

BOWIE STATE UNIVERSITY  
SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF HISTORY AND GOVERNMENT  
GOVT 338 US FOREIGN POLICY SPRING 2002

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*English Proficiency Examination: After completing ENGL 101 and 102 (Composition and Literature I & II), students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University.*

*ADA Accommodations: Students with disabilities who wish to receive ADA accommodations should report to the Office of Special Populations, MLK Bldg, Room 136 (301) 860 3292*

I. COURSE PREREQUISITES: GOVT 242

II. COURSE DESCRIPTION

This is a course on the substance, formulation and execution of United States Foreign Policy (USFP) since the birth of the Republic. After reviewing United States historical involvement in international affairs and the foreign policy decisionmaking process in a constitutional democracy, the practice of USFP is examined in the context of issues and regions.

III. REQUIRED and RECOMMENDED TEXTS

The following are the required and recommended texts:

1. John W. Spanier and Stephen W. Hook, American Foreign Policy since WWII, 15<sup>th</sup> ed, Washington, D.C.: Congressional Quarterly, 2001.
2. Mark Lindeman et al, *The Role of the United States in a Changing World: Choices for the 21<sup>st</sup> Century*, Guilford, CT: Dushkin Pub. Group, 1993. (recommended)

You may also consult the following key journals for articles on the study of USFP:

- Foreign Affairs
- International Organization
- Journal of Politics
- International Studies Quarterly
- Foreign Policy
- Journal of Peace Research
- World Politics
- International Affairs

Additional readings will be provided as the semester progresses.

IV. KNOWLEDGE BASES:

- basic understanding of the nature, growth and substance of USFP
- introduction to public policymaking and problem solving in international affairs

## V. STUDENT OUTCOMES:

This course is designed to enable students to:

- engage in a historical survey of US involvement in international affairs since the founding of the republic;
- examine the foreign policy decisionmaking process, especially the constitutional, institutional and individual constraints to policy making in this domain;
- apply a theoretical understanding of the USFP process to contemporary issues (national and economic security, human rights and democracy, globalization) and regions (Middle East, Africa, the Americas, Europe).
- enhance the student's critical thinking, analytical and writing skills by cultivating an appreciation of problem-solving through case analysis.

## VI INSTRUCTIONAL MODES:

- combination lecture and discussion (basic Socratic dialogue), on the assigned readings for the session;
- writing assignments on international problems that enhance understanding of international relations and foreign policy principles

## VII. COURSE REQUIREMENTS

This will be a reading class since we have to cover a broad range of USFP behavior over time and place. All assigned readings for the session must therefore be covered. In addition, the student is expected to read the major dailies and newsmagazines like: The Washington Post, New York Times; Newsweek; Time and US News and World Report. You should pay particular attention to the analytical pieces dealing with USFP on topical issues and regions that bear on the themes raised in class readings and discussions.

The final grade will be based on:

- a midterm examination consisting of concept definition and short essay questions that are meant to test your grasp of the issues and themes of the subject. (Grade value: 40%)
- take a final exam based on an application of the concepts and themes to a hypothetical USFP problem. (Grade value: 40%)
- a policy brief or research paper on USFP towards a particular issue or region. (Further instructions will be provided in the course of the semester) (Grade value: 20%]

### **NOTE:** Grading Criteria for Essays

Some students feel that the grading of essay exams is a mysterious and inherently biased process. I shall be as objective as possible and this brief outline aims to demystify my grading criteria. You should note that grading exams, especially essays, can never be reduced to a science. In addition to writing, grammar and style, here are some of the things that I look for:

- An "A" answer covers all the points asked within the question and then some. It provides clear understanding of the rules/legal principles and applies same to the facts of the problem. It incorporates both reading and lecture materials into the essay as well as begins to distinguish and analogize cases. Above all, the answer shows a conceptual understanding of the material.
- A "B" exam covers all the points asked within the question. It provides clear understanding of legal rules/principles but does not adequately apply them to the facts or problem under study. It displays some knowledge of the reading and lecture material.
- A "C" answer generally covers all the points required by the question. It is basically a rehash of the lecture notes with little detail or explanation.

- A "D" answer fails to cover all the points required by the question. It shows little understanding of the reading lecture material and legal principles. Arguments are made with no supporting evidence.

- An "F" answer fails to cover any of the points required by the question. It is evident that the student has made no effort to read or attend class.

2. Take all exams and hand in assignments as scheduled. Any failure to do so will result in no points earned for the exercise; therefore, except in the most extreme circumstances, there will be no make-up. An INCOMPLETE (I) grade will rarely be given and only in cases where the student has a valid excuse. Please contact the Professor prior to an exam in case of an emergency/illness which would be a cause for an official absence from the Dean of the School of Arts and Sciences.

b. The final grades will not be changed unless there is an error in computation. The numerical equivalents of the letter grades are as follows:

90-100 = A 80-89 = B 70 - 79 = C 60 - 69 = D Below 60 = F

3. As noted above, class preparation and participation are invaluable for success in this course and will be taken into consideration in the final grading. In any case, the University's rules state that after six absences, the Vice President for Academic Affairs must be notified with a possible recommendation that the student be withdrawn from the course. Most importantly, "Freshmen and Probationary Students are permitted no more than three (3) absences in a given course during a given semester".

Note: Attendance and class participation will be noted in the Attendance Record; however, they do not have any grade value.

4. The Professor reserves the right to adjust or otherwise make changes to this syllabus and/ or these requirements as the semester progresses.

## COURSE OUTLINE

### I INTRODUCTION:

- Review of course outline
- Overview of the course

### II THE GLOBAL SETTING OF USFP

- Definition and Nature of Foreign Policy
- Ends and Means of Foreign Policy: The National Interest and the Global Interest
- The American National style: Isolationism v. Internationalism; Realism v. Idealism/Moralism
- Historical and Contemporary challenges to USFP: containment, democratization, trade, globalism, terrorism

### Readings:

- Spanier & Hook, chaps 1-3.
- F. Sondermann, "The concept of national interest," (reserve)
- H. Morgenthau, "The mainsprings of American FP," (reserve)
- S. Hoffman, "The Hell of Good Intentions," Foreign Policy, 29, 1977/78.
- Arthur Schlesinger, "Foreign Policy and the American Character" Foreign Affairs, vol 62, no 1, Fall 1983, pp. 1-16. (reserve)
- Arthur Schlesinger, "The Necessary Amorality of Foreign Affairs" (reserve)
- Ullman & Kagan, "Should Human Rights be a major goal of Foreign Policy?" (reserve)

### III HISTORICAL BACKGROUND TO USFP:

- From the birth of the Republic to America as an emergent power
- Origins and establishment of the Cold War: the US in Asia and Latin America
- Containment and Frontiersmanship: Evolution of US nuclear strategy

#### Readings:

- Lindeman et al, chap. 1-2, "Critical Junctures in the History of USFP"
- Spanier & Hook, chaps 2-3
- Robert Tucker and David Hendrickson, "Thomas Jefferson and American Foreign Policy", Foreign Affairs, vol 69, no 2, Spring 1990, pp. 135-156.
- Rostow et al., "Containment: 40 years later," (reserve)
- James Thomson, " Vietnam: How it happened, " (reserve)

### IV THE CREATION OF USFP:

#### A. BACKGROUND:

##### -Foreign Policy in a Constitutional Democracy:

- . limited national powers and sovereign internationalism
- . Separation of powers and making of foreign policy

#### Readings:

- Articles of the US Constitution on Foreign Affairs
- Jacob Javits, "War Powers Reconsidered" Foreign Affairs, Fall 1985, pp. 136-140.
- John Tower, "Congress vs the Presidency: the formulation and implementation of American Foreign Policy" Foreign Affairs, vol 60/ Winter 1981-2/ pp. 229-246.
- L. Henkin, "Foreign Affairs and the Constitution" Foreign Affairs vol. 66, Winter 1987/88, pp. 284-310.
- Warren Christopher, "Ceasefire Between the Branches: A Compact in Foreign Affairs" Foreign Affairs vol. 60, no. 51 Summer 1982, pp. 989-1001.

#### B. The Rational Actor: Individuals and the decisionmaking process

- Role of personality and beliefs
- Theories of bureaucratic politics: groupthink

#### Readings:

- Spanier & Hook, chaps 7-10
- A. L .George, The Importance of Beliefs and Images (reserve)
- K. Brodin "Belief systems, Doctrines and Foreign Policy" (reserve)
- F. Greenstein, "Personality and Politics" (reserve)
- J. Steossinger, "Crusaders and Pragmatists: Two types of Foreign Policymakers" (reserve)
- Graham Allison & M. Halperin, "Bureaucratic Politics: A paradigm and some policy implications" World Politics, 24, 1982, pp. 40-79.
- Graham Allison, Essence of Decision. Boston: Little Brown, 1971. (recommended)
- Irving Janis, Groupthink. Boston: Houghton Mifflin, 1982. (recommended)

## C. INSTITUTIONAL AND BUREAUCRATIC ROLES

- The Executive and its National Security apparatus
- Congress and its search for input

### Readings:

- P. Odeen, "Organizing for national security," International Security, 5, 1980, pp. 111-129.
- Loch Johnson & J. McCormick, "Foreign Policy by Executive Fiat," Foreign Policy, 28, 1977, pp. 117-138.
- G. Travertine, "Covert action and open society," Foreign Affairs, Summer 1987, pp. 995-1014.
- Robert M. Gates, "The CIA and American Foreign Policy," Foreign Affairs, vol. 66, no.2, Winter 1987/88, pp. 215-230.
- Harry Ransom, "Being Intelligent about Secret Intelligence Agencies," American Political Science Review, vol. 74, no.1, March 1980, pp. 141-148.
- Arthur Schlesinger, Congress and the making of American Foreign Policy, Foreign Policy, vol 51, no.1, October 1972, pp. 78-113.

## D. THE DOMESTIC CONTEXT OF USFP:

- Interest Groups and FP: the military-industrial complex
- Societal Sources: Public opinion and the mass media

### Readings:

- Howard Wiarda, Chaps. 4-6 (reserve)
- Seymour Dudman, "The Presidents and the Polls" (reserve)
- R. Oldendick & B. Bandes, "Mass and Elite Foreign Policy opinions," (reserve)
- B. Russett & D. Deluca, "Don't Tread on Me: Public Opinion and Foreign Policy in the 80s" (reserve)

## V. THE PRACTICE OF USFP:

### 1. US and the Third World

- Aid, Investment and Influence
- Crusaders and national security interests
- Growing interventionism: Africa, Eastern Europe, the Middle East, Asia and Latin America

### Readings:

- Spanier & Hook, chap 5
- Jonathan Alter, "When the World Shrugs", Newsweek, April 25, 1994, p. 34.
- Stephen R. David, "Why the Third World still matters", in Sean M. Lynn-Jones & Steven E. Miller, ed. America's Strategy in a Changing World, Cambridge, MA: MIT Press, 1993.
- Robin Broad & John Cavanagh, "Don't Neglect the Impoverished South", in Eugene Wittkopf & Christopher Jones, eds. The Future of American Foreign Policy, 3<sup>rd</sup> ed., New York: Worth Pubs., 1999, pp. 255-266.

### 2. Challenge of Globalism

- Collapse of the Soviet Union and global democratization
- Global Policeman or Isolationist Superpower
- New Threats in a new millennium: terrorism and failed states

Readings:

- Spanier & Hook, chaps 11& 12
- Lindeman, chaps 3 & 7

Project due: May 7

\*Final Exam: Tuesday May 21: 3:00-4:50pm