

Political Science 4401G/ 9754B

American Foreign Policy

Seminar Meetings: Wed 1:30- 3:30- SSC 4112

Instructor: **Jennifer Mustapha**

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Office Hours: **Wed TBD- SSC 4134**

Course Overview:

This course examines and explores the foreign policy of the United States through a variety of contemporary theoretical perspectives with an emphasis on the constitutive role of political practices, institutions, ideologies and culture. Selected issues, concepts and cases will highlight various domestic and external factors thought to be responsible for influencing America's conduct and engagement in the world. Throughout the course, attention will also be paid to the significant influence of US foreign policy on the dynamics of international relations and in shaping world affairs.

Learning Objectives:

By the end of the course, students will be able to:

- Demonstrate familiarity with the theoretical approaches and models commonly deployed to explain American foreign policy.
- Demonstrate concrete knowledge of the features of contemporary American foreign policy.
- Demonstrate critical engagement with significant topics and issues pertaining to American foreign policy.

Course Format:

This is a seminar course. Students are expected to attend every seminar, to complete the readings each week, and to come to class armed with relevant questions and ideas in order to participate actively in class discussions. Seminars only work when participants are prepared, willing to share their ideas, and willing to learn from one another.

Required Texts:

- Cox, Michael and Doug Stokes Eds. *US Foreign Policy*, Oxford: Oxford University Press (2008)
- All other assigned readings are available online, on e-Journals and/or on WebCT

Course Requirements And Student Assessment:

Participation: 20%

Seminar Presentations: 2 X 10%

Presentation Reflections: 2 X 10%

Analytical Research Essay: 40%

Course Requirement Details:

PARTICIPATION (20%)

This course is a fourth-year/graduate seminar course. It is a discussion-based class and I will not be giving lectures. As such, you are expected to read and absorb the assigned materials before you come to each class. You are expected to complete all of your required readings each week. Each week, several textbook chapters and articles are assigned for all students. You are expected to participate in a regular and ongoing fashion. You are expected, in class discussions, to demonstrate that you have read the material, that you have seriously pondered the significance and relevance of the readings, and that you are making connections between the current week's ideas and ideas discussed in prior weeks. It is also expected that students will be paying attention to current events and news pertaining to American Foreign Policy during the duration of the course. Participation grades will be based on your attendance record and the level and quality of your participation from week to week.

Be mindful of the following points, and you will be successful:

- Simply attending does not earn marks. Come to each seminar having completed the assigned readings for that week and prepared to participate.
- Be constructive. This means sharing relevant thoughts and ideas and engaging with the topical questions.
- Do not *over-participate*. When only a few students dominate discussions, opportunities to share and learn are lost.
- Show respect for your colleagues. *Regardless of differences in opinion, you must maintain common courtesy during discussion at all times.*

PRESENTATION I (10%) and PRESENTATION II (10%)

Beginning on week 2, several students per week will give short presentations (10-15 minutes in length) at the beginning of class. Each student will give TWO of these presentations per term. Please note that due to the number of students/weeks you may not get to present on your first choice of topic(s). The instructor reserves the right to assign students to particular topics in order to spread presentations out across the term. A presentation should offer the presenter's *critical assessment* of the week's readings, highlighting common themes and making connections where appropriate. It is assumed that all students will have come to class having already read and thought about the readings, so *presenters need to avoid the tendency to simply summarize the readings*. Each presentation should end with the presenter offering at least two thought-provoking questions to stimulate the discussion for the remainder of the seminar. Accordingly, presenters will be evaluated on their ability to discern relevant debates and issues as well as their success in stimulating discussion amongst their classmates. Presenters are encouraged to work with their co-presenters in any given week so as to avoid too much overlap.

PRESENTATION REFLECTION I (10%) and PRESENTATION REFLECTION II (10%)

Students will prepare TWO presentation reflections- one based on each of their presentations. **For undergraduate students, the presentation reflections will be short essays of between 1200-1500 words each. For graduate students, the presentation reflections will be short essays of between 2000-2500 words each.** These reflection essays are *due 1 week after the corresponding presentation*. Reflections will *critically engage* with the issues raised in the readings of a presentation week. Specifically, students are expected to identify a central question, issue, theme or debate that animates the literature and to reflect critically on this aspect of the literature. To this end, only a *very small portion* of a reflection should be devoted to summarizing the readings or outlining the authors' arguments. Instead, students should identify at least one question (posed in question form) to be discussed in their analysis, provide a very brief outline of the principal arguments/approaches of the authors in relation to the specific question identified and (most importantly) offer a critical assessment of the readings around the question identified, *setting out the student's own observations, opinions, critiques, and questions*. Presentation reflections must include footnotes, endnotes, or parenthetical citation, and a bibliography organized according to the Chicago style.

ANALYTICAL RESEARCH ESSAY (40%)

The analytical research project is designed to allow students to demonstrate *a detailed knowledge of and critical engagement with* a particular issue pertaining to American Foreign Policy. Using original research, **undergraduate students will prepare an essay of approximately 4,500-5000 words. Graduate students will prepare an essay of approximately 7,000-7,500 words.** Students are free to formulate any topic that they see as relevant to the course in consultation with the instructor. The objective is to fully explore and defend a position on a particular American Foreign Policy topic or a major theoretical approach to American Foreign Policy. The final analytical research essay *may* be based upon ideas you have explored in either of the two short essays. The final essay is due on the last day of class, April 10th 2013.

The following technical criteria must be met for the final analytical research essay:

- The essay must be the assigned number of words/pages. The word count/page count does *not* include the bibliography, endnotes or any supporting material such as charts and tables.
- Your essay is required to have *at least* 15-18 substantial sources, which must be books/edited volumes and/or peer-reviewed journal articles only. Assigned course readings may be used as sources- please note that book-chapters do not count as a single source individually, but rather the book that it came from counts as a single source. This means that if you used, say, 3 chapters from a single book (or edited volume), that still only counts as 1 source out of the required 18.
- Multi-media (films, documentaries) or web resources (such as blogs, institutional or governmental websites etc.) can be used if cited properly, but they do *not* count towards the 15-18 required sources.
- Wikipedia and other online encyclopaedias can be useful quick-reference tools but they are *not* legitimate sources for an essay bibliography.

When marking your essay, the following will be considered. Do not underestimate the importance of these criteria:

Analytical Content: Higher grades will be given to work that demonstrates comprehension of the class content, and that presents a related interpretation and critical analysis of the topic(s) covered in your essay. Lower grades will be given to work that simply summarizes or describes the topic you are writing on. The key here is critical engagement with the literature and topic, as opposed to repetition of the existing literature or a mere accounting of events.

Development of an Argument: Higher grades will be given to work that has a clearly stated thesis and a set of logically developed and reasonably comprehensive arguments in support of that thesis. Lower grades will be given to work that has no thesis or has a thesis that is not logically developed or supported by the body of the paper.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

Mechanics and Aesthetics: All written work must be submitted on time, and must fulfill the technical criteria of the assignment (length, number of sources etc.). Higher grades will be given to written work that includes all of the basic requirements of any written assignment. This includes a title page, complete and proper referencing in a major recognized format, and numbered pages. Further, all of the conventions of essay writing should be observed (i.e. double-spacing, use of a standard sized font, uniform one inch margins, single spacing and indenting of quotes longer than four lines, etc.). Lower grades will be assigned to work that does not include all of these elements, and to any work that is generally sloppy.

Late essays:

- Late final essays are subject to a **10% per-day late penalty to an absolute maximum of 5 days (including the weekend), after which they will not be accepted and a mark of 0 will be recorded.** There will be NO EXCEPTIONS to the 5-day rule. This means that since the essay is due in class on Wednesday, no essays will be accepted after 12-noon on the following Monday.
- In the interest of fairness to all students, there will be no exceptions to late penalties unless you have arranged *in advance of the due-date* for an extension, and ONLY if the extension is granted.
- Late papers may receive only a grade with no detailed comments.

Other Resources:

There are many resources at UWO designed to assist you in your learning. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UC 210; they can be reached by telephone at (519)661-3031, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon/#>.

Writing Style:

You are required to use Chicago Style formatting for essays, and marks will be deducted for improper formatting. Please consult a writer's handbook when composing your essays in order to see how to format things like bibliography and footnotes. I highly recommend Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007). A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>

Schedule of Topics and Reading Assignments (Preliminary- Subject to Change) Winter Term 2013

(Please note that topics, order of topics, and assigned readings are subject to change particularly in case of illness or inclement weather. If any changes do occur, students will be given appropriate notice)

January 09: 1. **Introduction to the Course**

- Cox and Stokes- intro and Ch. 3
- Course expectations will be outlined
- Presentation weeks will be assigned
- Class introductions

January 16: 2. **Situating American Foreign Policy- Historical Contexts**

- Cox and Stokes- Chapters 4, 5
- Ruggie, John G. (1997), "The Past as Prologue?: Interests, Identity and American Foreign Policy." *International Security* Vol. 21 (4) Spring. Pp. 89-125 (WebCT)
- Pederson, V. S. (2003) "In Search of Monsters to Destroy? The Liberal American Security Paradox and a Republican Way Out." *International Relations* Vol. 17 (2), pp. 213-232 (WebCT)

January 23: 3. **American “National Style”: Exceptionalism/ Empire**

- Cox and Stokes- Chapters 2, 6
- Farrell, Theo (2005) "Strategic Culture and American Empire." *SAIS Review*, Volume 25, Number 2, Summer-Fall 2005, pp. 3-18 (WebCT)
- Obama, Barack (2007) "Renewing American Leadership." *Foreign Affairs* Vol. 86 (4) pp. 2-16

January 30: 4. **Theories and Models I: (Inside/Outside) American Foreign Policy**

- Cox and Stokes- Chapters 1, 11
- Holsti, Ole R. (2005) "Models of International Relations and Foreign Policy," In Ikenberry Ed. pp. 14-40 (on WebCT)
- Hudson, V (2005) "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations." *Foreign Policy Analysis* Vol. 1 (1), pp. 1-30

February 06: 5. **Theories and Models II: Sources of American Foreign Policy**

- Allsion, Graham T. (1969) "Conceptual models and the Cuban Missile Crisis" *American Review of Foreign Policy* Vol. 63 No. 3 pp. 689-718 (WebCT)
- Krasner, Stephen D. (2005) "Are Bureaucracies Important? (Or Allison Wonderland)," in John G. Ikenberry Ed, *American Foreign Policy: Theoretical Essays* New York: Longman pp. 402-446 (WebCT)

- Vanderbush, W (2009). "Exiles and the Marketing of US Policy toward Cuba and Iraq." *Foreign Policy Analysis* Vol 5 (3), pp. 287-306 (WebCT)

February 13: **6. Institutions and Process I: Congress and the Executive**

- Cox and Stokes- Chapter 7
- Lindsay, J. (2003) "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy." *Presidential Studies Quarterly* Vol. 33 (3), pp. 530-546 (WebCT)
- Yang, Y. E. (2010) "Leaders' Conceptual Complexity and Foreign Policy Change: Comparing the Bill Clinton and George W. Bush Foreign Policies towards China." *The Chinese Journal of International Politics* Vol. 3 (3) pp. 415-446 (WebCT)

<<<<<<<<<<<<<**READING WEEK**>>>>>>>>>>>>>>>

February 27: **7. Institutions and Process II: Defence and Military Institutions**

- Cox and Stokes- Chapter 8
- Singer, P.W. (2005) "Outsourcing War." *Foreign Affairs* Vol. 84 (2) pp. 119-132 (WebCT)
- Leander, A. (2005) "The Power to Construct International Security: On the Significance of Private Military Companies." *Millennium-Journal of International Studies* Vol. 33 (3) pp. 803-826 (WebCT)
- Johnson, L (2005) "Accountability and America's Secret Foreign Policy: Keeping a Legislative Eye on the Central Intelligence Agency." *Foreign Policy Analysis* Vol. 1 (1), pp. 99-120 (WebCT)

March 06: **8. Society, Culture, Media: "Being" American at Home and Abroad**

- Dittmer, Jason (2005) "Captain America's Empire: Reflections on Identity, Popular Culture, and Post 9/11 Geopolitics." *Annals of the Association of American Geographers* Vol. 95 (3) pp. 626-643 (WebCT)
- Baumgartner J. et al. (2008) "A Clash of Civilizations? The Influence of Religion on Public Opinion of US Foreign Policy in the Middle East." *Political Research Quarterly*. Vol. 61 (2) pp. 171-179 (WebCT)
- Ross, Alec (2011) "Digital Diplomacy and US Foreign Policy." *The Hague Journal of Diplomacy* Vol. 6 (3) pp. 451-455 (WebCt)
- Friedman, M. (2008) "Anti-Americanisms and US Foreign Relations." *Diplomatic History* Vol. 32 (4) pp. 497-514 (WebCT)
- Kennedy, L (2008) "Securing Vision: Photography and US Foreign Policy." *Media Culture Society* Vol. 30 (3) 279-294 (WebCT)

March 13: **9. US Foreign Policy in Action I: 9/11 and the War on Terror-Enemies at Home and Abroad**

- Cox and Stokes- Chapters 12, 19, 21

- Jervis, R. (2003) "Understanding the Bush Doctrine" *Political Science Quarterly*, Vol. 118, No. 3, pp. 365-388 (WebCT)
- Desch, M. (2008) "America's Liberal Illiberalism: The Ideological Origins of Overreaction in US Foreign Policy." *International Security* Vol. 32 (3) pp. 7-43 (WebCT)

March 21: 10. . **US Foreign Policy in Action II: Aid and Interventionism- “Helping” “Others.”**

- Heinze, E. (2007) "The Rhetoric of Genocide in US Foreign Policy: Rwanda and Darfur Compared." *Political Science Quarterly* Vol. 122 (3) pp. 359-383 (WebCT)
- Van de Walle, N. (2010) "US policy towards Africa: The Bush Legacy and the Obama Administration." *African Affairs* Vol. 109 Issue 434, pp. 2-21 (WebCT)
- Delahunty, R.J. (2011) "War Powers Irresolution: The Obama Administration and the Libyan Intervention." *Engage* Vol. 12 (1) pp. 122-128 (WebCT)
- Forsythe, D. (2011) "US Foreign Policy and Human Rights: Situating Obama." *Human Rights Quarterly* Vol. 33 (3) pp. 767-789

March 27: 11. **US Foreign Policy in Action III: - Multilateralism and the Dynamics of Regional Foreign Policy Interests- East and Southeast Asia**

- Cox and Stokes- Chapter 15
- Skidmore, David (2005) "Understanding the Unilateralist Turn in US Foreign Policy," *Foreign Policy Analysis* 2005 Vol. 2 pp. 207–228 (WebCT)
- Pempel, T.J. (2008) "How Bush Bungled Asia: militarism, economic indifference and unilateralism have weakened the United States across Asia." *The Pacific Review* Vol. 21 (5) pp. 547-581
- Bleiker, R. (2003) "A Rogue is a Rogue is a Rogue: US Foreign Policy and the Korean Nuclear Crisis." *International Affairs (Royal Institute of International Affairs 1944-)*, Vol. 79, No. 4 (Jul), pp. 719-737 (JStor/WebCT)
- Tow, W. and Loke, B. (2009) "Rules of Engagement: America's Asia-Pacific security Policy under an Obama Administration." *Australian Journal of International Affairs* Vol. 63 (4) pp. 443-457

April 03: NO CLASS.

April 10: <<<<< FINAL ANALYTICAL RESEARCH ESSAY DUE >>>>>

12. **American Foreign Policy and the Future**

Cox and Stokes- Chapters 22, 23

- Nye, Joseph (2010) "The Future of American Power: Dominance and Decline in Perspective" *Foreign Affairs* Vol. 89 (6) pp. 2-12 (WebCT)

**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*
[\(http://www.westerncalendar.uwo.ca/\)](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/handbook/appeals/scholoff.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.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> 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.

Plagiarism

"**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/handbook/>

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.

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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 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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.