

Path to the Future: The US in the 21st Century World
LSHV-378-01
Georgetown University
Liberal Studies Degree Program
Spring 2008
Thursday, 6:30-8:30

DRAFT SYLLABUS – Subject to revision

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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”? Although much of the attention directed toward US foreign policy in the last several years has been focused the “War on Terrorism,” a vast number of other significant issues also present the United States with challenges and opportunities in the 21st century. While not ignoring the “War on Terrorism,” this course also will examine some of the other areas of policy as a means of assessing the current global status of the United States and providing insight regarding its “path to the future.”

Course Requirements

I. Discussion Sessions

In addition to lectures, the class will feature weekly student-led discussions. 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 and benefit from the lectures, prevent you from being able to participate in discussion, and diminish the value of the session for those students who are prepared.

Guide for Discussions

The point of class discussion is for students to exchange opinions, interpretations, and ideas about the readings and class materials. 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. Your job as discussion leader is to create an environment in which this kind of learning can take place.

You will prepare a list of questions designed to provoke discussion on the readings (they should not be limited solely to assigned materials but should also consider the broader implications/significance of the topics covered in the readings as well as relevant past and/or current events). **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 to raise their own questions during the course of the evening.

II. Written Assignments

Students are required to submit three written assignments (critical review essay, policy priority paper, and a policy recommendation paper). Guidelines will be provided in a separate handout. **Papers are due at the beginning of class on February 7, March 13, and April 17. Papers will be penalized by a 1/3 grade reduction for each day they are late.**

Grading

Note - more than two absences may require that the student withdraw from the course

- Discussion Participation - 30%
- Leading discussion - 5%
- Written assignments - first and second papers 20%; final paper 25%

Academic Integrity

You are required to uphold academic honesty in all aspects of the course, especially on exams and papers. The professors are aware of and regularly consult all of the major internet sources for plagiarized papers. If you have any questions about conforming to rules regarding the proper format for citations, or what constitutes plagiarism, the professor will be happy to talk with you.

If you believe you have a disability, then you should contact the Academic Resource Center (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.

Required Books

Lael Brainard and Derek H. Chollet, eds.. *Too Poor for Peace?: Global Poverty, Conflict, and Security in the 21st Century*. Brookings Institution Press (2007). ISBN-10: 0815713754; ISBN-13: 978-0815713753

Ivo H. Daalder and James M. Lindsay. *America Unbound: The Bush Revolution in Foreign Policy*. Wiley; Reprint edition (2005). ISBN: 0471741507

Jason D. Ellis and Geoffrey D. Kiefer. *Combating Proliferation: Strategic Intelligence and Security Policy*. The Johns Hopkins University Press; New Ed edition (2007). ISBN-10: 0801886260; ISBN-13: 978-0801886263

Bates Gill. *Rising Star: China's New Security Diplomacy*. Brookings Institution Press (2007). ISBN-10: 0815731469; ISBN-13: 978-0815731467

Richard Heinberg. *The Party's Over: Oil, War and the Fate of Industrial Societies*. New Society Publishers (2005). ISBN: 0865715297

Michael Hunt. *Ideology and U.S. Foreign Policy*. Yale University Press; Reprint edition (1988) ISBN: 0300043694

Manfred B. Steger. *Globalization: A Very Short Introduction*. Oxford University Press (2003). ISBN: 019280359X

Julia E. Sweig. *Friendly Fire: Losing Friends and Making Enemies in the Anti-American Century*. Public Affairs (2007). ISBN-10: 1586485202; ISBN-13: 978-586485207

Lecture and Discussion Schedule

Week 1 (January 10) – Course Introduction

Week 2 (January 17) – The Path to the Present

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

Week 3 (January 24) – The Post-Cold War, Post-9/11 World

Daalder & Lindsay. *America Unbound*

Week 4 (January 31) – US (Us) Versus Them

Sweig. *Friendly Fire*

Week 5 (February 7) - Globalization: “It’s a small world after all”

Steger. *Globalization*

First written assignment due

Week 6 (February 14) – “America is addicted to oil”

Heinberg. *The Party's Over*

Week 7 (February 21) - Global Warming?

David G. Victor, *Climate Change: Debating America's Policy Options*
Council on Foreign Relations Press (2004). **Blackboard**

Week 8 (February 28) – Nuclear Proliferation

Sagan & Waltz. *The Spread of Nuclear Weapons*

March 6 – No class

Week 9 (March 13) – China’s Century?

Gill. *Rising Star*

Second written assignment due

March 20 – No class

Week 10 (March 27) – ???????

Week 11 (April 3) – Nontraditional Threats: Border Security/Immigration

Barbara Hines. “An Overview of U.S. Immigration Law and Policy Since 9/11,” *Texas*

Hispanic Journal of Law & Policy, Spring2006, Vol. 12 Issue 1. **Blackboard**

K. Jack Riley. “Border Control,” in *McGraw-Hill Homeland Security Handbook*. Rand Corporation (2006). Document Number: RP-1216. **Blackboard**

Jan C. Ting. “Immigration and National Security,” *Orbis*, January 2006, Vol. 50 Issue 1. **Blackboard**

Karen C. Turnlin. “Suspect First: How *Terrorism* Policy Is Reshaping Immigration Policy,” *California Law Review*, July 2004, Vol. 92 Issue 4. **Blackboard**

W. Aaron Vandiver. “Checking Ideas at the Border: Evaluating the Possible Renewal of Ideological Exclusion,” *Emory Law Journal*, 2006, Vol. 55 Issue 4. **Blackboard**

Week 12 (April 10) – Nontraditional Threats: Infectious Diseases

Gary Cecchine and Melinda Moore. *Infectious Disease and National Security: Strategic Information Needs*. Rand Corporation (2006). **Blackboard**

Week 13 (April 17) – The US and the Developing World

Brainard & Chollet. *Too Poor for Peace?*

Third written assignment due