CAREERS: Students often want information about jobs related to international affairs. Careers in International Relations is an essay about different kinds of positions in this area and appropriate ways to prepare for them; it is on the political science department webpage at www.polisci.rutgers.edu. A slightly revised web version with many links to other sites has been prepared by faculty at another school; its address is http://www.drake.edu/artsci/ir/ir_careers.html.

OFFICE HOURS:
College Avenue Campus (room 11-C in the basement of Milledoler)
   Tuesday and Thursday 11-12:45
   Thursday 2:45-4:45
Douglass Campus (616 Hickman Hall)
   Tuesday 3:00-4:30
   Friday 3:00-4:00

WHAT IS THIS COURSE ABOUT? This course is concerned with what policy the American government should adopt toward several foreign policy issues in the next decade or so, including proliferation of weapons of mass destruction, nation-building in Iraq, humanitarian intervention, economic development, and planning for the eventual decline of the United States as a hegemonic power. It assumes that policy reflects choice by human beings, although their perceptions and options are restricted, sometimes in ways they may not understand themselves. This implies that it is useful to discuss what this government ought to do in order to both judge and influence its decisions.

These topics have at least four things in common. (1) They all require analysts to clarify their goals, establish realistic alternatives, try to determine the consequences of these alternatives, and then choose. We call this process policy analysis, and it is at the heart of the course. Indeed, I hope that you will learn the process so that you can apply it to problems and issues which we cannot foresee. (2) None of the alternatives available may be particularly attractive, but that does not relieve us of the obligation to choose, since some will be clearly worse than others. (3) All are set in the future, so we do not know with confidence the possible alternatives or their consequences. (4) None of these issues has been resolved. Your teachers do not agree on the answers to these questions themselves. You should have no illusions that, at the end of this course, you will be able to answer these questions with great confidence (indeed many students are less sure after the course than before it began). However, you should certainly be more knowledgeable about the different arguments and issues involved. The reading, lectures, and discussions will expose you to different viewpoints, and in the required papers you will have to state fairly positions with which you disagree.
GRADING POLICY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Paper #1</td>
<td>20%</td>
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<tr>
<td>Paper #2</td>
<td>20%</td>
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<tr>
<td>Reading quizzes (top 6 grades)</td>
<td>15%</td>
</tr>
<tr>
<td>Groupwork (top 4 grades)</td>
<td>15%</td>
</tr>
<tr>
<td>E-mail listserv participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam at scheduled time</td>
<td>20%</td>
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NOTE: Students must complete at least one version of both papers and the final exam in order to pass the course.

PAPERS: The papers are based on an idea by Anatol Rapoport, a social scientist at the University of Michigan. In a conventional debate, the winning side presents its own position more persuasively than its opponent. In a Rapoport debate, the winner is the first side to present its opponent's position to its opponent's satisfaction. The idea behind this unusual device is that you do not really understand an issue until you can argue persuasively for the side with which you disagree. The papers require you to make the best arguments first in favor and then against a statement. You should then state your own position, which may be one of the two or another one altogether, and explain why the others are less persuasive to you (that is, compare the different positions).

The papers should be no more than five double-spaced pages or about 1500 words. The papers are designed to be done using only the assigned reading materials; they require thought rather than research and are graded accordingly. They must be written in standard English; students with writing problems will be required to go to the Writing Centers, and papers which cannot be comprehended will not be accepted. Late papers without a reasonable excuse will be reduced a full letter grade for each class period that they are late. Papers may be rewritten for credit if the original grade was C+ or below; the second version will be graded independently and averaged with the first to calculate the grade for that paper. Students must talk to whoever graded the paper before rewriting it. Rewritten papers will be accepted for three weeks after the originals have been returned.

Because of the size of this class, a political science graduate student may be assigned as a grader. To ensure that our grading standards are the same, we begin each assignment by grading and exchanging papers until we are giving the same grades to the same papers. After this agreement has been reached, each of us will grade one-half of the remaining papers or exams. When rewriting a paper or discussing an exam graded by the grader, you should first talk to him or her (office hours will be scheduled). Only after such discussion may grades be appealed to me.

READING QUIZZES: Nine reading quizzes will be given during the semester at the beginning of class; they will not be announced in advance, and no makeups, excuses, or rewrites will be accepted. Each quiz will require you to demonstrate, in fifty words or less, that you have read a specified part of the reading assignment for that day, even if you did not understand it; outlining the major points and noting a few things which are unique to the assignment are the obvious ways to do this. Written notes (but no books or xeroxes) may be used; all computers must be closed during the quiz. Quizzes will be graded pass or fail. Students with six passing grades will get an A for the reading portion of their final
grades; those with five will get a B, those with four will get a C, those with three will get a D, and those with fewer than three will get an F.

GROUPWORK: Five times during the semester, on dates in the syllabus marked (G), the class will meet in groups of five students at the regular time; groups and rooms will be announced later. Each group will be given an assignment, analyzing a problem based on the assigned reading and writing a brief group paper during the class period. You are not expected to do any research beyond the assigned reading other than possibly finding a few Internet sources. Make a serious effort to reach agreement within the group. After the discussion, students who wish to do so may leave the group and write their own paper; however, they will be penalized one full grade (since it is much easier to write your own opinion than to work with others with whom you may disagree). Students who do not contribute may be asked by the group to leave and write their own papers; they also will be penalized one full grade. The final paper should include the names of all those who participated in the process; they will all receive the same grade. Five groupworks are scheduled; the top four groupwork grades will be averaged and count 15% of your final grade. Extra credit will be given to papers which include at least one reference from the Internet on each side of the issue.

E-MAIL MAILING LISTS: In another attempt to obviate the worst effects of a large class, a special mailing list (called a listserve) is being established for the course. All registered students will be automatically subscribed to the list. Any message sent to the list is automatically sent to all members. It has two purposes (although more may develop over time):

1. It allows me to respond to questions about the lecture which students are understandably reluctant to raise in class. If you do not understand anything about the lecture, send an e-mail message either to the listserve directly (AM-FOR-POLICY@rams.rutgers.edu) or to my personal e-mail address (given at the top of the syllabus). I will post interesting student questions to the listserve for the class to read, along with my response. If you would prefer not to be identified on the listserve, just say so.

2. Every few weeks I will post a question related to the assignment for class discussion and response. Students are encouraged to respond to the question and to one another. Their messages will be graded, although only the highest grade for each student for each question will be counted. Grading will be based on thoughtfulness, originality, linking the question to class materials, and responsiveness to other student comments. This will be 10% of your final grade.

BOOKS REQUIRED FOR PURCHASE (abbreviated in the syllabus by their titles, available in the Rutgers University Bookstore in Ferren Mall and New Jersey Books):

- *What We Owe Iraq: War and the Ethics of Nation Building* by Noah Feldman
- *Bomb Scare: The History and Future of Nuclear Weapons* by Joseph Cirincione
- *Understanding Development: Theory and Practice in the Third World* by John Rapley
- *Bridging the Foreign Policy Divide: Liberals and Conservatives Find Common
Ground on 10 Key Global Challenges by Derek Chollet et. al.

All other materials in the syllabus should be available on electronic reserve, which allows you to download them at any computer. They will also be available for purchase in a xerox packet at New Jersey Books on Easton Avenue (not in the Rutgers Bookstore). Note that you are not required to buy any materials other than the books listed above; everything else is available on reserve, and you may also find the originals in other libraries. However, whether you buy them or use them on reserve, you are responsible for having read all assigned materials before the class when they are assigned. If for some reason the materials are not available, please notify me immediately.

1/22: Introduction

FOREIGN POLICY AS CHOICE IN A DEMOCRACY

1/24: Roy Licklider, "Policy Analysis and Argument"
The U.S. Role in a Changing World, pp. 1-19

Bridging the Foreign Policy Divide, Acknowledgments, Introduction & chapters 1-2

HOMEWORK: There is a 2 page Student Ballot at the end of The U.S. Role in a Changing World. Fill it out (do not sign it) and make 2 copies—one to hand in and one to keep. You will be asked to complete the same ballot at the end of the course.

OPTIONAL READING:
Ivo Daalder and James Lindsay, America Unbound: The Bush Revolution in Foreign Policy

IRAQ

1/31: Conflict In Iraq: Search for Solutions, pp. 1-26

2/5: What We Owe Iraq, Introduction and chapter 1
2/7:  *What We Owe Iraq*, chapter 2

2/12:  *Conflict In Iraq: Search for Solutions*, pp. 27-36

(G) Jeffrey Stacey, “Re-Occupy Iraq?” *National Interest*, 90 (July-August 2007), 58-64


*Bridging the Foreign Policy Divide*, chapters 4 and 5

Stratfor analysis (distributed on the class listserv)

2/14:  *What We Owe Iraq*, chapter 3 and conclusion

OPTIONAL:

*Bridging the Foreign Policy Divide*, chapter 3

Thomas Ricks, *Fiasco*

Markus Bouillon et. al., *Iraq: Preventing a New Generation of Conflict*


2/19:  PAPER #1

**NUCLEAR PROLIFERATION**

2/21:  *Bomb Scare*, Acknowledgments, Introduction, and chapters 1-3

2/26:  *Bomb Scare*, chapters 4-5

Daniel Byman, “Do Counterproliferation and Counterterrorism Go Together?” *Political Science Quarterly*, 122, 1 (Spring 2007), 25-46

Judith Miller, “From the Shores of Tripoli,” *National Interest* (May-June 2007), 36-32

2/28:  *Bomb Scare*, chapters 6-8


*Bridging the Foreign Policy Divide*, chapter 6

**IRAN**
3/4: **The U.S. and Iran: Confronting Policy Alternatives**

(G) Colin Ducek and Ray Takeyh, “Iran’s Nuclear Challenge,” *Political Science Quarterly*, 122, 2 (Summer 2007), 189-205 OC


“Revisiting Iran,” *National Interest* (March-April 2007), 72-78

Stratfor analysis (distributed on the class listserve)

**PAKISTAN**


Stratfor analysis (distributed on the class listserve)

**NORTH KOREA**


Michael Macaar, “The Long Road to Pyongyang,” *Foreign Affairs* (September-October 2007), 75-94

**OPTIONAL READING:**

Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons*

Randall Forsberg, *Nonproliferation Primer*


**ECONOMIC DEVELOPMENT**

3/13: *Understanding Development*, chapters 1-3

3/25: *Understanding Development*, chapters 4-5

3/27: NO CLASS but reading will be required for groupwork in the next class

*Understanding Development*, chapters 6-7
4/1:  *Understanding Development*, chapters 8-9

(H)

**HUMANITARIAN INTERVENTION**


**OPTIONAL READING:**
Thomas Weiss and Cindy Collins, *Humanitarian Challenges and Intervention*
Michael O’Hanlon, *Expanding Global Military Capacity for Humanitarian Intervention*
Alan Kuperman, *The Limits of Humanitarian Intervention*
Kimberly Zisk Marten, *Enforcing the Peace: Learning from the Imperial Past*
Anthony Lang, *Just Intervention*

4/8:  *War and Intervention*, chapter 4
*Bridging the Foreign Policy Divide*, chapter 9

4/10:  *War and Intervention*, chapters 5-7
*Bridging the Foreign Policy Divide*, chapter 8
*Confronting Genocide: Never Again*, pp. 1-36

4/15:  PAPER #2

**MANAGING DECLINE**


(G)  *Bridging the Foreign Policy Divide*, chapter 7
*China on the World Stage: Weighing the U.S. Response*, pp. 1-40

5/1:  *Bridging the Foreign Policy Divide*, chapters 9-10
*Power Transitions: Strategies for the 21st Century*, chapter 8

**OPTIONAL:**
Aaron Friedberg, The Future of U.S.-China Relations: Is Conflict Inevitable?
Jonathan Czin, “Dragon-slayer or Panda-hugger: Chinese Perspectives on ‘Responsible Stakeholder’ Diplomacy,” Yale Journal of International Affairs, 2,2 (Spring/Summer 2007), 100-112

FINAL EXAMINATION: May 13, 8:00-11:00 AM