This course is intended to serve as an in-depth exploration of the subject of United States foreign policy. It will focus on three main topics: (1) the history of U.S. foreign policy; (2) the process by which foreign policy is made and implemented in the U.S.; and (3) important issues for current U.S. foreign policy.

Course Requirements:

Reading, Attendance, Participation, and Class Decorum

Students should critically engage the required reading prior to each class. Keeping up with the reading will help you understand the lectures and more full contribute to class discussion (however, it should be understood that lectures ARE NOT intended to be exercises in restating the reading). In some cases, I will not go over class readings that are intended as background knowledge for the lecture).

Caveat emptor: If you cannot or do not want to meet the rigorous demands of the course, you probably should not enroll in this class. However, I believe you will be intellectually rewarded if you do meet these demands.

In addition to the course readings, I require that you keep current on relevant national and international news by reading a major newspaper such as The New York Times or the Washington Post (local papers are not appropriate for meeting this requirement). Finally, I reserve the power to modify the reading assignments with appropriate prior notice.

As for attendance, I assume that you are all adults trying to build your store of human capital through an investment in education. I expect, therefore, that you will come to class, and thus I
will not need to call the roll on a regular basis. You should understand, however, that your grades will be better if you regularly attend class.

In order to encourage appropriate preparation and active, sensible class participation, 20% of your grade will reflect my evaluation of your preparation and participation. Therefore, I wholeheartedly welcome appropriate questions and comments. Please do not be shy. Also, be advised that, when appropriate, I will call on students at any time to join our discussion. If I do so, I am not picking on you but rather trying to engage you and bring your talents to bear on the discussion topic. Caveat: Your preparation/participation grade will be based on the quality, not the quantity, of your participation. A single incisive comment that shows critical thought and careful preparation is worth more than a million forgettable words that convince me of your failure to read or think about the subject of discussion.

As part of your preparation/participation grade, one or two students will be assigned a week in which they will start off our discussion with a series of questions and substantive comments related to the reading. These should show serious reflection of the works under consideration and help propel the class discussion forward. Students will provide me with a typed list of questions and comments at the beginning of the class period for which they will start the discussion.

Please also observe the following rules of decorum: no food, no significant side chatter, and no radios or headphones. Furthermore, please make sure to turn off cell phones, pagers, and other electronic devices before coming to class. I would also appreciate it if you would take notes the old-fashioned way and not use a laptop computer. Several students clicking away at the keyboard will bother and distract other students, not to mention your instructor. I insist that you refrain from using recording/video devices in the classroom; I consider your continued enrollment in this class as constituting your agreement not to record/video class or distribute a recording/video by any means. In my experience, students are less eager to speak their minds on controversial subjects when they know their words will be caught on tape. Considering this, such a ban is regrettable but necessary.

Lastly, in order for our discussions to produce not just heat, but light, basic rules must be followed. First, please be civil and respectful at all times. This includes paying attention to your classmates when they are talking. It also means that you should avoid dominating the floor or blathering ceaselessly. Second, do not be afraid of voicing unpopular or unorthodox opinions (and do not tune-out or chide those who do). A spirit of free thought is most conducive to lively debate and intellectual discovery. Third, it is acceptable to argue passionately as long as you do so in an intelligent manner. But do not spout rhetoric that you are unprepared to defend.

Exam

There will be one midterm exam. It will be worth 40% of your final grade. Exam questions will be drawn from the required reading, lectures, discussion, etc.
All serious students should be actively honing their writing and research skills during their college careers. To facilitate improvement in these areas and to exercise your critical thinking abilities, each student must write a substantial research paper on a crucial decision in American foreign policy.

In particular, your paper should examine the causes of your chosen decision and carefully explicate why the president and his relevant decision-makers decided to act as they did. It should discuss and evaluate the relative influence of (1) the president and other top executive branch officials; (2) the bureaucracy (as well as civil-military relations and bureaucratic politics); (3) Congress and executive-legislative relations; (4) public opinion; (5) interest groups and other domestic factors; (6) international factors (such as the balance of power, crises abroad, alliance considerations, international threats, etc.); (7) particular historical contingencies (such as a recession/depression, an election, etc.); and (8) any other factor that you think contributed to the particular policy decision made.

Students should avoid writing a paper that is little more than a list without evaluation. They should also refrain from being excessive in terms of background discussion. Papers that fail to exhibit good writing, careful presentation, and appropriate organization will be penalized. Most important, top grades will be reserved for students who provide thoughtful, critical analysis. The paper should be no longer than 25-30 double-spaced pages.

The paper must be submitted in a two-step process. You must bring a first draft of the paper to class on April 9th. You will then exchange papers with one of your fellow students. You should then peer-review that paper and bring it back to class on April 16th. This peer-review should include stylistic, grammatical, and substantive feedback on the paper. Once you receive your paper back on the 16th, you should rework it in light of the peer-review and submit a final draft on April 30th (either to me personally or to the department secretary). You should include the peer-reviewed copy with the final paper as well as the name of your peer-reviewer. I will then grade your paper and provide further editorial and substantive comments. The peer-review you perform will count for a ¼ of your paper grade. You must do a peer-review and you must have your paper peer-reviewed.

The paper and your peer-review will be worth a total of 40% of your final grade.

A topic with a list of potential sources is due February 12th. Late papers will be penalized a half-grade per day (including weekend days and holidays). Papers will be considered late for any reason except family or medical emergency (which must be documented). I will not make exceptions for computer-related problems. If for some non-emergency reason you do have to pass in your paper late, you MUST e-mail me a copy of your paper and have its delivery confirmed by me, and put a paper copy of it in my department mailbox or under my office door. The e-mail time stamp will determine the grade reduction.

Do not plagiarize. It is unacceptable, dishonorable, and immoral.
Please reference ideas that are not your own and do not copy the words of others without appropriate punctuation (i.e., quotation marks) and citation. I require that you use footnotes and provide a complete bibliography. Furthermore, you should follow the Chicago style described by Kate Turabian. See Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed. (Chicago: University of Chicago Press, 1996). If you have any style questions that she does not answer, please feel free to consult with me.

Additionally, please include a title page for your paper. It should contain the full title of the paper, your name, the course title and number, and the date. Please paginate the paper in the middle of the bottom of the page starting on page two. Make sure you use standard spacing (double spacing of normal text, single spacing for indented extended quotations), fonts (12 point), and margins (1 inch). Please do not place the paper in a folder or binder; such additions are unnecessary and wasteful (both economically and environmentally).

For helpful tips to improve your writing, see the fourth edition of William Strunk, Jr. and E.B. White’s classic book, *The Elements of Style*.

**A Note on Office Hours:**

As stated above, my scheduled office hours are Monday and Tuesday 10:00 am to 11:00 am. I am also available by appointment for your convenience.

I have noticed that students rarely visit professors during office hours. If students do come in, the visit is usually immediately preceding or following an examination. Although my door is open at those times, I would recommend that students use my office hours throughout the semester. By holding office hours, a professor is essentially telling you that he is available for individual instruction during that time period. Considering class sizes these days, students should utilize office hours as a supplement to regular class hours. I have had several students in the past who were clearly struggling with the course material and did not take advantage of office hours. As you can guess, I was not surprised when they did not earn the top grades. If you are having trouble understanding something, stop by during office hours for help. I want to help so do not be afraid to ask questions and do not feel that I will think less of you if you require additional assistance. None of us is perfect, and we all need help at times in our life.

One caveat is in order. If your problem is cognitive, I am most willing to help you. However, if your problem is that you do not attend classes or are slothful in regards to your assignments, I will not allow my (and your fellow students’) office hours to be used as a substitute for your own consistent hard work.
Evaluation:

The breakdown of your grade will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Paper and Peer-Review</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm</td>
<td>40%</td>
</tr>
</tbody>
</table>

I think you will find that my grading is fair. By fair, I mean you are likely to find that the grade you receive will be what you have earned. I want to warn you ahead of time that this is a tough class. I agree with Columbia University professor Richard Betts who tells his students, “In hope of making this course as rewarding as possible for those genuinely interested in education, it is meant to be challenging and difficult. Satisfactory performance should take one-fourth [or one-fifth depending on your class load] of the time of a normal full-time job. Outstanding performance may require work comparable to an elite job . . . , meaning overtime” (Betts’ syllabus for “War, Peace, and Strategy in the Twentieth Century”).

Required Reading for Purchase:

As noted below, you can order the McCormick, the Rosati and Scott, and the Wittkopf and Jones textbook chapters direct from the publisher at the web addresses provided. I also recommend that students purchase the following books for their convenience:


All Other Required Reading Will Be Available On TRACS.

A Note for Students with Disabilities:

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact me in a timely manner may delay your accommodations.

Learning Outcomes:

The Department of Political Science has adopted student learning outcomes for general education courses (POSI 2310 and POSI 2320) and for all undergraduate and graduate degree programs offered in the Department of Political Science. The outcomes are available for your
review at http://www.polisci.txstate.edu. Pull down the Student Resources menu and go to “Learning Outcomes.”

**Department of Political Science Information:**

Evans Liberal Arts Bldg. Room 265; Telephone Number: 512-245-2143; Fax Number: 512-245-7815; Website: http://www.polisci.txstate.edu

**Liberal Arts Computer Lab:**

Evans Liberal Arts Bldg. Room 224; Website: http://www.polisci.txstate.edu/resources/computer-lab.html.
Course Outline

Part I  -  Introduction to U.S. Foreign Policy

Part II  -  The History of U.S. Foreign Policy

  -  General Themes
  -  The Founding Period, the Monroe Doctrine, and Expansion
  -  The Spanish-American War
  -  World War I
  -  The Interwar Period
  -  World War II
  -  The Cold War Era
  -  The Post-Cold War Era
  -  After 9/11

Part III  -  The Making and Implementation of Foreign Policy

  -  The Constitutional Context
  -  The Systemic Context
  -  The Presidency and the Bureaucracy
  -  The Congress
  -  Public Opinion, Interest Groups, and the Media

Part IV  -  Major Foreign Policy Issues and Debates in the Post-Cold War Era

  -  Grand Strategy
  -  Foreign Economic Policy: Trade, Aid, and Sanctions

Part V  -  Regional Policies

  -  Eurasia: NATO, Europe, and Russia
  -  The Middle East, AFPAK, and the Arab Spring
  -  East Asia

Part VI  -  Whither the Future of American Foreign Policy?
Schedule of Readings and Other Assignments

WEEK ONE:  Course Orientation, Introduction, and the History of U.S. Foreign Policy (Part I)

REQUIRED READING:


WEEK TWO:  History of American Foreign Policy (Part II)

REQUIRED READING:


George Washington’s Farewell Address (1796)

Available at [http://www.law.ou.edu/hist/washbye.html](http://www.law.ou.edu/hist/washbye.html)

John Quincy Adams’ July 4th Address (1821)

Available at [http://digital.library.umsystem.edu/cgi/t/text/pageviewer-idx?c=jul;cc=jul;sid=30c6473ceca6e244238fbb70d7377f03;idno=jul000086;seq=1](http://digital.library.umsystem.edu/cgi/t/text/pageviewer-idx?c=jul;cc=jul;sid=30c6473ceca6e244238fbb70d7377f03;idno=jul000086;seq=1)


William McKinley’s War Message (April 11, 1898)
American Anti-Imperialist League Program (October 17, 1899)

Senator Albert J. Beveridge’s speech supporting American imperialism (1900)

John Hay’s Open Door Note (September 6, 1899)

The Roosevelt Corollary (December 6, 1904)

Woodrow Wilson’s War Message (April 2, 1917)

Dissenting speech by Senator Robert LaFollette (April 4, 1917)

RECOMMENDED READING:


James Madison’s War Message (1812)

The Monroe Doctrine (December 2, 1823)

James K. Polk’s Inaugural Address (March 4, 1845)


William Graham Sumner. “The Conquest of the United States By Spain.” Phi Beta Kappa address at Yale University (1899)


**WEEK THREE: History of American Foreign Policy (Part III)**

**(REQUIRED READING):**


The Atlantic Charter (August 1941)

Franklin Roosevelt’s War Message (December 8, 1941)

The Truman Doctrine (March 12, 1947)

NSC-68 (April 7, 1950)

William Clinton’s speech on Kosovo (March 24, 1999)

**(RECOMMENDED READING):**


Winston S. Churchill’s “Iron Curtain” Speech (March 5, 1946)


Lyndon Johnson’s speech at Johns Hopkins University on Vietnam (April 7, 1965)

J. William Fulbright on Vietnam (May 5, 1966)


**WEEK FOUR:** The Constitutional and Systemic Context; The Presidency and the Bureaucracy (Part I)

**REQUIRED READING:**


RECOMMENDED READING:


**WEEK FIVE:** 

*The Presidency and the Bureaucracy (Part II)*

Wittkopf, Jones with Kegley. Chapter 11.


Stephen D. Krasner. "Are Bureaucracies Important? (Or Allison Wonderland)." *Foreign Policy* 7 (Summer 1971).

**RECOMMENDED READING:**


WEEK SIX: Congress

REQUIRED READING:

Wittkopf, Jones with Kegley. Chapter 12.


RECOMMENDED READING:


WEEK SEVEN: Public Opinion, Interest Groups, and the Media

REQUIRED READING:


Steven W. Hook and Jeremy Lesh, “Sino-American Trade Relations: Privatizing Foreign Policy.”


RECOMMENDED READING:


**WEEK EIGHT:** MIDTERM

**WEEK NINE:** Grand Strategy in the Post-9/11 World

**REQUIRED READING:**


**RECOMMENDED READING:**


**WEEK TEN:** Foreign Economic Policy: Trade, Aid, and Sanctions

**REQUIRED READING:**


**RECOMMENDED READING:**


WEEK ELEVEN: Eurasia: NATO, Europe, and Russia

REQUIRED READING:


RECOMMENDED READING:


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**WEEK TWELVE: PEER-REVIEW DAY**

**WEEK THIRTEEN:** The Middle East, AFAK, and the Arab Spring

REQUIRED READING:


RECOMMENDED READING:


Scott D. Sagan. “How to Keep the Bomb From Iran.” *Foreign Affairs* (Sept/Oct 2006).


Efraim Karsh and Inari Karsh. *Empires of the Sand: The Struggle for Mastery in the Middle East, 1789-1923*. Cambridge: Harvard University Press, 1999. (This is helpful for gaining an understanding of Middle East political history.


**WEEK FOURTEEN:** **East Asia; The Future of American Foreign Policy.**

REQUIRED READING:


Aaron Friedberg. “Bucking China.” *Foreign Affairs* (September/October 2012)


RECOMMENDED READING:


♩ - Final Draft of Paper Due April 30th