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Office Hours:
MW 2:00-3:30
TTh 3:15-4:30
Winter 2013

Political Science 231: American Foreign Policy

The goals of the class are four: (1) an overview of the history of US foreign policy, (2) comprehension of the process by which the United States makes foreign policy, (3) explanation of the intersection of international and domestic politics in the making of US grand strategy and (4) experiential understanding of four foreign policy problems through class simulations.

This class is owned by its students, and ownership has its share of obligations. You will set the discussion agenda through your discharge of these obligations. Beginning on January 10, one student each day will write a brief “critical analysis” of the readings for each class session, responding to the questions about the assignments in the attached questionnaire for analyzing the logic of an assignment. The questions to be addressed in your critical analysis and a critical analysis I have prepared for January 8 are included at the end of the syllabus.

Your critical analysis is due to me via email (in-text, no attachments, please) by 8:00 AM of the day of its presentation. I will present the first critical analysis on January 8, on electoral systems and the electorate, to show you how to do it. Over the term, each of you will team with another class member to write one critical analysis, worth 60 points toward your final grade.

Beginning on January 8, **one-half of the class each day will each write three discussion questions or critical observations on the day’s readings.** Each one of these must be longer than a sentence but no longer than a paragraph in length. **These must be submitted to me (via in-text e-mail – no attachments) by 8:00 AM of the day of the relevant class session.** Your discussion questions and actual class participation constitute fifteen percent (45 points) of your seminar grade.

We will begin most class sessions with a media article or foreign policy analysis provided by a member of the class. Each of you will contribute one or more of these over the course of the term. **Please email your article or analysis (no attachments) to me by 8:00 AM on class day.** We will have much to discuss during the early months of 2013.

Our class discussion days will proceed as follows. **First**, the entire class will consider the day’s media article. **Second**, members of the class will present their critical analysis of the day’s reading. **Third**, the class will divide into discussion groups to sort through discussion questions selected by me from those submitted that day. One member of the discussion group will serve as reporter and post a short summary of the day’s discussion (no more than a few sentences per question) at the “Class Discussion Reports” location on our Moodle website. After reading the reports, I will post a short response as well. I will vary the membership of the discussion groups over time to make certain that everyone can discuss class topics with a large number of other class members.

Final grades are calculated on the following basis:

Simulation paper (due one week after a simulation)	25%	(75 points)
Critical analysis of class reading	20%	(60 points)
Class and group participation	15%	(45 points)
Simulation participation	10%	(30 points)
Final paper (due at my office at 5 pm March 8)	30%	(90 points)

Final grades are figured from a class total of 300 points. A's range from 270-300, B's from 240-269, C's from 210-239 and D's from 180-209. NOTE that all papers must have full bibliographic citations (parenthetical references to author and page and a complete list of works cited), 12-point Times New Roman font and one-inch side margins.

My grading standards are as follows. "A" graded papers feature clear, thorough and, above all, original analysis of the topic. Relatively few papers and examination essays achieve this standard. "B" graded papers include reasonably sound consideration of the topic, but an analysis that is less than fully clear, thorough and original. "C" graded papers contain serious thematic vagueness and/or factual inaccuracies. I am likely to award "A"s, "B"s and "C"s as final grades in this class, with the modal category probably a "B."

The following books are required for the course and are on closed reserve for POSC 231:

Joyce P. Kaufman, A CONCISE HISTORY OF U.S. FOREIGN POLICY, second edition
Peter Turbowitz, POLITICS AND STRATEGY: PARTISAN AMBITION AND AMERICAN STATECRAFT
James McCormick, THE DOMESTIC SOURCES OF AMERICAN FOREIGN POLICY: INSIGHT AND EVIDENCE

The following books are also on closed reserve and may prove useful in preparing course papers and simulations:

Joseph S. Nye, Jr., THE FUTURE OF POWER
Jill Steans, GENDER AND INTERNATIONAL RELATIONS: ISSUES, DEBATES AND FUTURE DIRECTIONS
Robert Kagan, THE RETURN OF HISTORY AND THE END OF DREAMS
Robert Kagan, THE WORLD AMERICA MADE
Jack Donnelly, INTERNATIONAL HUMAN RIGHTS, fourth edition
Congressional Quarterly, ISSUES FOR DEBATE IN HUMAN RIGHTS: SELECTIONS FROM CQ RESEARCHER
Congressional Quarterly, GLOBAL ISSUES: SELECTIONS FROM CQ RESEARCHER
Charles A. Stevenson, AMERICA'S FOREIGN POLICY TOOLKIT
Congressional Quarterly, ISSUES FOR DEBATE IN AMERICAN FOREIGN POLICY
Ryan Beasley, et al, FOREIGN POLICY IN COMPARATIVE PERSPECTIVE
Robert G. Sutter, CHINESE FOREIGN RELATIONS
Joseph Fewsmith, CHINA TODAY, CHINA TOMORROW
Ellen Lust, ed., THE MIDDLE EAST
James Gelvin, THE ARAB UPRISINGS: WHAT EVERYONE NEEDS TO KNOW
Congressional Quarterly, CQ's POLITICS IN AMERICA (online resource for Congressional profiles)
Michael Barone, ALMANAC OF AMERICAN POLITICS 2012 (Congressional profiles)

In addition, be sure to regularly follow current events in American foreign policy at the following websites. These sites are good sources of media articles and analyses that you can bring to class discussions.

realclearworld.com
foreignaffairs.com
foreignpolicy.com
<http://www.aei.org/policy/foreign-and-defense-policy/>

(American Enterprise Institute)
<http://www.brookings.edu/research/topics/international-affairs>
(Brookings Institution)
<http://www.ips-dc.org/FPIF>
(Institute for Policy Studies)
<http://csis.org/>
(Center for Strategic and International Studies)
nytimes.com
wallstreetjournal.com
washingtonpost.com

What follows is a schedule of class sessions by topic.

1. (1/3) Introduction and videos
2. (1/8) History of American Foreign Policy I
Kaufman, ch. 1-4, critical analysis by me
Student groups will address the “What would you do” questions on page 76.
3. (1/10) History of American Foreign Policy II
Kaufman, ch. 5-8
Student groups will address the “What would you do” questions on pages 164-5.
4. (1/15) Politics and Grand Strategy I
Turbowitz, ch. 1-3
5. (1/17) Politics and Grand Strategy II
Turbowitz, ch. 4-6
6. (1/22) The Societal Environment of American Foreign Policy I
McCormick, ch. 1-4
7. 1/24) The US Role in the World: simulation readings and preparation
The US Role in the World materials (on e-reserve) -- print and bring to class
Robert Kagan, THE RETURN OF HISTORY AND THE END OF DREAMS, 85-105
(on e-reserve)
Joseph S. Nye, Jr., THE FUTURE OF POWER, 2-25, 81-112 (on e-reserve)
Jill Steans, “Re-Visioning Security,” 63-77 (on e-reserve)
Daniel Deudney and G. John Ikenberry, “Democratic Internationalism: An American
Grand Strategy for a Post-Exceptionalist Era” (on e-reserve)
8. (1/29) The US Role in the World: simulation
US Role in the World materials (on e-reserve) – print and bring to class
Robert Kagan, THE WORLD AMERICA MADE, 68-105 (on e-reserve)
Joseph S. Nye, Jr., THE FUTURE OF POWER, 207-234 (on e-reserve)
Jill Steans, “The Gender Dimension of International Political Economy,” 78-92 (on e-reserve)

Peer evaluations of analysis group members DUE to ssschier via email within 24 hours of the simulation.

9. (1/31) The Societal Environment of American Foreign Policy II

McCormick, ch. 5-8

10. (2/5) Competing Visions of Human Rights: simulation readings and preparation
Competing Visions of Human Rights materials (on e-reserve) – print and bring this to class
Jack Donnelly, INTERNATIONAL HUMAN RIGHTS, ch. 1-2 (on e-reserve)
Jill Steans, “Women’s Human Rights,” 106-118 (on e-reserve)
“Universal Declaration of Rights and Glossary” (on e-reserve)
Student groups will address discussion questions from Donnelly, pp. 16-17 -- 1, 3 and 4 and pp. 32-33 -- 1, 6, 11, 12, and 13.

US ROLE IN THE WORLD simulation papers DUE at class today.

11. (2/7) Competing Visions of Human Rights: simulation
Competing Visions of Human Rights materials (on e-reserve) – print and bring this to class
Current articles on human rights

Peer evaluations of analysis group members DUE to sschier via email within 24 hours of the simulation.

12. (2/12) The Institutional Setting of American Foreign Policy I
McCormick, ch. 9-12
13. (2/14) The Institutional Setting of American Foreign Policy II
McCormick, ch. 13, 15-17

HUMAN RIGHTS simulation papers DUE at class today.

14. (2/19) China on the World Stage: simulation readings and preparation
China on the World Stage materials (on e-reserve) – print and bring this to class
Turbowitz and Seo, “The China Card: Playing Politics with Sino-American Relations” and CQ Researcher, “US–China Relations” (both on e-reserve)
15. (2/21) China on the World Stage: simulation
China on the World Stage materials (on e-reserve) – print and bring this to class
Current articles on China

Peer evaluations of analysis group members DUE to sschier via email within 24 hours of the simulation.

16. (2/26) The Middle East in Transition: simulation readings and preparation
The Middle East in Transition materials (on e-reserve) – print and bring this to class
Byman, “Regime Change in the Middle East: Problems and Prospects” and CQ Researcher, “Turmoil in the Arab World” (both on e-reserve)
17. (2/28) The Middle East in Transition: simulation
The Middle East in Transition materials (on e-reserve) – print and bring this to class
Current articles on the Middle East

Peer evaluations of analysis group members DUE to ssschier via email within 24 hours of the simulation.

CHINA simulation papers DUE at class today.

18. (3/5) Decisionmakers and their positions I
McCormick, ch. 18, 19, 22

19. (3/7) Decisionmakers and their positions II
McCormick, ch. 21, 23, 24

MIDDLE EAST simulation papers DUE at class today.

FINAL PAPERS DUE at my office, 414 Willis at 5 PM, March 8

Our Class Simulations

We will build our simulations from formats provided by the Brown University Choices Program (www.choices.edu). Each student is expected to take an active role in the simulations. Each simulation involves three analysis groups, each presenting an alternative approach to a policy problem before members of the Foreign Relations Committee of the US Senate. You will find useful supporting information for the simulations at the Choices website. In the simulation materials on e-reserve, you will find that the analysis group roles involve more preparation and initiative than do the Foreign Relations Committee roles. By January 8, each student needs to email a message to me indicating your simulation preferences. Place in rank order the simulations in terms of which ones you would most like to play an analysis group role and if you have a particular analysis group preference among the three in each simulation, indicate that as well. If you are not assigned an analysis group role in a simulation, you will be assigned a Foreign Relations Committee role. You will need to research that committee role by visiting your Senator's website and examining the profile of your Senator in THE ALMANAC OF AMERICAN POLITICS on closed reserve or POLITICS IN AMERICA, available through the library website on line. I will make assignments by January 10. Our first simulation occurs on January 24.

It will be the task of each simulation analysis team member to evaluate confidentially the contribution of her/his fellow team members to the simulation effort. These peer evaluations will figure in the allocation of class points for simulation participation. These evaluations are due to me via email within 24 hours of the conclusion of each simulation.

Simulation Papers

Your simulation papers must (1) relate behavior in the simulation to related course readings and (2) evaluate the realism of the simulation in reference to actual American foreign policymaking. First, which course readings relate best to the simulation and why? How did the simulation comport with or diverge from the arguments of course readings? Second, which behaviors in the simulation seemed to mirror actual foreign policymaking most accurately? Which did not? Why? Include parenthetical references (author, page) in the text for quotations. Append a list of "works cited" at the end of the paper. All papers must be no longer than SIX typed, double spaced pages, using Times New Roman 12 point font and standard Word margins.

Final Paper

I will distribute your final paper topics in late February. The final paper should include parenthetical references (author, page) in the text for quotations. Append a list of “works cited” at the end of the paper. All papers must be no longer than EIGHT typed, double spaced pages, using Times New Roman 12 point font and standard Word margins.

Critical Analysis: A Template for Analyzing the Logic of an Assignment

- 1) The most important **information** in this assignment is _____.
(Figure out the facts, experiences, data the author is using to support her/his conclusions.)
- 2) The main **inferences**/conclusions in this assignment are _____.
(Identify the key conclusions the author comes to and presents in the assignment.)
- 3) The key **concept**(s) we need to understand in this assignment is (are) _____. By these concepts the author means _____. (Figure out the most important ideas you would have to understand in order to understand the author’s line of reasoning.)
- 4) The main **assumption**(s) underlying the author’s thinking is (are) _____.
(Figure out what the author is taking for granted [that might be questioned].)
- 5) a) If we take this line of reasoning seriously, the **implications** are _____.
(What consequences are likely to follow if people take the author’s line of reasoning seriously?)

b) If we fail to take this line of reasoning seriously, the **implications** are _____.
(What consequences are likely to follow if people ignore the author’s reasoning?)

Critical Analysis of Joyce P. Kaufman, A CONCISE HISTORY OF U.S. FOREIGN POLICY, ch. 1-3

INFORMATION: theoretical concepts (chapter one), Jefferson v. Hamilton (34), role of manifest destiny (36), Monroe Doctrine (37), Polk’s expansion (39), the Spanish American War exception to unilateralism (42), rise of US colonialism (44), scramble for consensus (44), Roosevelt corollary (48), Taft sends troops overseas (46), Wilson’s idealism and fourteen points (48), US involvement in Russian revolution (50), US big winner after WW I (53), Kellogg-Briand pact (60), pre WW II isolationism (63), Neutrality Acts (63), four freedoms (65), Japanese internment (67), Hiroshima and Nagasaki (69), creation of UN (70-72), Soviet suspicions (71), end of isolationism (73)

INFERENCES: Theoretical frameworks shape our understanding of foreign policy (8-12) America abandons unilateralism as international engagement grows in the 20th century (42-71), Congress becomes a more independent actor as America’s international involvement grows (51-52), the president’s role as foreign policy leader grows considerably in the 20th century (42-50, 561-66).

CONCEPTS: internationalism or engagement, isolationism or unilateralism (4), policy outputs, decisions, processes (6), policy implementation and priorities (6), proactive and reactive policies (6), nation states, multinational corporations, stateless actors, nonstate actors, nongovernmental organizations (9), national interest (9), hard and soft power (10), realism (10), idealist/liberal perspective (11) feminist perspective (11, 26), credibility (14), unilateralism, isolationism, neutrality, engagement (15), actors (19),

balance of power (20), role of economy (22), role of domestic politics (23), manifest destiny (36), Monroe Doctrine (37), Roosevelt Corollary (45), progressive era (47), Wilson's idealism (48), isolationism in Twenties (57), Kellogg-Briand pact (60), Neutrality acts (63), four freedoms (65), United Nations (71)

ASSUMPTIONS: There is little new in foreign policy (4), one needs to examine theoretical assumptions, actual decisions and their context (8), three useful theoretical perspectives are realism (10), idealism/liberalism (11) and feminism (11-12, 26), America is mainly unilateralist to 1918 and then isolationist (31, 60-1), a major departure was the Spanish American War and ensuing colonialism (42-4), gradual international engagement develops in 1930s and then in WW II (61-66), a new predominant international role for America and creation of the UN follows WW II (71-2).

IMPLICATIONS IF TAKEN SERIOUSLY: Foreign policy involves little that is new and is best understood through the theoretical approaches of realism, idealism/liberalism and feminism. America's growing international involvement led to an abandonment of unilateralism and increasing engagement in the 20th century. The first half of the 20th century saw large growth in America's international standing.

IMPLICATIONS IF NOT TAKEN SERIOUSLY: Foreign policy actually involves much that is new as the world's economy and relations between nation-states has transformed dramatically over the last 200 years. Foreign policy is not best understood through the three theoretical approaches of realism, idealist/liberalism or feminism; they are narrow approaches that limit perspective rather than expanding it. American has remained frequently unilateralist in its behavior throughout the 20th and 21st century. There is much new in foreign policy in the 21st century due to the rise of regional governments like the EU and nonstate actors such as al Qaeda.