

Politics 348-8, American Foreign Policy
April, 2008
David Yamanishi

Syllabus

Contact Information

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Office hours: Monday-Friday, 1-3pm, unless otherwise announced. But I am generally on campus – somewhere – from about 7:30am to 4:30pm everyday.

Consulting Librarian: Tonnie Flannery, 308 Cole Library, x4256, tflannery@cornellcollege.edu.

Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm. I have discussed each assignment with Nicole Jackson in particular, but Nicole, Mariah, and the student workers can all be helpful.

Overview

This is a class on the analysis of American foreign relations. By “analysis,” I mean that we will focus on explaining how and why policymakers and policymaking institutions act as they do. We will largely not focus on assessing whether the outcomes of the policymaking process are good or bad, nor will we spend much time talking about current events that are difficult to analyze impartially. I do, however, encourage you to keep up with international events during the course so that we can try to fit them into historical and theoretical context during our discussions.

We will start with an overview of the history of American foreign relations, then look at the principal contending approaches for explaining the decisionmaking process in American foreign policy. We will then examine the various policymaking institutions and personnel, as well as the public’s influence upon foreign policymaking, in detail. We will then look at nine cases of foreign policymaking in action. Finally, we will look at American foreign policy from the point of view of the sharp end of the foreign policy stick: a soldier’s perspective.

Disabilities

If you have a disability registered with the college that will require special accommodations for any assignments, please let me know by Wednesday, April 9.

If you have a disability that is *not* registered with the college that will require special accommodations for any assignments, please register it (!) and then let me know by Wednesday, April 9.

Feedback

I am very interested in your suggestions for improvement of this syllabus and my teaching generally. Please email comments to me as you think of them or share them with me at my office.

Grading

Participation in class	20%	includes oral participation and attendance
Journals	5%	due daily at 6am on days 2-15
First quiz	5%	Monday, April 14
Second quiz	10%	Friday, April 18
Third quiz	10%	Friday, April 25
Incident/problem description	5%	due at 5pm on Friday, April 11
Literature review	5%	due at 5pm on Thursday, April 17
Final paper	20%	due at 5pm on Thursday, April 24
Rewrite	10%	due at 12pm on Wednesday, April 30
Presentation	10%	Monday or Tuesday or Wednesday, April 28 or 29 or 30; includes formal response to another student's presentation

While the particular things I'm looking for vary to some degree by assignment, in general an A on an assignment means that your work is outstanding in terms of:

- addressing the assigned question and avoiding digression,
- having a well-structured argument,
- expressing your argument clearly and effectively,
- making appropriate and properly cited use of material on the syllabus and other well-selected references,
- and demonstrating thoughtful mastery of the course material and discussions.

Lower grades mean that you have not done all of these things or have done one or more of them less well. The order of items on the above list should not be taken to indicate their order of importance in determining your grade on an assignment, nor should you suppose that the items will carry equal weight on an assignment or invariant weight across assignments. Moreover, I expect your work to improve during the course and across courses.

To simplify communication about grades, I grade all assignments using the same marks that appear on your academic transcripts: letter grades. When I combine assignment grades to produce your course grade, I will do so using the same numbers that the college uses to determine your GPA (A = 4.0, A- = 3.7, B+ = 3.3, etc.). I will always round-up from the midpoint between grades (for example, a 3.85 rounds to an A, while a 3.84 does not). I may raise grades from what the raw numbers indicate in deserving cases, but I will never change the rank order of students' grades in the class in doing so.

Instructions for Assignments

Participation: Participation consists of two, or perhaps three, components: oral participation in class discussion, attendance, and perhaps in-class written assignments (which I reserve in case discussion falters).

If you punctually attend every class, appear to me to be paying attention, and never make a contribution to our common discussion, you will receive a D for participation. To get a grade higher than a D for participation, you must participate orally in our common discussion. I assess participation more by thoughtfulness and attentiveness to the flow of the conversation than by quantity of speech. I do, however, expect you to contribute regularly.

This heading also includes informal solo and group presentations of readings. If I ask you to prepare material to present, either by yourself or with others, that will count as oral participation.

Please note that talking with me at my office about class material and concepts *does* count as oral participation.

Journals: The daily journals are reflective reactions to the reading. By 6am in the morning of each day that we have readings (days 2-15), you should email me a reflection of 150-250 words in reaction to the day's readings and append a question to your reaction. You should treat this as a reflective reaction rather than a summary. What do you think of the readings? What do the readings make you think about? How do they connect to each other or to the day's news? Etc. Your question may be either factual or analytic, and should be the sort of thing that it might be useful for us to discuss in class. I will grade the journals on a completion basis; that is to say, if you turn them all in and meet the requirements noted in the second sentence above, you will receive all of the credit for the journal portion of the participation grade.

Quizzes: I will hand out reading notes for each day's readings to give you an indication as to what issues we will discuss at the next day's class. The quiz questions will be similar to those of the reading notes that contain an interpretive element (some reading notes will be merely factual in nature). I may or may not hand out quiz questions in advance, depending on whether you all seem to be succumbing to the incentive that my doing so creates for you to do less reading.

Papers: The research paper due Thursday, April 24, at 5pm should address an incident or theme in American foreign policy, either contemporary or historical. Your goal is to explain why the incident happened the way that it happened (or that the theme persistently recurs across a number of discrete incidents); in other words, you should make an argument as to the causes of the effect (the incident or theme) and the mechanisms by which the causes produced the effect that you have observed. You should deal primarily with the policymaking process rather than the policy outcome. That is to say: your question should be along the lines of “How and why did the United States go to war in Vietnam?” rather than “Was it a good thing that the United States went to war in Vietnam?”

We will work on the paper in several stages.

First, you should pick a few incidents or themes (so that we can avoid duplication) by the start of class on Tuesday, April 8. You should pick an incident or theme that scholars have explained in different ways, although this may not become obvious till you have read the literature about your topic. If you find later that your incident or theme is not a subject of scholarly controversy, you may change topics, and you will not need to re-submit any work already submitted on the older topic (although you will need to write the relevant sections for the final, aggregated paper). You should probably not pick an incident or theme that occurred in past year or two, as it is unlikely that you will find a range of scholarly work on the subject.

Second, you should write a profile of your problem by Friday, April 11, at 5pm. This profile should lay out the most important aspects of your incident or theme and focus upon the specific question that you mean to answer. If you are addressing an incident, you should describe what happened. If you are addressing a theme, you should offer some evidence of that theme’s prevalence in American foreign relations, perhaps by giving a few examples of it. This is a factual, not an interpretive paper. You should use scholarly material, perhaps supplemented by encyclopedia articles and factbook or almanac entries. (Note: on this and other assignments in this class, you may use Wikipedia with appropriate caution: you must note the presence of controversy or lacks-citation tags on the incident/theme entry and read the full discussion page for the Wikipedia entry to detect possible bias and misinformation. You should also verify information from Wikipedia with other sources. You should not use Wikipedia or other online, non-scholarly sources exclusively.)

Third, you should write a paper that explains the explanation or explanations offered by scholars as to the cause or causes of your incident or theme and the mechanisms by which the cause or causes produce the effect that they do by Thursday, April 17, at 5pm. You should draw upon your profile to make your incident or theme and the explanations that others have offered of it clear in context. The thesis of your literature review should make clear the general shape of the literature on your topic. Your review should offer clear, causally and mechanistically oriented explanations of the contending explanations of your topic, and explicitly identify the fundamental differences that distinguish the various explanations. Describing what others have said is a factual process; identifying the fundamental differences between the contending explanations is an interpretive process.

Finally, your final paper, due by 5pm on Thursday, April 24, should draw upon the two written parts above – the profile and the literature review (edited to fit into the larger project, of course) – and add new interpretive material as follows: an analysis of what the existing explanations leave out, how you would explain the phenomenon (if your explanation differs from those you've found in the literature), an analysis of what sort of evidence might help to determine which explanation is best, and an explanation of the evidence that you've found to decide the issue. The guiding thesis of your overall paper should address your final answer to the question of causality, and you should reorganize the older material and present the newer material in light of that guiding theme.

I will return your graded final papers with comments by Monday, April 28. By Wednesday, April 30, at 12pm, you should submit your revised paper. Your grade on the rewrite component will be no lower than your grade on the original paper so long as you make a serious effort to address my comments; if you make merely cosmetic changes, your grade on the rewrite may be lower than the original grade.

All papers must be submitted by email.

Presentation: Your presentation will address your paper project. You should present your puzzle, the explanations that other scholars have offered of it, your analysis of their advantages and shortcomings, and your own analysis in about 15 minutes. After each presentation, I will select another student (or students) in the class to serve as a discussant who will briefly summarize the presentation and ask one or more critical questions about it. I may ask you to serve as a discussant more than once. After the discussants speak, other students may ask questions and make comments. Your presentation grade will depend on your effectiveness in presenting your argument in a clear way to the class and your facility and thoughtfulness in answering questions about your work, as well as quality of your formal comments on other students' presentations. Informal comments about other students' presentations will affect your participation grade rather than your presentation grade.

Attendance, Lateness, and 15 Day Drop Policy

To avoid a penalty on your participation grade for missing class, you must ask the campus clinic (in a health emergency) or the dean of students or other relevant campus official (in other types of emergencies) to send me an excuse on your behalf. You may miss only one class without providing documentation before absences begin to affect your grade.

I will lower the grade on work submitted late by one letter grade per three hours late (thus, a paper that would have earned an A will receive an A- if one minute late, a D if 24 hours and one minute late). Work turned in *that meets the minimum expectations of the assignment* will receive at least a D regardless of lateness, so you should turn in every assignment even if you are very late.

Except in cases of documented disability or emergency, I will not, on grounds of fairness, offer an extension to one student without offering it to everybody, and given the tightness of the block plan schedule, I simply can't afford to do that. Please do not experiment with my generosity.

To drop on the 15th day, you *must* complete every assignment due by the end of the 14th day of class and meet the attendance condition noted above (that is to say, you must miss no more than one class without a documented excuse). In other words, if you are likely to sleep through class on more than one occasion, you should drop during the first three days, because you will not be able to do so later.

Books to Buy

The following books are available at the bookstore in the Commons.

Walter McDougall, *Promised Land, Crusader State: The American Encounter with the World since 1776*, Mariner Books, 1998, ISBN 0395901324.

Graham T. Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis* (2nd ed.), Longman, 1999, ISBN 0321013492.

Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy* (4th ed.), Wadsworth, 2006, ISBN 0495008621.

Robert A. Strong, *Decisions and Dilemmas: Case Studies in Presidential Foreign Policymaking since 1945*, ME Sharpe, 2005, ISBN 0765615789.

Colby Buzzell, *My War: Killing Time in Iraq*, Berkley Trade, 2006, ISBN 0425211363.

Readings and Assignments

Class meets 9-11am, except where noted (varying times are underlined).

Monday, April 7	Introductions, administrivia, library resource tour
Tuesday, April 8	Think of incidents and themes McDougall, Introduction and Part I (98 pp.)
Wednesday, April 9	McDougall, Part II and Conclusion (125 pp.)
Thursday, April 10	Allison & Zelikow, Introduction and Chapters 1-2 (142 pp.) <i>Thirteen Days</i> at <u>12:30pm</u>
Friday, April 11	Allison & Zelikow, Chapters 3-4 (112 pp.)

	Incident/problem description due at <u>5pm</u>
Monday, April 14	Allison & Zelikow, Chapters 5-7 (153 pp.) Quiz on McDougall and Allison & Zelikow at <u>1pm</u>
Tuesday, April 15	Rosati & Scott, Chapters 4-6 (98 pp.)
Wednesday, April 16	Rosati & Scott, Chapters 7-9 (110 pp.)
Thursday, April 17	Rosati & Scott, Chapters 11-13 (106 pp.) Literature review due at <u>5pm</u>
Friday, April 18	Rosati & Scott, Chapters 14-16 (101 pp.) Quiz on Rosati & Scott at <u>1pm</u>
Monday, April 21	Class will meet at <u>1pm</u> , and not in the morning Strong, Chapters 1-3 (86 pp.)
Tuesday, April 22	Strong, Chapters 4-6 (86 pp.)
Wednesday, April 23	Strong, Chapters 7-9 (74 pp.)
Thursday, April 24	Buzzell, pp. 1-178 (skim) Final paper due at <u>5pm</u>
Friday, April 25	Buzzell, pp. 179-354 (skim) Quiz on Strong and Buzzell at <u>1pm</u>
Monday, April 28	Guest: David Klaus Presentations, <u>1-3pm</u>
Tuesday, April 29	Presentations, 9-11am and <u>1-3pm</u>
Wednesday, April 30	Presentations, evaluations Rewrite of final paper due at <u>12pm</u>

Recommended Reading

International Security, International Politics, World Politics, International Organization, and International Studies Quarterly are some of the more respected scholarly journals that focus upon international relations and often address American foreign policy. These are peer-reviewed, scholarly journals, and articles found in them are likely to be useful for your papers. More general journals such as the *American Political Science Review* and *British Journal of*

Political Science also contain foreign policy articles, but more rarely. Most of these titles are available in JSTOR, Project Muse, Ebscohost, or other databases available through the library.

The journals *Foreign Affairs* and *Foreign Policy* are more popularly oriented (but still reasonably high quality) journals that are available at most decent bookstores. There are many other popular journals in which significant articles appear from time to time, such as *The National Interest* and *World Policy Journal*, but *Foreign Affairs* and *Foreign Policy* are especially widely read and influential. Note that articles in this class of journal are typically *not* peer-reviewed, and rarely contain well vetted evidence for their assertions. These journals often print articles by diplomats and pundits with a partisan point of view to propagate.

For a detailed, linear overview of US foreign policy history, I strongly recommend *The Cambridge History of American Foreign Relations*, in four volumes:

- Bradford Perkins, *Volume I: The Creation of a Republican Empire, 1776-1865*, Cambridge University Press, 1995, ISBN 0521483840.
- Walter LeFeber, *Volume II: The American Search for Opportunity, 1865-1913*, Cambridge University Press, 1995, ISBN 0521483832
- Akira Iriye, *Volume III: The Globalizing of America, 1913-1945*, Cambridge University Press, 1995, ISBN 0521483824.
- Warren I. Cohen, *Volume IV: America in the Age of Soviet Power, 1945-1991*, Cambridge University Press, 1995, ISBN 0521483816.

There are many histories of American foreign policy. This is, in my view, among the most nuanced and thoughtfully written. I prefer the single-author approach (at least within each period) to a multi-author volume. The latter tend to fit together less well than the editors might hope.

Finally, a good source for more theoretical material is G. John Ikenberry, *American Foreign Policy: Theoretical Essays (5th Edition)*, Pearson Longman, 2005, ISBN 032115973X. This collection of essays does an admirable job of studying foreign policy at a bit of a remove from the day-to-day hustle of most analysts' efforts either to influence current policy or to focus on a particular problem.

Honesty in Academic Work (from the Compass)

The College considers Cornell students to be responsible persons whose maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules.

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for Dealing with Dishonesty in Academic Work (from the Compass)

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.