

# POLI 383: U.S. Foreign Policy

## Spring 2018

### (online)

**Professor:** Mert Kartal

**Email:** mkartal@uwsp.edu

**Online Office Hours:** Wednesday 9:00AM-11:00AM (CST), and by appointment

**Course Website:** <https://uwsp.courses.wisconsin.edu/d2l/home/4043236>

## Overview

*POLI 383: U.S. Foreign Policy* undertakes an analytical examination of contemporary relations between the United States (U.S.) and the world. It aims to provide students with conceptual and critical tools to understand and analyze how international relations theory, U.S. foreign policy processes, and current events fit together, especially in the post-9/11 world. It is designed to develop students' capacity both to explain the foreign policy-making process in the U.S., and to better understand the underlying patterns, logic, and implications of American foreign policy in the world at large.

The course is divided into three main topics. First, we will discuss several **theories of international relations** (IR) with specific emphasis on foreign policy goals of the U.S. and various obstacles it faces on the way to achieving such goals. Next, we will examine the **institutions and processes** that guide the American foreign policy formation and implementation. Last but not least, we will review some of the most salient foreign policy challenges facing the U.S. as it enters the 21st century. These issues include the war on terror, weapons of mass destruction (in particular, nuclear weapons), and environmental protection.

There are two substantive objectives for this course: to develop students' knowledge of (i) the basic facts of U.S. foreign policy and the actors playing a key role in the policy-making process, and (ii) the major theories and arguments developed by IR scholars to understand and explain the route the U.S. pursues in its relations with other states and non-state actors in the world.

There are also two skills-based objectives: (i) to develop students' ability to think analytically and critically about salient foreign policy issues and events, applying IR theories to facts to generate stronger understanding of such events and make more persuasive arguments, and (ii) to strengthen their communication, problem solving, and research skills.

This course will be held entirely online through the university's D2L website. To access the website, simply go to the link provided above. Lectures, readings, discussion groups, assignments, office hours chats, and a dropbox folder for written work can all be found there. The D2L page contains also a news box that I will use to post announcements and reminders. It would also be a very good idea to get used to using the "Calendar" feature on D2L regularly.

## Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- Group Discussion: 15%
- General Discussion: 5% (bonus)
- First Exam: 25%
- Second Exam: 25%
- Final Paper: 35%

Your final point total for the semester will translate into letter grades as shown below: (The scale may be revised if needed.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

**Group Discussion:** Regular participation in our group discussions is an important and required element of the course and will be critical to successfully learning the material. More specifically, each one of you is expected to engage in active and regular discussions (with two or three other classmates) focusing on each week's assigned reading(s) throughout the semester. (To find out who the other two or three members of your group and what the assigned reading(s) for each week are, simply log onto the course's D2L website, and go to "Discussions.") In this way, I hope to establish and perhaps even improve on the kind of dialog found in discussion sections in regular classes. Given the nature of the course, I expect all of you to use the online discussion board often and regularly.

As an integral part of this assignment, you are expected to focus **EXCLUSIVELY** on the assigned reading(s) for the week and engage in vivid discussions with the other members of your group using the "Discussion" feature on D2L. Discussion groups will be available from Thursday 11:00AM (CST) through Sunday 12:00PM (CST) every week. During this period, you should actively participate in discussion regarding the week's assigned materials by responding to the other students' questions and post additional questions to ensure their participation in discussion. A significant portion of your grade will be based on **BOTH** your active participation (i.e., providing accurate and detailed answers to others' questions and sharing your comments about the assigned issue often and regularly) **AND** your efforts to create opportunities for the other students to engage in discussion.

**General Discussion:** In addition to group discussions, there are discussion topics under the "Discussions" menu tab on the course's D2L page for each week grouped into forums by the overall part of the course. Unlike group discussions, these forums are open to everyone enrolled in the class. If, for example, you have a question about a concept/argument/example covered in lecture and/or readings, I would strongly encourage you to post your question to the relevant topic as well as respond to the other students' questions **IN A TIMELY MANNER** (i.e., within the same week). Feel free to post your opinions/comments, respond to questions/comments from other students, and participate in the general conversation. Please be civil and respectful in your discussions; it is the right thing to do, and, unlike on the web more generally, you are not anonymous in the context of this course. While you should **NOT** consider this activity a substitute for online group discussions, it is a great "extra credit" opportunity for you to improve your overall course grade. To maximize your "general discussion" grade, it is imperative you use the discussion board **OFTEN** and **REGULARLY** during the course of the semester.

**Exams:** There will be two open-book exams during the semester. The first exam will be available on D2L under “Quizzes” on Thursday, March 1 at 11:00AM (CST), and you will have until Sunday, March 4 at 11:59PM (CST) to submit your answers. Similarly, the second exam will be posted under “Quizzes” on Thursday, April 12 at 11:00AM (CST), and you will have until Sunday, April 15 at 11:59PM (CST) to submit your answers. Detailed information about the exams is available on D2L under “Content.”

**Final Paper:** There will also be a final assignment, in which you will pick a specific United States foreign policy decision made by a U.S. president, provide a discussion of the relevant literature seeking to explain the decision, discuss the role played by at least one key domestic actor with significant influence on the president’s decision, identify and elaborate on two (or more) theoretical approaches competing to explain the decision, and discuss in detail which ONE of the theoretical approaches offers a more convincing explanation and why. You are free to choose an issue discussed in class or a different issue. In any case, you are strongly encouraged to consult with me on your paper topic as soon as possible either in person or by e-mail.

A one-page prospectus outlining your topic in line with the “Final Paper Guidelines” posted on D2L should be submitted to me via the “DropBox” folder set up for this assignment on the course’s D2L site on or before Friday, March 23 at 11:59PM (CST). The final paper is due in the appropriate D2L Dropbox on Wednesday, May 16 at 2:30PM (CST). Detailed information about this assignment is available on D2L under “Content.”

**Missed Assignments:** Please take note of all exam and assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, make-up assignments will NOT be offered. Any requests for accommodations must be made at least one week in advance to be considered. I understand that emergencies happen. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., notes from doctors, etc.) in all instances.

**Re-grading Policy:** If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question within 72 hours. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a very specific and justifiable reason before asking us to make any changes; this is not a risk-free process!

## Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first week of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

## Communications and Technology

**Contacting me:** I strongly encourage you to attend my online office hours, which are identified on the first page. (No need to set up an appointment!) At these times I will be monitoring chats under the “Office Hours” menu tab on D2L that you can log into and participate in. My office hours are the time for you to get individual help. Feel free to ask any course related questions about lectures, readings, etc.

Additionally, you can contact me via e-mail. I generally answer e-mails very quickly from Monday 8:30AM (CST) to Friday 4:30PM (CST). (Feel free to email me again if you do not hear within 24 hours during these times!) However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at online one-on-one meetings.

**D2L:** This course will be held entirely online through the university’s D2L website. Therefore, it is imperative that you develop the habit of checking the website at least TWICE a day.

## Academic Integrity and the Honor Code

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The MINIMUM penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university’s rules and procedures for student academic misconduct available here: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx> as well as the UWSP “Student Academic Standards and Disciplinary Procedures” section of the Rights and Responsibilities document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

## Course Resources and Readings

The assigned readings for each lecture are indicated on the syllabus and should be completed PRIOR to the lecture for which they are assigned. The readings are all available online and can be accessed by going to the D2L homepage for this course and clicking on the “Readings” link under “Content.”

In addition, you are expected to read a daily newspaper with coverage of international events, such as the *New York Times*, *Wall Street Journal*, or *Financial Times*. Lectures and discussions will frequently reference current developments, and being conversant with such will be important to contribute to discussions and do well on exams. Be prepared to discuss how these events fit into the substantive concepts we are learning, and how we can apply the analytic tools we are using to understand them more fully.

Last but not least, students are strongly encouraged to have taken at least the introduction course to international relations.

# Schedule

## I. Introduction

### Week 1: Course Logistics and Background Information

- Lecture:
  - Singer, David. 1960. “Review: International Conflict: Three Levels of Analysis.” *World Politics* 12 (3): 453-461.

January 23: Course Overview

January 25: Three Levels of Analysis

## II. Theories of IR and Foreign Policy Analysis

### Week 2: Realism and Foreign Policy Analysis (Part I)

- Lecture:
  - Morgenthau, Hans J. 1967. *Politics Among Nations*. NY: Knopf, pp. 3-14.
  - Waltz, Kenneth N. 1979. *Theory of International Politics*. MA: Addison-Wesley, pp. 102-128.
- Discussion:
  - Kennan, George. 1946. *Telegram to George Marshall*.
  - Marshall, George. 1947. *Remarks by the Secretary of State at Harvard University*.

January 30: Classical Realism and Structural Realism

February 1: Discussion of Kennan (1946) and Marshall (1947)

### Week 3: Realism and Foreign Policy Analysis (Part II)

- Lecture:
  - Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton: Princeton University Press. pp. 58-67.
  - Snyder, Glen H. 2002. “Mearsheimer’s World-Offensive Realism and the Struggle for Security: A Review Essay.” *International Security* 27 (1):149-159.
- Discussion:
  - Chapman, Abraham. 1949. *The North Atlantic Pact: For Peace or War?* pp. 1-16.

February 6: Defensive Realism and Offensive Realism

February 8: Discussion of Chapman (1949)

### Week 4: Liberalism and Foreign Policy Analysis

- Lecture:
  - Doyle, Michael. 1983. “Kant, Liberal Legacies, and Foreign Affairs.” *Philosophy and Public Affairs* 12 (3): 205-235.
  - Keohane, Robert O. 1998. “International institutions: Can interdependence work?” *Foreign Policy* 110: 82-96.
- Discussion:
  - Owen, John M. 2005. “Iraq and the Democratic Peace: Who Says Democracies Don’t Fight?” *Foreign Affairs* 84 (6): 122-127.
  - Bush, George H. W. 1991. *Address Before a Joint Session of the Congress on the Cessation of the Persian Gulf Conflict*. March 6, 1991.
  - Bush, George W. 2002. *Address to the United Nations General Assembly*. September 12, 2002.

February 13: Democratic Liberalism and Neo-liberalism  
February 15: Discussion of Owen (2005), Bush (1991), and Bush (2002)

### **Week 5: Constructivism and Foreign Policy Analysis**

- Lecture:
  - Wendt, Alexander. 1995. “Constructing International Politics.” *International Security* 20 (1): 71-81.
- Discussion:
  - Shannon, Vaughn P. and Jonathan W. Keller. 2007. “Leadership Style and International Norm Violation: The Case of the Iraq War.” *Foreign Policy Analysis* 3 (1): 79-104.

February 20: Constructivism  
February 22: Discussion of Shannon and Keller (2007)

### **Week 6: Exam Week**

- No reading

February 27: Review Session

**\*\*\* FIRST EXAM \*\*\***  
**Thursday, March 1 at 11:00AM**

## **III. The Foreign Policy Making Process**

### **Week 7: The Rational Actor Model and the Organizational Behavior Model**

- Lecture:
  - Hastedt, Glenn P. 2012. “The Presidency.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 151-161.
  - Auger, Vincent A. 2012. “The National Security Council.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 165-175.
- Discussion:
  - Wildavsky, Aaron. 1966. “The Two Presidencies Thesis.” *Transactions* 4 (2): 162-173.
  - Marsh, Kevin. 2012. “The Administrator as Outsider: James Jones as National Security Advisor.” *Presidential Studies Quarterly* 42 (4): 827-842.

March 6: The President and Discussion of Wildavsky (1966)  
March 8: The National Security Council and Discussion of Marsh (2012)

### **Week 8: The Organizational Behavior Model (Part II)**

- Lecture:
  - Carter, Ralph G. and James M. Scott. 2012. “Congress.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 231-241.
  - Rosati, Jerel and Scott DeWitt. 2012. “The Department of State.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 178-191.

- Discussion:
  - Howell, William G. and Jon C. Pevehouse. 2007. “When Congress Stops Wars: Partisan Politics and Presidential Power.” *Foreign Affairs* 86 (5): 95-107.
  - Clarke, Duncan. 1987. “Why State Can’t Lead.” *Foreign Policy* (Spring): 128-142.

March 13: Congress and Discussion of Howell and Pevehouse (2007)

March 15: The State Department and the Discussion of Clarke (1987)

### **Week 9: The Organizational Behavior Model (Part III)**

- Lecture:
  - Dombrowski, Peter J. 2012. “The Department of Defense.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 193-202.
  - Johnson, Loch K. 2012. “National Security Intelligence.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 203-215.
- Discussion:
  - Feaver, Peter D. and Richard H. Kohn. 2000. “The Gap: Soldiers, Civilians and Their Mutual Misunderstanding.” *National Interest* 61: 29-40.
  - Zegart, Amy B. 2005. “September 11 and the Adaptation Failure of the U.S. Intelligence Agencies.” *International Security* 29 (4): 78-111.

March 20: The Defense Department and Discussion of Feaver and Kohn (2000)

March 22: The Intelligence Community and Discussion of Zegart (2005)

\*\*\*\*\* FINAL PAPER PROSPECTUS DUE ON FRIDAY, MARCH 23 @ 11:59PM \*\*\*\*\*

\*\*\*\*\* March 27 and 29: Spring Recess \*\*\*\*\*

### **Week 10: The Majoritarian Model and the Pluralist Model**

- Lecture:
  - Foyle, Douglas C. 2012. “Public Opinion.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 263-271.
  - van Belle, Douglas A. 2012. “News Media.” In: *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher M. Jones. Routledge. pp. 277-288.
- Discussion:
  - Bennett, Stephen Earl. 1996. “‘Know-Nothings’ Revisited Again.” *Political Behavior* 18 (3): 219-233.
  - Parks, Michael 2002. “Foreign News: What’s Next?” *Columbia Journalism Review* 40 (5): 52-57.

April 3: Public Opinion and Discussion of Bennett (1996)

April 5: Media and Discussion of Parks (2002)

### **Week 11: Exam Week**

- No reading

April 10: Review Session

**\*\*\* SECOND EXAM \*\*\***  
**Thursday, April 12 at 11:00AM**

## IV. Salient Foreign Policy Challenges

### Week 12: War on Terror

- Lecture:
  - *ISIS, Birth of a Terrorist State* Available at: <http://fod.infobase.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?wID=102962&xtid=60691>.
- Discussion:
  - The White House. 2014. “The Administration’s Strategy to Counter ISIL,” 7 November 2014. Available at: <https://tinyurl.com/yd5gk9eq>.
  - Obama, Barack. 2016. “Remarks by the President on Progress in the Fight Against ISIL.” 25 February 2016. Available at <https://tinyurl.com/y98pwbb7>.

April 17: Counterterrorism and ISIS

April 19: Discussion of The White House (2014) and Obama (2016)

### Week 13: Weapons of Mass Destruction

- Lecture:
  - *Iran: The Bomb at any Cost?* Available at: <http://fod.infobase.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?wID=102962&xtid=49666>.
- Discussion:
  - Preston, Thomas. 2013. “The Nuclear Standoff Between the United States and Iran: Muscular Diplomacy and the Ticking Clock” in *Contemporary Cases in U.S. Foreign Policy*, edited by Ralph G. Carter. CQ Press: Washington DC, pp. 102-132.

April 24: Nuclear Non-Proliferation and Iran

April 26: Discussion of Preston (2013)

### Week 14: Environmental Protection

- Lecture:
  - Gore, Al. 2006. “TED Talks: 15 Ways to Avert a Climate Crisis.” Available at: [https://www.ted.com/talks/al\\_gore\\_on\\_averting\\_climate\\_crisis](https://www.ted.com/talks/al_gore_on_averting_climate_crisis).
  - Gore, Al. 2008. “TED Talks: New Thinking on the Climate Crisis.” Available at: [https://www.ted.com/talks/al\\_gore\\_s\\_new\\_thinking\\_on\\_the\\_climate\\_crisis](https://www.ted.com/talks/al_gore_s_new_thinking_on_the_climate_crisis).
  - Gore, Al. 2009. “TED Talks: What Comes after an Inconvenient Truth?” Available at: [https://www.ted.com/talks/al\\_gore\\_warns\\_on\\_latest\\_climate\\_trends](https://www.ted.com/talks/al_gore_warns_on_latest_climate_trends).
- Discussion:
  - Payne, Rodger A. and Sean Payne. 2013. “The Politics of Climate Change: Will the US Act to Prevent Calamity?” in *Contemporary Cases in U.S. Foreign Policy*, edited by Ralph G. Carter. CQ Press: Washington DC, pp. 347-377.

May 1: Global Warming and Interstate Cooperation

May 3: Discussion of Payne and Payne (2013)



## Week 15: Conclusion

- No reading

May 8: Wrap-up

May 10: Discussion of Final Paper

\*\*\*\*\* FINAL PAPER DUE ON WEDNESDAY, MAY 16 @ 2:30PM \*\*\*\*\*

## Final Paper

Detailed rubrics for all assignments (including the final paper) are available on D2L under “Content.”

Importantly, I presume that you know how to write using proper grammar, appropriate style, and so forth, and your papers will be graded accordingly. I will NOT devote class time to a discussion of these issues, and I will only make minimal comments on your papers concerning basic grammatical problems and stylistic issues. The purpose of this course is not to teach you to write; it is to engage you in discipline-specific writing. If you have any concerns about your writing skills, please see the announcement from the Writing Lab in the Tutoring-Learning Center below.

“The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in room LRC 018 or call (715) 346-3568 for an appointment.

### Spring 2018

#### Writing Lab (Drop-in or by appointment)

Monday, Tuesday, Wednesday, Thursday

9:00AM to 8:00PM

Tutoring-Learning Center ALB 018

Cost: Free

#### Writing Lab (Drop-in or by appointment)

Friday

9:00AM to 1:00PM

Tutoring-Learning Center ALB 018

Cost: Free

For more information, see <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.