

American Foreign Policy – Summer 2012
Duke TIP – UGA Campus
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Course Description and Objectives

How does the United States make foreign policy decisions? How do the international actions of the US affect international politics and its own domestic politics?

We can answer these questions through the classic approach to research – by formulating questions, reviewing existing theories and formulating our own, analyzing case studies, and constructing implications and predictions for the future. This course attempts to follow this format in order to systematically review the causes and effects of American foreign policy.

In the first week, we will review existing theories concerning international relations, American foreign policy, and American political science. From there, we will delve into case studies from American history, beginning in the 18th century and ending in the post-Cold War era. The end of the class will focus on the future of American foreign policy, attempting both to draw lessons from our past and to predict what issues will dominate the American agenda in years to come.

Texts:

Carter, Ralph G. 2011. *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*. Washington, D.C.: CQ Press, 4th ed.

Course packet of assembled readings

Course Schedule

WEEK 1: HOW DO WE MAKE FOREIGN POLICY DECISIONS?

Monday: Introduction to the Course

Morning

- Staff/student introductions
 - Icebreakers: Introductions and name game, placards, Bingo.
- Brief introduction to course and expectations
 - Why should we care about US foreign policy?
 - K and C – why did we choose to study political science/international relations?
 - Distinguish states, countries, and nations
 - Politics affects everyone. (solving collective action problems)
 - US has been a hegemon since the 1940s – our foreign policy affects everyone.
 - Brief overview of syllabus – main topics, expectations in terms of what they will learn and what they will produce
 - Learning for learning's sake.
- Classroom rules
 - Small groups – what rules do we need as a class?
 - Class discussion, drafting of the “contract.”
- 15-minute break.
- Introduction to the study of American foreign policy
 - Discussion: How do we make foreign policy decisions?
 - Influences? (“national interest,” actions of other states and non-state actors, public opinion, political parties, etc.)
 - Methods? (Ask: how do people make decisions?) (rational actor theory, prospect theory, emotion theory)
 - Discussion: What are the most important American foreign policy issues *today*?
 - Writing assignment – (~20 minutes)
 - What are the most important issues for American FP today, and why?
 - Should the US be more involved in the world or less?
 - Does the US have a responsibility to spread democracy?
 - When (if at all) should the US intervene (militarily, politically, economically, culturally, etc.) in other states?
 - Group discussion –
 - List all the issues they can come up with, then get them to rank order the list – narrow it to top 10.
 - General discussion of broader questions (can carry over to afternoon).

Afternoon

- Current events
- *The West Wing* (1:3): “A Proportional Response”
- 15-minute break.
- Small group activity:
 - Mapping out (with markers and chart paper) the roads taken and not taken for issues the students think will be the most important *20 years from now* – what are the possible options, what will determine what the US does?
- Presentation of “maps” to class.

Evening

- Research papers: identifying research questions

Questions: How do we make foreign policy decisions? What FP issues does the US face?

Vocabulary: collective action problems, political science, international relations, foreign policy, states/countries, nations, nation-states, non-state actors, hegemon, national interest, rational actor theory, prospect theory, emotion theory

Tuesday: The Nature of States

Morning

- Current events
- Small group activity: designing utopian societies – name, location, geography, climate, flag, governmental structure, foreign policy, etc.
- The Road Game: representing their utopian societies from the day before, students attempt to create the most inter-society roads as possible in activity designed to illustrate the cooperation and competition inherent in interstate relations.
 - Discussion: What problems arose during the game? What lessons did you learn? Cooperation, competition, and collective action problems in the international arena.
- 15-minute break.
- Reading: “Is American Hegemony Good for the United States and the World?” (Reader). 21 pages. Have the students take notes in preparation for the afternoon debate.
- Parks and Rec?

Afternoon

- *The West Wing* (3:18): “Enemies Foreign and Domestic”
 - Questions
- Discussion: the nature of the state and of state interactions
 - The state of nature (Hobbes vs. Locke) – small group activity
 - Realism, liberalism, constructivism
- 15-minute break.
- Small group activity: filling out the “black box” of the state
- Debate: Is American hegemony good for the US and the world?

- Prep: 2 pro groups, 2 con groups. Each decide their best arguments and choose someone to present them in the debate. Bring the 2 pro groups and the 2 con groups together – have them separate their arguments into a first argument and a rebuttal. Debate.

Evening

- Research papers: activity exploring how to identify reliable resources and how to cite them properly

Vocabulary: cooperation, competition, collective action problems, state of nature, realism, liberalism, constructivism, norms

Wednesday: International Politics and US Foreign Policy

Morning

- Current events
- Writing assignment: Should preferences of the international community shape American foreign policy? How do American unilateral actions affect international institutions?
- Reading: “The ICC: National Interests vs. International Norms” (CC) 24 pages.
 - Read to answer questions provided by chapter.
 - Clips from “War Crimes” (3.5).
- Joseph Nye on Global Power Shifts:
 - http://www.ted.com/talks/joseph_nye_on_global_power_shifts.html
- 15-minute break.
- Computer Lab:
 - Small group activity: researching the role of the US in international organizations and making professional presentations.
 - UN, NATO, G8, OAS, WTO, WB, IMF, ICJ.
 - Background of organizations
 - Role of US
 - Position of US on recent issues – case studies
 - Read “America the Exception.”
 - http://blog.foreignpolicy.com/posts/2012/05/17/america_the_exception
 - Research pairs: should the US join the ICC? Yes and no in each pair.

Afternoon

- *The West Wing* (5.19): “Talking Points”
- Discussion: International trade, development, and globalization
- 15-minute break.
- Presentation of morning projects.
- Debate: Should the US join the ICC?

Evening

- Research papers: research and writing

Vocabulary: power transition, power diffusion, hard power, soft power, zero-sum games, positive-sum games, ICC, New World Order, crimes against peace, war crimes, crimes against humanity, UN, NATO, G8, OAS, WTO, WB, IMF, ICJ, international trade, development, globalization

Thursday: Domestic Politics and US Foreign Policy (Part 1)

Morning

- Current events
- Review of vocabulary through “concept sorting” activity. Groups given envelopes full of slips of paper bearing vocabulary words. Each group must sort the terms as best it sees fit, “creating a visual explanation” of what we’ve learned so far, and then each group must present to the class.
- Constitution scavenger hunt: war, trade, treason, treaties, piracy, when members of Congress can’t be arrested. 4 groups, each with 1 copy of the Constitution.
- Discussion: Congress and foreign policy
 - What is Congress? Structure and purpose.
 - According to the Constitution, what role does Congress play in FP?
 - In practice, what role does Congress play in FP?
 - Recall from yesterday the role of Congress in the saga of the ICC – compare with the role of Congress in the story of the League of Nations
- 15-minute break.
- Reading: "Is It Love or the Lobby? Explaining America's Special Relationship with Israel" (Reader). 21 pages.
 - Discussion.
- Documentary: *The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers*. Part 1 – 45 minutes.

Afternoon

- Fishbowl Discussion: security and treason
 - What is treason?
 - Who was Benedict Arnold, and what did he do?
 - Mentioned in 4 places in the Constitution (one of the things members of Congress can be arrested for during sessions (I), president can be removed for it (II), how someone can be convicted for it (III), and how states deal with people charged with it who cross state lines (IV))
- [Thomas Drake and NSA – New Yorker article, e.g.]
- Activity: compare and contrast – Pentagon Papers vs. Wikileaks.
 - Reading: “WikiLeaks” from NYT.
 - Verdicts: guilty or not guilty?
 - What actually constitutes treason today?
 - Julian Assange’s TED talk
- 15-minute break.
- Documentary: *The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers*. Part 2 – 45 minutes.

Evening

- Research papers: research and writing

Vocabulary: legislature, Congress, interest groups, lobbyists, treason

Friday: Domestic Politics and US Foreign Policy (Part 2)

Morning

- Current events
- Intelligence-gathering activity: students divide into small groups and learn that American assets will soon be under attack, though our intelligence agencies have yet to learn how, when, or where. The groups then receive national security intelligence streams - packets of clip art that they must piece together to form a narrative of the ensuing attack. The team whose narrative is closest to the actual scenario wins.
- Discussion: the presidency, the bureaucracy, and foreign policy
- Doris Kearns Goodwin on the presidency:
http://www.ted.com/talks/doris_kearns_goodwin_on_learning_from_past_presidents.html
- 15-minute break.
- Reading: 3 different theories of the presidency:
<http://classes.maxwell.syr.edu/hst341/prezpower.htm>
- Prerogative theory of the presidency
- Reading: “National Security Surveillance: Unchecked or Limited Presidential Power?” (CC)

Afternoon

- Computer Lab:
 - Pairs read different pieces from NYT’s “Room for Debate” on Watergate – <http://www.nytimes.com/roomfordebate/2012/06/13/did-any-good-come-of-watergate/?hp>
 - Create presentations on elements of the bureaucracy
 - State Department, Defense Department, Departments of Energy and Commerce, CIA, FBI, Department of Homeland Security, Joint Chiefs of Staff, National Security Agency
 - Pair responds to threat from the morning, creating a detailed plan of response to present to the president. Also, notes specifically what their element of the bureaucracy would recommend.
- 15-minute break.
- *The West Wing* (3.1): “Isaac and Ishmael”
- Discussion: balancing external threats and internal liberties

Vocabulary: presidency, “history of aggrandizement,” prerogative theory of the presidency, stewardship theory, literalist theory, executive orders, executive agreements, signing statements, wiretapping, warrants, bureaucracy

Saturday

Morning

- 17 objects
- Presentations from day before
- *The West Wing* (): “Han”
- 15-minute break.
- *Peace One Day*

WEEK 2: CASE STUDIES

Monday: *The American Character and Pre-WWII US Foreign Policy*

Morning

- Current events
- Vocabulary crossword puzzle
- Reading: “The Most Important War You Probably Know Nothing About” (*Foreign Policy*).
- Class activity: filling in and discussing the American foreign policy timeline
- Reading: “The American National Style” (Reader). 22 pages.
 - Discussion: What is the “American national style?” How and why has it changed over time? Per group – if you had to pick one word or phrase to sum up the ANS, what would it be, and why?
- 15-minute break.
- PBS Video about Wilson.
 - Part 1: <http://www.youtube.com/watch?v=F4O1VCgLfY>
 - Part 2: <http://www.youtube.com/watch?v=RQXBGLrtqx8&feature=relmfu>
- Finish WW from Saturday(?)

Afternoon

- Small groups: picking moments from the history of American foreign policy to dramatize for presentations at the end of the week. Groups should decide what scene, setting, and characters they wish to portray and the themes/theories/lessons that they wish to emphasize.
- 15-minute break.
- Reading: Lincoln’s Second Inaugural
- *The West Wing* (5.10): “The Stormy Present”
- Possible inspiration for scene with Lincoln?
 - <http://www.youtube.com/watch?v=lZvQPIHgy0Q>

Evening

- Research papers: research and writing

Vocabulary: national style, internationalism, isolationism, manifest destiny, Wilsonianism

Tuesday: *WWII and the Cold War*

Morning

- Current events
- Discussion: college, careers, life (since we never got to it on Saturday)?
- Computer lab for reading and researching.
 - Discussion: How did the US move from the sentiments of J.Q. Adams on foreign policy (Speech to Congress, 1821 - <http://millercenter.org/scripps/archive/speeches/detail/3484>) to the Truman Doctrine (Speech to Congress, 1947 - <http://millercenter.org/scripps/archive/speeches/detail/3343>)? What

major domestic events in the 19th century influenced the shaping of the American foreign policy style?

- Work on skits/presentations for end of the week.
- Discussion:
 - Post-WWI
 - Great Depression
 - WWII and its aftermath - policy
 - Lend-Lease Act (1941-1945)
 - Kennan and containment
 - Truman Doctrine (1947)
 - Marshall Plan (proposed in 1947, put into effect in 1948)
 - International system
- 15-minute break.
- Documentary: *The Atomic Café* (Part 1 – 40 minutes).
 - Discussion of the use of propaganda during WWII and the Cold War
 - WWII: Enemies, allies, war effort at home – Office of War Information (1942-1945).
 - Cold War: Cultural exchange – United States Information Agency (USIA) (1953-1999)

Afternoon

- Reading: “The Faulty Premises of the Next Marshall Plan” (Reader). 11 pages.
 - Discussion
 - Watch: Ben Stein on new Marshall Plan for Europe:
http://www.cbsnews.com/8301-3445_162-57450076/ben-stein-help-eurozone-with-new-marshall-plan/
- Discussion: hysteria and the Cold War: the nuclear arms race, the Red Scare, etc.
- Debate prep in computer lab.
- 15-minute break.
- Documentary: *The Atomic Café* (Part 2 – 40 minutes).

Evening

- Research papers: research and writing

Vocabulary: Truman Doctrine, containment, duck-and-cover, Cold War paranoia, Red Scare, propaganda, Marshall Plan

Wednesday: The Cold War (continued)

Morning

- Current events
- Debate prep in the computer lab: Should the US continue to decrease its nuclear arsenal?
- Debate
- 15-minute break.
- Discussion:

- Proxy wars of the Cold War: Korea, Vietnam, etc. – These calls are difficult; hindsight is 20/20. If we all agree with containment as a policy, how do you implement it? Where do you draw the line?
- Reading: Reuters article discussing Syria as a possible proxy war

Afternoon

- Reading: “Why Do We Still Have an Embargo of Cuba?” (CC)
 - Discussion.
- Preparation for Student Congress: US policy towards Cuba.
- 15-minute break.
- *The West Wing* (6.19): “Ninety Miles Away”

Evening

- Research papers: research and writing

Vocabulary: domino theory, proxy war, embargo, path dependency

Thursday: The Cold War (Continued) and Post-Cold War

Morning

- Current events
- Computer lab: debate research and group projects.
- 15-minute break.
- Student Congress – Cuba

Afternoon

- Discussion: Humanitarian interventions in the 1990s
- Reading: “Can Humanitarian Intervention Be Justified?” (Reader)
- Debate preparation: Given experiences from the post-Cold War era, should the US engage in humanitarian interventions?
- *The West Wing* (4.14): “Inauguration: Part One”

Evening

- Research papers: research and writing

Vocabulary: humanitarian intervention, CNN effect, genocide

Friday: Post-Cold War (Continued)

Morning

- Current events
- Computer lab: group projects and debate research.
- Debate: Given experiences from the post-Cold War era, should the US engage in humanitarian interventions?
- Discussion: humanitarian intervention
- *The West Wing* (4.15): “Inauguration: Over There”

Afternoon

- Group Presentations: Moments in AFP History
- 15-minute break.
- Group Presentations: Evening study country projects.

Vocabulary: humanitarian intervention, CNN effect, genocide

Saturday

Morning

- Presentation of AFP Skits
- The West Wing (3.14): “Hartsfield’s Landing”
- Discussion: The rise of China as an international economic power and regional military power
- UN Simulation: Fixing the world post-*Independence Day*

Vocabulary: “one China,” brinkmanship

WEEK 3: THE FUTURE OF AMERICAN FOREIGN POLICY

Monday: Field Trip in Atlanta

Morning

- Jimmy Carter Library

Afternoon

- CNN Headquarters

Evening

- Discussing voting systems

Tuesday: Learning from the Past

Morning

- Current events
- Field trip debriefing
- Activity: Matching historic episodes in American foreign policy to more recent events
- Reading: “Learning from the Past” (Reader)
- Discussion: How can we learn from the past?
- 15-minute break.
- Overview: Clausewitz, McNamara, etc.
- Documentary: *The Fog of War* (Part 1)

Afternoon

- “Manswers” and Foreign Policy
- 15-minute break.
- Documentary: *The Fog of War* (Part 2)
- Discussion: Applying McNamara’s lessons to current American foreign policy

Evening

- Discussing voting systems and elections

Vocabulary: analogical reasoning, “fog of war” (Clausewitz), “unknown unknowns” (Rumsfeld), cognitive consistency, cognitive dissonance

Wednesday: Existing and Future Threats

Morning

- Current events
- Last 15 minutes of *The Fog of War*
- Computer lab: Essays on “learning from the past”
- 15-minute break.
- Activity: ranking of existing and future threats
- Reading: “Is the United States in Decline?” (Reader)
- Discussion: Is the United States in decline?
- First 15 minutes of Charlie Rose’s interview with Secretaries Clinton and Baker: <http://www.hulu.com/watch/373468>

Afternoon

- National security simulation: Should the US invade Iran?
- 15-minute break.
- *The West Wing* (5.13): “The Warfare of Genghis Khan”

Evening

- Research papers: research and writing

Thursday: Existing and Future Concerns

Morning

- Current events
- Computer lab: evaluations and essays
- 15-minute break.
- Explanation of “**soft security**” and of “**guns and butter**”
- Activity: ranking of existing and future concerns
- Reading: “The New Geopolitics of Food” (Reader)
- Discussion: food, resources, the environment, and tragedy of the commons

Afternoon

- Reading: “What Sex Means for World Peace,” (Online: http://www.foreignpolicy.com/articles/2012/04/24/what_sex_means_for_world_peace?page=0.0)
- Discussion:
 - Women: questions...
 - Hillary Clinton on why women’s issues are security issues: <http://blog.ted.com/2010/12/10/ted-blog-exclusive-hillary-rodham-clinton-at-tedwomen/>
 - Food: How have American domestic policies affected the world food trade? How have American foreign policies affected the world food trade? What can be done to avert future food crises?
- 15-minute break.
- *The West Wing* (4.12): “Guns Not Butter”

Evening

- Research papers: research and writing
- Papers due by the end of the night.

Friday: Conclusions