

POLI 4043 American Foreign Policy

Course Syllabus
Spring 2022

Instructor: Joe Clare
Office Location: 206 Stubbs Hall
Office Phone: 578-2551
E-mail: jclare@lsu.edu

Classroom: 134 JC Miller Hall
Class Hours: T/TH 10:30-11:50
Office Hours: By appointment via Zoom

Course description

This seminar is designed to introduce students to the historical and contemporary issues related to U.S. foreign policy. We will first review the history of American foreign policy in the 20th century with an emphasis on national security issues. Then the course will proceed with an in-depth coverage of major groups and institutions involved in formulating American foreign policy. The particular focus will be on the roles of the presidency, Congress, executive branch (e.g., State Department), interest groups, mass media, and public opinion.

Required readings

There is no required textbook for this course. The required readings are articles and book chapters that are available as PDF files available on Moodle.

Course requirements

The final grade in this course will be based on four main components: (1) two in-class examinations, (2) one project and its presentation, (3) four in-class quizzes, and (4) class participation.

Summary of the grade components:

50% Two online exams (1st exam: 25%; 2nd exam: 25%)
20% Project (project 15%; PPT in-class presentation 5%)
20% Four pop quizzes
10% Seminar participation

1. *Two online examinations* (50% total; 25% each)

- The exams will mainly consist of essay questions though there will be a brief section of multiple-choice questions as well. Each exam will be worth a total of 25% of the student's final grade. Questions will be based on the student's comprehension of both the assigned reading materials and the class lectures. There will be **no makeup exams except** in documented cases of serious medical emergency, military obligation, or jury duty.

2. *Project and class presentation (20%):*

- Each student will write a paper (maximum of 8 pages) and give a class presentation in PowerPoint on one from the list of project topics. Each student will have approximately 6 minutes for his/her individual presentation. I will lay out the parameters for each group topic on **February 8**. To facilitate the coordination among multiple topic preferences, by **February 10** you are required to submit to me your top three topic preferences, one of which will be assigned as the topic for your presentation. If I do not receive your topic preferences, I will assign you to one of the topics after considering all the remaining students' preferences. An assignment sheet listing presentation groups and topics for all students will be handed out in class on **February 15** and also posted on Moodle ("Project Group Assignments" file). Only those internet sources that are listed for each topic will be used for preparing the presentation. Every student must e-mail their completed paper and PowerPoint presentation to me by 4 p.m. on **April 25** On the scheduled date for your topic, you should **give me a printed copy of the essay**. Detailed instructions for the project requirements, format, each topic, deadlines, etc., is provided in a separate file available on Moodle ("Project" file).

3. *Four in-class quizzes (20%):*

- The quizzes will be multiple choice and the questions will be based on the class readings and lectures. The dates of the quizzes will not be announced ahead of time, so if you know in advance that you will be missing a class for a university excusable reason, let me know early.

4. *Class participation (10%)*

- Class participation is based on active participation in class discussions. The students are expected to come to class having read the material and able to answer questions and/or engage in informed discussion. This can only be done if you conduct yourselves in a professional manner and are tolerant of other students' ideas, even if they directly contradict your own personal views.

The breakdown for final grades is as follows:

97-100% (A+);	93-96.9% (A);	90-92.9% (A-);
87-89.9% (B+);	83-86.9% (B);	80-82.9% (B-);
77-79.9% (C+);	73-76.9% (C);	70-72.9% (C-);
67-69.9% (D+);	63-66.9% (D);	60-62.9% (D-);
< 60% (F)		

Project Deadline Extensions and Make-Up Exams

Deadline extensions and make-up exams will not be granted except in properly documented situations of serious illness or major family emergency. The request needs to be made in a timely manner and not later than the second day after the missed deadline or exam. Otherwise, the extension/make-up will not be granted. This course does not qualify for granting an Incomplete Grade; therefore, there is NO Incomplete Grade in this course.

Electronic Communication

I encourage students to visit me during my office hours for any questions and inquiries. If the circumstances necessitate it, you can also e-mail me on weekdays. The project assignments must also be submitted initially through e-mail. Please adhere to the following courtesy policy for this course when e-mailing me: (1) use only your LSU e-mail address; (2) do address me properly in the message and sign it with your full name; (3) keep your message brief and, when submitting the project, provide the information about the project's topic and the files you are attaching; (4) do not forget to attach the project files and make sure to wait for my confirmation (see "Project" file on Moodle for further details). To protect the privacy of each student, please note that I do not provide any grade or similar personal information through e-mail or by phone, regardless of who is requesting it.

Plagiarism Statement

"Academic Misconduct" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or attempts to commit such an act. Students should be familiar with the definition of academic misconduct and the Code of Student Conduct: <http://saa.lsu.edu/code-student-conduct>. If a student is found to have committed an act of academic misconduct, s/he will be referred to the Office of Judicial Affairs and penalized appropriately.

Copyright Statement

Unless otherwise noted, the handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, web pages, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Students with Disabilities Policy

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letters, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. For additional information, check the Office of Disability Services Faculty Handbook.

Equal Opportunity Statement

LSU's PS 1 assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran's status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. *This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.*

Practical Advice on Reading and Taking Notes

For your own benefit and not just for this course, I strongly encourage you to read about research, repeatedly showing that taking notes with a laptop or tablet and having an instructor posting lecture notes do NOT benefit a student's cognitive and learning process. By contrast, "students who used longhand remembered more and had a deeper understanding of the material." "A Learning Secret: Don't Take Notes with a Laptop" (*The Scientific American*)

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Also, while there is an obvious financial advantage to have the readings available in electronic form as it saves you money, it is strongly advisable to have them printed and read them in the print version. I encourage students to discuss the course materials with me outside the classroom as well (see the office hours), but I will require you to bring print copies of all readings with you on these occasions. This is why (and do print this article before reading it):

"The Reading Brain in the Digital Age: The Science of Paper versus Screens" (*The Scientific American*)

<http://www.scientificamerican.com/article/reading-paper-screens/>

SCHEDULE

January 18

COURSE OVERVIEW

January 20-25

DIPLOMACY BEFORE WORLD WAR II

Mead, Walter Russell. 2001. "The American Foreign Policy Tradition." In Walter Russell Mead, *Special Providence: American Foreign Policy and How It Changed the World*. New York: Alfred A. Knopf, Chapter 1 (pp. 3-29)

LaFeber, Walter. 2008. "The US Rise to World Power, 1776-1945." In M. Cox & D. Stokes (eds.) *US Foreign Policy*. Oxford: Oxford University Press, Chapter 3 (pp. 45-60).

Kissinger, Henry. 1994. "The Hinge: Theodore Roosevelt or Woodrow Wilson." In H. Kissinger, *Diplomacy*. New York: Simon & Schuster, Chapter 2 (pp. 29-55).

January 27-February 1

WORLD WAR II DIPLOMACY

Document: [Atlantic Charter \(1941\)](http://avalon.law.yale.edu/wwii/atlantic.asp) <http://avalon.law.yale.edu/wwii/atlantic.asp>

Document: [Yalta Conference \(1945\)](http://avalon.law.yale.edu/wwii/yalta.asp) <http://avalon.law.yale.edu/wwii/yalta.asp>

LaFeber, Walter. 2008. Chapter 1. "Open Doors, Iron Curtains (1941-1945)". In Walter LaFeber *America, Russia, and the Cold War, 1945-2006*, 10th ed. New York: McGraw Hill.

February 3-8

COLD WAR BEGINNINGS AND KOREA

Document: [Truman Doctrine \(1947\)](http://avalon.law.yale.edu/20th_century/trudoc.asp) (http://avalon.law.yale.edu/20th_century/trudoc.asp)

Herring, George C. 2008. "'A Novel Burden Far from Our Shores': Truman, the Cold War, and the Revolution in U.S. Foreign Policy, 1945-1953." In *From Colony to Superpower: U.S. Foreign Relations since 1776*. New York: Oxford University Press, pp. 595-650 (Ch. 14).

NOTE: One part of the session on **February 8** will be reserved for reviewing project requirements and topics. Each student needs to submit her/his top three topic preferences in class on **February 10**. The topic assignment sheet for all students will be distributed in class on **February 15**. Project guidelines and group assignments sheet will also be posted on Moodle.

February 10-15

EISENHOWER, THE NEW LOOK, AND THE 1950S

Jones, Howard. 2009. "Containment Continued: The Eisenhower Years, 1953-1961." In *Crucible of Power: A history of American foreign relations from 1945*. Lanham, MD: Rowman & Littlefield, pp. 63-102 (Ch. 3).

February 17-22

FROM CUBA TO VIETNAM

Document: [Tonkin Gulf Incident \(1964\)](http://avalon.law.yale.edu/20th_century/tonkin-g.asp) (http://avalon.law.yale.edu/20th_century/tonkin-g.asp)
Herring, George C. 1991. "America and Vietnam: The Unending War." *Foreign Affairs* Vol. 70, No. 5 (Winter), pp. 104-119.

February 24-March 3

THE END OF VIETNAM AND THE DETENTE ERA

Hook, Steven W., and John Spanier. 2016. "Détente and World-Order Politics." In *American Foreign Policy Since World War II, 20th ed.* Thousand Oaks, CA: CQ Press, pp. 102-125 (Ch. 5).

NOTE: No Class on March 1 (Mardi Gras Break)

March 8

THE END OF THE COLD WAR & THE POST-COLD WAR CHALLENGES

Paterson, Thomas, et al. 2010. "A New World Order? Reagan, Bush, and Clinton, 1981-2001." In *American Foreign Relations: Volume 2: Since 1895*. Boston: Wadsworth, pp. 421-471 (Ch. 11).

EXAM #1 Thursday, March 10

March 15-17

SPRING BREAK

March 22

POLITICAL TRADITION, NATIONAL CULTURE AND FOREIGN POLICY

Mead, Walter Russell. 1999/2000. "The Jacksonian Tradition." *The National Interest* No. 58.
Mead, Walter Russell. 1996. "Hamilton's Way." *World Policy Journal*, Vol. 13, No. 3, pp. 89-106.

Note: If you have not read the U.S. Constitution in its complete form, it is required that you do it before this second part of our class—get a hard copy or read it online [United States Constitution \(http://www.law.cornell.edu/constitution/index.html\)](http://www.law.cornell.edu/constitution/index.html).

March 24

Walter Russell Mead video on Moodle.

March 29 – April 5

SOCIETAL INFLUENCES I: PUBLIC OPINION & MEDIA

Rielly, John E. 1999. "Americans and the World: A Survey at Century's End." *Foreign Policy*, No. 114 (Spring), pp. 97-114.

Murray, Shoon Kathleen, and Christopher Spinoza. 2004. "The Post-9/11 Shift in Public Opinion: How Long Will It Last?" In Eugene R. Wittkopf and James M. McCormick, eds. *Domestic Sources of American Foreign Politics*, 4th ed. Lanham, MD: Rowman & Littlefield, pp. 97-115.

Graber, Doris A. 2006. "Foreign Affairs Coverage." In Doris A. Graber, *Mass Media and American Politics*, 7th ed. Washington, D.C.: Congressional Quarterly Press, Chapter 11 (pp. 318-359).

(Recommended: Page, Benjamin I., and Jason Barabas. 2000. "Foreign Policy Gaps between Citizens and Leaders." *International Studies Quarterly*, Vol. 44, No. 2, pp. 339-364.

March 31

NO CLASS: PROFESSOR WILL BE ATTENDING INTERNATIONAL STUDIES ASSOCIATION CONFERENCE

April 7

SOCIETAL INFLUENCES II: INTEREST GROUPS

Smith, Tony. 2000. "Three. Historical Stages of Ethnic Group Influence" In Tony Smith, *Foreign Attachments: The Power of Ethnic Groups in the Making of American Foreign Policy*. Cambridge: Harvard University Press, Chapter 2 (pp. 47-84).

Kegley, Charles W., Jr., and Eugene R. Wittkopf. 2007. "A Military-Industrial Complex?" In *American Foreign Policy: Pattern and Process*, 7th ed. New York: St. Martin's Press, pp. 291-298.

April 12-14

CONGRESS AND LEGISLATIVE-EXECUTIVE RELATIONS

Document: [War Powers Act \(1973\)](http://avalon.law.yale.edu/20th_century/warpower.asp) http://avalon.law.yale.edu/20th_century/warpower.asp

Lindsay, James M. 2003. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly*, Vol. 33, No. 3, pp. 530-546.

Fisher, Louis, and David Gray Adler. 1998. "The War Powers Resolution: Time to Say Goodbye." *Political Science Quarterly*, Vol. 113, No. 1, pp. 1-20. *posted on Moodle

(Recommended: Henkin, Louis. 1987. "Foreign Affairs and the Constitution." *Foreign Affairs*, Vol. 66, No. 2, pp. 284-310.

April 19

EXECUTIVE BRANCH I: PRESIDENT AND THE WHITE HOUSE

Rosati, Jerel A., and James M. Scott. 2007. "Presidential Power and Leadership: Constitutional Roles and Strengths," In *The Politics of United States Foreign Policy*, 4th ed. Belmont, CA: Thomson Wadsworth, pp. 68-72.

Aranson, Peter H. 1981. "Presidential Personality and Presidential Decision Making." In Peter H. Aranson, *American Government: Strategy and Choice*. Cambridge, MA: Winthrop, pp. 434-438.

US Congressional Research Service. 2009. *The National Security Council: An Organizational Assessment*. CRS Report for Congress (RL30840; June 8, 2009), by Richard A. Best, Jr., pp. 1-36.

EXAM #2
Thursday, April 21

April 25 (Monday)

PROJECT SUBMISSIONS (PAPER AND POWERPOINT) DUE BY 4PM

April 26-May 5 May 11 (Wednesday) 3-5pm

PROJECT PRESENTATIONS

May 11 (Wednesday) 3-5pm

CONTINUE PROJECT PRESENTATIONS

~ *Have a Good Summer Break* ~