

**POLITICAL SCIENCE 373 B: AMERICAN FOREIGN POLICY**

Spring 2009

T R 11-1215 PM, 302 Harrison Hall

Professor Patrick J. Haney

220 Harrison Hall

529-4321, haneypj@muohio.edu

Office Hours: M W 10-12, R 1230-130, and by appointment

**ABSTRACT**

This course provides an introduction to the substance and study of U.S. foreign policy. It will integrate theory and history in an effort to build a set of analytic tools with which students may continue to examine American foreign policy. Our focus will be on both the substance of U.S. foreign policy and on the process by which foreign policy is made in the institutional and political context of the United States. We will focus on America's rise to global leadership; on its role in the changing global system; and on how that has and hasn't changed since September 11<sup>th</sup>. We will pay special attention to the sources of foreign policy and how a focus on sources of foreign policy can lead to the development of explanations about patterns and processes of U.S. foreign policy. And, given the season, from time to time we'll discuss Obama's foreign policy and transition.

**READINGS**

Steven W. Hook (2008), *U.S. Foreign Policy* (2/ed.). Washington, DC: CQ Press.

Robert D. Schulzinger (2008), *U.S. Diplomacy Since 1900* (6/ed.). NY: Oxford Univ. Press

Eric Lichtblau (2008), *Bush's Law: The Remaking of American Justice*. NY: Random House.

*Other readings & links will be emailed to you and/or posted at the course BlackBoard site.*

**POLITICAL SCIENCE AND THE MIAMI PLAN FOR LIBERAL EDUCATION**

POL 271 is a prerequisite for this course (POL 241 would be helpful). POL 373 is required for Diplomacy and Foreign Affairs majors, and may be taken as part of a political science major or minor, or as an elective. This course is part of the "Comparative Analysis of Foreign Policy" Liberal Education Thematic Sequence. Students in this sequence have already taken (a) POL 271 (world politics) and (b) POL 374 (comparative foreign policy) or POL 387 (comparative security issues). These courses set the broad context within which foreign policy fits. They develop concepts and theories that provide "intellectual leverage" for students in order that they will be better able to understand the processes of the international system. The courses (especially 374) develop students' critical thinking skills as students begin to disaggregate the foreign policy process in a variety of national settings and as students are challenged to critically examine a number of competing forces in foreign policymaking and a variety of competing explanations of the foreign policies of nation-states. Further, these courses (especially 387) challenge students to critically examine the ways that states define "security." The course also fits into the Thematic Sequence on "War: An Extension of Politics."

POL 373 can be thought of as an application of the terms and concepts developed in these previous courses to the specific national setting of the United States. In this course, students will be challenged to continue to develop their (a) critical thinking skills by examining the panoply of forces that contribute to the making of foreign policy in the United States, and by exploring different explanations for the patterns and processes of U.S. foreign policy. Toward this end, students are encouraged to disassemble and reassemble theoretical interpretations of empirical patterns and processes in order to understand their underlying structure, and to attempt to apply some of these interpretive frameworks to cases of foreign policymaking in the United States, particularly since the end of World War II. This course seeks to contribute to students' ability to (b) understand contexts by examining the ways that U.S. foreign policy is (at least in part) a product of the U.S. national and societal setting, and is conditioned by domestic and international forces.

Realizing the limitations imposed by fairly large class size, this course will try to provide opportunities for students to (c) engage with other learners through opportunities for class discussions. Finally, this course seeks to make a contribution to the students' abilities to (d) reflect and act. Students need not enter careers in government or international business for the concepts learned herein and the intellectual development that should take place within the context of this course (and this focus sequence) to contribute to an enhanced ability to appreciate the importance of context, the multi-causal nature of social and political phenomena, and the importance for an educated person to take political action and make political judgments based upon sound theoretical and philosophical foundations. At the end of the semester, students taking this course as part of the Thematic Sequence in foreign policy will be asked, in addition to the course evaluation completed by all students, to complete a questionnaire that asks the students to evaluate the extent to which the course meets the goals of the Miami Plan and the Thematic Sequence.

### **CLASS ENVIRONMENT**

The professor is committed to the department's policy of supporting the learning of all students, irrespective of gender, ethnicity, race, age, religion, handicapping condition, or sexual preference. Students should be able to expect that their learning environments are free from any form of prejudice. If prejudicial behavior occurs, you should talk to the professor and identify the specific offense or disparaging behavior. If you are not content with the resolution of your complaint you are encouraged to consult with the Department Chair. The university exists for learning and the free and open pursuit of ideas. Anything that impedes this mission is antithetical to the role of a university and will not be tolerated.

### **STUDENT RESPONSIBILITIES AND GRADING POLICIES**

All students will be expected to take a midterm and a final examination, and to submit a written assignment of original work. Each student's final grade will be based on the ratios: midterm 35%, paper 25%, final 35%, attendance & participation 5%. I use a standard 10-point/grade scale with +/- . The midterm and final will be a mix of short answer and essay format. They are closed book exams and the final may be cumulative in nature. The papers are due on Thursday April 2. Students should submit a hardcopy in class and have submitted the paper via Turnitin on the course BlackBoard site before the class meeting. Each student will write a paper of about 10 typed, double-spaced pages in length (with one inch margins and a normal font; your name, date, and a paper title on a cover page will suffice; and staple the hardcopy, please). These papers must be fully cited and be original work by the student (and by the student alone). The goal of this assignment is to provide a vehicle for more in-depth understanding of a U.S. foreign policy topic of interest to the student and to develop research and writing skills.

The purpose of the papers will be to explain and analyze the role of a domestic "source" of U.S. foreign policy. Papers may do this by tracking the importance of a particular "source" across many cases (e.g., the role of public opinion across many uses of force) or they may focus more narrowly on the significance of a domestic source of foreign policy in one specific case (e.g., the role and impact of Congress in reorganizing the Defense Department command and advisory system through Goldwater-Nichols in 1986). Start by selecting a domestic source of U.S. foreign policy that is of interest to you; we'll start introducing this way of looking at foreign policy analysis on the first day of class and ALL papers must make some reference to the Hook textbook on this point. *Each student's research question must be cleared with the professor in February by coming to office hours or scheduling a meeting to discuss a written proposal* (which should be a short statement of the proposed research question and a short list of possible academic sources on which you will rely in your papers).

*Excellent papers will:*

- Draw on a range of appropriate *academic* sources
- Provide necessary background
- Identify and examine the role of your “source” of foreign policy
  - Show what other key factors were involved
- Show different viewpoints that might exist in the literature about policy making
- Weigh the available evidence in order to show why the policy emerged in that case, and what roles your source played in the case or cases
- Perhaps comment on the normative implications that emerge
- Be grammatically clean, well-written, and appropriately cited/documentated.

Papers will be submitted via BlackBoard through the Turnitin anti-plagiarism software. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Students' presence in class and ability to begin a dialogue about the assigned readings and issues in the course is expected. *Students will be called upon to begin or extend our class discussion.* There will be no extra credit assignments. Late papers will not be accepted. There will be no make-up exams except under extraordinary circumstances, of which the professor should be informed before the exam. As for the final examination, the university rules stipulate that no student shall be required to take four or more exams in a 24-hour period. For instances of excessive exams, the course whose subject three-letter abbreviation is nearest the **ending** of the alphabet needs to make the adjustment. An examination may be changed to a later time with the consent of the instructor. It may only be advanced to an earlier time with the consent of both the instructor and the dean of the division in which the course is given. A student who has a Conflict or Excessive Exams and would like to move an exam is expected to notify the instructor whose exam would move by Friday, April 10th. Finally, students who require special accommodations should consult with the Rinella Learning Assistance Center immediately so we can best meet your needs; directions from the Center about necessary accommodations must be presented during the first two weeks of the semester.

#### **ACADEMIC HONESTY AND ATTENDANCE**

Students in the class are governed by the university rules pertaining to academic misconduct and class attendance (see Undergraduate Academic Regulations, *The Student Handbook*). There are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. Students must give written notification to their instructor within the first two weeks of class of the religious event that prohibits class attendance and the date that will be missed, if officially known. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present. These and all other university rules are hereby incorporated by reference.

## TENTATIVE SCHEDULE

<i>TUESDAY</i>	<i>THURSDAY</i>
Jan 13 The Setting of USFP: Schulzinger 1	Jan 15 Rise to Global Power: Schulzinger 2-3; Hook 1
Jan 20 WW1 & After: Schulzinger 4-5; Hook 2	Jan 22 WW2 & After: Schulzinger 7-8
Jan 27 The US and the Cold War: Schulzinger 9-10	Jan 29 Cold War: Schulzinger 11-12 <b>(last day to drop w/ no grade Feb 2)</b>
Feb 3 Cold War and its End: Schulzinger 13	Feb 5 Cold War and its End: Schulzinger 13
Feb 10 Cold War and its End: Schulzinger 14	Feb 12 After the End: Schulzinger 15
Feb 17 Decision-Making: Hook 3	Feb 19 Decision-Making: Hook 3
Feb 24 <b>*Midterm Examination*</b>	Feb 26 The Presidency: Hook 4
Mar 3 The Presidency: Hook 4	Mar 5 Presidential Policy Making: TBA
Mar 17 Congress: Hook 5	Mar 19 Congress: Hook 5
Mar 24 Congress & Prez: TBA	Mar 26 Bureaucratic Politics: Hook 6 <b>(last day to drop w/ "W")</b>
Mar 31 Bureaucratic Politics: Hook 6	Apr 2 Public Opinion: Hook 7 <b>*Papers Due*</b>
Apr 7 Media: Hook 8	Apr 9 Interest Groups: Hook 9
Apr 14 Politics of War: Hook 10, Lichtblau	Apr 16 Politics of War: Hook 10, Lichtblau
Apr 21 Politics of War & Courts: Hook 105-125, Lichtblau	Apr 23 Economics: Hook 11
Apr 28 Complex Problems: Hook 12	Apr 30 Moving Forward: TBA

**Final Examination: Tuesday, May 5, 2009, 730AM**