



United States Foreign Policy

Political Science 22300
 The College of Wooster
 Fall Semester 2019

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Course Description

Many believe that the United States of America is the most powerful country in the world. But how did we get here? The country's rise to globalism has involved serious debates about the costs and responsibilities of a foreign policy of engagement. Today, confronted by new challenges, we are once again confronting questions about what role the United States can, or even should, play in global politics in the 21st century. This course critically analyzes the political struggles behind the development of U.S. foreign policy from World War II to the present. Specifically, we will explore three different dimensions of foreign policy: First, the course outlines prominent theories of foreign policy decision-making and the actors and institutions involved in the policy process. Second, we will examine a series of fascinating historical case studies of the development of U.S. foreign policy. Third, the class will analyze contemporary foreign policy dilemmas and what it means to pursue an "America First" strategy. This class will also include a number of active learning exercises, including debates, role-playing simulations, and student presentations on challenges facing the United States.

Course Requirements

This is an advanced course. Students will complete a contemporary foreign policy controversy paper, three examinations, a theory paper, and a group foreign policy briefing paper. Assignments are weighted in the following manner:

Course Participation	15%	Theory Paper	15%
Controversy Paper	10%	Foreign Policy Briefing	25%
Midterm Examination	15%	Final Examination	20%

Course Objectives

The goal of this course is to provide students with information and intellectual tools for critical thought about the past, present, and future of United States foreign policy. Throughout the semester we will explore different dimensions of this and refine our skills in critical thinking, writing, oral expression, and research. By the end of this course, students should be able to:

- Develop connections between disparate texts, theories, and materials for a broad knowledge of foreign policy analysis;
- Explore critical questions related to the foundations of grand strategy;
- Read critically and evaluate divergent theories of the foreign policy process, including theories of executive dominance, the role of Congress, interest groups, bureaucratic politics, and public opinion in the foreign policy decision-making process;
- Understand at least one contemporary foreign policy challenge in great depth;
- Clearly articulate oral and written arguments;
- Design and execute a research project on an important theme in U.S. foreign policy;

Office Hours

I have office hour availability on Monday and Tuesday afternoons, as well as other times scattered throughout the week. In order to arrange a meeting, please go to the following website and select an appointment time that works best for your schedule: jeffreylantis.youcanbook.me

Required Texts*

1. Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy*, 6th Edition, 2014, ISBN: 978-1133602156.
2. Ralph G. Carter, ed., *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*, 5th Edition, 2014. ISBN: 978-1452241548
3. *The Constitution of the United States*, National Center for Constitutional Studies, 2016, ISBN: 978-0880801447
4. Joyce P. Kaufman, *A Concise History of U.S. Foreign Policy*, 4th Edition, 2017 ISBN: 978-1442270459
5. Readings on Electronic Reserve:
 URL: http://libguides.wooster.edu/er.php?course_id=11928
 Password: foreign

* Please note: I recommend rental of textbooks, or purchase of used copies or an e-text.

Participation and Professionalism

It is essential that students attend class, prepare assignments in advance, and participate regularly in course discussions and debates. Students who are actively engaged in this class will receive high marks for this portion (10%) of the total grade. In evaluating participation, I look especially for evidence that students have completed the readings and are prepared to summarize what they have learned in class discussions. Professionalism includes both participation and other factors such as attendance, promptness, courtesy to the instructor and fellow students, overall improvement, and other intangibles to be evaluated at the discretion of the instructor. Student engagement in the class is critical, and so *being absent from class without approval from the instructor more than three times in the semester may result in failure of the course. Simply attending class without active participation will result in a loss of some points.*

One key to participation is keeping up with current events and developments related to United States foreign policy. Students are expected to monitor the news, and we will discuss relevant events in class. Good sources of information on U.S. foreign policy include:

Foreign Policy Blog, “The Cable”: www.thecable.foreignpolicy.com

Capitol Hill Politics: www.thehill.com

Washington Post Blog: <https://www.washingtonpost.com/news/monkey-cage/>

Politico Playbook: www.politico.com/playbook

The New York Times: www.nytimes.com

Writing Assignments

Contemporary Foreign Policy Controversy Paper: The first step of this assignment is to choose a controversial issue in contemporary U.S. foreign policy. Students may identify either a single decision or a pattern of decision-making that has been clearly controversial in the past decade. Examples include: Responses to the civil war in Syria; trade with China; the politics of climate change; the ongoing war in Afghanistan; U.S. challenges to the International Criminal Court; Cuba policy; Russian interference in U.S. elections; the use of drones in the war on terror; U.S. policies toward the ‘Brexit’; or the crisis in Ukraine; foreign assistance to developing nations. *Please note one caveat: you may not select an issue that overlaps with your foreign policy briefing group theme.*

Once you have selected a topic, you should conduct research and develop a paper as follows:

- Include an introductory paragraph describing the issue and its nature;
- Clearly identify the nature of the foreign policy debate, providing a very brief history;
- Identify several key U.S. actors or institutions in the debate and their perspectives;
- Detail the foreign policy decision-making process on the issue to date;
- Conclude with a paragraph of analysis on how this should be resolved/addressed.

Overall, the paper should provide an informed analysis of the contemporary controversy, with detailed references to actors and process. The paper should be 4-5, typed, double-spaced pages in length, and employ careful source citation using the MLA style. More information about this assignment will be presented in class.

Theory Paper: Students should apply a major theory of the foreign policy decision-making process to explain a U.S. decision outlined in our readings. The first step is to review interesting case studies in Ralph Carter, ed., *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*. You should then consider which major theory of the foreign policy process—the rational actor model, bureaucratic politics, small group decision making, or organizational process—best explains decisions taken in one of these cases. The paper itself should begin with a careful review of the theory you have chosen, and then make a strong case for its applicability through a series of references from the case. You may focus on the details of a single phase of decision, or the broader policy-making process leading to U.S. action. Theory papers should be 5-6 typed, double-spaced pages and employ MLA style citations.

Foreign Policy Briefing Group Paper: This group project focuses on contemporary policy debates and the complexity of foreign policy choices. It addresses both the substance of the issues at hand and the challenging process of policy reform. The first step of this project is to identify, from the following list, what you believe to be the most significant and interesting foreign policy area facing the United States as we approach the 2020 presidential election cycle: Relations with Russia; Immigration Policy; Israel-Palestine Peace; Tariffs and Trade Policy, Responses to the Syrian Civil War; and Relations with China.

Students will join with others who share the same concerns and work as an elite group of advisers for any potential candidate for the presidency in 2020. Please note that *the selection of a candidate should be secondary to the policy substance of your study*. The goal of the group effort is to produce both a foreign policy briefing report and paper recommending policy changes/solutions that will help define the new president's foreign policy agenda. Presentations and papers should include:

- A brief history and measured critique of past foreign policy in this issue area;
- Identification of the central problem today, with specifics;
- One or more proposed solutions or changes, discussing merits and demerits of each;
- A survey of other actors in the policy struggle that the president might need to take into account. This should be consistent with the process and constraints model discussed in this class, such as the role of Congress, bureaucracies, budget, interest groups, and pressure from the international community (i.e., how will you work with, or around, these actors in policy development?)
- A final summary of the preferred course of action and an overview of the potential constraints and how to address them.

Briefing group presentations will be held for the entire class period on the assigned dates throughout the semester—with 35 minutes devoted to presentation and the remaining period to questions and discussion. Groups will present their findings, and then be ready to answer questions and to lead discussion on the issues. Separately, all briefing group papers are due on Friday, December 6, by 4:00 pm. Papers should be at least 14-15, typed, double-spaced pages in length. They should employ careful source citation using the MLA style. Finally, the entire project will be graded based on the coherency of the written and oral arguments, the quality of the group presentation, the written briefing paper, and peer reviews within the group.

Resources

The Writing Center

The Writing Center, located in Andrews Library, is available for students who wish to have experienced writers and teachers of writing assist them with all facets of the writing process. Students can schedule appointments at the Center or seek assistance on a walk-in basis. The Center is staffed with professional consultants and trained peer tutors.

The Learning Center

The Learning Center, which is located in APEX (Gault Library), offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. Students are encouraged to schedule an appointment at the APEX front desk or call x2595.

The Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact Amber Larson, Director of the Learning Center (ext. 2595; alarson@wooster.edu), to make arrangements for securing appropriate accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, it is the responsibility of the students to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation well in advance of assignments or deadlines, instructors are under no obligation to provide accommodations.

Academic Integrity

This class will operate on a set of expectations consistent with the College's Code of Academic Integrity, The Wooster Ethic, and the Code of Social Responsibility, outlined in *The Scot's Key* and the *Handbook of Selected College Policies* (<https://www.wooster.edu/offices/dean-of-students/files/scotskey.pdf>). The Codes and guidelines form an essential part of the intellectual contract between the student and the College.

Cheating in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying or paraphrasing from any source without proper citation, fabricating excuses and lying in connection with your academic work. You will be held responsible for your own actions. If you are unsure as to what is permissible, always consult with your course instructor.

Grading Scale

As stated in The College of Wooster *Catalogue*, letter grades are defined as:

“A range”	indicates an outstanding performance in which there has been distinguished achievement in all phases of the course;
“B range”	indicates a good performance in which there has been a high level of achievement in some phases of the course;
“C range”	indicates an adequate performance in which a basic understanding of the subject has been demonstrated;
“D range”	indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit;
“F or NC”	indicates unsatisfactory performance.

General Guidelines

1. Please read the assigned materials before class meeting; they provide the basis for class discussions.
2. Turn off all cellphones and personal electronic devices before class as a courtesy to others. Please do not text during class. If you bring a laptop computer to class, it should be used for note-taking only.
3. Papers should be submitted in hard copy. I will not accept e-mail versions of student papers unless you have talked with me in advance regarding special circumstances.
4. Attendance and active participation are expected. Being absent from class without approval from the instructor more than three times in the semester may result in failure of the course.
5. Incomplete or Late Work: Late papers lose half a grade level for every day they are submitted late. Assignments that are submitted more than two weeks late will not be graded and will receive a zero. Consistent with College policy, a grade of Incomplete (I) for the class will be granted only under extraordinary circumstances and only when a small portion of the coursework remains unavoidably unfinished.

Course Outline

1. Introduction (Week of August 19-23)

Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy*, 6th Edition, 2014, Chapter 1, pp.2-12

Patrick James and Ögür Özdamar, “The United States and North Korea: Avoiding a Worst-Case Scenario,” in Ralph Carter, ed., *Contemporary Case Studies in United States Foreign Policy*, pp.132-161 (e-reserve)

Brian Bennett, “The ‘Dare Me’ Doctrine: This Is What Trump’s Impulsive Diplomacy Looks Like,” *Time Magazine*, June 14, 2018, pp.1-9 (e-reserve)

* *Foreign Policy Analysis Exercise*

2. America the Exceptional? (Week of August 26-30)

Rosati and Scott, *The Politics of United States Foreign Policy*, Chapter 2, pp.13-53

The Declaration of Independence, in *The Constitution of the United States of America*, pp.35-39

Ian Bremmer, “What Does America Stand For?” *Time Magazine*, June 1, 2015, pp.26-31 (e-reserve)

Robert D. Kaplan, “Why Trump Can’t Disengage America from the World,” *New York Times*, January 6, 2017, pp.1-5

Barry R. Posen, “Pull Back: The Case for a Less Activist Foreign Policy,” reprinted in Glenn P. Hastedt, ed., *Readings in American Foreign Policy: Problems and Responses*, 2018, pp.41-53

3. Decision Theory and the Executive Branch (Week of September 2-6)

Rosati and Scott, Chapters 3 and 4, pp.56-129

The Constitution of the United States of America, pp.i-34

I.M. Destler, “How National Security Advisers See Their Role,” in James M. McCormick, ed., *The Domestic Sources of American Foreign Policy*, 2012, pp.209-222 (e-reserve)

Priya Dixit, “Assassinating bin Laden: Right or Wrong?” in Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, pp.41-65

Fred I. Greenstein, “The Changing Leadership of George W. Bush: A Pre- and Post-9/11 Comparison,” in Eugene R. Wittkopf and James M. McCormick, eds., *The Domestic Sources of American Foreign Policy*, 2004, pp.353-362 (e-reserve)

David E. Sanger and Maggie Haberman, “In Donald Trump’s Worldview, America Comes First and Everybody Else Pays,” *New York Times*, March 26, 2016, pp.1-8 (e-reserve)

Jeffrey S. Lantis and Eric Moskowitz, “Executive Decisions and Preventive War,” in Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, pp.66-101

* *Foreign Policy Management Simulation*

* *Frontline Documentary: The Iraq War: Behind Closed Doors*

4. World War II, Containment, and the Cold War (Week of September 9-13)

Joyce P. Kaufman, *A Concise History of U.S. Foreign Policy*, 4th Edition, 2017, Chapters 3 and 4, pp.57-98

Louis Morton, “The Decision to Use the Atomic Bomb,” in Robert Art and Kenneth Waltz, eds., *The Use of Force*, 2004, pp.198-219 (e-reserve)

President Harry S. Truman, “Speech to Congress on Greece and Turkey: The Truman Doctrine,” March 12, 1947 (e-reserve)

George F. Kennan, “The Sources of Soviet Conduct,” July 1947, Excerpts (e-reserve)

* *Debate: Decision to Use the Atomic Bomb*

* *Controversy Paper Due*

5. Congress and Interbranch Politics

(Weeks of September 16-20, September 23-27, and September 30-October 4)

Rosati and Scott, Chapter 10, pp.302-337

James A. Thurber and Jordan Tama, “Chapter 1: Introduction to Presidential-Congressional Rivalry,” in Thurber and Tama, eds., *Rivals for Power: Presidential-Congressional Relations*, pp.1-30 (e-reserve).

Jennifer S. Holmes, “Colombia and U.S. Foreign Policy: Coca, Security, and Human Rights,” in Ralph G. Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, 4th Edition, 2011, pp.74-107 (e-reserve)

Joint Resolution Concerning the War Powers of Congress and the President, Public Law 93-148, H.J. Resolution #542, 93rd Congress, November 7, 1973 (e-reserve)

Brian McKeon and Caroline Tess, “How Congress Can Take Back Foreign Policy,” *Foreign Affairs*, January/February 2019, pp.76-87 (e-reserve)

Jeffrey S. Lantis and Patrick Homan, “Factionalism and U.S. Foreign Policy: A Social Psychological Model of Minority Influence,” *Foreign Policy Analysis* 15:2 (2018), pp.157-175 (e-reserve)

* *First Briefing Group Presentation: Relations with Russia: Wednesday, September 18*

* *Second Briefing Group Presentation: Immigration Policy: Monday, September 23*

* *Two-Part Midterm Examination, October 2 and 4*

6. Fall Break (October 7-11)

7. Bureaucratic Politics: Defense and Intelligence Agencies (Week of October 14-18)

Rosati and Scott, Chapters 6-7, pp.160-236

Louis Fisher, "National Security Surveillance: Unchecked or Limited Presidential Power?" in Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, pp.378-408

William M. Nolte, "Ethics and Intelligence," National Defense University, *Joint Force Quarterly*, vol.54, 2009, pp.22-29 (e-reserve)

* *Decision-Making Exercise: Covert Operations and the Ethics of Intelligence*

* *Third Briefing Group Presentation: China Policy: Wednesday, October 16*

8. Foreign Policy in the 1960s: The Cuban Missile Crisis and the Vietnam War

(Weeks of October 21-25 and October 29-November 1)

Kaufman, Chapter 4, pp.98-115

Kenneth D. Rose, *One Nation Underground: The Fallout Shelter in American Culture*, 2001, Introduction and Chapter 1, pp.1-37 (e-reserve)

Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," in Paul R. Viotti and Mark V. Kauppi, eds., *International Relations Theory*, 1999, pp.280-297 (e-reserve)

President Johnson's Message to Congress, Joint Resolution of Congress H.J. Res #1145: The Tonkin Gulf Resolution, August 5, 1964 (e-reserve)

David Patrick Houghton, "An Agonizing Decision: Escalating the Vietnam War," Chapter 7, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*, 2013, pp.145-165 (e-reserve)

Irving L. Janis, *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*, 1982, pp.97-130 (e-reserve)

* *Fourth Briefing Group Presentation: Israel-Palestine Policy: Wednesday, October 23*

9. Interest Groups, Public Opinion, and the Media

(Weeks of November 4-8 and November 11-15)

Rosati and Scott, Chapters 11-13, pp.340-441

John Newhouse, "Diplomacy, Inc.: The Influence of Lobbies on U.S. Foreign Policy," *PS: Political Science and Politics*, May/June 2009, pp.9-23 (e-reserve)

Gerald Felix Warburg, "Nonproliferation Policy Crossroads: The US-India Nuclear Cooperation Agreement," in Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, pp.163-189

Steven W. Hook and Franklin Barr Lebo, "Sino-American Trade Relations: Privatizing Foreign Policy," in Carter ed., pp.316-346

Trevor Thrall and Erik Goepner, "Millennials and U.S. Foreign Policy," reprinted in Glenn P. Hastedt, ed., *Readings in American Foreign Policy: Problems and Responses*, 2018, pp.125-130 (e-reserve)

Francis Fukuyama, "American Political Decay or Renewal?: The Meaning of the 2016 Election," *Foreign Affairs*, May/June 2016, pp.58-68 (e-reserve)

Victor Pickard, "Media Failures in the Age of Trump," *Political Economy of Communication* 4:2 (2016), pp.all (e-reserve)

* *Fifth Briefing Group Presentation: Tariffs and Trade: Wednesday, November 13*

10. Back to the Future? The End of the Cold War and the War on Terror

(Weeks of November 18-22 and November 25-29)

Kaufman, Chapters 5-7, pp.117-187

Houghton, "Disaster in the Desert: The Iran Hostage Crisis," Chapter 8, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*, pp.166-194 (e-reserve)

Ronald Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals," Orlando, Florida, March 8, 1983 (e-reserve)

Ivo H. Daalder and James M. Lindsay, "Bush's Revolution," *Current History*, November 2003, pp.83-90 (e-reserve)

* *Sixth Briefing Group Presentation: Syrian Civil War Policy: Wednesday, November 20*

* *Theory Paper Due, Monday, November 25*

* *Thanksgiving Break*

11. Confronting Contemporary Challenges (Week of December 2-6)

Stephen Zunes, "Friendly Tyrants? The Arab Spring and the Egyptian Revolution," in Carter, ed., *Contemporary Cases in U.S. Foreign Policy*, pp.222-248

Shadi Hamid, "Islamism, the Arab Spring, and the Failure of America's Do-Nothing Policy in the Middle East," *The Atlantic*, October 9, 2015, pp.1-17 (e-reserve)

Patrick James and Ögür Özdamar, "The United States and North Korea: Avoiding a Worst-Case Scenario," in Ralph Carter, ed., *Contemporary Case Studies in United States Foreign Policy*, pp.132-161

Rebecca Friedman Lissner and Mira Rapp-Hooper, "The Day After Trump: American Strategy for a New International Order," *Washington Quarterly* 41:1 (2018), pp.7-25

* *Briefing Group Papers Due*

* *Final Take-Home Examination*