

POLI 4043 American Foreign Policy

Course Syllabus Fall 2011

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Classroom: 229 Tureaud Hall
Class Hours: T, TH 10:40-12:00
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and by appointment

Course description

This seminar is designed to introduce students to the historical and contemporary issues related to U.S. foreign policy. We will first review the history of American foreign policy in the 20th century with an emphasis on national security issues. Then the course will proceed with an in-depth coverage of major groups and institutions involved in formulating American foreign policy. The particular focus will be on the roles of the presidency, Congress, executive branch (e.g., State Department), interest groups, mass media, and public opinion.

Required readings

There is one required textbooks for the course that can be purchased at the LSU Student Union or Co-op bookstores:

- Walter La Feber (2008) *America, Russia, and the Cold War, 1945-2006*, 10th ed. New York: McGraw Hill. (listed in the syllabus as LaFeber)

In addition to this text, a number of book chapters, journal articles, and documents will also be required. They will be available online (following the web link in the syllabus) or on Moodle for this course. All the readings must be completed before the first class for which they are assigned.

Course requirements

The final grade in this course will be based on four main components: (1) two in-class examinations, (2) one project and its presentation, (3) four in-class quizzes, and (4) class participation.

Summary of the grade components:

50% Two in-class exams (1st exam: 25%; 2nd exam: 25%)
20% Project (project 15%; PPT in-class presentation 5%)
20% Four pop quizzes
10% Seminar participation

1. *Two in-class examinations* (50% total; 25% each)

The exams will be a combination of multiple choice, short answer, and essay questions. Each exam will be worth a total of 25% of the student's final grade. Questions will be based on the student's comprehension of both the assigned reading materials and the class lectures.

2. *Project and class presentation* (20%):

Each student will write a paper (maximum of 8 pages) and give a class presentation in PowerPoint on one from the list of project topics. It will be a joint project prepared by several students, though each student's presentation grade will be determined entirely independently from the others' in the group. I will lay out the parameters for each group topic on **September 13**. Each student will have approximately 6-8 minutes for his/her individual presentation. To facilitate the coordination among multiple topic preferences, by **September 20** you are required to submit to me your top three topic preferences, one of which will be assigned as the topic for your presentation. If I do not receive your topic preferences, I will assign you to one of the topics after considering all the remaining students' preferences. An assignment sheet listing presentation groups and topics for all students will be handed out in class on **September 22** and also posted on Moodle ("Project Group Assignments" file). Only those internet sources that are listed for each topic will be used for preparing the presentation. Every student must e-mail their completed paper and PowerPoint presentation to me by 4 p.m. on **November 14**. On the scheduled date for your topic, you should bring your PowerPoint project in electronic form for the class presentation and **give me a printed copy of both the PPT presentation and essay**. Detailed instructions for the project requirements, format, each topic, deadlines, etc., is provided in a separate file available on Moodle ("Project" file).

3. *Four in-class quizzes* (20%):

The quizzes will be multiple choice and the questions will be based on the class readings and lectures. The dates of the quizzes will not be announced ahead of time, so if you know in advance that you will be missing a class for a university excusable reason, let me know early.

4. *Class participation* (10%)

Class participation is based on active participation in class discussions. The students are expected to come to class having read the material and able to answer questions and/or engage in informed discussion. This can only be done if you conduct yourselves in a professional manner and are tolerant of other students' ideas, even if they directly contradict your own personal views.

The breakdown for final grades is as follows:

90-100 % = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
< 60% = F

Summary of important dates:

September 13 - project overview

September 20 - deadline for submitting two out of three topic preferences (bring to class)

October 6 - First Exam

November 14 - deadline for the projects to be presented on November 15–December 1

December 7 (10:00 – 12:00) - Second Exam

Project Deadline Extensions and Make-Up Exams

Deadline extensions and make-up exams will not be granted except in properly documented situations of serious illness or major family emergency. The request needs to be made in a timely manner and not later than the second day after the missed deadline or exam. Otherwise, the extension/make-up will not be granted.

Electronic Communication

I encourage students to visit me during my office hours for any questions and inquiries. If the circumstances necessitate it, you can also e-mail me on weekdays. The project assignments must also be submitted initially through e-mail. Please adhere to the following courtesy policy for this course when e-mailing me: (1) use only your LSU e-mail address; (2) do address me properly in the message and sign it with your full name; (3) keep your message brief and, when submitting the project, provide the information about the project's topic and the files you are attaching; (4) do not forget to attach the project files and make sure to wait for my confirmation (see "Project" file on Moodle for further details). To protect the privacy of each student, please note that I do not provide any grade or similar personal information through e-mail or by phone, regardless of who is requesting it.

Plagiarism Statement

"Academic Misconduct" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or attempts to commit such an act. Students should be familiar with the definition of academic misconduct and the Code of Student Conduct: <http://saa.lsu.edu/code-student-conduct>. If a student is found to have committed an act of academic misconduct, s/he will be referred to the Office of Judicial Affairs and penalized appropriately.

Copyright Statement

Unless otherwise noted, the handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, web pages, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Students with Disabilities Policy

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letters, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. For additional information, check the Office of Disability Services Faculty Handbook.

Equal Opportunity Statement

LSU's PS 1 assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran's status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. *This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.*

SCHEDULE

August 23

COURSE OVERVIEW

August 25 - 30

DIPLOMACY BEFORE WORLD WAR II

LaFeber, Walter. 2008. "The US Rise to World Power, 1776-1945." In M. Cox & D. Stokes (eds.) *US Foreign Policy*. Oxford: Oxford University Press, Chapter 3 (pp. 45-60).

*posted on Moodle

Kissinger, Henry. 1994. "The Hinge: Theodore Roosevelt or Woodrow Wilson." In H. Kissinger, *Diplomacy*. New York: Simon & Schuster, Chapter 2 (pp. 29-55). *posted on Moodle

September 1 - 6

WORLD WAR II DIPLOMACY

Document: [Yalta Conference \(1945\)](http://www.yale.edu/lawweb/avalon/wwii/yalta.htm) <http://www.yale.edu/lawweb/avalon/wwii/yalta.htm>

LaFeber: Chapter 1. "Open Doors, Iron Curtains (1941-1945)"

September 8 - 13

COLD WAR BEGINNINGS

Document: [Truman Doctrine \(1947\)](http://www.yale.edu/lawweb/avalon/trudoc.htm) <http://www.yale.edu/lawweb/avalon/trudoc.htm>

LaFeber: Chapter 2. "Only Two Declarations of Cold War (1946)"

LaFeber: Chapter 3. "Two Halves of the Same Walnut (1947-1948)"

LaFeber: Chapter 4. "The 'Different World' of NSC-68 (1948-1950)"

*****NOTE:** One part of the session on **September 13** will be reserved for reviewing project requirements and topics. Each student needs to submit her/his top three topic preferences in class on **September 20**. The topic assignment sheet for all students will be distributed in class on **September 22**. Project guidelines and group assignments sheet will also be posted on Moodle (see the details on p. 2 above).

September 15 - 20

KOREA AND THE 1950S

LaFeber: Chapter 5. "Korea: The War for Both Asia and Europe"

LaFeber: Chapter 6. "New Issues, New Faces (1951-1953)"

LaFeber: Chapter 7. "A Different Cold War (1953-1955)"

LaFeber: Chapter 8. "East and West of Suez (1954-1957)"

LaFeber: Chapter 9. "New Frontiers and Old Dilemmas (1957-1962)" (read only pp. 201-216)

September 22 - 27

FROM CUBA TO VIETNAM

LaFeber: Chapter 9. "New Frontiers and Old Dilemmas (1957-1962)" (read only pp. 216-228)

LaFeber: Chapter 10. "Southeast Asia--and Elsewhere (1962-1966)"

Document: [Tonkin Gulf Incident \(1964\)](http://www.yale.edu/lawweb/avalon/tonkin-g.htm) <http://www.yale.edu/lawweb/avalon/tonkin-g.htm>

September 29

THE END OF VIETNAM AND THE DETENTE ERA

LaFeber: Chapter 11. “A New Containment: The Rise and Fall of Detente (1966-1976)”

October 4

COLD WAR : ITS LAST DECADE AND THE END

LaFeber: Chapter 12. “From Cold War to Old War: Reagan and Gorbachev (1977-1989)”

LaFeber: Chapter 13. “A New World Order—Or the Age of Fragmentation? (1989- 1993)”

<p style="text-align: center;">EXAM #1 Thursday, October 6</p>
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October 11

THE POST-COLD WAR CHALLENGES

LaFeber: Chapter 14. “The Post-Cold War Era of Fragmentation. Clinton, Yeltsin, and Back to Bush (1993-9/11, 2001)”

LaFeber: Chapter 15. “The World Turned Upside Down (2001-2006)”

Obama, Barack. 2007. “Renewing American Leadership.” *Foreign Affairs* 86 (4): 2-16. *posted on Moodle.

October 13

NO CLASS: FALL HOLIDAY

Note: If you have not read the U.S. Constitution in its complete form, it is required that you do it before this second part of our class—get a hard copy or read it online [United States Constitution](http://www.law.cornell.edu/constitution/index.html) (<http://www.law.cornell.edu/constitution/index.html>).

October 18

POLITICAL TRADITION, NATIONAL CULTURE AND FOREIGN POLICY

Mead, Walter Russell. 1999/2000. “The Jacksonian Tradition.” *The National Interest* No. 58.

*posted on Moodle

Mead, Walter Russell. 1996. “Hamilton’s Way.” *World Policy Journal*, Vol. 13, No. 3, pp. 89-106. *posted on Moodle

October 20

SOCIETAL INFLUENCES I: PUBLIC OPINION & MEDIA

Rielly, John E. 1999. “Americans and the World: A Survey at Century’s End.” *Foreign Policy*, No. 114 (Spring), pp. 97-114. *posted on Moodle

Murray, Shoon Kathleesn, and Christopher Spinoza. 2004. “The Post-9/11 Shift in Public Opinion: How Long Will It Last?” In Eugene R. Wittkopf and James M. McCormick, eds. *Domestic Sources of American Foreign Politics*, 4th ed. Lanham, MD: Rowman & Littlefield, pp. 97-115. *posted on Moodle

Graber, Doris A. 2006. "Foreign Affairs Coverage." In Doris A. Graber, *Mass Media and American Politics*, 7th ed. Washington, D.C.: Congressional Quarterly Press, Chapter 11 (pp. 318-359). *posted on Moodle

(Recommended: Page, Benjamin I., and Jason Barabas. 2000. "Foreign Policy Gaps between Citizens and Leaders." *International Studies Quarterly*, Vol. 44, No. 2, pp. 339-364. *posted on Moodle)

October 25

SOCIETAL INFLUENCES II: INTEREST GROUPS

Smith, Tony. 2000. "Three. Historical Stages of Ethnic Group Influence" In Tony Smith, *Foreign Attachments: The Power of Ethnic Groups in the Making of American Foreign Policy*. Cambridge: Harvard University Press, Chapter 2 (pp. 47-84). *posted on Moodle

Kegley, Charles W., Jr., and Eugene R. Wittkopf. 2007. "A Military-Industrial Complex?" In *American Foreign Policy: Pattern and Process*, 7th ed. New York: St. Martin's Press, pp. 291-298. *posted on Moodle

October 27

CONGRESS AND LEGISLATIVE-EXECUTIVE RELATIONS

Document: [War Powers Act \(1973\)](http://www.yale.edu/lawweb/avalon/warpower.htm) <http://www.yale.edu/lawweb/avalon/warpower.htm>

Lindsay, James M. 2003. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly*, Vol. 33, No. 3, pp. 530-546. *posted on Moodle

Fisher, Louis, and David Gray Adler. 1998. "The War Powers Resolution: Time to Say Goodbye." *Political Science Quarterly*, Vol. 113, No. 1, pp. 1-20. *posted on Moodle

(Recommended: Henkin, Louis. 1987. "Foreign Affairs and the Constitution." *Foreign Affairs*, Vol. 66, No. 2, pp. 284-310. *posted on Moodle)

November 1 - 3

EXECUTIVE BRANCH I: PRESIDENT AND THE WHITE HOUSE

Rosati, Jerel A., and James M. Scott. 2007. "Presidential Power and Leadership: Constitutional Roles and Strengths," In *The Politics of United States Foreign Policy*, 4th ed. Belmont, CA: Thomson Wadsworth, pp. 68-72. *posted on Moodle

Aranson, Peter H. 1981. "Presidential Personality and Presidential Decision Making." In Peter H. Aranson, *American Government: Strategy and Choice*. Cambridge, MA: Winthrop, pp. 434-438. *posted on Moodle

US Congressional Research Service. 2009. *The National Security Council: An Organizational Assessment*. CRS Report for Congress (RL30840; June 8, 2009), by Richard A. Best, Jr., pp. 1-36. *posted on Moodle

November 8 - 10

EXECUTIVE BRANCH II: FOREIGN POLICY BUREAUCRACY

Clarke, Duncan L. 1987. "Why State Can't Lead." *Foreign Policy*, No. 66 (Spring), pp. 128-142. *posted on Moodle

Scott, Andrew M. 1969. "The Department of State: Formal Organization and Informal Culture." *International Studies Quarterly*, Vol. 13, No. 1, pp. 1-18. *posted on Moodle

Lehrer, Eli. 2004. "The Homeland Security Bureaucracy." *Public Interest*, No. 156 (Summer 2004), pp. 71-85. *posted on Moodle

Jervis, Robert. 2006. "Reports, Politics, and Intelligence Failures: The Case of Iraq." *Journal of Strategic Studies*, Vol. 29, No. 1, pp. 3-52. *posted on Moodle

REMINDER:

Projects are due by November 14 (Monday) at 4 p.m.

November 15 – December 1

PROJECT PRESENTATIONS

*** **NOTE:** No Class on November 24 (Thanksgiving)

<p style="text-align: center;">EXAM #2 Wednesday, December 7 10:00 am – 12:00 pm (noon)</p>
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~ *Have a Good Winter Break* ~