

Path to the Future: The US in the 21st Century World

LSHV-378-01

Georgetown University

Liberal Studies Degree Program

Spring 2019

ICC 118

Monday, 6:30-9:30

DRAFT SYLLABUS

Topics and Readings are subject to revision

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Our new strategy is based on a principled realism, guided by our vital national interests, and rooted in our timeless values. This strategy recognizes that, whether we like it or not, we are engaged in a new era of competition...We face rogue regimes... We face terrorist organizations, transnational criminal networks, and others who spread violence and evil around the globe. We also face rival powers...Our strategy advances four vital national interests. First, we must protect the American people, the homeland, and our great American way of life...The second pillar of our strategy is to promote American prosperity...The third pillar of our strategy is to preserve peace through strength...Fourth and finally, our strategy is to advance American influence in the world, but this begins with building up our wealth and power at home. America will lead again. We do not seek to impose our way of life on anyone, but we will champion the values without apology...We will pursue the vision we have carried around the world over this past year - a vision of strong, sovereign, and independent nations that respect their citizens and respect their neighbors; nations that thrive in commerce and cooperation, rooted in their histories and branching out toward their destinies...That is the future we wish for this world, and that is the future we seek in America.

Donald Trump, December 18, 2017

...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, 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* (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 20th 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 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 Briefings

Each class will begin with a student briefing on the week's reading(s). The briefing (which should last approximately 7 to 10 minutes) 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? You also might note how the book 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 book 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. Each class meeting several students will be assigned the responsibility of preparing questions for the class (plus the student providing the briefing on the reading). **These students must post at least one question on-line at least 48 hours before class. Failure to submit a question for discussion will result in the student receiving a "zero" for the day's discussion grade.** Students not required to post questions are encouraged to do so no later than 8 am the day of class.

- The questions must be 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 broader implications of the work to global history, international relations, or other inter-societal relations).
- Do not assume additional knowledge on the part of your classmates (outside of the week's reading). If you desire to reference additional material, make it available to the rest of us.
- When including quotes or referencing specific points in the reading, please provide page numbers.
- Do not post a question that already has been asked (refrain from asking a follow up question to one that already has been posted – save that for class).

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%
- Briefing – 5%
- Written assignments – 60%

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-/80.

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

Attendance Policy

- Attendance is mandatory.
- All students will be allowed one absence without penalty during the semester.
- Each unexcused absence will result in 5 points being deducted from the student's discussion participation grade.
- When absences are excused, students remain responsible for all assigned work, and shall be provided with the opportunity to make up, without penalty, any work that they have missed.
 - Students receiving an excused absence must submit a **2 page reaction paper** to the week's assigned reading. Its contents should focus on your reaction to the reading (or some portion of it), an explanation for that reaction, and, in the concluding paragraph, a sentence or two addressing the "so what?" factor – what is the consequence/significance of your reaction to the reading? These papers are graded on a pass/fail basis; a hardcopy must be submitted at the beginning of class the following Friday.

Excused Absences:

Absence for religious observances: The following is university policy:

- "Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work."
- Absence for athletic travel: Student-athletes must provide a travel letter at the beginning of the semester that highlights potential absences. Students who cannot be accommodated for some or all absences should discuss the matter with the relevant Academic Coordinator for Student-Athletes.
- Absence for documented illness: Students who miss multiple classes due to prolonged illness should provide documentation of such to the Dean's Office, which will communicate with the student's professors. A prolonged absence may necessitate the student's withdrawal from the course or from the University for the semester.
- At the discretion of the professor: There may be cases where an absence is undocumented but is, nevertheless, excused by the professor (e.g., absence due to a death in the family).

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

The SCS Writing lab is available to all LSP students. Tutoring is done both on-site at SCS and virtually via Zoom.

For information about the Lab and making appointments, visit:

http://scswritinglab.georgetown.domains/tutoring_/?mkt_tok=eyJpIjoiT0RGaU16TTNOemN4Tm1ZMylsInQiOiJZM0FMZTNnT3lxb3hZeTJ3WEJibkYyMjJ3ZFpxc21XREZDemlrODRpRIBYellpUVIDSWVUQ3pIMWNZSmpudVZsd1hNHhFMW8zYIN2TEc3MTQxdGJWeUVkODY3cGg1YUlyK3JTSSraWdTYIA0Vm51SDViNmZ4a3RzUnphK2lsaiJ9

For a brief a webinar about using citations in your papers, visit:

http://scswritinglab.georgetown.domains/uncategorized/citations-webinar-recording/?mkt_tok=eyJpIjoiT0RGaU16TTNOemN4Tm1ZMylsInQiOiJZM0FMZTNnT3lxb3hZeTJ3WEJibkYyMjJ3ZFpxc21XREZDemlrODRpRIBYellpUVIDSWVUQ3pIMWNZSmpudVZsd1hNHhFMW8zYIN2TEc3MTQxdGJWeUVkODY3cGg1YUlyK3JTSSraWdTYIA0Vm51SDViNmZ4a3RzUnphK2lsaiJ9

Additionally, feel free to contact Professor Kathryn Temple, Writing Services Coordinator for Continuing Studies, at 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

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown 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.

Any student found to be in violation of the university's Honor Code will receive a failing grade for the course.

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

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.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual
Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
(202) 687-6985
els54@georgetown.edu

Required Books

Joyce P. Kaufman. *A Concise History of U.S. Foreign Policy*. Rowman & Littlefield Publishers; Fourth edition (2017). ISBN-10: 9781442270459; ISBN-13: 9781442270459. \$37

Discussion Schedule

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

Week 1 (Wednesday, January 16) – Course Introduction

Week 2 (January 21) – The Path to the Present

Kaufman. *A Concise History of U.S. Foreign Policy*

Week 3 (January 28) – Setting the Scene

- Hal Brands. “The Unexceptional Superpower: American Grand Strategy in the Age of Trump.” *Survival*, 59:6 (December 2017-January 2018). **Canvas**
- *National Security Strategy of the United States of America*, December 2017. **Canvas**

Week 4 (February 4)

- Emma Ashford and John Glaser. “Unforced Error: The Risks of Confrontation with Iran.” *Policy Analysis No. 822*, Cato Institute, October 2017. **Canvas**
- Nicholas D. Anderson. “Explaining North Korea’s Nuclear Ambitions: Power and Position on the Korean Peninsula.” *Australian Journal of International Affairs*, Volume 71, Issue 6, November 2017. **Canvas**

Week 5 (February 11)

- David E. Sanger. “Cyber, Drones, and Secrecy.” From *Understanding Cyber Conflict: Fourteen Analogies* George Perkovich and Ariel E. Levite (eds.). Georgetown University Press (2017). **Canvas**
- “Liberal Democracy and the Path to Peace and Security.” A Report of the Community of Democracies’ Democracy and Security Dialogue, Institute for Security Studies, The Brookings Institution, September 2017. **Canvas**

All students must submit a paper no later than February 11

Week 6 (February 18)

- David F. Gordon, Divya P. Reddy, Elizabeth Rosenberg. *After Paris: A Climate Agenda that Serves U.S. Interests*. Center for a New American Security, September, 2017. **Canvas**
- *Global Health and the Future Role of the United States*, Parts 1 & 2. A Report of the National Academies of Sciences, Engineering, and Medicine by the Committee on Global Health and the Future of the United States, Board on Global Health, Health and Medicine Division. The National Academies Press, 2017. **Canvas (2 files)**

Week 7 (February 25)

- Hal Brands and Zack Cooper. “Getting Serious About Strategy in the South China Sea.” *Naval War College Review*, Winter 2018, Vol. 71 Issue 1. **Canvas**

- Dong Jung Kim. "Trading with the enemy? The futility of US commercial countermeasures against the Chinese challenge." *The Pacific Review*, May 2017, Vol. 30 Issue 3. **Canvas**

March 4 – "Spring" Break

Week 8 (March 11)

- Joe Santucci. "A Question of Identity: The Use of Torture in Asymmetric War," *Journal of Military Ethics*, Vol. 7, No. 1, 2340, 2008. **Canvas**
- Thomas G. Weiss. "Would the World Be Better Without the UN?" *Journal of International Affairs*, Summer 2017, Vol. 70 Issue 2. **Canvas**
- Susan F. Martin and Elizabeth Ferris. "US Leadership and the International Refugee Regime." *Refuge*, 2017, Vol. 33 Issue 1. **Canvas**

Week 9 (March 18)

- Melissa K. Griffith, Richard H. Steinberg and John Zysman. "From great power politics to a strategic vacuum: Origins and consequences of the TPP and TTIP." *Business and Politics*, Volume 19, Special Issue 4, December 2017. **Canvas**
- Matteo Dian. "The strategic value of the Trans-Pacific Partnership and the consequences of abandoning it for the US role in Asia." *International Politics*, September 2017, Volume 54, Issue 5. **Canvas**

Week 10 (March 25)

- Andrey Kortunov and Olga Olikier, eds. *A Roadmap for U.S.-Russia Relations*. A Report of the CSIS Russia and Eurasia Program and the Russian International Affairs Council, Center for Strategic & International Studies (August 2017). **Canvas**

Week 11 (April 1)

- Jamille Bigio and Rachel Vogelstein. *How Women's Participation in Conflict Prevention and Resolution Advances U.S. Interests*. Council on Foreign Relations Press, October 2016. **Canvas**
- Efe Tokdemir. "Winning hearts & minds (!): The dilemma of foreign aid in anti-Americanism." *Journal of Peace Research*, November 2017, Vol. 54 Issue 6. **Canvas**

Week 12 (April 8)

- Peter Mandaville and Melissa Nozell. "Engaging Religion and Religious Actors in Countering Violent Extremism." United States Institute of Peace, Special Report 413 (August 2017). **Canvas**
- A. Trevor Thrall and Erik Goepner. "Step Back: Lessons for U.S. Foreign Policy from the Failed War on Terror." Policy Analysis No. 814, Cato Institute, June 2017. **Canvas**

Week 13 (April 15)

Wright. *All Measures Short of War*

April 15 – final date to submit written assignments