

## **POLITICAL SCIENCE 4401G/9754B**

### **AMERICAN FOREIGN POLICY: SELECTED CASES**

**2018**

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**Office Hours:** By appt.

**Seminar:** Tues 9:30 - 11:30 p.m, Rm. SSC 4112

Much has been written in recent years about the constitutional struggle between the Executive Branch and the U.S. Congress over the conduct and implementation of US foreign policy. The debate over who is ultimately in charge of navigating America's involvement in the international community has become particularly important in recent years as the United States became embroiled in protracted conflicts around the globe. The purpose of Political Science 4401G/9754B is to examine and explore why the intentions of the founding fathers with regard to the administration of foreign policy have often been thwarted, and what the Executive and Legislative branches of the US government must do to restore a proper balance in the area of foreign policy. The course will also examine why the Executive and Congress have abdicated much of their decision-making authority and responsibilities to various interest groups, think tanks, lobbyists and corporations who are only too willing to influence American behaviour on the world stage.

The seminar begins by introducing students to the institutional parameters of American foreign policy. Among other things, we examine how and to what extent Congress has attempted ostensibly to reassert itself in the foreign policy arena. In addition to discussing the ramifications of allowing Congress to place additional constraints on the President's powers in conducting foreign affairs, we will debate why the Supreme Court has been reluctant historically to resolve foreign policy disputes between the President and Congress. We will then turn our attention to how various organizations both within and outside of government attempt to influence key foreign policy debates.

The major focus of the course will be on the various case studies students are assigned. Working in groups, you will be expected to identify the main actors involved in particular policy debates, examine the strategies they employ to advance their institutional interests, and explain, to the best of your knowledge, why certain policy outcomes were achieved. In addition to working on a case study, you will be expected to contribute to seminar discussions and will

be required to submit a critique of an assigned journal article.

**Prerequisites:** Political 2231E or IR 2702 or Political Science 2244E

### **IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES**

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have **not** taken an anti-requisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be **ineligible** for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

### **LEARNING OUTCOMES**

- An understanding and appreciation for how the US system of checks and balances affects the formulation and implementation of American foreign policy.
- An understanding of how the key branches/departments/agencies of the US government become engaged in foreign policy.
- An understanding of the various kinds of non-governmental organizations that seek to shape the discourse around key foreign policy issues.
- An appreciation for the complex nature of foreign policy-making and how scholars assess policy impact.

### **Course Requirements**

For students enrolled in **Politics 4401G**, the formal course requirements are as follows:

- (1) Class participation (10%). Students will be expected to contribute actively to seminar discussions.
- (2) One 8-page critique of the major foreign policy goals highlighted by Donald Trump's during the 2016 presidential election and in his first year in office. **Due February 6, 2018.** (20%)
- (3) Presentation of a case study (20%). Students will likely work in groups of 3-4 people to develop the main themes and arguments surrounding a particular policy debate.



<i>Foreign Policy</i>	<i>Orbis</i>
<i>International Journal</i>	<i>The Public Interest</i>
<i>International Security</i>	<i>Presidential Studies Quarterly</i>
<i>International Studies Quarterly</i>	<i>Washington Quarterly</i>
<i>Journal of Conflict Resolution</i>	<i>World Politics</i>

In preparing presentations and term papers, you should familiarize yourselves with American Government websites that hold *The Congressional Record* and other vitally important electronic databases. A useful place to start is [whitehouse.gov](http://whitehouse.gov) and [thomas.gov](http://thomas.gov).

### SEMINAR READINGS AND TOPICS

#### I: ***The Institutional Parameters of American Foreign Policy***

1. January 9, 2018: **Introduction (no required readings)**
2. January 16, 2018: **An Invitation to Struggle? The Executive, the Congress and the fight for control over foreign policy**

**Required:** Deeks, Ashley. "Checks and Balances from Abroad," *The University of Chicago Law Review* Vol. 83, No. 1 (Winter 2016), pp. 65-88

<http://www.jstor.org/stable/43741592>

Goldwin, Robert A. and Robert A. Licht, *Foreign Policy and the Constitution*, Chapter 1.

Madison, James, *Federalist Paper, Number 10* (available on-line)

Mann, Thomas (ed). *A Question of Balance: The President, The Congress and Foreign Policy*. pp. 1-34.

Shane, Peter. *Madison's Nightmare: How Executive Power Threatens American Democracy*. Chapter 1.

**Pol 9754B** Shane, chapters 2-4.

Yoo, John. *The Powers of War and Peace*. Chapters 1-2.

3. January 23, 2018: **Less than Meets the Eye? The Myth of the Imperial Congress**

**Required:** Hinckley, Chapters 1-3 and 5.

Goldwin and Licht, Chapter 7.

**Pol 9754B** Hinckley, Chapters 4 and 6.

Goldwin and Licht, Chapters 5-6.

4. January 30, 2018: **The Debate Over War Powers and the Reluctant Judiciary**

**Required:** Bohn, Michael. *Presidents in Crisis*. Chapters 1 and 11.

Goldwin and Licht, Chapter 3.

Lehman, John. *Making War*. Chapter 2.

Mann, pp. 35-69.

Milner and Tingley, *Sailing the Water's Edge*, Chapter 1.

**Pol 9754B:** Bohn, Michael. Chapters 3 and 7.

**II: Studying American Foreign Policy**

5. February 6, 2018: **Ideology and Foreign Policy.**

**Required:** Hunt, Michael. *Ideology and U.S. Foreign Policy*, Chapters 1 and 2.

Levi, Werner. "Ideology, Interest and Foreign Policy."

<http://www.jstor.org/stable/3013538>

Pol 9754B: Hunt, Chapters 3-5.

Milner and Tingley, Chapter 2.

6/7 February 13 and 27, 2018: **The Domestic Sources of U.S. Foreign Policy: Interest Groups, Think Tanks, Lobbyists, Security Firms, Corporations and the Media**

**Required:** Abelson, Donald E. *A Capitol Idea: Think Tanks and US Foreign Policy*. Chapters 2 and 5.

Davidson, 2.

Milner and Tingley, Chapter 3.

**Pol 9754B:** Abelson, Chapters 3 and 4.

**FEBRUARY 20, 2018: READING WEEK**

8. March 6, 2018: **Theories and Models of Foreign Policy Decision-Making**

**Required:** Allison, Graham T. "Conceptual Models and the Cuban Missile Crisis," in G. John Ikenberry, *American Foreign Policy: Theoretical Approaches, Fifth Edition*, pp. 402-446.

Krasner, Stephen D. "Are Bureaucracies Important? (Or Allison Wonderland)," in Ikenberry, pp. 447-459.

**Pol 9754B** Allison, Graham T. *The Essence of Decision*.

9. March 13, 2018: **Assessing Policy Influence: Theoretical Models and Approaches**

**Required:** Abelson, Donald E. *Do Think Tanks Matter? Assessing the Impact of Public Policy Institutes*, Chapters 5 and 8.

Abelson, Donald E. *A Capitol Idea: Think Tanks & US Foreign Policy*. Kingston and Montreal: McGill-Queen's University Press, 2006. Chapter 7.

**Pol 9754B** Abelson, Donald E. *Northern Lights: Exploring Canada's Think Tank Landscape*, Chapter 7.

Dur, Andreas and Dirk De Bievre, "The Question of Interest Group Influence," *Journal of Public Policy* 27 (1), 2007: 1-12.

**III: Selected Cases in American Foreign Policy**

10. March 20, 2018: **The Debate Over Drones/Surveillance**

**Required:** Bergen, Peter and Katherine Tiedemann, "Washington's Phantom War: The Effects of the U.S. Drone Program in Pakistan." *Foreign Affairs*, Vol. 90, No. 4 (JULY/AUGUST 2011), pp. 12-18

<http://www.jstor.org/stable/23039602>

F. S. Naiden, "Heroes and Drones." *The Wilson Quarterly*, Vol. 37, No. 4, Mexican Momentum (Autumn 2013)

<http://www.jstor.org/stable/wilsonq.37.4.05>

Shane, Scott. *Objective Troy*. Chapter 1.

**Pol 9754B** Shane, Scott. Chapters 2-4.

Woods, Chris. *Sudden Justice: America's Secret Drone Wars*. Chapter 1.

11. March 27, 2018: **The War on Terror: The Fight Abroad**

**Required:** Gordon, Philip H. "Can the War on Terror Be Won? How to Fight the Right War." *Foreign Affairs*, Vol. 86, No. 6 (Nov. - Dec., 2007), pp. 53-66.

<http://www.jstor.org/stable/20032508>

Boyle, Michael J. "The War on Terror in American Grand Strategy," *International Affairs* (Royal Institute of International Affairs, Vol. 84, No. 2 (Mar 2008), pp. 191-209

<http://www.jstor.org/stable/25144761>

Rogers, Paul. "The 'War on Terror' and International Security," *Irish Studies in International Affairs*, Vol. 22 (2011), pp. 15-23

<http://www.jstor.org/stable/41413190>

**Pol 9754B**

Clarke, Richard A. *Against All Enemies: Inside America's War on Terror*. New York: The Free Press, 2004. Chapters 1-2.

Frum, David and Richard Perle. *An End to Evil: How to win the war on terror*. New York: Random House, 2004. Chapters 1-2.

12. April 3, 2018:

**The War on Terror: The Fight at Home**

**Required:**

Aradau, Claudia. "Forget Equality? Security and Liberty in the "War on Terror" *Alternatives: Global, Local, Political*, Vol. 33, No. 3 (July-Sept. 2008), pp. 293-314

<http://www.jstor.org/stable/40645242>

Hardin, Russell, "Civil Liberties in the Era of Mass Terrorism," *The Journal of Ethics*, Vol. 8, No. 1, Terrorism (2004), pp. 77-95

<http://www.jstor.org/stable/25115782>

Lewis, Carol W. "The Clash between Security and Liberty in the U.S. Response to Terror." *Public Administration Review*, Vol. 65, No. 1 (Jan. - Feb., 2005), pp. 18-30

<http://www.jstor.org/stable/3542578>

**Pol 9754B**

Roach, Kent. *The 9/11 Effect*. Chapter 1-2.

Yoo, John. *War by Other Means*. Chapters 4-6.



13. April 10, 2018: **U.S. Foreign Policy in Libya and Syria**

**Required:** Drezner, Daniel W. "Does Obama Have a Grand Strategy? Why We Need Doctrines in Uncertain Times," *Foreign Affairs*, Vol. 90, No. 4 (JULY/AUGUST 2011), pp. 57-60, 61-64, 65-68

<http://www.jstor.org/stable/23039606>

St. John, Ronald Bruce. "Libya Is Not Iraq": Preemptive Strikes, WMD and Diplomacy," *Middle East Journal*, ol. 58, No. 3 (Summer, 2004), pp. 386-402

<http://www.jstor.org/stable/4330031>

Zoubir, Yahia H. "Libya in US Foreign Policy: From Rogue State to Good Fellow?" *Third World Quarterly*, Vol. 23, No. 1 (Feb., 2002), pp. 31-53

<http://www.jstor.org/stable/3993575>

Vol. 36, No. 2, 2004 Presidential Election (Jun., 2006), pp. 260-280

<http://www.jstor.org/stable/27552218>

**Pol 9754B:** Bohn, Chapters 7 and 12.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

**Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

**Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

**Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

**Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

**Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **Submission of Course Requirements**

**ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.**

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to

[http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## **University Policy on Cheating and Academic Misconduct**

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com> )."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.