

IR5524: Contemporary American Foreign Policy

Term 5, 2018-2019: May 28-July 28, 2019 3 Credit Hours

Location: Camp Humphreys, ROK

Meeting Times and Dates: 0900-1800 June 8-9, June 29-30

Instructor: Clifton W. Sherrill
Office Phone: DSN 634-5539
Office Hours: By appointment

Office: Kadena, Japan (Education Bldg. Rm. 120)
E-mail: csherrill@troy.edu
Website: <http://spectrum.troy.edu/csherrill>

Course Description

An examination of the foreign policy processes of the United States including historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

Course Objectives

Upon completion, students should understand the foundations of America's national interests, distinguishing between permanent geopolitical factors and more transient ideological issues; appreciate the multiplicity of influences, both external and domestic, on U.S. foreign policy; be familiar with the institutional structure of how foreign policy is developed and implemented; recognize the tools used in the conduct of foreign policy; and articulate competing pressures in current foreign policy debates.

Required Texts

- Glenn P. Hastedt, *American Foreign Policy: Past, Present, and Future* 11th ed. (Lanham, MD: Rowman and Littlefield, 2018). ISBN 9781442270053
- Graham Allison and Philip Zelikow. *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition (New York, NY: Longman, 1999). ISBN: 9780321013491

Additional assigned readings will be available electronically through TROY library databases or through provided websites. Students will need to obtain a TROY e-mail account in order to access the TROY library databases. Students should not pay separately for articles; if an article cannot be found via the databases or listed websites, please advise the instructor. The instructor will also post items from the news on the course's Canvas website.

Course Requirements

Students are expected to keep up with the readings and to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly as this will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class. There are no prerequisites.

A. Exams

There will be one comprehensive final exam accounting for 40% of the course grade. Exams will include subject material covered in the readings as well as materials not covered in the readings

but discussed in class. The final exam will be a take-home exam to be turned in via Canvas no later than **0800, Sunday, July 28, 2019.**

B. Review Essay

One critical review essay is assigned, constituting 20% of the term grade. The review essay is limited to no more than ten pages. The review essay should first evaluate the competing generic models in *Essence of Decision*. Next, the essay should apply each of the models to explain U.S. policy with respect to the growth of China's military power over the last decade. Last, the essay should choose which of the models provides the most compelling explanation and why. The final essay is due **Sunday, June 30, 2019.**

C. Paper

There will be a single paper that will account for 25% of the grade. Students will conduct a case study of a selected topic, explaining what the issue was, what the competing interests at stake were, what policy the United States adopted and why, the context in which the policy was adopted, and the process which resulted in adoption of the policy. The paper will provide not only a history, but also analysis. Detailed instructions will be provided in class. Papers are anticipated to average around 15 pages and are limited to no more than 20 pages. The final paper is due on **Sunday July 21, 2019.**

D. Policy Simulation

We will conduct a simulated national security policy meeting during class on Weekend 2. I will assign roles and provide additional information on Canvas prior to this as to the policy-issue to be discussed. Students should prepare beforehand so as to be able to perform the assigned role. Participation in the simulation will account for 10% of the term grade.

E. Discussion Boards

Departmental policy mandates use of discussion boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to at least 4 different discussion questions over the course of the term. Some questions may require viewing of on-line videos first. Posts will account for 5% of the course grade.

F. Attendance & Participation

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. By university policy, TROY's coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with College policy.

Grading Policy

| | | | | | |
|----------|---|---------|---|--------|---|
| 90 - 100 | A | 70 - 79 | C | 0 - 59 | F |
| 80 - 89 | B | 60 - 69 | D | | |

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the

discretion of the instructor using the following criteria: Student submits a completed “Incomplete Grade Request” form prior to assignment of a course grade. Student’s progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student’s completion of course requirements are beyond the student’s control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an “Incomplete Grade Request” form. This form can be found at <https://my.troy.edu/forms/index.html>

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: Completion of preparation for in-class simulation (3 hours); discussion board posts (3 hours), and review of instructor slides/lectures posted on Canvas (3 hours).

Troy University Deadlines

Students can find the Troy Online calendar at <https://my.troy.edu/online/academic-calendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop or withdraw from a course in Term 5 is July 5, 2019.

Americans with Disabilities Act

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <https://my.troy.edu/student-disability-services/>

Academic Honesty

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. It is the student’s responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Cell Phone and Other Electronic Devices

Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

Library Resources

Students can access online information resources through Troy Library Services home page at <https://my.troy.edu/libraries/> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student's Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, Jay Brandes at jayb777@troy.edu, is available.

Course Schedule

Week 1: Course Introduction & Background

- Hastedt, Ch. 1
- Nikolas J. Spykman, "Geography and Foreign Policy I," *American Political Science Review* 32, no. 1 (February 1938): 28-50, and "Geography and Foreign Policy II," *American Political Science Review* 32, no. 2 (April 1938): 213-36 (JSTOR).
- Hans J. Morgenthau, "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions," *American Political Science Review*, 44, no. 4 (December 1950): 833-854 (JSTOR).
- Hans J. Morgenthau, "Another 'Great Debate': The National Interest of the United States," *American Political Science Review* 46, no. 4 (December 1952): 961-88 (JSTOR).
- Lock K. Johnson and Kiki Caruson, "The Seven Sins of American Foreign Policy," *PS: Political Science and Politics* 36, no. 1 (January 2003): 5-10 (Proquest).

Week 2: International Relations Theory

- Hastedt, Ch. 2-4
- Jack Snyder, "One World, Rival Theories," *Foreign Policy* (Nov/Dec 2004): 52-62 (Academic Search Complete).
- Stephen M. Walt, "The Relationship between Theory and Policy in International Relations," *Annual Review of Political Science* (2005): 23-48 (Academic Search Complete).
- Gideon Rose, "Neoclassical Realism and Theories of Foreign Policy," *World Politics* 51, no. 1 (Oct. 1998): 144-172 (JSTOR).

Saturday, June 8

- Course Introduction
- National Interests
- Policy & Strategy
- IR Theory

Sunday, June 9

- Theories of Foreign Policy
- Actors in Foreign Policy
- Policymaking Models

Week 3: The Executive

- Hastedt, Ch. 7-8
- Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men: Bringing the Statesmen Back In," *International Security* 25, no. 4 (Spring 2001): 107-46 (JSTOR).
- Robert Jervis, "Do Leaders Matter and How Would We Know?" *Security Studies* 22, no. 2 (2013): 153-179 (Academic Search Complete).
- Kiki Caruson and Victoria A. Farrar-Myers, "Promoting the President's Foreign Policy Agenda: Presidential Use of Executive Agreements as Policy Vehicles," *Political Research Quarterly* 60, no. 4 (Dec. 2007): 631-44 (JSTOR).

Week 4: Congress and Other Players

- Hastedt, Ch. 5-6
- Robert Davis Johnson, "Congress and the Cold War," *Journal of Cold War Studies* 3, no. 2 (Spring 2001): 76-100 (Academic Search Complete).
- Brian McKeon and Caroline Tess, "How Congress Can Take Back Foreign Policy," *Foreign Affairs* 98, no. 1 (Jan/Feb 2019) 76-87 (Academic Search Complete).
- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* 42, no. 3 (Summer 1988): 427-60 (JSTOR).
- M. James Wilkinson, "Make the United Nations a Cornerstone of U.S. Foreign Policy," *SAIS Review* 27, no. 2 (Summer-Fall 2008): 17-29 (Proquest).

Week 5: Policy-Making Models

- Hastedt, Ch. 9
- Allison and Zelikow (all)

Saturday, June 29

- Policymaking Models
- Power – Incentives, Attraction
- Policy Simulations

Sunday, June 30

- Power – Coercion and Force
- Student Policy Papers
- Future Directions

Week 6: Power

- Hastedt, Ch. 10-11
- Joseph Nye, “Soft Power,” *Foreign Policy* 80 (Fall 1990): 153-172.
- Richard Rosecrance and Peter Thompson, “Trade, Foreign Investment, and Security,” *Annual Review of Political Science* (2003): 377-98 (Academic Search Complete).
- Robert D. Blackwill and Jennifer M. Harris, “The Lost Art of Economic Statecraft,” *Foreign Affairs* 95, no. 2 (March –April 2016): 99-110 (Academic Search Complete).
- David J. Lektzian and Christopher M. Sprecher, “Sanctions, Signals, and Militarized Conflict,” *American Journal of Political Science* 51, no. 2 (April 2007): 415-31 (JSTOR).
- Robert A. Pape, “Why Economic Sanctions Do Not Work,” *International Security* 22, no. 2 (Fall 1997): 90-136 (JSTOR).
- Kimberly Ann Elliot, “The Sanctions Glass: Half Full or Completely Empty?” *International Security* 23, no. 1 (Summer 1998): 50-65 (JSTOR).
- Robert A. Pape, “Why Economic Sanctions Still Do Not Work,” *International Security* 23, no.1 (Summer 1998): 66-77 (JSTOR)

Week 7: Power – Part II

- Hastedt, Ch. 12-13
- Barry Posen, “Command of the Commons: The Military Foundation of U.S. Hegemony,” *International Security* 28, no. 1 (Summer 2003): 5-46 (JSTOR).
- Scott Sagan and Kenneth Waltz, “The Great Debate: Is Nuclear Zero the Best Option,” *The National Interest* 109 (September 2010): 88-96. (Academic Search Complete)
- Colin S. Gray, “Hard Power and Soft Power: The Utility of Military Force as an Instrument of Policy in the 21st Century,” Strategic Studies Institute Monograph (April 2011). Available at <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1059>

Week 8: Future Courses

- Hastedt, Ch. 14
- Barry R. Posen and Andrew L. Ross, "Competing Visions for U.S. Grand Strategy," *International Security* 21, no.3 (Winter 1996-97): 5-53 (JSTOR).
- Joseph Nye, "The Future of American Power," *Foreign Affairs* 89, no. 6 (Nov/Dec 2010): 2-12 (Academic Search Complete)
- G. John Ikenberry, "The Future of the Liberal World Order: Internationalism After America," *Foreign Affairs* 90, no. 3 (May/June 2011): 56-68 (Academic Search Complete).

Week 9: Final Exam

- The Final Exam will be provided to students by **Wednesday, July 24** and will be due in Canvas no later than **0800 Sunday, July 28, 2019**.

(Note: The schedule, readings and procedures in this course are subject to change. Changes or additions will be posted on the course website.)

PAPER INSTRUCTIONS

General: Per the syllabus, students will draft a paper that will account for 25% of the grade. Students will conduct a case study of a selected topic, explaining what the issue was, what the competing interests at stake were, what policy the United States adopted and why, the context in which the policy was adopted, and the process which resulted in adoption of the policy. For example, topics might include any of the following:

- Decision to unilaterally retire all tactical nuclear arms in 1991 (except TLAM-N)
- Decision to negotiate, sign, and ratify NAFTA
- Decision not to ratify the UN Convention on the Law of the Sea
- Decision to intervene in Libya in 2011 (Op. Odyssey Dawn / Unified Protector)
- Decision not to intervene in Syrian Civil War from 2011 to present

Students should choose their own topic, but must obtain written approval from the instructor. An e-mail from the instructor noting approval is sufficient. Students should append a copy of the approval e-mail to the final paper. Each student will select a different topic. Topics should be selected as early as possible in order to ensure sufficient time for research.

The paper should provide a brief history, but should focus on analysis, guided by the components provided above. The factual summary of the issue should be brief. The paper *should not* be an advocacy paper arguing for or against a particular position. Rather, it should be an objective analysis exploring how a policy came to be.

Due: The final paper is due on **Sunday, July 21, 2019**. Late papers will not be accepted as students will need time to work on Final exams and the instructor will need time to grade both papers and exams in order to meet University grading deadlines.

Format: The paper must be typed, double-spaced, in twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Use of headings and subheadings within the paper is highly recommended. Papers are anticipated to average around 15 pages and are limited to no more than 20 pages, exclusive of title page, bibliography, and notes. Please note that quality is more important than volume. Hand-written papers are not acceptable.

Citation and Sources: You may use the citation system with which you are most familiar; however, if I am not familiar with the system you have chosen, you must provide me with a style manual upon my request. Proper citation requires sufficient information for me to check your sources with ease.

Relevant sources should be available via the Troy University library's electronic databases. Students are encourage to check base libraries for relevant books as well. Internet sources may be used at your own risk. Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of internet sources requires more than

simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points. Students should consult books, periodicals, newspapers, policy papers, and government documents as well as on-line sources to ensure proper breadth of research. A bibliography must be included with the paper.

Grading: Papers will be graded on demonstrated understanding, thoroughness, and integration of research into a coherent presentation. Poor spelling, grammar, punctuation or style will negatively affect the grade.

PLEASE PROOFREAD.