

PO311, U.S. Foreign Policy

Dwight R. Hahn, Ph.D.

Spring 2014

Contents:

[Office Hours](#) / [Description and Goals](#) / [Texts](#) / [Course Requirements](#) / [Grading](#) / [Topics by Week](#)

Dwight R. Hahn, Ph.D.
Department of Political Science
John Carroll University

Office Hours: TR, 3:15-4:45 and by appointment—please contact the department administrative assistant, Ms. Karen Connell (kconnell@jcu.edu), to schedule

E-mail: hahn@jcu.edu

Course Description:

The purpose of this course is to provide students a brief historical outline of U.S. foreign policy and to consider the sources of U.S. foreign policy. This course presents several different theories and frameworks for understanding foreign policy. Key to this comparison of theories (or analytical frameworks) are the texts on Zombies and the Cuban Missile Crisis. Each text attempts to explain how and why policies are formulated in response to a “crisis” whether the crisis be one induced by the apparently hostile placement of an adversary’s nuclear missiles or the outbreak of zombie attacks on humanity. The course will also give special consideration to *A Problem from Hell* by current U.S. Ambassador to the United Nations, Samantha Power.

Classroom discussion, rooted in the readings for each session, will be emphasized. Several short papers summarizing and explaining the main points of the reading will be assigned during the semester to encourage a close reading of the course material. Further, each student is to research and write on a topic, chosen in consultation with the instructor.

Goals:

1. The development of an understanding of various interpretations or explanations of the motives of policy makers.
2. The development of an understanding of the policy-making process.
3. The development of critical thinking skills.
4. The development of academic writing skills.

Required Texts and Articles:

1. Allison, Graham and Philip Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*.
2. Drezner, Daniel. 2011. *Theories of International Politics and Zombies*.
3. Hook, Steven. 2014 (4th edition; with e-version). *U.S. Foreign Policy: The Paradox of World Power*.
4. Power, Samantha. 2013 (reprint of 2002). *"A Problem from Hell": America and the Age of Genocide*.
5. Various articles posted at the Blackboard site for this class.

Recommended reading and information sources:

1. *Foreign Affairs*.
2. *Foreign Policy*.
3. *The Economist*.
4. *The New York Times*. The print or web edition should be read on a daily basis <http://www.nytimes.com/>.
5. Web sites listed in the External Links section of the Blackboard site for this class.

Course Requirements (Graded Assignments): [TOP](#)

All written work is to be submitted electronically at the course Blackboard site before the class session at which the hardcopy is due. Papers submitted late will lose half a grade for each day they are late.

Short-topic papers. Students will be asked to write formal two-three page papers usually calling for a synthesis and explanation of assigned readings. Sources must be properly cited. {five or six--possibly more—for total of 35% of course grade}

Midterm. This is a take-home class exam of one or two short but significant essays and, possibly, brief identification questions. Treat the essay topic(s) as a major formal essay that requires proper citation. {25% }

Research paper and its presentation. Students will choose a topic in consultation with the instructor before the Spring Break. Paper is to be from nine to eleven pages in length with proper citation of all sources and bibliography. This paper is due at the Thursday session of the fourteenth week, 4/24/14. This assignment also requires a formal oral presentation by each student. {25+5 for 30 % }

Oral Participation. The class emphasizes student participation. Students should demonstrate knowledge of the course material through regular class attendance, ability to respond to questions based on the reading, engagement in thoughtful discussion, and response to paper presentations. {10% }

Other Course Policies:

Attendance

Classroom attendance is mandatory. Each student is expected to attend each session, take appropriate notes, and participate in discussion. Generally, "excused absences" or "make-ups" will only be allowed in the event of a major medical problem or family emergency. In any case, the student is responsible for course material presented during his or her absence. Students who choose not to continue the course are responsible for fulfilling the administrative requirements of dropping a class.

Academic Honesty

The Undergraduate Bulletin states: "Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Disability Statement

In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

Statement on Campus Climate & Diversity

At JCU, we are committed to fostering a respectful and inclusive campus community. Incidents of bias which are intentional or unintentional actions against someone on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, can and should be reported on the Bias Incident Reporting Form, accessible at <http://sites.jcu.edu/bias/>. Questions about bias can be directed to members of the Bias Response Team: Lauren Bowen, Associate Academic Vice President (bowen@jcu.edu), Bud Stuppy, Director of Human Resources (cstuppy@jcu.edu) or Danielle Carter, Director of the Center for Student Diversity and Inclusion (dcarter@jcu.edu).

Grading:

Course grade is based on percentage of weighted total (student's current grade can be viewed at Blackboard)

A = 93% or better of total, A- = 90% - 93%, B+ = 87% - 90%,

B = 83% - 87%, B- = 80% - 83%, C+ = 77% - 80%, C = 73% - 77%, C- = 70% - 73%,

D+ = 67% - 70%, D = 60% - 67%, F = <60%

Course Topics and Readings by Week: [TOP](#)

(Subject to modification.)

| # | Week | Reading: | Issues for discussion: |
|---|-----------|---|---|
| 1 | 1/14-1/16 | T: Overview of the Course R: Hook, Preface, Maps, and Ch.1—See E-version of 4 th edition; Power, Preface and Ch.1 | Introduction to the course; Blackboard. The motivations and mechanisms of U.S. policy; the “Paradox of World Power” and the U.S.; Exceptionalism (idealism); hegemony and balance of power; problems from hell and why do states do what they do? |
| 2 | 1/21-1/23 | T: Hook, Ch.2; Power Chs.2-4 R: Video on Cuban missile crisis ; Allison, Introduction; Drezner, Preface to page 33 | Outline of U.S. foreign policy history; The naming of a crime;; The Zombie Problem and explanations; “Models I, II, and III |
| 3 | 1/28-1/30 | T: Allison, Ch.2 (read Ch.1 later) R: Drezner, pp.33-46; Allison, Ch.1 | Theories and frameworks for explaining state behavior; Realism. |

| | | | |
|----|-------------------|--|--|
| 4 | 2/4-2/6 | T: Hook, Ch. 3; Drezner, 47-76 R: Power, Ch.8 | “Neocons,” Vindicator Idealism, and Sadam Hussein (2003); Liberal Internationalism; Constructivism; Reagan, Sadam Hussein (1980s), and chemical weapons. |
| 5 | 2/11-2/13 | T: Allison, ch. 4; Drezner, pp.87-98 and pp.109-114 R: Allison, ch. 3 | Bureaucratic Politics and Model II application to Cuban missile crisis |
| 6 | 2/18-2/20 | T: Power, chs. 9 and 11 R: Hook, chs. 4-6; Allison, ch.5 | Bosnia and Srebrenica: the what and how of intervention; Presidency, Congress, and the bureaucracy in making U.S. foreign policy |
| 7 | 2/25-2/27 | T: Release of Midterm R: Hardcopy of Midterm due in class (as with all other written work, e-copy is due at Blackboard site before class session) | Consult with instructor during office hours on paper topic Midterm and Begin SPRING BREAK |
| 8 | 3/11-3/13 | T: Present preliminary research thesis R: Power, ch. 8 | Research topics; Rwanda and “failure” to intervene |
| 9 | 3/18-3/20 | T: Power, ch.12 R: Hook, Ch. 7 | Kosovo and the “success” of intervention? Public Opinion |
| 10 | 3/25-3/27 | T: Hook, Ch. 8 R: Hook, Ch. 9 | Mass Media; Social Movements and Interest Groups; |
| 11 | 4/1-4/3 | T: Video: why we fight R: Hook, Ch. 10 | National Security and Defense Policy |
| 12 | 4/8-4/10 | T: Hook, Ch. 11 R: Hook, Ch. 12 | Economic Statecraft and Transnational Problems |
| 13 | 4/15 | T: Research paper discussion R: NO CLASS – (Friday Schedule) Easter Break | Discuss research an paper topics in class with classmates |
| 14 | 4/22-4/24 | T: NO CLASS (Monday Schedule) R: Oral presentations RESEARCH PAPERS DUE | |
| 15 | 4/29-5/1 | T: Oral presentations R: Oral presentations | |
| 16 | Final Exam | : Finish oral presentations and Final Discussion | |

