a country's foreign policy equally? What is the marketplace of ideas and what role does public opinion play in it? Why does Kaufman argue that it failed in the decision to invade Iraq? What is the CNN effect? Do you think it has validity? Does the CNN effect help us understand Trump's decision to launch an airstrike against Syria?

Class 9 Oct. 31 The Individual Level of Analysis

Required:

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. Skim historical parts and focus on the analytical argument and the Hussein and Assad cases.

Jerel Rosati, "Cognition in International Relations and Foreign Policy," *International Studies Review*

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

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

Paul Miller, "How a Misguided Vietnam Analogy Sealed the Afghan Disaster," <https://www.atlanticcouncil.org/blogs/new-atlanticist/how-a-misguided-vietnam-analogysealed-the-afghanistan-disaster/> .

Recommended:

Jack L. Snyder, "Rationality at the Brink: the Role of Cognitive Processes in Failures of Deterrence," *World Politics*, Vol. 30, No. 3, April 1978, pp. 345-365.

Robert Jervis, *Perception and Misperception in International Politics* (Princeton: Princeton University Press, 1976)

Jack S. Levy, "Misperception and the Causes of War," *World Politics*, Vol 36, No. 1, October 1983, pp. 76-99.

Philip E. Tetlock and Charles B. McGuire, Jr., "Cognitive Perspectives on Foreign Policy," in Ikenberry, pp 536-548.

Key Questions: Under what international and domestic conditions does the nature of individual leaders matter most for foreign policy outcomes? 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 are the relative advantages and disadvantages of tools that political leaders use to simplify the complexity inherent in foreign policy decisions? What are analogies and how do they influence foreign policy? How have memories of the Vietnam War influences the Afghan war? Would Russian foreign policy be less expansionist if Putin were not in power?

Class 10 Nov. 7 Foreign Policy Decision-Making: The Group & Intelligence Failures

Required:

Irving Janis, "Escalation of the Vietnam War: How Could It Happen?" in Ikenberry, pp. 593-621.

Alexander George and Eric Stern, "Harnessing Conflict in Foreign Policy Making: from Devil's to Multiple Advocacy" *Presidential Studies Quarterly*, September 2002, Richard K. Betts, "Analysis, War and Decision: Why Intelligence Failures are Inevitable," *World Politics*, Vol. 31, No. 1 (Oct. 1978), pp. 61-89.

Richard K. Betts, "The New Politics of Intelligence: Will Reforms Work This Time?" *Foreign Affairs*, May/June 2004, pp. 2-8.

Robert Jervis, "Why Intelligence and Policy-Makers Clash" *Political Science Quarterly*, Vol. 125, No. 2, 2010.

Article on the politicization of intelligence and foreign policy. TBA.

Recommended:

The 9/11 Commission Report, available at www.9-11commission.gov.

Key Questions: In what way do group dynamics impede rational policymaking? What can be done to overcome these problems according to George and Stern? What role does intelligence play in foreign policymaking? What different types of intelligence failures does Betts identify and how, if at all, can they be prevented? Why does Jervis contend that intelligence and policymakers necessarily clash? What is the impact of the politicization of intelligence on foreign policy?

Class 11 Nov. 14 Ideas and Foreign Policy: the Debate over Intervention

Required:

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

Jon Western, "Sources of Humanitarian Intervention," *International Security*, Vol. 26, No. 4 (Spring 2002), pp. 112-142.

A.J Kuperman, "Obama's Libya Debacle: How a Well-Meaning Intervention Ended in Failure," *Foreign Affairs* 2015

John Straus, "Darfur and the Genocide Debate" *Foreign Affairs*, January-February, 2005. Chester A. Crocker, Fen Osler Hampson, and Pamela Aal, eds, *Turbulent Peace : the*

Challenges of Managing International Conflict, Washington, D.C. : United States Institute of

Peace Press, 2001. Chapter 17, Stanley Hoffman, The Debate About Intervention

Stephen Walt, "What a Realist World Would Have Looked Like" *Foreign Policy*, January 8, 2018.

Article on Myanmar Coup or Afghanistan TBD

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? Were normative or realist ideas the key factor driving US intervention in Somalia? What is genocide and how should the international community respond to it? Under what conditions, if any, should countries undertake humanitarian interventions? What is just war theory and how does it help provide guidelines for humanitarian interventions? What is Walt's critique of humanitarian intervention and to what extent do you agree with it?

Class 12 Nov. 21 The Challenges of Terrorism and Counter-Insurgency

Required:

Audrey Kurth Cronin, "Behind the Curve," *International Security*, Vol. 27, No. 3. (Winter 2002/03).

Daniel Byman, "Friends Like These: Counterinsurgency and the War on Terrorism," *International Security*, Vol. 31, No. 2, Fall 2006.

Seth Jones, The Rise of Afghanistan's Insurgency, *International Security*, 32, Number 4, Spring 2008.

Audrey Kurth Cronin, "ISIS is not a Terrorist Group: Why Counter-Terrorism Won't Stop the Latest Jihadi Threat" *Foreign Affairs*, March-April 2015.

Daniel Byman, "The Good Enough Doctrine: Learning to Live with Terrorism" *Foreign Affairs*, Sept/Oct. 2021, Vol. 100, Issue 5.

Paul R. Pillar, "Afghanistan isn't Good Terrorist Real Estate" *Foreign Policy*, October 3, 2021.

Graeme Smith and Ibraheem Bahiss, “Talk to the Taliban—But Don’t Trust Them” *Foreign Affairs*, August 12, 2022.

Key Questions: What are terrorism and globalization? How are these phenomena related and what challenges do they pose for policymakers? How does Byman contend that the war on terrorism is linked to counterinsurgency? What lessons does Byman contend that past counterinsurgency strategies hold for the current war on terror? What policy recommendations does he contend are necessary to redress the insurgency? Why does Cronin contend that ISIS is not a terrorist group and counter-terrorist strategies will not work? Why does Byman contend that states must learn to live with terrorism, and do you agree? Should the United States talk to the Taliban?

Class 13 Nov. 28 Primacy, the Future of U.S. Grand Strategy & Transnational Security Threats

Required:

Benjamin Schwarz and Christopher Layne, “A New Grand Strategy” *The Atlantic Monthly*, January 2002.

John Mearsheimer and Stephen Walt, “The Case for Offshore Balancing” *Foreign Affairs* July/August 2016.

Barry Posen, “The Rise of Illiberal Hegemony: Trump’s Surprising Grand Strategy” *Foreign Affairs* March/April 2018.

Thomas Wright, “The Center Cannot Hold: Will a Divided World Survive Common Threats?” *Foreign Affairs*, Sept/Oct 2021.

Ann Marie Slaughter, “Its Time to Get Honest About the Biden Doctrine” *The New York Times*, November 12, 2021.

National Security Strategy of the United States 2002, 2006, 2010, 2015, and 2017 and 2022, available at www.whitehouse.gov/nsc/nss/.—Read the 2 page intro, focusing on what it says about primacy

Key Questions

What is US primacy? On what bases of power does it rest? Can US primacy be maintained? Should primacy be a goal of US foreign policy? ? In the debate over retrenchment, how does Walt’s argument that balancing is the dominant tendency in the international system help us understand the potential consequences of US retrenchment? How, if at all, does China’s grand strategy influence the US debate over retrenchment and primacy? How can the international community meet common global challenges like climate change in an era of great power competition?

Class 14: Dec. 5 Russia's Invasion of Ukraine: Competing Foreign Policy Responses and Challenges

Topics and Readings TBA

December 12 Final Assignment and Policy Memo Due

DIPLOMACY 6180

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.)