

American Foreign Policy
PSC 405D/605D
Spring 2007 Syllabus

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“The word is about, there's something evolving,
whatever may come, the world keeps revolving
They say the next big thing is here,
that the revolution's near,
but to me it seems quite clear
that it's all just a little bit of history repeating”

Shirley Bassey (Propellerheads)
“History Repeating”

Introduction

The study of American Foreign Policy (AFP) can be approached from a number of different perspectives. The emphasis in this course will be on the national security element of AFP. Students will engage material this semester that analyzes America's national security from three perspectives: (1) an institutional perspective that examines the institutions and mechanism used to implement AFP; (2) a historical perspective where case studies in American history are used to illustrate and to highlight examples of problems of AFP and national security; (3) a contemporary perspective which is concerned with the modern day construction of AFP and national security policy. Section objectives and goals are highlighted through individual learning modules that are class and web based. However, on a larger scale, the course has three primary objectives:

- **Understanding the construction of AFP.** This upper division course seeks to promote interest and thinking on the institutional factors responsible for producing AFP.
- **Familiarity with current issues.** The complexities of AFP in contemporary times are highlighted through class and web based exercises.
- **Development of Research, Information, and Communication Skills.** One of the central goals of a university education is to enhance your capacity for independent investigation and research. Where should one look for particular kinds of information and how is that information

evaluated and presented? This course provides a setting for practice in the use of a broad range of skills in these areas.

One word of caution is in order: the issues involved in AFP are indeed controversial and provide an excellent basis for class discussion. Criticism and support of AFP are part of this course. Students should expect to encounter arguments in favor and against the conduct of US foreign policy. The objective of such statements made either by students or the instructor should be viewed as not “pro” or “anti” but as views that seek alternative perspectives and ideas about AFP.

Evaluation Components

Undergraduate Level (405D)

Participation (10%)

I will rely on the students to help make the necessary conceptual points through Socratic exchange and/or simply by calling on students to assist in this task. Students not prepared to discuss material will lose credit for this component. A couple of words of note here: I do not consider attendance to be participation. If you just show up, you have fulfilled the bare minimum of your responsibility for being in this course. Students will also be able to gain points toward their participation grade through discussion groups and topics on WebCT.

Quizzes (15%)

Periodic quizzes based on your readings will be assigned through WebCT. Within each module, you will need to complete a quiz that will be based on the assigned readings for that module. You must take the quiz in each module by the specified date.

Mid-Semester Exam (20%)

This will be an in-class examination based upon the class material and the homework.

Semester Research Paper (30%)

I am not a fan of assigning topics for research papers. I think students should be able to pursue their research interests within the confines of the topic of the course. Guidelines for the paper are available on WebCT. Students should read the Baglione book to familiarize themselves with how I will want the sections of the paper organized. The approximate paper length will be 15 pages. I will permit group papers, however, the page length is cumulative with the final grade based upon the complete project.

Final Exam (25%)

This will be an in-class examination based upon the class material and the homework.

Graduate Level (605D)

Participation (20%)

Two professional oral presentations and accompanying essay papers (20% Each, total 40%)

Research Paper, empirically based (quantitative or qualitative methods are fine here) (40 %)

Graduate students will be *required* to meet with me weekly. The meeting will be approximately three hours long during which time formal oral presentations and debates about the assigned material will be conducted. The graduate students will also present the progress of their research papers as assigned.

The Rules of the Game

Class Protocol

The primary goal that I have when applying protocol and an evaluation component to my class is to make sure that everybody has an equal chance to do well. I do not care if I issue all “A’s” or all “F’s”. What is important for me is whether the process is fair, the rules are understood, and that interference with those rules is minimized. I see my primary role as keeping the playing field level for everyone. While the rules, protocol and evaluation components seem “draconian” or “tedious,” when you look at them, all they are saying to you is that if everyone is here with the same purpose—to learn and to explore the issues at hand for the semester—then we will have a smooth semester. It is when people try to bypass the normal rules and to create an unfair advantage that things get messy. Because of past issues, I have spelled out exactly some of the problems that may crop up during the semester and how they will be dealt with in my classroom. If you cannot abide by these conditions, then it is best for you to leave this classroom now instead of creating problems for both of us this semester.

Students are expected to treat each other with the respect with which they would want to be treated. The same courtesy should be extended to my teaching assistants and to myself. You will be treated with the same respect that you treat others. On the other hand, should you decide not to follow that “golden rule,” I have no problem in handling that type of behavior in several ways that I have found to be tremendously successful. Every student in this class has worked hard to be at UNR and to be in this class. I will not tolerate students in my class who cannot respect the right of others to enjoy an atmosphere that is conducive to learning. The types of behavior that students should be cognizant of include:

- Talking during lectures
- Reading material during a lecture
- Electronic equipment being used inappropriately in a lecture hall
- Sleeping in lecture hall

I reserve the right to remove from the lecture hall any student who is disruptive or is not engaged in the material. Students are also advised that they must obtain in advance the permission of the Professor or any outside speakers before using any recording devices within the lecture hall or discussions.

Along these lines, I will make specific comments regarding the latest fads in technology in my lecture hall. Part of having modern “toys” is having the responsibility that comes with them. At any given time, the great majority of students—having paid money for the course and having dire concern over their grades—will also be concerned about the lectures and discussions. Modern communication devices such as cell phones, PDAs, beepers, cell phones, wireless email receivers, cell phones, portable music players, cell phones, and cell phones are a significant distraction to your colleagues, and equally important, to your professor. **Please turn off your personal communication devices before entering my classroom.** I trust that I will not have to address this potentially embarrassing issue in my lecture hall during this semester. Likewise, because of the inappropriate use of laptops in previous classes, **laptops will not be permitted in my classroom.** The problem of web-surfing and lack of attention to the discussion at hand has forced me to conclude that laptops are a tremendous distraction during class for both students and the class in general. I am open to a brief discussion of my policy with laptops with students who are concerned about this issue.

The Issue of Academic Dishonesty

With regard to academic dishonesty, this topic has become a sad commentary on today’s student body. As easier access to information becomes available, students, in many cases, have adopted a care-free attitude towards the documentation of their research. As a result, I have been forced to impose standards and procedures that will be used in the evaluation of all my students’ research. The following is from the *Student Handbook* of the University of Nevada, which governs student conduct.

Subsection A: Definitions

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following: Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion. Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one’s place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Subsection B: Sanctions for Violation of Academic Standards

Sanctions for violations of university academic standards may include the following: (1) canceling the student’s enrollment in the class without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper. A student may also be subject to discipline for academic dishonesty pursuant to the provisions of the Board of Regents Code, Title 2, Chapter 6.

(Student Handbook, p. 168).

Likewise, the Department of Political Science itself has posted its own concerns about cheating and plagiarism on the department’s website (http://www.unr.edu/cla/polisci/program_information.htm). The Department of Political Science’s statement is as follows:

Plagiarism is theft. It is using other people's written or spoken words as your own. Some people consider the use of 7 to 10 words in a row, copied from another source, as plagiarism, unless the words are enclosed in quotation makers and a source cited. It doesn't matter if these words are copied from a Web site, a textbook, a newspaper article or your roommate's paper. Copying words is plagiarism. You must include citations and quote marks when using other people's writing, because plagiarism is a serious offense in any discipline. So is deception, making up stuff and passing it off as the truth. Both are firing offenses in the professional world. In the Department of Political Science, students face a range of penalties for plagiarism and deception, namely:

- ✓ *A grade of "F" on a minor assignment*
- ✓ *A request that the student drop the class*
- ✓ *Withdrawal of the student by the professor*
- ✓ *An "F" in the course*
- ✓ *A notation on the student's transcripts*
- ✓ *Expulsion from the university.*

A combination of these penalties may also be used. If you need more information or have questions about plagiarism, ask your nearest political science professor.

My policy here is simple: students who violate any of the conditions established by the Department of Political Science and/or university regulations with regard to academic dishonesty will fail my course (you will not be allowed to drop it or withdraw from it), and I will pursue administrative charges against the student to the extent that the University of Nevada, Reno will allow. There is no excuse for academic dishonesty. If you do not know procedures for documentation or understand conditions for exams, it is your responsibility to investigate or to ask about them. **As a final word on this, you will be required to submit your research paper to turnitin.com, a plagiarism check website. Instructions for doing this will be available later in the semester. If you have problems with this policy, you need to withdraw from my course now, as this policy is not up for debate.**

Late Papers & Incompletes

A very simple, straightforward policy: I don't accept late papers without prior approval from me or some type of medical documentation. Late papers will be downgraded one full grade per day (an "A" goes to a "B"). I also will not issue incompletes except under the most extraordinary of circumstances.

Special Circumstances

Students who need to have special arrangements for exams, class lectures or anything associated with the class should see me at the beginning of the semester as soon as possible so that we can make those arrangements as needed. Students with concerns in general should see me at the beginning of class.

Note: I realize that everybody has special circumstances at home, at work, etc. You should make the decision at the beginning of this class whether you can commit the time and energy needed for this class. I am not in the position and should not be placed in the position of making “special exceptions” for people. It is unfair to the rest of the class and it puts you and me in an awkward situation.

The Agenda

Corresponding Modules are to be found on WebCT with additional information about goals, objectives and quizzes for each one. Graduate Students are responsible for all readings listed below *as well as* readings in the Additional Graduate Student Readings.

Important Dates:

February 27 - March 1 – No Class
March 17-25 – No Class Spring Break
March 16 – Final Drop Date
April 9-13 – No Class
Final Exam May 17 7-9pm

Readings

The core readings will be found in the following books; articles assigned will be listed in the syllabus. Students should grab a copy of the *New York Time* and read it daily to stay current with American Foreign Policy issues. It is possible that

Baglione, Lisa. *Writing a Research Paper in Political Science* (Wadsworth 2007)

Loch Johnson. *Seven Sins of American Foreign Policy* (Pearson Education, 2007)

Papp, Daniel, Loch K. Johnson, and John E. Endicott. *American Foreign Policy: History Politics and Policy* (Longman, 1989)

Sam C. Sarkesian, John Allen Williams, and Stephen J. Cimbala. *U.S. National Security: Policy Processes and Politics* (3rd ed) (Lynne Rienner Publishers, 2002).

SECTION ONE: THE ORIGINS AND INSTITUTIONS OF AMERICAN FOREIGN POLICY

Module Theme I: The Culture of American Foreign Policy

Approximate time: 1 Week

Readings:

Johnson: Introduction, Chapter 5

Papp: Introduction, Chapters 3, 4

Sarkesian et al., Chapter 4

Readings available on WebCT Module Theme I

The [Federalist Papers](#) (numbers 3-8, 23, 24, 64, 69, 74 and 75)

John Winthrop's "City on a Hill," 1630

[The Declaration of Independence, 1776](#)

[United States Constitution, 1789](#)

MODULE THEME II: THE DOMESTIC INSTITUTIONAL CONTEXT

Approximate time: 2 Weeks

Readings:

Sarkesian et. al.: Chapters 5, 10, 11

Johnson: Chapter 2

Papp: Chapters 8, 9

Readings available on reserve in the Getchell Library

Mars, Lee R. "Legislating and the Conduct of Diplomacy: The Constitution's Inconsistent Functions," in Thomas N. Franck (ed) *The Tethered Presidency: Congressional Restraints on Executive Power* (NYU Press, 1981).

Glenn Hastedt, "The Department of Homeland Security: Politics of Creation," in Ralph Carter (ed) *Contemporary Cases of US Foreign Policy* (Washington DC: CQ Press, 2005).

Kissinger, Henry. "The Domestic Structure of Foreign Policy" *Daedalus* 95(2) (1966).

MODULE THEME III: INFLUENCING FOREIGN POLICY

Approximate Time: 1 Week

Readings:

Sarkesian et. al, Chpt 12
Johnson, Chpt 1

Readings available on reserve in the Getchell Library

Martin Weil, "Can the Blacks do for Africa what the Jews did for Israel," *Foreign Policy* 15 (1974), pp. 109-130.

Bill Richardson, "Hispanic American Concerns," *Foreign Policy* 60 (1985), pp. 30-39.

Donald F. McHenry, "Captive of No Group," *Foreign Policy* 60 (1985), pp. 142-151.

Readings available on WebCT Module Theme III

William Martin, "The Christian Right and American Foreign Policy" *Foreign Policy* (1999)

SECTION TWO: US NATIONAL SECURITY: IDEAS & INSTITUTIONS

MODULE THEME IV: THE NATIONAL SECURITY IMPERATIVE

Approximate Time: 1 Week

Readings:

Sarkesian et. al., Chpts 1-4

Readings available on WebCT Module Theme IV

Hans J. Morgenthau, "[Another "Great Debate: The National Interest of the United States,"](#) *The American Political Science Review*, Vol. 46, No. 4. (Dec., 1952), pp. 961-988.

Condoleeza Rice, "[Promoting the National Interest,](#)" *Foreign Affairs*, 79(1) (2000), pp. 45-62.

MODULE THEME V: THE INSTITUTIONS OF NATIONAL SECURITY

Approximate Time: 1 Week

Readings:

Sarkesian, Chpts 5-9

SECTION THREE: US NATIONAL SECURITY: INSTRUMENTS AND ISSUES

MODULE THEME VI: NATIONAL SECURITY AND GRAND STRATEGY

Approximate Time: 5 Weeks

Containment: Truman to Johnson

Case Study: Vietnam

Readings:

Papp, Chapter 5

Chapter 6

Sections: “The Postwar World before the Cold War”
through “Kennedy, Johnson, and the Crises of the
1960s”

Nixon’s Détente

Case Study: China

Readings:

Papp, Chapter 6

Sections: “Grand Strategy Under Nixon and Ford”

Readings Available on Reserve in the Getchell Library

Henry Kissinger, *Diplomacy* (Simon & Schuster, 1994), Chpt. 28.

Video, *The Trials of Henry Kissinger*

Carter’s Human Rights

Case Study: Iran

Readings:

Papp, Chapter 6, remaining sections, and Chapter 15

The Reagan Doctrine

Case Study: Nicaragua

Readings:

Johnson, Chapter 6

The New World Order: Bush-Clinton

Readings:

Papp, Chapter 7

Readings Available on WebCT Module 6

Samantha Power, "[Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen](#)," *The Atlantic Monthly*, September 2001, pp. 84-108.

Walter Clarke and Jeffrey Herbst, "[Somalia and the Future of Humanitarian Intervention](#)," *Foreign Affairs*, vol. 75, no. 2 (March-April 1996), pp. 70-85.

Readings Available on Reserve in the Getchell Library

Foyle, Douglas C., "Public Opinion and Bosnia: Anticipating Disaster" in Ralph G. Carter (ed) *Contemporary Cases in US Foreign Policy* (CQ Press, 2005).

The Bush Doctrine and the War against terrorism

Readings:

Johnson, Chpts 3, 4, 7

[The National Security Strategy of the United States, 2002.](#)

George Bush, [Nov. 11, 2003 Veteran's Day address](#)

George Bush, "[Remarks by the President at the 2002 Graduation Exercise of the United States Military Academy at West Point](#)," June 1, 2002.

Stephen Peter Rosen, "[An Empire, If You Can Keep It](#)," *The National Interest*, No 71 (spring 2003), 51-61.

Richard K. Betts, "[Striking First](#)," *Ethics and International Affairs* 17(1) (2003), 17-24.

Readings available on reserve in the Getchell Library

Ryan C. Hendrickson, "The United States vs. Terrorism: Clinton, Bush and Osama bin Laden" in Ralph G. Carter (ed) *Contemporary Cases in US Foreign Policy* (CQ Press, 2005).

MODULE THEME VII: COVERT OPERATIONS

Readings:

Johnson, Chapter 7
Sarkesian, Chapter 9
Papp, Chapter 11

Readings available on reserve in the Getchell Library

Frank Church, "Covert Action: Swampland of American Foreign Policy," *Bulletin of the Atomic Scientists*, (February 1976), pp. 7-11.

Video, *Under orders, under fire*, Columbia University Seminars on Media & Society [in association with] WNET/New York [Washington, D.C.] : Annenberg/CPB Project ; Santa Barbara, Calif. : Intellimation [distributor], c1989. Pt. II

MODULE THEME VIII: ARMS CONTROL AND PROLIFERATION

Readings:

Sarkesian, Chpt 15
Papp, Chapter 12

Michael J. Mazar, "Going Just a Little Nuclear: Non-Proliferation Lessons from North Korea" *International Security* 20(2) (Autumn 1995), 92-122.

Additional Graduate Student Readings

In addition to the assigned readings in the undergraduate class, graduate students will be responsible for the following readings:

Module Theme I: The American Culture of Foreign Policy

Readings available on reserve in the Getchell Library

Michael Hunt, *Ideology and US Foreign Policy*, chpt. 2

Louis Hartz, *The Liberal Tradition in America*, chpt. XI

Paul Johnson, *A History of the American People*, Part I.

William Appleman Williams, *The Tragedy of American Diplomacy*,
Chpts. 1, 2, 4, 5

Frederick Jackson Turner, *The Frontier in American History*

MODULE THEME II: THE DOMESTIC INSTITUTIONAL CONTEXT

Readings

James M. Lindsay, "[Congress, Foreign Policy, and the New Institutionalism](#)" *International Studies Quarterly*, Vol. 38, No. 2. (Jun., 1994), pp. 281-304.

Readings available on reserve in the Getchell Library

James M. Lindsay, *Congress and the Politics of US Foreign Policy*,
Introduction, Chpts 1-3

Robert Dahl, *Congress and Foreign Policy*, chpt VII, VIII,

Barry Blechman, *The Politics of National Security: Congress and US
Defense Policy*, Chpts 1, 2

Harold Hongju Koh, "Why the President Almost Always Wins in
Foreign Affairs," in David Gray Adler & Larry N. George (eds.) *The
Constitution and the Conduct of Foreign Policy* (University of Kansas
Press, 1996).

Cecil Crabb Jr. and Kevin. V. Mulcahy, *Presidents and Foreign Policy
Making* (LSU Press, 1986), Chs 1, 2

Edward Keynes, "The War Powers Resolution and the Persian Gulf
War" in David Gray Adler & Larry N. George (eds.) *The Constitution
and the Conduct of Foreign Policy* (University of Kansas Press, 1996).

MODULE THEME III: INFLUENCING FOREIGN POLICY

Readings

John J. Mearsheimer and Stephen Walt, "[The Israeli Lobby and US Foreign Policy](#)," Kennedy School of Government Faculty Research Working Paper Series (Number RWP06-011), March 13, 2006.

Alan Dershowitz, "[Debunking the Newest - and Oldest - Jewish Conspiracy: A Reply to the Mearsheimer-Walt 'Working Paper'](#)" Kennedy School of Government Faculty Research Working Paper Series (Number RWP06-011), April 05, 2006.

MODULE THEME IV: THE NATIONAL SECURITY IMPERATIVE

Readings available on reserve in the Getchell Library

Peter Trubowitz, *Defining the National Interest: Conflict and Change in American Foreign Policy*, Chpt 1

Samuel, Huntington. "[The Erosion of American National Interests](#)," *Foreign Affairs*; 76 (5) (1997), pp. 28-49, 22p.

Francis Fukuyama, "[The Two Faces of National Interest](#)" *Foreign Affairs*, 73(4) (1994), pp. 159-159.

MODULE THEME V: THE INSTITUTIONS OF NATIONAL SECURITY

Dean Acheson, "[The Eclipse of the State Department](#)" *Foreign Affairs*; 49(4) (1971), p593-606.

Graham T Allison, "[Conceptual Models and the Cuban Missile Crisis](#)," *The American Political Science Review*, Vol. 63, No. 3., (1969) 689-718.

Cecil Crabb Jr. and Kevin. V. Mulcahy, *Presidents and Foreign Policy Making* (LSU Press, 1986), Chs 3, 5, 7

The Historical Context

Containment: Truman to Johnson

Case Study: Vietnam

Readings:

Gil Merom, *How Democracies Lose Small Wars: State, Society, and the Failures of France in Algeria, Israel in Lebanon, and the United States in Vietnam* (Cambridge Univ. Press, 2003), Chpt 1; Sect. IV

Henry Kissinger, *Diplomacy* (Simon & Schuster, 1994), Chpts 25-27.

John Mueller, "[The Search for the 'Breaking Point' in Vietnam](#)," *International Studies Quarterly* 24(4) (Dec. 1980), 497-519.

Dominic Johnson and Dominic Tierney, *Failing to Win: Perceptions of Victory and Defeat in International Politics* (Harvard University Press, 2006), 1-4, 6

Guenther Lewy, "Vietnam: New Light on the Question of American Guilt," *Commentary* 65(2) (Feb. 1978): 29-49.

Tad Szulc, "Behind the Vietnam Cease-Fire Agreement," *Foreign Policy* 15(Summer, 1974), pp. 21-69.

Nixon's Détente

Case Study: China

Readings:

Henry Kissinger, *Diplomacy* (Simon & Schuster, 1994), Chpt. 28-9

Carter's Human Rights

Case Study: Iran

Readings available on reserve in the Getchell Library

Jeane Kirkpatrick, "Dictatorships and Double Standards," *Commentary* (Nov. 1979).

Schmitz, David F. & Walker, Vanessa "[Jimmy Carter and the Foreign Policy of Human Rights](#)." *Diplomatic History* 28 (1) (2004), pp. 113-143. [WebCT]

Samuel P. Huntington, "Human Rights and American Power," *Commentary* 72, no. 3 (September 1981).

Matthew Baum, "[How Public Opinion Constrains the Use of Force: The Case of Operation Restore Hope](#)," *Presidential Studies Quarterly* 34(2) (2004).

The Reagan Doctrine

James Scott, *Deciding to Intervene* (Duke University Press, 1996).

The New World Order: Bush-Clinton

Dominic Johnson and Dominic Tierney, *Failing to Win: Perceptions of Victory and Defeat in International Politics* (Harvard University Press, 2006), 8

The Bush Doctrine

Readings:

Stephen M. Walt, "[Beyond bin Laden](#)," *International Security* 26(3) (Winter 2001/2)

Robert Tucker, et al. "[One Year On](#)," *The National Interest*, 69 (Fall, 2002).

Barry R. Posen, "[Command of the Commons](#)," *International Security* 28(1) (summer, 2003): 5-46,

Paul W. Schroeder, "[Iraq: The Case Against Preemptive War](#)," *The American Conservative* 1(2) (Oct 21, 2002): 8-13, 15-20

John W. Dietrich, *The George W. Bush Foreign Policy Reader: Presidential Speeches with Commentary* (ME Sharpe, 2005), Chs 2, 3

MODULE THEME VII: COVERT OPERATIONS

W. Michael Reisman and James E. Baker (eds) *Regulating covert action: practices, contexts, and policies of covert coercion abroad in international and American law*, (New Haven: Yale University Press, 1992). Introduction, Chpts 1, 2

Video, *Under orders, under fire*, Columbia University Seminars on Media & Society [in association with] WNET/New York [Washington, D.C.]: Annenberg/CPB Project; Santa Barbara, Calif. : Intellimation [distributor], c1989. Pts. I & II

Joseph Nye, *Nuclear Ethics* (The Free Press, 1986), Chs 4, 5