

Name _____

Political Science 670
Fall 1998
University of Kansas
10:30-11:50 MW
Blake 108

Professor Deborah J. Gerner
519A Blake Hall, 864-9049
email: d-gerner@ukans.edu
Office hours: MW 2:30-4:30
or by appointment

US Foreign Policy

Focus and goals. This upper-level course surveys contemporary United States foreign policy, examines the significant issues confronting that policy, and identifies the international, institutional, and domestic setting in which decision-makers operate. The course looks briefly at the historical evolution of US foreign policy, then focuses on:

- theories of U.S. foreign policy formulation, including international, societal, governmental, and individual approaches *and*
- key foreign policy challenges facing the United States in the post-Cold War era, such as population, refugees, democratization, and multilateral peacekeeping.

In addition to gaining specific knowledge about the substance and sources of US policy, this course provides you with the opportunity to:

- develop problem-solving and analytical skills;
- improve your capacity to think independently and to work through intellectual puzzles;
- strengthen your proficiency in reading, listening, speaking, and writing;
- scrutinize policy choices in politically and ethically difficult situations; and
- increase your "information literacy" by becoming familiar with key library resources relevant to the study of foreign policy.

POLS 670 fulfills the political science distribution requirement for the "international law and relations" field; for the international studies co-major it is part of the "conflict & cooperation" field. The course has also been approved for credit within the Latin American Studies program.

Method of instruction. The course will include both lectures and discussions as well as more than a dozen occasions on which we will analyze specific foreign policy "cases." The lectures and general discussion will build on, rather than duplicate, the assigned readings, so it is important to be familiar with the material before class. On the days when we are working through a specific case, it is *essential* that you study that case thoroughly ahead of time and come prepared to present and defend your analysis.

Prerequisites. This course assumes students have taken nine hours (three courses) in political science, including POLS 170 or 171 (Introduction to International Relations). If you do not have these prerequisites, you must discuss your situation with me immediately or you may be dropped from the course.

Office Hours. You should feel free to stop by my office during office hours — or make an appointment for another time if that is more convenient — if you would like feedback on how you are doing in class or if you have questions or comments that you prefer not to raise publicly. (Ideally, I would like to see each of you within the first month, after the midterm, and as you complete research on your case.) Course requirements for graduate students are slightly different; graduate students should speak with me early in the semester.

Keeping up-to-date on the world. While this is not a course in current events, you will benefit significantly by regularly reading a news source that provides thorough international and national political coverage. I recommend *The New York Times*, *L.A. Times*, *Christian Science Monitor*, or *Washington Post*; decent news magazines include *The Economist*, *Time*, *Newsweek*, or *US News and World Report*. Listening to National Public Radio's news programs "Morning Edition" and "All Things Considered" will also serve to keep you up to date (KANU, 91.5 FM or KCUR 89.3).

Use of the libraries. This course will require frequent use of print and electronic reference materials. These resources will be essential as you prepare for case discussions and research the case you will be writing. To increase your familiarity with the wide-ranging materials available, two KU reference librarians, Cindy Pierard and Faye Christenberry, will conduct a hands-on library instruction session focusing on print and internet sources that are particularly useful in the analysis of U.S. foreign policy.

Readings

We will use two books and thirteen cases in the course. I also suggest you purchase the recommended book if you can afford to do so, particularly if you are not familiar with the historical evolution of US foreign policy. All the texts and cases are available at the bookstore in the Kansas Union.

- Ambrose, Stephen E. 1997. *Rise to Globalism: American Foreign Policy Since 1938*, 8th ed. Penguin Books. (recommended)
- Hastedt, Glenn P. 1998. Annual Editions: American Foreign Policy 98/99. Dushkin/McGraw-Hill.
- Snow, Donald M., and Eugene Brown. 1997. *Beyond the Water's Edge: An Introduction to U.S. Foreign Policy*. St. Martin's Press.

Georgetown Case Book:

- 334: "The Cuban Missile Crisis: US Deliberations and Negotiations at the Edge of the Precipice"
- 514: "The Kuwait Crisis: Sanctions, Negotiations, and the Decision to Go to War"
- 378: "Mission Without a Mandate: U.S. Foreign Aid After the Cold War"
- 470: "The United States Walks Out of the IAEA"
- 462: "The Clinton Administration and Multilateral Peace Operations"
- 367: "The United States and Cuba After the Cold War: The 1994 Refugee Crisis"
- 215: "More than Just a Numbers Game? U.S. Policy on Global Population"
- 375: "President Clinton's Haiti Dilemma"
- 222: "Trading Away Security? The Clinton Administration's 1994 Decision on Satellite Imaging Exports"

- C14-82-443.0: The Mayaguez Incident
- C14-83-568.0: Les Aspin and the MX (C14-83-568.1: sequel passed out in class)
- C15-80-271.0: Americanizing the Vietnam War
- C15-80-271.4: Vietnam Documents

Evaluation and Assignments

Your final grade will be determined by the following items:

In-Class Midterm	25 points	Case-Writing Project	35 points
Short Assignments	10 points	Class Participation *	25 points
Library Exercise	5 points		

* You can earn a maximum of 1.5 points for each case discussion. The remaining 7points will reflect the quality and quantity of your overall participation.

Case-Writing Project. Details about the case-writing project — which will require you to write a 15-18 page case study of a specific, recent decision regarding U.S. foreign policy, based on primary source materials — will be distributed in class. The paper is due in class on 30 November 1998.

Policies. Consistent with KU policy, any student in this course who has a disability that prevents the fullest expression of his/her abilities should contact me personally as soon as possible so that we can discuss class requirements. *Make-up exams will not be given nor extensions and incompletes granted except in the case of an authoritatively documented medical emergency or bereavement.* Please plan your schedule accordingly.

Academic misconduct. Cheating and plagiarism in all their forms is a serious matter and will be treated as such. The minimum penalty is a zero for the assignment; depending on the circumstances, cases of academic misconduct may also be prosecuted at the college-level and may result in an "F" in the course. If you have *any* questions about what constitutes academic misconduct, please talk with me.

How will your performance in discussions be evaluated? In assessing your participation — both in the case discussions and more generally — I will be looking for several things:

- evidence of careful preparation, including knowledge of the factual details of the case;
- logical consistency, appropriateness to the discussion, originality, and use of relevant evidence in the arguments made;
- comments that are clear, concise, and enthusiastic; and
- the extent to which your contribution(s) contribute to the *process* of the discussion, such as building on the ideas of others, providing constructive criticism, asking questions that help move the discussion forward, or indicating a careful listening to others.

I recognize that class discussion comes more easily for some people than for others. By temperament or habit, some of us are "talkers," others are "listeners." Learning to be *both* is an important goal of this course. Comments that are not relevant to the ongoing discussion, that are off the point, that are disruptive to discussion, or that attempt to dominate the discussion will not be rewarded! I would prefer that you volunteer to participate but will call on you if necessary to bring you into the conversation. If you are uncomfortable speaking in class, please come by and talk with me: there are some "tricks" that I can suggest that might help. One final — perhaps obvious — point: If you don't attend class, you cannot participate. If you don't participate, your grade will reflect this.

Preparing for Case Discussions. Case discussions are an important aspect of this course. The more carefully you prepare for these class sessions, the more intellectually useful, interesting, and fun you will find them (and, most likely, the better the grade you will receive for this part of the course). You may feel uncertain at first how best to prepare for case discussion classes. The following suggestions are based on the experience of other students and faculty involved in case-based activities:

1. Form a study group to prepare for case discussions.

- Experience and research both show that preparing cases alone is not as productive (or as enjoyable) as doing it in groups. Not only do study groups help improve your own skills, you can also learn from other students' thought patterns and problem-solving styles.
- Use the study group to present your analysis to others, to practice articulating your ideas, to get feedback on the ideas, to compare different views, to redefine and rethink positions, and to build confidence for making contributions to the case discussion with the whole class.

2. Read the case meticulously.

- Review the placement of the case in the syllabus. What topics have just been discussed? What will come next? This will clue you in to some of the issues that the case is likely to raise for you.
- Quickly look at the case by reading the introduction and conclusion and by skimming the rest of the contents. Now you know what you are getting into. Now read the entire case rapidly, without underlining or highlighting, to get the basic structure of the case and determine where the main information is. If the sequence of events is complicated, you might also want to create a chronology of critical incidents.
- Re-read the case. Focus on the important information that you identified during the skimming: Who is involved in the case? What problems do they face? What are their objectives? What is the environment in which the decision-makers are operating? Highlight, underline, or make margin notes to organize the details and record new thoughts or questions generated by reading.

3. Analyze and think about the case.

- Reformulate the problem. What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are really at stake? What are the alternative courses of action? What are the possible results of each alternative?
- Answer the study questions, preferably in writing. Remember that often there is no single right or wrong answer to a question. Make thoughtful assumptions about the information that is *not* available in the case.
- Investigate source materials beyond the case itself as appropriate to gain additional insights.

Geo-Strategic Conditions and the Use of Force

24 August	Course Introduction
<i>Reading</i>	Review the course syllabus carefully. Begin Ambrose, starting with chapter 4 and continuing over the next couple of weeks until finished (recommended)
26 August	Cultural Context of US Foreign Policy
<i>Reading</i>	Hastedt, articles 14 (Kennan) and 15 (Schwarz) Snow & Brown, chapter 1
31 August	Historical Setting: The Cold War
<i>Reading</i>	Snow & Brown, chapter 2
2 September	Case Discussion
<i>Reading</i>	"The Mayaguez Incident"
7 September	No Class — Labor Day

9 September	Contemporary International Context
<i>Reading</i>	Hastedt, articles 1 (Albright), 2 (Haass), 3 (Steel), and 4 (Hoffmann) Snow & Brown, chapter 3
14 September	Case Discussion
<i>Reading</i>	"The Kuwait Crisis: Sanctions, Negotiations, and the Decision to Go to War" Hastedt, article 32 (Sterner)

Psychological Factors & Bureaucratic Structures

16 September	Leadership Styles , Cognition, & Belief Systems — Professor Ryan Beasley (guest lecture)
<i>Reading</i>	Snow & Brown, chapter 4
21 September	Institutions of the Executive Branch
<i>Reading</i>	Hastedt, articles 19 (Metz), 20 (Goodman), and 24 (Donley, O'Leary, & Montgomery) Snow & Brown, chapter 5
23 September	Library Research Techniques — Meet in Watson Library lobby
<i>Reading</i>	none; begin preparing for next class
28 September	Case Discussion
<i>Reading</i>	"Americanizing the Vietnam War" Vietnam Documents
30 September	Congress & Foreign Policy
<i>Reading</i>	Hastedt, article 23 (Smithson) Snow & Brown, chapter 6
	<i>Brief description of the decision you intend to research is due today.</i>
5 October	Case Discussion
<i>Reading</i>	"Les Aspin and the MX"
7 October	Bureaucratic Politics
<i>Reading</i>	Hastedt, article 21 (Ignatius) Snow & Brown, chapter 7
12 October	Case Discussion
<i>Reading</i>	"The Cuban Missile Crisis: US Deliberations and Negotiations ..."
14 October	In-Class Exam

Domestic Influences on Policymaking

- 19 October** **Interest Groups & Opinion Leaders**
- Reading* Hastedt, article 18 (Washburn)
Snow & Brown, chapter 8
- Preliminary annotated bibliography for your case is due today.*
- 21 October** **Case Discussion**
- Reading* "The United States and Cuba after the Cold War: The 1994 Refugee Crisis"
- 26 October** **Public Opinion & the Media**
- Reading* Hastedt, articles 12 (Mueller), 13 (Utley), and 28 (Kelleher)
Snow & Brown, chapter 9
- 28 October** **Case Discussion**
- Reading* "The United States Walks Out of the IAEA"

Foreign Policy Relationships in the 1990s & Beyond

- 2 November** **Security in the Post Cold War Era**
- Reading* Hastedt, articles 5 (Pushkov), 8 (Weidenfeld), 9 (Carpenter), 29 (Thies),
30 (Von Hippel), and 33 (Woodward)
Snow & Brown, chapter 10 (pp. 277-290)
- 4 November** **Case Discussion**
- Reading* "The Clinton Administration and Multilateral Peace Operations"
Hastedt, article 22 (Sloan)
Snow & Brown, chapter 10 (pp. 298-302)
- 9 November** **International Economic Relations**
- Reading* Hastedt, articles 17 (Garcia & McNeely), 26 (Lincoln), and 27 (Amuzegar)
Snow & Brown, chapters 11 and 13 (pp. 367-380)
- 11 November** **Case Discussion**
- Reading* "Trading Away Security? The Clinton Administration's 1994 Decision ..."
- 16 November** **Foreign Policy Challenges in the Non-Western World**
- Reading* Hastedt, articles 6 (Freeman), 7 (Christensen), 10 (Chase, et al.), 11 (Hajjar),
25 (Graham), 31 (Klare), 34 (Moore)
Snow & Brown, chapter 10 (pp. 290-298) and 13 (pp. 345-352)
- 18 November** **Case Discussion**
- Reading* "Mission Without a Mandate: U.S. Foreign Aid After the Cold War"

23 November Promoting Human Rights and Democratization

Reading Hastedt, article 16 (Scheffer)
Snow & Brown, chapter 12 (pp. 327-340)

25 November No Class — Thanksgiving Break**30 November Case Discussion**

Reading "President Clinton's Haiti Dilemma"

Case study research paper is due today.

2 December Case Discussion

Reading "More than Just a Numbers Game? U.S. Policy on Global Population"
Snow & Brown, chapter 12 (pp. 341-345)

7 December Looking to the Future

Reading Snow & Brown, chapters 13 (pp. 345-352) and 14