

**TROY UNIVERSITY PACIFIC REGION  
COURSE SYLLABUS  
IR 5524 Contemporary US Foreign Policy  
Term 4, 2017-18 (March 19 – May 20, 2018)  
Weekend/Web-Enhanced at Yongsan  
April 14-15 & May 12-13**

---

**PROFESSOR**

**Robert E Kelly**

**E-mail:** [rekelly@troy.edu](mailto:rekelly@troy.edu) or [robertkelly260@hotmail.com](mailto:robertkelly260@hotmail.com) (preferred)

**Mobile:** +82-10-3760-5462

**Website:** [www.AsianSecurityBlog.wordpress.com](http://www.AsianSecurityBlog.wordpress.com)

**Twitter:** [@Robert\\_E\\_Kelly](https://twitter.com/Robert_E_Kelly)

**Skype & Kakao:** robertkelly260

**MEETING TIMES**

Classes will meet on two weekends (April 14-15 and May 12-13) from 0900 to 1800. This course includes a “web-enhanced” portion, which is explained below.

**CATALOGUE COURSE DESCRIPTION**

This course examines the foreign policy processes of the United States: historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

**COURSE OBJECTIVES**

This course introduces students to US foreign policy since World War II. It presents fundamental concepts for basic foreign policy analysis and places them in a historical narrative of contemporary US foreign relations. We will trace the formative events of that recent history and elucidate how earlier actions shaped later US responses to international events. Our guiding theme will be the evolution and continuance of the United States as a superpower in the post-war era. The policy disputes over the course of the past 70 years of US foreign policy - such as the Cuban Missile Crisis, Vietnam, and the Iraq Wars - will be revisited. Given our location, special attention will be paid to US relations with Asia. Concepts will be introduced as they arise in the historical flow of events. You should leave the course with the ability to map the abstract theories of your IR theory courses onto the details of postwar US foreign policy. More specifically, you should be able to use that theory to better understand America’s interaction with these actors in particular: 1) the USSR, 2) the revolutionary Third World during the Cold War, 3) the post-9/11 Middle East, and 4) contemporary China.

**TEXTBOOKS**

Loch Johnson, *American Foreign Policy and the Challenges of World Leadership: Power, Principle, and the Constitution*, 2013, ISBN: 978-0199733613

Robert Lieber, *Retreat and Its Consequences: American Foreign Policy and the Problem of*

*World Order*, 2016, ISBN: 978-1316506714

David Kang, *American Grand Strategy and East Asian Security*, 2017, ISBN:  
9781316616406

Other readings are listed below in the class schedule. Most are primary sources and articles from 1947 to 2017 and available over the internet. Read them in the (chronological) order they are listed. You should read them all, but the bold-faced are the most important.

## **FILMS**

*Dr. Strangelove* (Nuclear Weapons)

Alternates: *Fail Safe*, *Fog of War*

*Hearts and Minds* (Vietnam)

Alternates: *Platoon*, *Green Berets*

*Zero Dark Thirty* (War on Terror)

Alternates: *Battle of Algiers*, *Black Hawk Down*

*Rising Sun* (US and Asia)

To break up the long day, we will watch a film at the end of each class day. These media are R-rated and contain adult material such as language, violence, drug and alcohol use, sexuality, and so on. Should you find any of this material deeply objectionable, please notify me and you may excuse yourself. That said, these are all well-reviewed, mainstream films directly relevant to the course. I hope you enjoy them and find them useful. We will also discuss them in class.

## **GRADING AND ASSIGNMENTS**

Student grades will be determined as follows:

Asian Map Quiz (must complete by March 30, available through Canvas): 5%

Participation in class discussions and Canvas: 30%

Paper: 35%

Final: 30%

## **CLASS PARTICIPATION**

Students are expected to do the readings before class and be prepared to discuss the contents. Because we will spend 9 hours straight together, discussion will break-up the monotony of long lectures. The high participation score is to incentive your engagement. The class will be more enjoyable for all of us if there is much discussion.

## **CANVAS WEB-ENHANCED PORTION**

Troy requires 45 hours of instruction for a three-unit course. We will meet for a total of 36 hours in the classroom, so 9 hours must be covered outside of class. These hours will be completed through the “Canvas” service in three areas: course discussion; general discussion about current events relevant to the course material (pronouncements by the Trump administration, North Korean provocations, etc.); and discussion of your paper topic and your paper’s development. Each week I will put up a topic of discussion under current events for

debate. This course requires you know how to use Canvas. Please consult Troy IT if this is a problem.

Please be pro-active and engaged in your use of Canvas. I will not pursue you or nag you to post, nor is Canvas to be a crutch because you missed class or do not know what to write your paper about. I will check the service regularly for your comments and concerns. Canvas participation – on the discussion boards – will count toward your participation grade, along with in-class participation.

## **PAPER**

You will write a research paper due on Monday, May 14 via Canvas. The paper is to be 12-15 pages in Times New Roman, double-spaced, 1-inch margins, 12-point font with 10-point bibliographic footnotes. Do not deviate from these specs; gimmicks like bloated footnotes or lengthy block quotes will be treated as such. The paper can be about any topic in the course area. I am flexible and happy to accommodate your professional needs or interests. Please talk to me about any special concerns, and more generally, it is best if you talk to me, and your colleagues, about your paper before you write it.

The paper is to make some kind of claim or argument about US foreign policy at any point after WWII. You are to make a theoretical argument; the paper is not to be a case study, travelogue, war buff story-telling, and so on. For example:

‘The US pivot to Asia is actually soft-containment of China, and China will likely counter-balance the US with a coalition of its own.’ This is a basic if/then, or A->B causal design. At its heart is a theoretic claim (about balancing), which you would then illustrate by examples of your claim in action elsewhere; e.g., the USSR also tried to balance the US when it felt it was encircled by the US alliance network.

OR

‘American strategy in the third world should limit itself to support for local opponents and avoid large-scale intervention/counter-insurgency, because COIN has failed (Vietnam, Iraq), but assistance to locals has worked (the Northern Alliance, El Salvador).’ Your claim would be that democracies/America find COIN too lengthy, manpower-intensive, and unpopular with their publics to win. You would compare and contrast the relevant cases, and then argue that the US should avoid entering places like Syria or Rwanda.

I do not care what your claim is (although I would encourage you not to be extreme or ridiculous), but it is this argument, not the casework, that drives the paper. You are free to make predictions and policy prescriptions, but as addenda. Applying theory discussed in class to the data of postwar US foreign policy is the heart of the paper. Finally, an ‘A’ paper will use the books, primary sources, films, and course discussion. Do not wander outside the course frame; do use the course materials

## **FINAL EXAM**

The same day you turn in your paper, May 14, the final exam will be posted on Canvas. It is due by midnight KST on May 20. You will write 8-10 pages following the same spec as above. You will answer 3 questions, with a minimum of 3 pages per question, each worth 10% of your grade. You do not need to use citations or quotations from the texts. Just do your best with

what you have in your mind. But if you do quote someone, be sure to cite it properly.

## **OFFICE HOURS**

I live in Busan, South Korea and do not have regular office hours. However, meetings are available by appointment during the class lunch break and after class. Canvas is Troy's preferred mode of professional, course-related interaction, but should you have personal concerns, please email me. In emergencies, you may IM/Skype/call me, but please be considerate of my privacy and time. Thank you.

## **CLASS SCHEDULE**

### **Day 1: Cold War I**

#### Course introduction

- What is Political Science?
- What is International Relations?
- What is International Security?
- Basic Concepts of International Security Analysis

#### The National Interest/Goals

- Security
  - o Defense of Territory, Citizens, Infrastructure
  - o Prevention of a Eurasian Hegemon
  - o Western Hemispheric Hegemony (Monroe Doctrine)
- Economics
  - o GDP Expansion
  - o Free Trade, Dollar Supremacy
  - o Occasional Protectionism
- Ideology
  - o Costly Democracy/Human Rights Promotion

#### US Grand Strategy

- Neo-Isolationism/Retrenchment
- Selective Engagement
- Cooperative Security
- Primacy
  - o Liberal Hegemony
  - o Neoconservative 'Empire'

#### US Foreign Policy 1750-1945

- Historic Shift from Isolation to Globalism in WWII

#### Truman

- Cold War
- Stalinism
- Truman Doctrine & US Global Extension
- Containment vs Rollback
- Domino Theory
- Maoism
- Korean War
- MacArthur & Civilian Control

#### Eisenhower

- Eisenhower Doctrine
- Nuclear Weapons
- Cold War
- Marshall Plan & entangling alliance NATO
- Third World/Decolonization
- McCarthyism/Red Scare

#### Nuclear Strategy

- Prisoner's Dilemma
- Massive Retaliation
- Mutually Assured Destruction
- Assured Second Strike
- Escalation (Full-Spectrum) Dominance
- Deterrence
- Arms Control
- Proliferation

#### Kennedy

- Cuban Missile Crisis
- Latin America
- CIA/covert operations
- Support Third World Dictators?

### **Readings:**

#### **Johnson, first half of the book**

*Recommended references from class if you have time:*

Harry Truman, "The Truman Doctrine," March 12, 1947:  
[https://www.trumanlibrary.org/whistlestop/study\\_collections/doctrine/large/documents/pdfs/5-9.pdf](https://www.trumanlibrary.org/whistlestop/study_collections/doctrine/large/documents/pdfs/5-9.pdf)

George Kennan, "The Sources of Soviet Conduct," *Foreign Affairs*, July 1947:  
<https://shafr.org/sites/default/files/XArt.pdf>

Dean Acheson, "Asian Defense Perimeter Speech," January 12, 1950,  
<http://teachingamericanhistory.org/library/document/speech-on-the-far-east/>

National Security Council (Paul Nitze), "NSC 68," April 12, 1950:  
[https://www.trumanlibrary.org/whistlestop/study\\_collections/coldwar/documents/pdf/10-1.pdf](https://www.trumanlibrary.org/whistlestop/study_collections/coldwar/documents/pdf/10-1.pdf)

National Security Council, "NSC 162/2," October 30, 1953: <https://fas.org/irp/offdocs/nsc-hst/nsc-162-2.pdf>

John Foster Dulles, "The Evolution of Foreign Policy (Massive Retaliation)," January 12, 1954, available in Canvas

Dwight Eisenhower, "The Eisenhower Doctrine," January 5, 1957:

[https://www.eisenhower.archives.gov/education/bsa/citizenship\\_merit\\_badge/speeches\\_national\\_historical\\_importance/eisenhower\\_doctrine.pdf](https://www.eisenhower.archives.gov/education/bsa/citizenship_merit_badge/speeches_national_historical_importance/eisenhower_doctrine.pdf)

Dwight Eisenhower, "Military-Industrial Complex Farewell Speech," January 17, 1961:  
<http://www.americanrhetoric.com/speeches/dwightdeisenhowerfarewell.html>; Watch:  
[https://www.youtube.com/watch?v=CWiIYW\\_fBfY](https://www.youtube.com/watch?v=CWiIYW_fBfY)

Edward Lansdale, "Review of Operation Moongoose," July 25, 1962:  
[http://nsarchive.gwu.edu/nsa/cuba\\_mis\\_cri/620725%20Review%20of%20Op.%20Moongoose.pdf](http://nsarchive.gwu.edu/nsa/cuba_mis_cri/620725%20Review%20of%20Op.%20Moongoose.pdf)

John Kennedy, "Cuba Quarantine Speech," October 22, 1962:  
<https://www.mtholyoke.edu/acad/intrel/kencuba.htm>; Watch:  
<https://www.youtube.com/watch?v=WYVPx3x3oCg>

John Kennedy, "American University 'Peace Speech,'" June 10, 1963:  
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-university/>; Watch:  
<https://www.jfklibrary.org/Asset-Viewer/BWC7I4C9QUmLG9J6I8oy8w.aspx>

**End of Class Film:** *Dr. Strangelove*

## **Day 2: Cold War II**

Johnson

- Vietnam
- MacNamara & Rationality
- Credibility
- Strategic Bombing & Democracy

Nixon (Ford)

- Vietnam
- China & Triangular Diplomacy
- Détente

Carter

- Human Rights
- Détente
- Soviet Invasion of Afghanistan
- Persian Gulf
- Soviet 'Adventurism'

Reagan

- Second Cold War
- Limited/Winnable Nuclear War
- Soviet Decay
- Cold War Rhetoric
- Missile Defense

Bush

- Peaceful End of the Cold War
- The End of History
- Unipolarity

## **Readings:**

### **Johnson, second half of the book**

*Recommended references from class if you have time:*

Johnson for President, “Daisy Attack Ad,” 1964: Watch:  
<https://www.youtube.com/watch?v=dDTBnsqxZ3k>

Lyndon Johnson, “‘Peace without Conquest’ Vietnam Speech,” April 7, 1965:  
<http://www.presidency.ucsb.edu/ws/?pid=26877;> Watch:  
<https://www.youtube.com/watch?v=NSWQztZPMdg>

Lyndon Johnson, “Address on Why We Fight in Vietnam,” September 29, 1967:  
[http://millercenter.org/president/lbjohnson/speeches/speech-4041;](http://millercenter.org/president/lbjohnson/speeches/speech-4041) Watch at same

Lyndon Johnson, “Decision to Not Seek Re-election Speech,” March 31, 1968:  
[http://millercenter.org/president/speeches/speech-3388;](http://millercenter.org/president/speeches/speech-3388) Watch at same.

Richard Nixon, “The Nixon Doctrine Press Conference,” July 25, 1969:  
<http://www.presidency.ucsb.edu/ws/?pid=2140;> Watch:  
<https://www.youtube.com/watch?v=8adwPV2Bx5U>

Henry Kissinger, “The Lessons on Vietnam,” May 12, 1975:  
<https://www.fordlibrarymuseum.gov/library/exhibits/vietnam/750512.pdf>

Gerald Ford, “Helsinki Détente Speech,” August 1, 1975:  
[http://millercenter.org/president/speeches/speech-3393;](http://millercenter.org/president/speeches/speech-3393) Watch at same.

Jimmy Carter, “The Carter Doctrine State of the Union,” January 23, 1980:  
<http://www.presidency.ucsb.edu/ws/?pid=33079;> <https://www.c-span.org/video/?124054-1/1980-state-union-address>

Ronald Reagan, “The Reagan Doctrine State of the Union,” February 6, 1985:  
<http://www.presidency.ucsb.edu/ws/?pid=38069;> Watch:  
<https://www.youtube.com/watch?v=q2hx19SLNHo>

Ronald Reagan, “‘Tear Down this Wall’ Berlin Speech,” June 12, 1987:  
[http://www.historyplace.com/speeches/reagan-tear-down.htm;](http://www.historyplace.com/speeches/reagan-tear-down.htm) Watch:  
<https://www.youtube.com/watch?v=5MDFX-dNtsM>

Francis Fukuyama, “The End of History,” Summer 1989:  
<https://ps321.community.uaf.edu/files/2012/10/Fukuyama-End-of-history-article.pdf>

**End of Class Documentary:** *Hearts and Minds*

### **Day 3: The War on Terrorism**

The Drift of the 1990s

The New World Order

- UN Collective Security
- US-Led Concert?

The 'Clinton Doctrine'

- Democratic Enlargement
- Globalization

9/11 and the Global War on Terrorism

- 'Why Do They Hate Us?'
  - o Clash of Civilizations
  - o Israel
  - o Oil
  - o US Hegemony
- Overreaction?

Bush II

- Neoconservatism
- Assertive Unilateralism
- Preemption
- Global Democratic Mission

US Wars in the Middle East

- Iraq 1
- Afghanistan
- Iraq 2
- Libya
- Somalia, Syria, Yemen

GWoT Tactical Debate

- Law Enforcement/Homeland Security
- Occupation and Counter-Insurgency
- Torture
- The Drone War
- Special Forces

Obama

- Restraint or Democratic Realism
  - o 'Leading from Behind'
  - o Libya
  - o Syria
- Reset with Islam
- Counter-Terrorism instead of COIN
- Pivot to Escape the Middle East?

### **Readings:**

**Lieber, all**



George H W Bush, “Address to the Nation on the Invasion of Iraq,” January 16, 1991: <http://www.americanrhetoric.com/speeches/ghwbushiraqinvasion.htm>; Watch at the same

Samuel Huntington, “The Clash of Civilizations,” Summer 1993: <http://public.wsu.edu/~appleton/gened111/coc.pdf>

Anthony Lake, “From Containment to Enlargement (the Clinton Doctrine),” September 21, 1993: [http://www.disam.dsca.mil/Pubs/Indexes/Vol%2016\\_2/Lake.pdf](http://www.disam.dsca.mil/Pubs/Indexes/Vol%2016_2/Lake.pdf)

George W Bush, “‘Axis of Evil’ State of the Union State of the Union,” January 29, 2002: <https://georgewbush-whitehouse.archives.gov/news/releases/2002/01/20020129-11.html>; Watch: <https://www.youtube.com/watch?v=RHxw8UFNCdo>

National Security Council, “The National Security Strategy of the United States (Preemption),” September 2002: <https://www.state.gov/documents/organization/63562.pdf>

George W Bush, “Second Inaugural Address (Global Democracy Promotion),” January 20, 2005: <http://www.npr.org/templates/story/story.php?storyId=4460172>; Watch: <https://www.youtube.com/watch?v=ceSJJivxk2k>

Barack Obama, “A New Beginning (Cairo Speech),” June 4, 2009: <http://www.nytimes.com/2009/06/04/us/politics/04obama.text.html>; Watch: [https://www.youtube.com/watch?v=B\\_889oBkkNU](https://www.youtube.com/watch?v=B_889oBkkNU)

Barack Obama, “Nobel Lecture (Democratic Realism),” December 10, 2009: [https://www.nobelprize.org/nobel\\_prizes/peace/laureates/2009/obama-lecture\\_en.html](https://www.nobelprize.org/nobel_prizes/peace/laureates/2009/obama-lecture_en.html); Watch: <https://www.youtube.com/watch?v=AORo-YEXxNQ>

National Security Council, “National Security Strategy of the United States (most current),” February 2015: <http://nssarchive.us/wp-content/uploads/2015/02/2015.pdf>

Colin Kahl & Hal Brands, “Trumps’ Grand Strategic Trainwreck,” January 31, 2017, <http://foreignpolicy.com/2017/01/31/trumps-grand-strategic-train-wreck/>

**End of Class Film:** *Zero Dark Thirty*

#### **Day 4: China**

The US in East Asia

- Trade
- Obama Pivot

Japan’s Rise

- American Decline?
  - o De-Industrialization
- Asian Mercantilism and US Protectionism
- Japanese Slow Decline
  - o Collapsing Regional Anchor
  - o Free-Riding/Hiding

## China

- Cold War Semi-Ally
- China's Economic Rise
- Trade/Human Rights Debate: Liberalization through Integration?
- Asian Regional Hegemony
- Future Peer Competitor to the US?
  - o Power Transition War?: Lessons of Imperial Germany & USSR
  - o Cold War/Containment

## North Korea

- Korean Commitment Precedes Vietnam War and Overextension
- US 'Hostile Policy'
  - o Rejection of North Korean Sovereignty
  - o South Korean Sunshine Policy
- Spiraling Nuclear and Missile Program
  - o US Preemptive Strike?

## Trump

- South China Sea Clash?
- End of Trans-Pacific Partnership
- Asian Mercantilism and Trade

## Readings:

### Kang, all

Jan van Tol et al., "AirSea Battle," CSBA, May 18, 2010: <http://csbaonline.org/research/publications/airsea-battle-concept>

David Gompert et al., "War with China," RAND, 2016: [http://www.rand.org/pubs/research\\_reports/RR1140.html](http://www.rand.org/pubs/research_reports/RR1140.html)

Victor Cha & Robert Gallucci, "Toward a New Policy and Strategy for North Korea," George Bush Institute, 2017: <http://gwbcenter.imgix.net/Resources/gwbi-toward-a-new-policy-for-north-korea.pdf>

**End of Class Film:** *Rising Sun*

## ATTENDANCE POLICY

Attendance is mandatory, because even one missed day is 25% of our total class time. At the graduate level, that is simply not acceptable, and I recommend you withdraw from the course if you cannot make all four sessions. Should you need to miss a day, you must contact me as far in advance as possible. Perhaps we can arrange some manner of make-up. Most likely, we will need to speak with department about whether you can complete the class.

## INCOMPLETE GRADE POLICY

If a student requests an "INC", he or she must submit to the instructor a signed *Petition for and*

*Work to Remove an Incomplete Grade* form indicating the compelling reason for the “INC”. The instructor approving the request will document the required work and the deadline for completion. When the student completes the required work, the instructor will submit a *Change of Grade* form. In cases where a student fails to make up “INC” course work by the end of the next term in which they enroll, the “INC” will automatically be recorded as an “F” grade on the student’s record.

## **AMERICANS WITH DISABILITIES ACT (ADA)**

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>.

## **MOBILE PHONES AND ELECTRONIC DEVICES**

Use of any electronic device (mobile 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. Mobile 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.

## **STANDARDS OF CONDUCT**

By their enrollment, students are responsible for following the “Standards of Conduct” as they apply in the Troy University Pacific Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described in the Graduate Bulletin. As a reminder to graduate students, the “Standards of Conduct” regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student’s answers or submitting another student’s work as one’s own or submitting as new work assignments previously completed for another class,

while completing any class assignment, study group assignment, or during in-class or take home examinations.

b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software.

## **LIBRARY SUPPORT**

Students can access online information resources through Troy University web site at <http://www.troy.edu> or the 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.