

**Path to the Future: The US in the 21<sup>st</sup> Century World**

**LSHV-378-01**

Georgetown University  
Liberal Studies Degree Program

Spring 2018

ICC 118

Wednesday, 6:30-9:30 pm

**DRAFT SYLLABUS**  
**Subject to revision**

**This is the syllabus from spring semester 2017. It is intended to provide you with a clear sense of the course. While the required textbooks will not change, it is likely that as newer material becomes available many of the other assigned readings (articles) listed below will be replaced.**

Dr. Michael Wall

Office: ICC ???

Office Hours: ??? (and by appointment)

Telephone: 202-687-6089

e-mail: wallm@georgetown.edu

...the world stage is not a popularity contest. As a nation, we have vital interests, and we will do what is necessary always to defend this country we love -- even if it's unpopular. But make no mistake, how we're viewed in the world has consequences -- for our national security and for your lives. ...Today, we can say with confidence and pride the United States is stronger and safer and more respected in the world...We have to build on it. You have to build on it. Let's start by putting aside the tired notion that says our influence has waned or that America is in decline...never bet against the United States of America. And one of the reasons is that the United States has been, and will always be, the one indispensable nation in world affairs. It's one of the many examples of why America is exceptional. It's why I firmly believe that if we rise to this moment in history, if we meet our responsibilities, then -- just like the 20th century -- the 21st century will be another great American Century. That's the future I see....

Barack Obama, Air Force Academy Commencement, May 23, 2012

At times in our history U.S. foreign policy has been wise and decent beyond hope - but America is hardly the City on a Hill dreamt of by its Puritan founders. At times American behavior has been foolish or brutal – but America is hardly a great Satan...Much of the time we have simply been human, pursuing our short-term self-interest more or less skillfully, and the rest of the world be damned.

Walter McDougall. *Promised Land, Crusader State* (p. 2)

**Course Description**

In 1941, the publisher Henry Luce predicted the coming of what he called the “American Century.” According to Luce, the time had arrived for Americans “to accept wholeheartedly our

duty and our opportunity as the most powerful and vital nation of the world and in consequence to assert upon the world the full impact of our influence, for such means as we see fit.” In the decades that followed, many Americans enthusiastically accepted this challenge and the remaining decades of the 20<sup>th</sup> century bore witness to their efforts. But what have been the consequences for the United States, and the world, in the “present”? Additionally, this course will examine a number of areas of policy as a means of assessing the current global status of the United States and, hopefully, providing insight regarding its “path to the future.”

## **Course Requirements**

### **I. Discussion Sessions**

The class will feature weekly student-led discussions based on the assigned reading(s). The purpose of the discussion sessions is to provide opportunities for students to exchange opinions, interpretations, and ideas about the readings and the topics they address. A good discussion is one where the participants feel that they have learned something new, something that they would not have learned by simply reading the materials on their own. Note - the value of each discussion section ultimately rests on a willingness to come prepared to talk. Thus, all students are expected to do all of the assigned readings. Failure to do so will impair your ability to follow, benefit from, and actively participate in discussion, as well as diminish the value of the session for those students who are prepared.

Active, informed, thoughtful and constructive class participation is a critical part of the assessment criteria for the course. Students are expected to come to class fully prepared to engage in a critical analysis of the assigned readings. Strong and effective class participation is characterized by:

- Demonstrated mastery of the assigned material;
- Critical examination of the assumptions and implications of the assigned readings;
- Ability to identify key issues, synthesize information (including making connections or exploring contrasts with previously assigned readings); and
- Respectful but probing examination of the contributions of your peers and effective facilitation in clarifying different points of view, thereby contributing to the learning of the whole group.

### **Guide for Leading Discussions**

As discussion leader it is your responsibility to create the environment described above. You will begin with a brief presentation (approximately 7 to 10 minutes) to introduce one of the readings. The briefing should consist of the following:

- It should begin with an introduction that provides a very brief overview of the contents of the reading and your evaluation of the reading.
- Next, you should provide a concise summary of the main points of the reading.
- Who are (or were) the authors? What, if any, training or experience qualified them to write about these issues? If the reading is a book, you might note how it has been received and if there are similar or competing books.
- Next, you should evaluate the quality and consistency of the author’s argument. Your evaluation should include discussion of the sources the author used. Examine the references in the footnotes or endnotes and the bibliography. Upon what types of sources is the reading based? How extensive is each author’s research? What is the range of sources consulted by each author?

- The briefing should end with a conclusion that ties together the issues raised in the reading and relates them to the general themes of the course.

The briefing will be followed by an open discussion led by you. As part of this, you will prepare a list of questions designed to provoke discussion on the readings (while they primarily should focus on the assigned reading, they also may consider links to previous readings as well as any recent developments). To assist your classmates in preparing for discussion, when possible your questions should include brief quotes and/or page numbers for their reference. **The questions must be posted in the “Discussion Board” of the class Blackboard site at least 48 hours before class.** Students not leading discussion are encouraged strongly to post their own questions and thoughts based on the reading(s) on Blackboard prior to class meetings.

The exact format will be determined by the student(s) leading the week’s discussion – e.g., you simply may generate discussion using the questions you have prepared; you may call on classmates to ask questions they have prepared; you may choose to use part of the class meeting to hold a debate; you may wish to impose a role playing format on a portion of your discussion to help illuminate different perceptions of the issue(s) at hand. If you choose to have your classmates present questions or participate in an activity (briefing, debate) that requires preparation, you must give them advance notice and instruction.

## II. Written Assignments

Details provided in a separate handout. **Late papers will not be accepted.**

### Grading

**Note - more than one absence may require that the student withdraw from the course**

- Discussion Participation – 35%
- Leading discussion – 5%
- Written assignments – 60%
- Regular attendance is required

Whereby an (A) is Outstanding; (A-) is Excellent; (B+) is Very Good; (B) is Good; (B-) is Acceptable; and a (C) is Minimally Passing.

**Failure to fulfill any of the course requirements may result in failure of the course.**

Critical reading, consistent attendance, and active engagement in class discussions are all vital to your learning and the success of this course. To earn an A level grade for discussion participation, you must come well-prepared for class, consistently interact with your colleagues and move the discussion forward with your own questions, interpretations, and ideas. If you attend every session and occasionally contribute to discussion, demonstrating good preparation on the whole, you will receive a B level grade for participation. If you attend but never participate, your grade will be no higher than a B-.

### Liberal Studies Program, General Learning Goals and Outcomes

The Graduate Liberal Studies Program at Georgetown University offers a course of study that engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the “liberal” arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general

goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as the humanities (e.g., theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program is to culminate in a thesis that successfully analyzes a question of value related to a student's chosen curricular field of study.

More explicitly, the program is to engage the student in examining one or more of the following topics or similar topics as they are treated in various disciplines:

- What it means to be human
- What gives ultimate meaning to human life
- What contributes to human flourishing
- Where human life is heading
- What constitutes the social dimension of humanity
- What enables genuine community
- How are human beings related to nature and creation as a whole
- Elements of personal ethics
- Principles of social justice and social ethics

### **Writing Center**

Since writing is an important part of this class, you are encouraged to visit the Writing Center (217a Lauinger) and work with one of the trained tutors. While you solely are responsible for the work you submit, and the Center's tutors will not do your work for you, Writing Center tutors can talk you through any stage of your writing process, from brainstorming a thesis and organizing your thoughts to revising, editing and proofreading. To set up an appointment, visit <http://writingcenter.georgetown.edu>

Feel free to contact Professor Kathryn Temple, Writing Services Coordinator for Continuing Studies, at [templek@georgetown.edu](mailto:templek@georgetown.edu) for further information on the Writing Services.

### **Instructional Continuity**

Should classes be canceled, students should await case-by-case directions from the instructor.

### **Academic Integrity**

**MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:**

***In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.***

If you believe you have a disability, then you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, harassment, or assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role it is to coordinate the University's response to sexual misconduct.

### **Required Books**

- Michael H. Hunt. *Ideology and U.S. Foreign Policy*. Yale University Press; 2nd edition (2009). ISBN-10: 030013925X; ISBN-13: 9780300139259. \$28
- Thomas J. Wright. *All Measures Short of War: The Contest for the Twenty-First Century and the Future of American Power*. Yale University Press (2017). ISBN-10: 0300223285; ISBN-13: 9780300223286. \$27.50

### **Discussion Schedule**

**The present syllabus – its topics and/or readings may be revised during the semester**

#### **Week 1 (January ??) – Course Introduction**

#### **Week 2 (January ??) – The Path to the Present**

Hunt. *Ideology and U.S. Foreign Policy*

#### **Week 3 (February ??) – Basic Assumptions**

- Hal Brands and Peter Feaver. "Stress-Testing American Grand Strategy." *Survival*, December 2016, Vol. 58 Issue 6. **Blackboard**.
- Adrian Pabst. "Is Liberal Democracy Sliding into 'Democratic Despotism'?" *The Political Quarterly*, Vol. 87, No. 1, (January–March 2016). **Blackboard**

#### **Week 4 (February ??) – To Intervene or Not Intervene**

- Gabriele Lombardo. "The responsibility to protect and the lack of intervention in Syria between the protection of human rights and geopolitical strategies." *The International Journal of Human Rights*, December 2015, Vol. 19, Issue 8. **Blackboard**
- Fernando R. Tesón. "The Case for Armed Intervention against the Islamic State of Iraq and Syria." *Independent Review*, Fall 2016, Vol. 21 Issue 2. **Blackboard**

#### **Week 5 (February ??) – Up for Debate I**

- Christian Enemark. "Drones, Risk, and Perpetual Force," *Ethics & International Affairs*, September 2014, Vol. 28 Issue 3. **Blackboard**
- Rob Kevlihan, et. al. "Is US Humanitarian Aid Based Primarily on Need or Self-Interest?" *International Studies Quarterly*, December 2014, Vol. 58 Issue 4. **Blackboard**

#### **Week 6 (February ??) – "Climate Change"**

- Simon Caney. "Two Kinds of Climate Justice: Avoiding Harm and Sharing Burdens." *The Journal of Political Philosophy*, Volume 22, Number 2, 2014. **Blackboard**
- Raymond Cléménçon. "The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?" *Journal of Environment & Development*, March 2016, Vol. 25 Issue 1. **Blackboard**

### Week 7 (March ??) – China’s Century?

- Lam Peng Er. “China, the United States, Alliances, and War: Avoiding the Thucydides Trap?” *Asian Affairs: An American Review*, April-June 2016, Vol. 43 Issue 2. **Blackboard**
- Rachel E. Peniston. “Why Anti-Chinese Rhetoric Is Bad Politics.” *Washington Journal of Modern China*, Spring 2016, Vol. 12. **Blackboard**
- Ariane C. Rosen. “Will The Past Repeat Itself? Examining the Accuracy of a Cold War Analogy in Framing U.S.-China Relations.” *Washington Journal of Modern China*, Spring 2016, Vol. 12.

### March ?? – Spring Break

### Week 8 (March ??) – Up for Debate II

- Martha Finnemore and Duncan B. Hollis. “Constructing Norms for Global Cybersecurity.” *The American Journal of International Law*, Vol. 110, No. 3 (July 2016). **Blackboard**.
- Joe Santucci. “A Question of Identity: The Use of Torture in Asymmetric War,” *Journal of Military Ethics*, Vol. 7, No. 1, 23-40, 2008. **Blackboard**

### Week 9 (March ??) – Free Trade?

- The Brookings Debate: Have free trade deals been a net positive for working Americans? The Brookings Institution, Washington, DC. October 26, 2016. Transcript available on **Blackboard**; video of the discussion available at: <https://www.brookings.edu/events/the-brookings-debate-free-trade-deals-have-been-a-net-positive-for-working-americans/>

### Week 10 (March ??) – The US & Russia: A New Cold War?

- Andrew Futter. “War Games redux? Cyberthreats, US–Russian strategic stability, and new challenges for nuclear security and arms control.” *European Security*, June 2016, Vol. 25, Issue 2. **Blackboard**
- Vasif Huseynov. “Soft power geopolitics: how does the diminishing utility of military power affect the Russia – West confrontation over the ‘Common Neighbourhood.’” *Eastern Journal of European Studies*, Volume 7, Issue 2, December 2016. **Blackboard**

### Week 11 (April ??) – Meanwhile...

- Brye Butler Steeves and Helton Ricardo Ouriques. “Energy Security: China and the United States and the Divergence in Renewable Energy.” *Contexto Internacional*, May-August 2016, Vol. 38 Issue 2. **Blackboard**
- Harvey Rubin and Nicholas Sidel. “Global Governance Structure for Infectious Disease: An Enforceable Strategy.” *Orbis*, 2016, Vol. 60 Issue 2. **Blackboard**

### April ?? – Easter Break

### Week 12 (April ??) – “War on Terror”

- Richard K. Betts. “The Soft Underbelly of American Primacy: Tactical Advantages of Terror.” *Political Science Quarterly*, June 2016, Vol. 131 Issue 2. **Blackboard**
- Audrey Kurth Cronin. “The ‘War on Terrorism’: What Does it Mean to Win?” *Journal of Strategic Studies*, April 2014, Vol. 37, Issue 2. **Blackboard**

### Week 13 (April ??) – The Path to the Future

Brooks & Wohlforth. *America Abroad*