

COHN
Syllabus: US Foreign Policy

U.S. Foreign Policy

Course hours: MWF 13.00-13.50
Class location: Curris Business Bldg 131
Office hours: M 14.30-16.00
W 14.00-15.00
or by appointment

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Office: SAB 354
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Overview of the Course

This course is designed for students who already have a basic understanding of International Relations problems and concepts, and who want to delve deeper into the specific area of US Foreign Policy: what problems the US must deal with in relation to the rest of the world, how its values and power position affect its interests and interactions, how the policy process works and what factors affect it, etc. This course will focus mainly on policy issues and problems rather than theories of policy-making, although those will be discussed where appropriate.

The course has three main goals: first, to acquaint the student with the information needed to understand foreign policy making from a US perspective; second, to help the student develop critical and analytical thinking skills in order that he or she may be an informed, constructive, and active citizen (criticizing the government is very easy when you don't understand what they are doing); and, third, to refine the student's writing and communications skills. Anyone interested in a career in government, business, or the non-profit sector will be expected to analyze and evaluate information quickly, and make clear, concise, useful recommendations. This course will help you develop those skills.

Plagiarism and Cheating

You are here in order to learn, grow, and expand your minds. Any action on your part which is in essence an attempt to get a grade better than the one that your current level of effort **and understanding** deserve is an act of cheating and will be punished as such.

When I ask you questions on an exam, it is not because I need to know the answer. It is because I need to know whether YOU understand the issue so I know whether to move on or work on it more. Plagiarism is when you submit someone else's words or ideas as your own without giving the other person due credit. It is still plagiarism even if you feel you had the idea before you read it somewhere: whoever managed to publish it first must get credit for the idea. Anything else is an act of dishonesty and will not be tolerated. I will catch it (you have no idea how easy it is to spot), and you will receive a zero/F on that assignment, and potentially more serious punishment including recommendation for suspension. It's not worth it. Don't do it.

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Requirements and Grading

Policy Memos will be short-notice assignments in which you must use what you know from the readings and class discussions to write a brief (2 pg MAX) policy memo to the President on the topic I assign, outlining the **situation**, the **interests** at stake, the **options** available, and the **recommended course of action**. These will be worth 30% of your grade

Pop Quizzes will be held throughout the semester, on both the readings and current events. Altogether these will count for 20% of your grade.

The **Final Exam** will consist of multiple choice and short essay questions, will be held at the scheduled time during final exam week, and will be worth 30% of your grade.

Alternative to the Final Exam: if you are taking this class for graduate credit OR if you would rather write a paper than take the exam, you must produce a **Final Paper**. This will be a 12-15 page policy essay (like those you will read in *Foreign Affairs*), in which you identify a foreign policy problem the US faces, explain the interests at stake and the possible courses of action, evaluate the costs and benefits of the courses of action, and make a policy recommendation, paying specific attention to any weaknesses your option presents and how to manage those problems. A few sentences about the problem you have chosen and an outline of your paper will be due no later than 12 March.

Class participation will be evaluated on your presence in class, your performance on group work, and your participation in discussion. This does not mean how much you talk, but how thoughtfully you contribute. I do not expect you to understand everything you read right away and asking questions and suggesting possible answers – even ones that may be incorrect – are both thoughtful contributions. I may occasionally call on specific people, so it is important that you do the reading. This will be worth 20% of your grade.

Grading – the exams and quizzes will be graded on a 100-point scale based on points per question. The policy memos (and final paper) will receive letter grades based on qualitative criteria (see below). All grades will be transposed into the 4 point scale, which will be tallied for a final letter grade. Grades are also partially at my discretion, meaning that I may choose to give a student a slightly higher or lower final grade than the exact score, based on e.g. quality of class participation or of memos.

Letter	100pt	4pt
A	(93-100)	4.0
A-	(90-92)	3.67
B+	(87-89)	3.33
B	(83-86)	3.0
B-	(80-82)	2.67
C+	(77-79)	2.33
C	(73-76)	2.0
C-	(70-72)	1.67

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D+	(67-69)	1.33
D	(63-66)	1.0
D-	(60-62)	0.67
F	(0-59)	0

A – you will receive an A if you go above and beyond addressing all the aspects of the question/assignment and meeting the requirements by introducing novel ideas or perspectives or by addressing an additional aspect of the topic which seems relevant; if you successfully integrate course materials in a way that shows you understand and are not simply repeating back what someone else has said; if you give proper credit wherever credit is due in a way that anyone reading your work could follow the academic conversation; and if your work is written in good English with good style, grammar, and spelling (the **Above and Beyond response**).

B – you will receive a B if you address all the aspects of the assignment and meet the requirements; if you integrate course materials correctly in a way that shows you understood them; if you give proper credit most of the time; and if your work is written in decent English with no major flaws of style, grammar, or spelling (the **Unobjectionably Decent response**).

C – you will receive a C if you address most of the aspects of the question/assignment but either fail to address important parts of the assignment, fail to integrate much course material, or include course material in a way that indicates you have not understood it; if you fail to give proper credit at least most of the time; and/or if your writing contains flaws of style, grammar, or spelling which detract from its readability and clarity (the **Bare Minimum Required response**).

D – you will receive a D if you address few or no aspects of the assignment; integrate little or no course material (or have failed to understand the material); include little or no citation; and/or write so poorly that I have trouble reading the paper. The main criterion for getting a D rather than an F is that you appear to have made an honest effort to do the assignment and have simply failed (the **You Just Did Not Get This response**).

F – you will receive an F if you fail to turn in the assignment, if you turn in something that is plagiarized, or if you turn in something into which you clearly put absolutely no effort (e.g. one short paragraph for a response paper) (the **You Clearly Don't Care response**).

A grade of **I** will be given only if a student has completed most of the work for the semester and is prevented from completing assignments before the end of the semester by sudden and/or traumatic events, such as a sudden illness or injury, or the death of a loved one. In order to receive an **I**, the student must commit (in writing) to complete the work by a time agreed upon between the student and the professor.

Readings

The course textbooks are
James M. McCormick, 2010, *American Foreign Policy and Process*, Fifth Edition
Dennis Merrill and Thomas G. Paterson (eds), 2010, *Major Problems in American Foreign Relations, Vol II: Since 1914*, Seventh Edition

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Other readings will be drawn from journals, all of which are available online through the Rod Library databases or through open sources. If you have any trouble finding a reading, try googling it. This course has a heavy reading load. Please plan ahead.

You would also do well to keep up with the news, through a major national or international news source of your choice (e.g. the New York Times, Washington Post, CNN, International Herald Tribune, BBC, and/or Wall Street Journal).

Help with Reading, Writing, and Study Skills

I encourage you to use the Academic Learning Center's free assistance with writing, reading, and learning strategies:

- The Writing Center offers one-on-one writing feedback for all UNI undergraduate and graduate students. Writing Coaches offer strategies for getting started, citing and documenting, and editing your work. Schedule appointments at 008 ITTC or 319-273-2361. The Writing Center also offers the Online Writing Guide at <http://www.uni.edu/unialc/writingcenter/>.
- The Reading and Learning Center helps students transition to college-level reading and learning expectations at UNI. Students may work with trained Academic Coaches by signing up for workshops, scheduling appointments, or walking in. While appointments are not always necessary, contact the Reading and Learning Center at 008 ITTC or 319-273-2361 to ensure that an Academic Coach is available at a time convenient for you. Additionally, students can register for PPST Reading and GRE Verbal preparation courses or enjoy casual conversations about classes, majors, programs, and life at UNI at weekly Coffee Chats.

Technology

It is university policy that you may not use your cell phones while in class. This includes texting, looking things up, surfing, and talking. You may have them on, but I expect you to have them on silent mode, and if I see anyone using a cell phone I reserve the right to confiscate it until the end of class. If you have a good reason to have a cell phone or pager on (e.g. you have children), please let me know at the beginning of class. My cell phone will also be on in case of university emergencies.

I would prefer you NOT bring laptops/e-readers to class. If you have a particularly good reason why you need to take notes on a laptop instead of paper, please talk to me. I will ask anyone who needs to bring a laptop/e-reader to sit near the back of the class so as not to distract or disturb other students.

Disabilities

If you have a disability of any kind (learning, mental, or physical) for which you need accommodation in the classroom or with assignments/exams, you MUST contact the Student Disability Services Office and get certification from them. I am afraid I cannot offer any accommodations unless you have the paperwork from the SDS. If you have a

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non-disability-related issue for which you feel you need special consideration (e.g. if English is not your native language), please come and talk to me about it and I will do what I can, but I cannot promise anything.

Illness

If you are sick and believe you may be contagious, stay home. Please let me know (preferably before class) that you will be out because of illness. It will be your responsibility, NOT MINE, to get notes from a classmate and/or from eLearning. If you are out frequently for illness and are afraid that this will adversely affect your grades, you may speak to me about extra credit opportunities.

Confidentiality

I am open to anyone who needs help or guidance, but you must know up front that I am legally required to inform the Office of Compliance and Equity Management and/or the Dean of Students if I believe there is harassment, discrimination, violence, abuse, or other prohibited activity going on. I am not allowed to keep your secrets. In cases of alcohol or substance abuse, I strongly encourage you to seek counsel and advice from the Counseling Center or the Student Health Center, as they are in a far better position than I am to help.

Course Outline

Week 1

1. **Introduction: American Values and Foreign Policy** (9 Jan)
2. **The President, the Congress, the Courts** (11 Jan) (66)
 - * McCormick AFP&P, pp. 8-28 (“Rationales for the Values Approach” through the end of Ch.1)
 - * McCormick AFP&P, pp. 251-297
3. **Continued** (13 Jan) (54)
 - * McCormick AFP&P, pp. 307-349
 - * William Howell and Jon Pevehouse, 2007, “When Congress Stops Wars”, *Foreign Affairs* 86(5): 95-107

Week 2

4. ***** University Holiday: NO CLASS ***** (16 Jan)
5. **Continued** (18 Jan) (45)
 - * Merrill and Paterson MPAFR, pp. 28-43 (docs 1-7), 46-67 (essays)
 - * Merrill and Paterson MPAFR, pp. 69-94 (docs 1-8, essay 1)
6. **World War II** (20 Jan) (54)
 - * Merrill and Paterson MPAFR, pp. 111-165 (Ch. 4 and beginning of 5)

Week 3

7. **World War II cont.** (23 Jan) (32)
 - * Merrill and Paterson MPAFR, pp.165-183 (Ch. 5); 186-192 (docs 1-2); pp. 206-214 (essay 1)
8. **The Beginning of the Cold War** (25 Jan) (52)
 - * McCormick AFP&P, pp. 35-57

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* Merrill and Paterson MPAFR, pp. 192-205 (docs 3-8); pp. 215-232 (essays 2-3)

9. The Cold War in Asia: Revolutionary China and the Korean War (27 Jan) (46)

* McCormick AFP&P, pp. 57-62

* Merrill and Paterson MPAFR, pp. 235 -274 (docs1-8, essays 1-3); pp.320-322 (doc 3)

Week 4

10. The Cold War Consensus and the Arms Race (30 Jan) (52)

* McCormick AFP&P, pp. 69-87

* Merrill and Paterson MPAFR, pp. 276-311 (Ch. 8)

*****Consul General talk on Eurozone Crisis 5:30-6:30pm in Gallagher-Bluedorn*****

11. The Suez Crisis and US Relations with the Middle East (1 Feb) (21+)

* Merrill and Paterson MPAFR, pp. 313-320, 322-327 (docs 1-2 and 4-6); 333-342 (essay 1)

* John P.C. Matthews, 2006, "John Foster Dulles and the Suez Crisis of 1956", American Diplomacy Project (www.unc.edu/depts/diplomat/item/2006/0709/matt/matthews_suez.html)

12. Bureaucracies and Foreign Policy (3 Feb) (42)

* McCormick AFP&P, pp. 359-401

Week 5

13. The Cuban Missile Crisis (6 Feb) (42)

* McCormick AFP&P, pp. 87-90

* Merrill and Paterson MPAFR, pp. 360-361, 366-404 (docs 3-8 and essays 1-2)

14. Vietnam (8 Feb) (28+)

* McCormick AFP&P, pp. 90-97

* Merrill and Paterson MPAFR, pp. 413-417, 418-421 (docs 4-5, 7-8), 430-444 (essays 2-3)

* David H. Wagner, 1968, "A Handful of Marines", *Marine Corps Gazette* (find at www.capmarine.com/cap/handfull.htm)

15. Vietnam, cont. (10 Feb) (60)

* Robert Buzzanco, 1986, "The American Military's Rationale Against the Vietnam War", *Political Science Quarterly* 101(4): 559-576

* Robert Pape, 1990, "Coercive Airpower in the Vietnam War," *International Security* 15(2): 103-146

Week 6

16. Nixon, Kissinger, and Détente (13 Feb) (44)

* McCormick AFP&P, pp. 101-112

* Merrill and Paterson MPAFR, pp. 447-463, 470-487 (docs 1-6 and 10, essays 1-2)

17. The US and the Developing World in the 1960s and '70s (15 Feb) (35)

* McCormick AFP&P, pp. 112-127

* Merrill and Paterson MPAFR, pp. 464-470 (docs 7-9); 488-497 (essay 3); 503-506 (docs 1-2)

18. Reagan and the End of the Cold War (17 Feb) (57)

* McCormick AFP&P, pp. 127-144

* Merrill and Paterson MPAFR, pp. 500-503, 506-521 (docs 3-7); 523-545 (essays 1-2)

Week 7

19. Post-Cold War Challenges I: George H.W. Bush (20 Feb) (49)

* McCormick AFP&P, pp. 153-176

* David Skidmore and William Gates, 1997, "After Tienanmen: The Struggle over US Policy Toward China in the Bush Administration," *Presidential Studies Quarterly*, 27(3): 514-540

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20. Post-Cold War Challenges II: Bill Clinton (22 Feb) (58)

- * McCormick AFP&P, pp. 176-193
- * Merrill and Paterson MPAFR, pp. 521-523 (doc 8)

21. Public Opinion, the Media, and Foreign Policy (24 Feb) (68)

- * McCormick AFP&P, pp. 535-585
- * Jim Mermin, 1997, "Television News and American Intervention in Somalia: The Myth of a Media-Driven Foreign Policy", *Political Science Quarterly* 112(3): 385-403

Week 8

22. Political Parties, Interest Groups, and Foreign Policy (27 Feb) (66)

- * McCormick AFP&P, pp. 473-523 (Ch. 11)
- * John W. Dietrich, 1999, "Interest Groups and Foreign Policy: Clinton and the China MFN Debates," *Presidential Studies Quarterly* 29(2): 280-296

23. Trade Policy (29 Feb) (40)

- * C. Fred Bergsten, 2002, "A Renaissance for U.S. Trade Policy", *Foreign Affairs* 81(6): 86-98
- * Aaditya Mattoo and Arvind Subramanian, 2009, "From Doha to the Next Bretton Woods: A New Multilateral Trade Agenda", *Foreign Affairs* 88(1): 15-26

24. Climate Change, Kyoto and Copenhagen (2 Mar) (44)

- * Carter F. Bales and Richard B. Duke, 2008, "Containing Climate Change: An Opportunity for U.S. Leadership", *Foreign Affairs* 87(5): 78-89
- * Jana von Stein, 2008, "The International Law and Politics of Climate Change: Ratification of the United Nations Framework Convention and the Kyoto Protocol", *Journal of Conflict Resolution* 52(2): 243-268
- * Hugh Compston, 2010, "The Politics of Climate Policy: Strategic Options for National Governments", *The Political Quarterly* 81(1): 107-115

Week 9

25. Defense, Intelligence, and Foreign Policy (5 Mar) (52)

- * McCormick AFP&P, pp. 411-463

26. Rwanda (7 Mar) (48)

- * Samantha Power, 2001, "Bystanders to Genocide: Why the United States let the Rwanda Tragedy Happen," *Atlantic Monthly* 288(2): 84-108
- * Alan J. Kuperman, 2000, "Rwanda in Retrospect", *Foreign Affairs* 79(1): 94-118

27. Civil-Military Relations (9 Mar) (60)

- * Peter D. Feaver, 1996, "The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control", *Armed Forces and Society* 23(2): 149-178
- * Lindsay P. Cohn, 2011, "It Wasn't in my Contract: Security Privatization and Civilian Control", *Armed Forces and Society* 37(3): 381-398
- * Christopher Gelpi and Peter D. Feaver, 2002, "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force", *American Political Science Review* 96(4): 779-793

Week 10

*** **SPRING BREAK** ***

Week 11

28. George W. Bush, September 11, and the Aftermath (19 Mar) (44)

- * McCormick AFP&P, pp. 201-231
- * Merrill and Paterson MPAFR, pp. 551-565 (docs 1-5)

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29. **Afghanistan** (21 Mar) (41)

- * Milton Bearden, 2001, "Afghanistan, Graveyard of Empires", *Foreign Affairs* 80(6): 17-30
- * Thomas Barfield, 2011, "Afghanistan's Ethnic Puzzle", *Foreign Affairs* 90(5): 54-65
- * David M. Rodriguez, 2011, "Leaving Afghanistan to the Afghans", *Foreign Affairs* 90(5): 45-53
- * Stephen D. Kramer, 2012, "Talking Tough to Pakistan", *Foreign Affairs* 91(1): 87-96

30. **Iraq** (23 Mar) (32)

- * McCormick AFP&P, pp. 231-240
- * Merrill and Paterson MPAFR, pp. 565-571 (docs 6-7); 577-594 (essays 1-2)

Week 12

31. **Iraq, cont.** (26 Mar) (38)

- * Kenneth Pollack, 2004, "Spies, Lies, and Weapons: What Went Wrong", *The Atlantic Monthly* 293(1): 78-92
- * Kevin Woods, James Lacey, and Williamson Murray, 2006, "Saddam's Delusions: the View from the Inside" *Foreign Affairs* 85(3): 2-26

32. **Counterterrorism** (28 Mar) (76)

- * Christopher Greenwood, 2002, "International Law and the 'War Against Terrorism'", *International Affairs* 78(2): 301-317
- * Howard Wachtel, 2005, "Targeting Osama bin Laden: Examining the Legality of Assassination as a Tool of US Foreign Policy", *Duke Law Journal* 55(3): 677-710
- * Curtis Bradley and Jack Goldsmith, 2005, "Congressional Authorization and the War on Terrorism" – Parts V-VI, *Harvard Law Review* 118(7): 2107-2133

33. **Nuclear Proliferation** (30 Mar) (35)

- * Stephen Peter Rosen, 2006, "After Proliferation", *Foreign Affairs* 85(5): 9-14
- * Michael Mazarr, 2007, "The Long Road to Pyongyang", *Foreign Affairs* 86(5): 75-94
- * Scott Stossel, 2005, "North Korea: the War Game", *The Atlantic Monthly* 296(1): 97-108

Week 13

34. **Iran** (2 Apr) (52)

- * James Lindsay and Ray Takeyh, 2010, "After Iran gets the Bomb", *Foreign Affairs* 89(2): 33-49
- * Eric S. Edelman, Andrew Krepinovich, and Evan Braden Montgomery, 2011, "The Dangers of a Nuclear Iran", *Foreign Affairs* 90(1): 66-81
- * Dima Adamsky, 2011, "The Morning After in Israel", *Foreign Affairs* 90(2): 155-159
- * Matthew Kroenig, 2012, "Time to Attack Iran", *Foreign Affairs* 91(1): 76-86
- * Colin Kahl, 2012, "Not Time to Attack Iran", *Foreign Affairs* website
<http://www.foreignaffairs.com/articles/137031/colin-h-kahl/not-time-to-attack-iran>
- * Dalia Dassa Kaye and Frederic Wehrey, 2011, "Arab Spring, Persian Winter", *Foreign Affairs* 90(4): 183-186

35. **Sanctions** (4 Apr) (63)

- * Bruce Jentleson and Christopher Whytock, 2005/06, "Who 'Won' Libya? The Force-Diplomacy Debate and its Implications for Theory and Policy," *International Security* 30(3): 47-86
- * Bronwen Mamby, 1992, "South Africa: The Impact of Sanctions," *Journal of International Affairs* 46(1): 193-217

36. **East Asia** (6 Apr) (43)

- * Yoichi Funabashi, 2008, "Keeping Up With Asia," *Foreign Affairs* 87(5): 110-125
- * Arvind Subramanian, 2011, "The Inevitable Superpower", *Foreign Affairs* 90(5): 66-78
- * Salvatore Babones, 2011, "The Middling Kingdom", *Foreign Affairs* 90(5): 79-88
- * Yanzhong Huang, 2011, "The Sick Man of Asia", *Foreign Affairs* 90(6): 119-136

Week 14

37. **Israel/Palestine** (9 Apr) (31)

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- * Amir Taheri, 2007, "Is Israel the Problem?" *Commentary* 123(2): 35-39
- * Ehud Yaari, 2010, "Armistice Now", *Foreign Affairs* 89(2): 50-62
- * Rory Miller, 2011, "Europe's Palestine Problem", *Foreign Affairs* 90(5): 8-12
- * Khaled Elgindy, 2011, "Palestine Goes to the UN", *Foreign Affairs* 90(5): 102-113
- * Yossi Klein Halevi, 2012, "Can the Center Hold?" *Foreign Affairs* 91(1):

38. The Arab Spring (11 Apr) (53)

- * Richard N. Haass and Martin Indyk, 2009, "Beyond Iraq: A New US Strategy for the Middle East", *Foreign Affairs* 88(1): 41-58
- * F. Gregory Gabe III, 2011, "Why Middle East Studies Missed the Arab Spring", *Foreign Affairs* 90(4): 81-90
- * Jeff Martini and Julie Taylor, 2011, "Commanding Democracy in Egypt", *Foreign Affairs* 90(5): 127-137
- * Michael Ross, 2011, "Will Oil Drown the Arab Spring?" *Foreign Affairs* 90(5): 2-7
- * William McCants, 2011, "Al Qaeda's Challenge", *Foreign Affairs* 90(5): 20-32

39. *NO CLASS TODAY***** (13 Apr)

Week 15

40. Russia (16 Apr) ()

- * Charles King, 2008, "The Five-Day War", *Foreign Affairs* 87(6): 2-11
- * Stephen Sestanovich, 2008, "What Has Moscow Done?" *Foreign Affairs* 87(6): 12-28
- * Nicholas Eberstadt, 2011, "The Dying Bear", *Foreign Affairs* 90(6): 95-108
- * Walter Laqueur, 2010, "Moscow's Modernization Dilemma", *Foreign Affairs* 89(6): 153-160

41. Europe (18 Apr) ()

- * Vivien Schmidt, 2011, "Saving the Euro Will Mean Worse Trouble for Europe", *Foreign Affairs* 90(**): **
- * Martin Feldstein, 2012, "The Failure of the Euro", *Foreign Affairs* 91(1): **
- * Anders Fogh Rasmussen, 2011, "NATO After Libya", *Foreign Affairs* 90(**): **

42. Sub-Saharan Africa (20 Apr) (**)

- * Edward Miguel, 2011, "Africa Unleashed", *Foreign Affairs* 90(**): **
- * Johnnie Carson (Assistant Secretary, Bureau of African Affairs, USDoS), Remarks on US Efforts to Counter the Lord's Resistance Army, <http://www.state.gov/p/af/rls/rm/2011/178501.htm>

Week 16

43. Grand Strategy (23 Apr) ()

- * McCormick AFP&P, pp. 599-621
- * Robert Gates, 2009, "A Balanced Strategy", *Foreign Affairs* 88(1): 28-40
- * Melvyn Leffler, 2011, "9/11 in Retrospect", *Foreign Affairs* 90(5): 33-44
- * Daniel Drezner, 2011, "Does Obama have a Grand Strategy?" *Foreign Affairs* 90(4): 57-68

44. (25 Apr) ()

45. Wrapping Up (27 Apr)

Final Exams

13.00 Tuesday 1 May

- * Kevin Esterling, 2007, "Buying Expertise: Campaign Contributions and Attention to Policy Analysis in Congressional Committees", *American Political Science Review* 101(1): 93-109

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