

IR5524: Contemporary American Foreign Policy

Term 5, 2016-2017: May 30 – July 30, 2017 3 Credit Hours

Location: Misawa AB, Misawa, Japan

Meeting Times and Dates: 0900-1800 July 22-23, July 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://trop.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* 10th ed. (Lanham, MD: Rowman and Littlefield, 2015). ISBN 9781442241619
- 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 Blackboard website.

Nature of Graduate Work

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's

field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2016-17 Troy University Graduate Catalog, p. 4).

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.

A. Exams

There will be one closed-book, in-class comprehensive final exam accounting for 30% 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 include short answer and essay questions.

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 conflict in Syria from 2011 through the end of 2016. Last, the essay should choose which of the models provides the most compelling explanation and why. The final essay is due **Sunday, July 2, 2017**.

C. Paper

There will be a single paper that will account for 20% 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 **July 16, 2017**. Late papers will be docked one full letter grade for each calendar day they are late – this includes weekends.

D. Quizzes

There will be a series of 5 reading/video quizzes during the term, posted on Blackboard. While the quizzes will not be proctored, they will be timed. Students should not anticipate sufficient time to look up answers in the readings, notes, or other sources. These quizzes will be averaged together, comprising 20% of the course grade. The first quiz will be due June 4.

E. Policy Simulation

We will conduct a simulated national security policy meeting during class. I will assign roles and provide information 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 5% of the term grade.

F. Discussion Boards

The MSIR program mandates use of discussion boards in on-line classes. Each student must post at least twice over the course of the term on the discussion boards. Postings may respond directly to the question asked or may respond to a prior posting on the discussion board. Postings should be between 200-500 words. Together, the posts will account for 5% of the course grade. Student discussion will reflect a proper tone befitting scholastic discussion.

G. 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 www.troy.edu/graduateschool/forms.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 Blackboard. To meet this 9 hours, this course includes the following: Completion of reading quizzes (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Blackboard (2 hours).

Americans with Disabilities Act

Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

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.

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.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library/> 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, is available at: http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

Week 1 (May 30 – June 4): 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.
- 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
- Hans J. Morgenthau, “Another ‘Great Debate’: The National Interest of the United States,” *American Political Science Review* 46, no. 4 (December 1952): 961-88.
- 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.

Week 2 (June 5-11): International Relations Theory

- Hastedt, Ch. 2-4
- Jack Snyder, “One World, Rival Theories,” *Foreign Policy* (Nov/Dec 2004): 52-62.
- Stephen M. Walt, “The Relationship between Theory and Policy in International Relations,” *Annual Review of Political Science* (2005): 23-48.
- Gideon Rose, “Neoclassical Realism and Theories of Foreign Policy,” *World Politics* 51, no. 1 (Oct. 1998): 144-172.
- Walter Russell Mead, “U.S. Foreign Policy and the American Political Tradition,” *Conversations with History* (2003), One-hour video available at <http://conversations.berkeley.edu/content/walter-russell-mead-0>

Week 3 (June 12-18): 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.
- Robert Jervis, “Do Leaders Matter and How Would We Know?” *Security Studies* 22, no. 2 (2013): 153-179.
- 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.
- Robert Jervis, “Why Intelligence and Policymakers Clash,” *Political Science Quarterly* 125, no. 2 (Summer 2010): 185-204.

Week 4 (June 19-25): 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.
- Robert D. Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games,” *International Organization* 42, no. 3 (Summer 1988): 427-60.
- M. James Wilkinson, “Make the United Nations a Cornerstone of U.S. Foreign Policy,” *SAIS Review* 27, no. 2 (Summer-Fall 2008): 17-29.
- Max Holland, “Private Sources of U.S. Foreign Policy: William Pawley and the 1954 Coup in Guatemala,” *Journal of Cold War Studies* 7, no. 4 (Fall 2005): 36-73.

Week 5 (June 26 – July 2): Policy-Making Models

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

Week 6 (July 3-9): 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.
- Benjamin O. Fordham, “Economic Interests and Public Support for American Global Activism,” *International Organization* 62, no. 1 (Winter 2008): 163-182.
- David J. Lektzian and Christopher M. Sprecher, “Sanctions, Signals, and Militarized Conflict,” *American Journal of Political Science* 51, no. 2 (April 2007): 415-31.
- Robert A. Pape, “Why Economic Sanctions Do Not Work,” *International Security* 22, no. 2 (Fall 1997): 90-136.
- Kimberly Ann Elliot, “The Sanctions Glass: Half Full or Completely Empty?” *International Security* 23, no. 1 (Summer 1998): 50-65.
- Robert A. Pape, “Why Economic Sanctions Still Do Not Work,” *International Security* 23, no.1 (Summer 1998): 66-77.

Week 7 (July 10-16): 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.
- 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>
- Derek Chollett and James Goldgeier, “American Foreign Policy from the End of the Cold War to 9/11,” *Conversations with History* (2008), One-hour video available at <<http://conversations.berkeley.edu/content/derek-chollet-and-james-goldgeier>>

Week 8 (July 17-23): 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.
- Joseph Nye, "The Future of American Power," *Foreign Affairs* 89, no. 6 (Nov/Dec 2010): 2-12.
- G. John Ikenberry, "The Future of the Liberal World Order: Internationalism after America," *Foreign Affairs* 90, no. 3 (May/June 2011): 56-68.

Saturday, July 22

- National Interests
- Policy & Strategy
- IR Theory

Sunday, July 23

- Theories of Foreign Policy
- Actors in Foreign Policy
- National Security Council Simulation

Week 9 (July 24-30): Final Exam

Saturday, July 29

- Policymaking Models
- Power – Incentives, Attraction
- Power – Coercion, Force

Sunday, July 30

- Future Direction
- Final Exam

(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 to expressly include Senkakus in the US security guarantee to Japan

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 **July 16, 2017**. Late papers will be docked one full letter grade for each calendar day they are late – this includes weekends.

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.