NEW YORK UNIVERSITY
Robert F. Wagner Graduate School of Public Service

PA DM-GP Politics of International Development Fall 2012 (TAKE 1)

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Office Hours: Mondays, 4:00-6:00 and by appointment. I’m also usually available after class.

OVERVIEW
The 21st century has, and will continue to be a challenging period for the United States. This 2 credit course explores the challenges facing U.S. foreign policy and the issues surrounding the U.S. role in the world more broadly. We will explore current policy issues through the lens of a historically-contextualized discussion of the exercise of U.S. power abroad. Some key questions involve: how do we understand the transformation of debates about sovereignty (i.e., the emergence of the Responsibility to Protect) in the post-Cold War world and what role has the U.S. played in those debates? How do we understand state and non-state based threats to security? Is human security a useful frame? What impact will energy and other resource-based concerns have on U.S. foreign policy? What impact does the massive shift on global macroeconomic balances have on U.S. foreign economic policy? What do we know about the various levers of U.S. foreign policy?

COURSE REQUIREMENTS AND ASSIGNMENTS
Outline of Class: Classes will initially involve roughly 45 minutes of lecture, followed by 45 minutes of discussion. (In general, the proportion of lecture will decline over the course of the term.) Finally, 15 minutes of concluding remarks will pull together some of the key points, highlight ongoing areas of empirical and theoretical debate, and frame the readings for the subsequent class. Lectures will not summarize what is in the readings. Class participation will constitute a significant percentage of the final grade. Over the course of the semester we may alter the proportion of lecture and discussion time. Our lectures are typically interactive and we consider ourselves free to call on anyone during class.

Syllabus: The syllabus is large in order to provide students with a semi-annotated bibliography of key materials in the field. This may be helpful if you are interested in a particular topic and would like to explore it in more depth, as an initial starting point for papers, or simply as a reference for things you should get around to reading in your career.

GRADES
There is no curve in this course. Everyone may receive an A or everyone may receive an F. This course will abide by the Wagner School’s general policy guidelines on incomplete grades, academic honesty, and plagiarism. It is the student’s responsibility to become familiar with these policies. All students are expected to pursue and meet the highest standards of academic excellence and integrity.

Incomplete Grades: http://www.nyu.edu/wagner/current/pol5.html
Course Requirements:

Class Participation (35%) The course depends on active and ongoing participation by all class participants. This will occur in two ways.

1. Weekly Participation (25%): Class participants are expected to read and discuss the readings on a weekly basis. That means coming prepared to engage the class, with questions and/or comments with respect to the reading. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any reading.

Before approaching each reading think about what the key questions are for the week and about how the questions from this week relate to what you know from previous weeks. Then skim over the reading to get a sense of the themes it covers, and, before reading further, jot down what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This (usually) gives you a sense of the big picture of the piece. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples that do not seem consistent with the logic of the argument? Is the reading answering the questions you hoped it would answer? If not, is it answering more or less interesting questions than you had thought of? Next ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results? Now read through the whole text, checking as you go through how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly (or unpleasantly) surprised or when the author produced a convincing argument that you had not thought of.

In class itself, the key to quality participation is listening. Asking good questions is the second key element. What did you mean by that? How do you/we know? What’s the evidence for that claim? This is not a license for snarkiness, but for reflective, thoughtful, dialogic engagement with the ideas of others in the class. Don’t be shy. Share your thoughts and reactions in ways that promote critical engagement with them. Quality and quantity of participation can be, but are not necessarily, closely correlated.

2. Precis (10%): Each week several students will take responsibility for preparing response papers to two or more of the readings. This includes writing a 2-3 page précis of the reading that (a) lays out the main argument(s), (b) indicates what you found provocative and/or mundane, and c) poses 3-4 questions for class discussion. These handouts will be distributed via email to the rest of the class by Sunday at 5 PM (using the course Sakai site). Everyone will prepare at least one précis over the course of the semester. Everyone who prepares a précis for the week should be prepared to provide a brief (2-3 minute) outline of their reaction to the readings as a contribution to discussion.

3. Op-ed (15%) One op-ed length (700-750 words) on an important current issue relating to development [for guidance see the resource under “Writing Materials” section of the Sakai
site]. This is due **September 18** via the course website. We will talk more about this in the second class.

4. **Final Papers (40%)** There are several options (see below). All are due by **October 31** via Sakai.

Option 1: Craft a presidential address that outlines in some aspect of foreign policy. The speech should be 10-12 pages, double-spaced, 1 inch margins. Examples of speeches include: speeches by Lawrence Korb [http://www.cfr.org/content/publications/attachments/National_Security_CPI.pdf](http://www.cfr.org/content/publications/attachments/National_Security_CPI.pdf) and the U.S. in the World Initiative's Dream Speech project [http://www.dreamspeech.us/](http://www.dreamspeech.us/).

Option 2: Craft a briefing and advocacy memo that outlines a policy agenda for an incoming administration official (agency head or Cabinet official), Congressional Representative, or the head of an NGO or private business with interests at stake in the issue. It should be no more than 10 pages, double-spaced, 1 inch margins. Your memo should include the following sections:

- describe the brief history of U.S. policy in this area;
- suggest the position the official should take; and
- present a strategy to enhance the prospect that the issue will be decided as you recommend.

A solid memo will include relevant sourcing and evidence, not just opinion, and will of course provide arguments that the official, business, or NGO leader should use to pre-empt opposing or divergent views.

Option 3: Another proposed paper of the same length (10-12 pages), approved by the instructor. This could be a research paper, a policy history, a study of an advocacy campaign on a specific foreign policy issue, etc.

Auditors are welcome as space allows.

Grading Breakdown: Class participation (30%, includes précis), debates (15%), op-ed (15%) and final paper (40%)

Prerequisites: There is no prerequisite for the course.

Required Reading
You should purchase:
Fareed Zakaria, *The Post-American World, Version 2.0*

**Additional Reading**
I assume that you will follow the regular news in a daily newspaper like the *New York Times*, 
Washington Post, or Wall Street Journal. It’s helpful to also look at press outside the U.S. such as the Guardian, The Independent or Financial Times (in English). You should also read a weekly newsmagazine such as The Economist.


You should also peruse the foreign policy programs of the following think-tanks: Council on Foreign Relations (www.cfr.org), Brookings Institution (www.brookings.edu), Cato Institute (www.cato.org), American Enterprise Institute (www.aei.org), Heritage Foundation (www.heritage.org), Foreign Policy In Focus (www.fpif.org), Center for Strategic and International Studies (www.csis.org), American Diplomacy (http://www.unc.edu/depts/diplomat/), Institute for Policy Studies (www.ips-dc.org), and Center for Defense Information (www.cdi.org). The range of regional and thematic organizations is huge, but you should be able to identify the 3-5 most influential in your area(s) of interest. If not, ask me.

THE COURSE IN OUTLINE

September 4 (Week 1): The U.S. in the World: Introduction and Overview

September 11 (Week 2): Traditions of US Foreign Policy

September 18 (Week 3): Humanitarian Intervention: Why is Syria not Libya?

September 25 (Week 4): The Levers of U.S. Foreign Policy

October 2 (Week 5): The Rise of China

October 9 (Week 6): TBD


Fareed Zakaria, The Post-American World, Release 2.0

WEEK 2: TRADITIONS OF U.S. FOREIGN POLICY

Key Questions to Keep in Mind as You Read:

What are the assumptions that different schools discussed in the Schmidt reading and offered in various forms by Ikenberry, Kagan, etc make about the nature of the international system and the relationship between the international system, foreign policy, and domestic politics?

What has been the effect of the major changes or events in the international system, such as the end of the Cold War, or 9/11 on U.S. foreign policy? How are changes in the distribution of global economic power altering the terrain and possibilities of U.S. foreign policymaking?
Is there such a thing as a national interest? How do we know? What constitutes the national interest? Does it change over time?

How can we analytically distinguish the relative role of material interests of particular groups in shaping particular U.S. foreign policies from the impact of ideas about national security/national interests, including values such as the promotion of democracy or human rights?

Readings

Brian Schmidt, “Theories of U.S. foreign policy,” in *U.S. Foreign Policy* by Michael Cox and Doug Stokes [Sakai]

Dan Drezner, “Night of the Living Wonks” *Foreign Policy* 2009
[while this is mostly for fun, it’s also helpful for thinking through the way various schools in foreign policy approach/construct ideas of “threats”. replace zombies with pandemic disease, terrorist networks, or climate change and how would the various schools respond?]


G. John Ikenberry, “The Liberal International Order and its Discontents,” *Millennium* [Sakai]

Walter Russell Mead, “The Tea Party and American Foreign Policy,” *Foreign Affairs* (March/April 2011) [Sakai]

Center for a New American Security, *America’s Path: Grand Strategy for the Next Administration* [Sakai]

Chapter by Kagan only, sample others as you desire [Sakai]

http://www.weeklystandard.com/articles/price-power_533696.html?page=1

http://www.guernicamag.com/features/1934/mandelbaum_8_1_10/

Andrew Bacevich, “Cow Most Sacred”

James Lindsay on Romney
http://blogs.cfr.org/lindsay/2012/08/31/reading-romney-on-foreign-policy/

Paul Bonicelli, The Fundamentals of a Romney Ryan Foreign Policy
http://shadow.foreignpolicy.com/posts/2012/08/16/the_fundamentals_of_a_romney_ryan_foreign_policy

Recommended

Melvyn Leffler, “9/11 and American Foreign Policy,” *Diplomatic History* (June 2005).


G. John Ikenberry, “America’s Liberal Grand Strategy” in Ikenberry

Melvyn Leffler, “9/11 and American Foreign Policy,” *Diplomatic History* (June 2005).


G. John Ikenberry, “America’s Liberal Grand Strategy” in Ikenberry


Princeton Project on National Security
http://www.princeton.edu/~ppns/


Charles Krauthammer, “The Unipolar Moment Revisited” in Ikenberry.

G. John Ikenberry, “America’s Imperial Ambition” in Ikenberry.


**WEEK 3 HUMANITARIAN INTERVENTION: WHY SYRIA IS NOT LIBYA**


2005 World Summit Document, paras 138-39. [BB..don’t read whole document, just the two paragraphs]


Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy
http://www.theatlantic.com/doc/200109/power-genocide


**Syria**

James Traub, “The Time for Action,”
http://www.foreignpolicy.com/articles/2012/08/31/syria_the_time_for_action

Jon Lee Anderson, *New Yorker*

Michael Ignatieff,

*Recommended*

Interview with David Rieff, http://globetrotter.berkeley.edu/people3/Rieff/rieff-con0.html


Benjamin Friedman, “More Troops for What?” by, was published in *ForeignPolicy.com*, July 2007.


Kelly Greenhill and Paul Staniland “Ten Ways to Lose at Counterinsurgency,” *Civil Wars*, Vol. 9, No. 4 (December 2007),


Alan Kuperman, “Rwanda in Retrospect” *Foreign Affairs* (January/February 2000). Response


David Rieff, *A Bed for the Night*


WEEK 4: THE LEVERS OF U.S. FOREIGN POLICY

Required
James M. Lindsay, "Congress and the Politics of U.S. Foreign Policy," Preface, pp. 1-8, 11-75, 161-184

Council on Foreign Relations, Congress and National Security [BB]

Library of Congress's website THOMAS (http://thomas.loc.gov), specifically the section "How Congress Makes Laws"


Michael Mastanduno, “The United States Political System and International Leadership: A ‘Decidedly Inferior’ Form of Government?”

Dan Drezner, “The Realist Public” Perspectives on Politics

Case Exercise –

Recommended
James M. Lindsay, "Congress and the Politics of U.S. Foreign Policy," [pages not covered in required reading

Paul C. Light, "The President's Agenda: Domestic Policy Choice from Kennedy to Clinton," Third Edition


WEEK 5: The Rise of China

*Required*

“Beyond Bretton Woods II,” *Economist*, November 4, 2010
http://www.economist.com/node/17414511

Noruiel Roubini, “The G-Zero World,” *Foreign Affairs*

and also his article in The National Interest and debate with Andrew Nathan and Minxin Pei

Stephen Cohen

**Debate:** China represents a long-term threat to the prosperity and security of the United States. A new administration should pursue a policy that attempts to contain China, much the way the United States did towards the Soviet Union doing the Cold War.

Week 6: TBD