

POLITICAL SCIENCE 452 - AMERICAN FOREIGN POLICY

Term I / T & R 11:20-12:35

Briggs 125

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Purpose of the Course: The purpose of Political Science 452 - American Foreign Policy - is to arm students with the concepts with which to intelligently comprehend and analyze how American foreign policy is both made and implemented. We will do this by exploring in depth the following themes: the ends and means of American foreign policy, its key dimensions, its historical context, the policy matrix in which it is formed, and the instruments used to carry it out.

In addition, Political Science 452 subscribes to and is designed to emphasize and promote several broad educational goals germane to a liberal arts curriculum: (1) the ability to **read** actively and critically; (2) the ability to **think** logically, analytically, and independently; (3) the ability to **communicate** clearly and effectively, both orally and in writing; and (4) the ability to **learn** on one's own. The class format and assignments are structured to enhance the achievement of these goals.

Political Science 452 is an elective in the Department's undergraduate curriculum.

Course Format: The format of this class may be different from what you are used to: it is not primarily a traditional lecture course. Rather, the course is based on the premise that you will learn more if you actively contribute to the learning process by participating, as opposed to sitting passively, merely absorbing what you are "taught." Although I may, very occasionally, offer a lecture, that learning method will be the distinct exception. Instead, my usual role will be to organize the course material for our class discussions, and to focus and direct, and refocus and redirect, our discussions to ensure that we cover important course material. Therefore, **discussion**, and your preparation for discussion, is central, expected, and required.

What, exactly, will we discuss? In addition to being **discussion-centered**, this class is **text-based**. Our discussions will center on the assigned readings (rather than on whatever opinions we may happen to come to class with on a particular day), so it is imperative that you come to each and every class period prepared to discuss, first and foremost, the text. This means you must complete the readings prior to the day they will be discussed. More importantly, you must complete the readings in such a way that you are prepared to discuss them intelligently. Your input is essential to the class, and is required. Your conscientious reading and thinking about the material and subsequent active class participation is, therefore, crucial, both to the success of the course and to your grade in it. You are **required** to attend each and every class prepared to thoughtfully discuss reading assignments and, in general, to make a positive contribution to the class and the learning environment therein. Your contribution grade depends in large part on

your response to these expectations. If you have any misgivings about your ability or willingness to prepare and participate at this level, see me after the first class meeting!

Course Requirements: There are **four**. They are equally weighted: each counts 1/4th, or 25%, of your final grade. The **first** is the afore-mentioned class participation/contribution. Your contribution grade will be determined by the extent to which you help advance the class's agenda. This means that the quality of your remarks - determined by the extent to which they indicate familiarity with the reading - is more important than mere quantity. The **second** and **third** requirements are in the form of examinations: a mid-term exam, covering our first 11 class sessions and chapters 1-7, on **Thursday, 9 October**; and a final exam, covering the rest of the term and chapters 8-15, on (per the Registrar's final exam schedule) **Tuesday, 9 December, 11:00-12:50**. The **fourth** requirement is a term project, which I detail on the last page of this syllabus and which I will discuss on the first day of class and thereafter.

I understand that grades are important to you. They are important to me as well, and I work very hard on two grade-related issues: first, doing everything I can to help you get the highest grade you are capable of, and, second, ensuring that each and every student receives no more or less than the grade s/he earns. In this context, please feel free to discuss any and all aspects of your grade with me at any time. At the very end of the semester, we will meet to discuss your participation/contribution grade. You might find it useful when thinking about grades to refer to the handout, 'The Behavioral Dimensions of Grades,' attached to this syllabus.

Policy Concerning Attendance: My policy on attendance is simple: to do your best, whatever that may be, you need to attend each and every class. Since the majority of administrative information (i.e., changes in the schedule, readings, exam dates) is announced at the beginning of each class period, it is important to come to each and every class, and on time. Coming to class late is disruptive and disrespectful to those already at work in the class, myself included. On a related topic: disable the audio alert (i.e., ringing, beeping) on all pagers and cell phones during class time.

Policy Concerning Late Work: My policy concerning late work is simple: I accept it, without regard to how late it is (so long as it is turned in by the last day of class), and penalize it by one full grade. Regarding scheduled exams, you should plan to take the exams at the times they are scheduled. If you are faced with an impossible set of circumstances over which you have no control that makes this impossible, you must, for me to consider a make-up, let me know in advance of the exam.

Policy Concerning the Incomplete Grade: My policy on the Incomplete grade is equally straightforward: I will not consider an "I" grade unless (a) a student who has taken the course seriously is, at the end of the semester, suddenly faced with an impossible set of circumstances over which s/he has no control, and (b) the student requests that I consider a grade of "I" and makes arrangements to complete the unfinished work. Under no circumstances will the "I" grade be used in lieu of an earned grade in the course.

Readings: The moderate reading load for this class is designed to encourage not only completion

of all reading assignments prior to their due date, but also to allow time beyond mere reading to comprehend the readings in a way that will prepare you to contribute to class discussion. Thus, you must read the required pages, but with enough concentration and rigor to be able to contribute to our understanding through class discussion. The following text has been ordered at the bookstore. I have instructed the bookstore to order only new copies, as used ones will not come bundled with the InfoTrac password needed to access The Online Library.

Eugene R. Wittkopf, Charles W. Kegley, Jr. & James M. Scott, American Foreign Policy. Pattern and Process, 6th ed., 2003.

Students occasionally ask me to recommend a book that provides an overview of American foreign policy. I recommend what I consider to be the best book on the history of American foreign policy in the last two-thirds of the twentieth century:

Stephen E. Ambrose & Douglas G. Brinkley, Rise to Globalism. American Foreign Policy Since 1938, 8th revised edition, Penguin Books, 1997.

In addition, I strongly encourage you to purchase a term-long subscription to The New York Times, which provides consistently high quality news, analysis and commentary relevant to students of American foreign policy. I will provide you with information for subscriptions at the lowest possible student rates. Finally, I may, from time to time, direct you to or make available additional supplementary reading.

The instructor reserves the right to make changes in the syllabus.

COURSE SCHEDULE & ASSIGNMENTS

I. THEMATIC AND ANALYTICAL INTRODUCTION

T 9/2: Introduction to the Course & the Study of American Foreign Policy

Read: syllabus, both Tables of Contents, Preface.

R 9/4: Thematic Introduction to American Foreign Policy

Read: ch. 1, pp. 3-13.

T 9/9: Analytical Introduction to American Foreign Policy

Read: ch. 2, pp. 14-22.

II. PATTERNS OF AMERICAN FOREIGN POLICY

R 9/11: American Foreign Policy in Historical Perspective: Through the Cold War

Read: ch. 3, pp. 25-55.

T 9/16: American Foreign Policy in Historical Perspective: Post-Cold War

Read: ch. 3, pp. 55-72.

R 9/18: Instruments of Global Influence: Military Might

Read: ch. 4, pp. 73-108.

T 9/23: Other Instruments of Global Influence

Read: ch. 5, pp. 109-146.

III. EXTERNAL SOURCES OF AMERICAN FOREIGN POLICY

R 9/25: The International Political System in Transition: Polarity & the Global South

Read: ch. 6, pp. 149-177.

T 9/30: The International Political System in Transition: The North-South Divide

Read: ch. 6, pp. 177-198.

R 10/2: The International Political Economy in Transition: Monetary Hegemony

Read: ch. 7, pp. 199-215.

T 10/7: The International Political Economy in Transition: Trade Hegemony

Read: ch. 7, pp. 215-238.

Thursday 10/9: Mid-Term Exam

IV. SOCIETAL SOURCES OF AMERICAN FOREIGN POLICY

T 10/14: Political Culture & Public Opinion in American Foreign Policy

Read: ch. 8, pp. 241-277.

R 10/16: The Role of Interest Groups

Read: ch. 9, pp. 278-301.

T 10/21: The Role of the Mass Media & Presidential Elections

Read: ch. 9, pp. 301-318.

Due: Term Project Proposal

V. GOVERNMENTAL SOURCES OF AMERICAN FOREIGN POLICY

R 10/23: Presidential Leadership in Foreign Policy Making

Read: ch. 10, pp. 321-326.

T 10/28: The Structures of Presidential Leadership

Read: ch. 10, pp. 326-358.

R 10/30: The Foreign Policy Bureaucracy: The Departments of State & Defense

Read: ch. 11, pp. 359-379.

T 11/4: The Foreign Policy Bureaucracy: The Intelligence Community & Others

Read: ch. 11, pp. 380-402.

R 11/6: The Role of Congress: Avenues of Influence

Read: ch. 12, pp. 403-427.

T 11/11: Obstacles to Congressional Foreign Policy Making

Read: ch. 12, pp. 427-444.

VI. ROLE SOURCES OF AMERICAN FOREIGN POLICY

R 11/13: Models of Bureaucratic Decision Making in American Foreign Policy

Read: ch. 13, pp. 447-467.

T 11/18: Policy Consequences of Bureaucratic Decision Making

Read: ch. 13, pp. 467-482.

VII. INDIVIDUALS AS SOURCES OF AMERICAN FOREIGN POLICY

R 11/20: Leader Characteristics & Foreign Policy Performance

Read: ch. 14, pp. 485-514.

T 11/25: no class – Thanksgiving Break

VIII. AT THE DAWN OF THE NEW MILLENIUM

T 12/2: The Future of American Foreign Policy

Read: ch. 15, pp. 517-546.

Due: Term Project

Tuesday, 9 December, 11:00 A.M. – 12:50 P.M.: Final Exam

The Political Science 452 Term Project

The term project for this course counts for 25% of your grade. The assignment is to access and write a critical review of no fewer than five scholarly articles from the InfoTrac College Edition Online Library. The articles must be scholarly, rather than journalistic, a distinction that I discuss in an accompanying handout. You may use other sources, in addition to the minimum of five from the database. The articles should be on one topic or issue, and you should be able to locate the topic in the Wittkopf text. The text is an excellent place to start your search for a topic. The ‘Summary Table of Contents’ (pp. ix-x) and the more detailed ‘Contents’ (pp. xi-xxv) give you an idea of how analysts of American foreign policy organize the discipline. Each chapter is

extensively annotated with bibliographic sources, and the 'References' section, beginning on p. 547, extends for 49 pages.

As it is a **term** project, it is important that you start on it early in the semester. To encourage you to not delay, a term project proposal is due not later than **Tuesday, 21 October**. The proposal, which is calculated into your final project grade, must include: your topic, where it would appear in the text, and a detailed bibliography of the sources you intend to use.

I encourage you to touch base with me early and often, on any and all aspects of this project. The final project is due no later than **Tuesday, 2 December**.