

PSC 335
American Foreign Policy
University at Buffalo, Spring 2013

1 Class Information

- ⇒ **Instructor:** Nicholas P. Nicoletti
- ⇒ **Office:** 516 Park Hall
- ⇒ **Email:** npn@buffalo.edu
- ⇒ **Class Time:** Wednesday 5:00 pm - 7:50 pm
- ⇒ **Room:** 112 O'Brian Hall
- ⇒ **Office Hours:** Wednesday 1:00 pm - 3:00 pm AND Friday 12:30 pm - 2:30 pm

2 Course Description

American Foreign Policy is an extremely complex subject. In order to understand how American Foreign Policy (AFP) is constructed we need take a very complex process, involving millions of people, and distill it down into what we think are the most important factors contributing policy formulation. The mechanisms we use to simplify AFP we will use theoretical models. According to the author of your textbook, "theoretical approaches provide differing sets of lenses... through which we will proceed to analyze events, trends, and patterns in American Foreign Policy" (Ray, 2008). A theoretical model is defined as a body of assumptions or logically consistent statements about how the world works. In other words, theories are logically plausible stories about what we think is going on.

The primary focus of this class is to introduce students to the various theoretical models used to explain AFP. Your textbook will place a strong emphasis on what Ray (2008) calls *rational political ambition theory*. The primary assumptions of this theory are as follows: (1) Political leaders of states want primarily to stay in power; (2) To stay in power, those leaders must deal with internal and external competitors; (3) Which (domestic and foreign) policies they choose to pursue depends fundamentally on the domestic political system; and (4) Accountability of the leader to public opinion and other special interest groups that can keep him or her in power is primary. However, we will also cover many other political models such as Realism, Liberalism, Marxist/Radical Approaches, and others. Each of these models will emphasize a different set of factors (or independent variables) that these theorists claim are the most important for AFP decisions.

Once we have covered the various theoretical approaches we will use these theories to explain AFP during several international relations contexts including the Cold War, Vietnam, Terrorism, Relations with China, Relations with the Middle East, Globalization, the Afghanistan and Iraq Wars, and the Post Cold War World. In addition, students will

participate in a series of debates concerning contemporary cases in U.S. Foreign Policy. Students will be presented with evidence in the form of case studies, be assigned a theoretical position, and then formally debate their position during class. This will give students the chance to dive into the messy world of AFP and attempt to apply theoretical models to the data.

American Foreign Policy is an interesting and important subject as U.S. foreign policy decisions affect the lives of U.S. citizens in many ways (e.g. trade, war, civil liberties restrictions, etc.). When the class is finished, students will be able to analyze foreign policy decisions from a number of theoretical perspectives and be aware of important issues regarding contemporary international relations.

3 Course Expectations

First, this is a night class which runs from 5:00 pm to 7:50 pm; almost 3 full hours. YOU chose to enroll in a night class about politics. Naturally, we will have to cover as much material as the same course which is held two or three times a week. This means that some weeks will require 60 plus pages of reading. I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.**

Moreover, the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class. You may also be expected to apply mathematical tools and concepts to real world data.

While I do not take attendance, I expect that students participate in class. Participation is worth 10% of your grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. You will also be required to participate in formal debates. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.**

Each class will include one ten minute break occurring approximately halfway through the class (6:25 pm). Some students take this break as an opportunity to leave for the night. I fully understand that there will be times when students must leave before the class is over. If you have to leave before the class is over simply tell me before the start of class. Refrain from using the break as an unexcused time to go home for the night. This is a *serious personal vexation* that I have. Although I do not take attendance, I often send around a sign-in sheet after the break and give *participation credit* (not *extra credit*) for those still in their seats. Simply put, do not leave during the break. Late arrivals are also annoying and disturb the class. However, **I would rather a student arrive late than not come to class**

at all. Late students will be taking a chance. Pop Quizzes are given at the very beginning of class. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. Thus, there are consequences for being late and for leaving early. Please give the class and I the courtesy of refraining from these actions.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation either from University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

Each student will have to participate in a total of 2 in-class debates. For each debate they participate in, students will have to write a 2-page position paper defending their assigned theoretical position. Each Mini-Position Paper for each debate you participate in is due at the beginning of class (i.e. 5:00 pm) on the day your debate is scheduled. The papers will be based on the assigned theoretical lens, the material from the case study, and outside research. During the debates, each student is required to speak at least 3 times and this portion of the class will be entirely guided by student discussion.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in UB Learns, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible professor I can be. I will often ask for your feedback during the course and I take your input seriously.

3.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: npn@buffalo.edu
From: Your Email Address Here
Subject: Always Include a Subject Line

Dear Instructor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),
Jane/John Doe Student

4 Grading

- * "Surprise" Quizzes on the Readings Due that Day: 15%
- * Midterm Exam: 25%
- * Final Exam: 25%
- * In-Class Debates (Position Paper and Class Discussion): 25%
- * Participation: 10%

Each test consists of 50 multiple choice questions. The exams are not cumulative. The quizzes are in the "pop" form, so it is in your interest to read the material prior to coming to class. There will be approximately 8-10 quizzes (out of a possible of 15 classes). See below for more information on the In-Class Debates and Participation.

5 Grading Distribution

- ✓ A = 94 and Above
- ✓ A- = 90 - 93
- ✓ B+ = 87 - 89
- ✓ B = 84 - 86
- ✓ B- = 80 - 83

- ✓ C+ = 76 - 79
- ✓ C = 70 - 75
- ✓ D = 60 - 69
- ✓ F = 0 - 59

6 Required Texts

- ◇ Ray, James Lee. (2008). *American Foreign Policy and Political Ambition*. CQ Press. ISBN-13: 9781568028323.
- ◇ Carter, Ralph G.. (2011). *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*. CQ Press. ISBN-13: 9781604267310.
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on UB Learns. A “†” indicates that the reading is posted on UB Learns. A “∇” indicates that the reading is in the physical Course Reserve in the UB libraries.
- ◇ I reserve the right to add readings at any time during the semester.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

7 Academic Honesty

Cheating and plagiarism (using someone else’s work or ideas without proper citation) will not be tolerated. The UB policy on plagiarism is available at: <http://ublib.buffalo.edu/libraries/asl/guides/plagiarism.html>. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment. If you are taking a quiz or test and found using an electronic device, I will be forced to take your assignment away and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment.

8 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software. When similarities between student

text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. The SafeAssign drop-box is located under the *Assignments Tab* on UB Learns. Once an assignment is submitted to SafeAssign students will be able to view the same report the professor is given after it is generated (which takes about 20 minutes).

9 Special Needs

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Disabilities Services Office, 25 Capen. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related problems should visit the Counseling Center, 120 Richmond Quad.

10 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. While I will not take formal attendance, I will be keeping track of average participation rates. Participation is worth approximately 10% of your grade.

11 Course Schedule

11.1 Week 1 - January 16, 2013:

11.1.1 ⇒ Course Introduction, the Foundations of American Foreign Policy, and a Brief Discussion of Theory

- ★ Ray, Chapter 1: The Impacts of American Foreign Policy (pp. 1-11).
- ★ Carter, Introduction (pp. 1-9).

11.2 Week 2 - January 23, 2013:

11.2.1 ⇒ Historical Foundations and Introduction to Theoretical Models

- ★ Ray, Chapter 2: The Past as Prologue, American Foreign Policy from the American Revolution through World War II (pp.12-34).

- ★ Ray, Chapter 3: Analyzing Modern American Foreign Policy, Competing Approaches (pp. 36-59).
- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 1: Introduction (pp. 3-22) †.

11.3 Week 3 - January 30, 2013:

11.3.1 ⇒ More Theoretical Models

- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Bureaucraticus (pp. 23-42) †.
- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Sociologicus (pp. 43-61) †.
- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Psychologicus (pp. 62-84) †.

11.4 Week 4 - February 6, 2013:

11.4.1 ⇒ Economics, Public Opinion, and Other Political Actors

- ★ Ray, Chapter 4: Economics and Politics, Globalization and American Foreign Policy (pp.61-84).
- ★ Ray, Chapter 5: The Impact of Extra-Governmental Factors on American Foreign Policy - Public Opinion, the Mass Media, Interest Groups, and Political Parties (pp.86-114).

11.5 Week 5 - February 13, 2013:

11.5.1 ⇒ Debates 1 and 2: Nuclear Proliferation and Globalization

∇ Debate 1: *Nuclear Proliferation*

- ∞ Carter, Chapter 4: The Nuclear Standoff between the United States and Iran: Seeking a Diplomatic Path through a Minefield of Mutual Distrust. By Preston and Infranco (pp. 108-137).
- ∞ Carter, Chapter 5: The United States and North Korea: Avoiding a Worst-Case Scenario. By James and Özdamar (pp. 138-166).

∇ Debate 2: *Economic Globalization*

- ∞ Carter, Chapter 10: The Global Financial Crisis: Government, Banks, and Markets. By Lairson (pp. 292-332).
- ∞ Carter, Chapter 12: U.S.-China Trade Relations: Privatizing Foreign Policy. By Hook and Barr Lebo (pp. 354-385).

∞ CQ Researcher *Debates in American Foreign Policy*. The Future of Globalization. By Karain (pp. 167-191). †

11.6 Week 6 - February 20, 2013:

11.6.1 ⇒ Foreign Policy Processes and the Cold War

- ★ Ray, Chapter 6: Foreign Policy Processes Within The Government (pp. 116-150).
- ★ Ray, Chapter 7: The Beginning of the Cold War (pp. 151-170).

11.7 Week 7 - February 27, 2013:

11.7.1 ⇒ MIDTERM EXAM

11.8 Week 8 - March 6, 2013:

11.8.1 ⇒ Applying Theoretical Models: Vietnam and U.S.-European Relations

- ★ Ray, Chapter 8: Vietnam, The Unnecessary War (pp. 172-192).
- ★ Ray, Chapter 9: The United States and Europe, A Parting of the Ways? (pp. 193-223).

11.9 Week 9 - March 13, 2013:

11.9.1 ⇒ NO CLASS SPRING RECESS - ENJOY THE BREAK!

11.10 Week 10 - March 20, 2013:

11.10.1 ⇒ Debate 3 and 4: Military Intervention and U.S. International Relations

∇ Debate 3: *Military Intervention*

- ∞ Carter, Chapter 1: The United States versus Terrorism: From the Embassy Bombings in Tanzania and Kenya to the Surge in Afghanistan. By Gagnon and Hendrickson (pp. 11-37).
- ∞ Carter, Chapter 2: The Return of the Imperial Presidency? The Bush Doctrine and U.S. Intervention in Iraq. By Lantis and Moskowitz (pp. 38-73).
- ∞ CQ Researcher *Debates in American Foreign Policy*. Afghanistan Dilemma. By Billitteri and Kingsbury (pp. 427-454). †

∇ Debate 2: *U.S. Relations With The World*

- ∞ CQ Researcher *Debates in American Foreign Policy*. The Future of the Euro. By Glazer (pp. 192-219). †
- ∞ CQ Researcher *Debates in American Foreign Policy*. U.S.-China Relations. By Flamini (pp. 400-426). †
- ∞ Carter, Chapter 6: Hitting the Reset Button: Changing the Direction of U.S.-Russian Relations?. By Carter and Scott (pp. 167-199).

∞ Carter, Chapter 9: Immigration Policy: U.S.-Mexican Relations Confront U.S. Political Realities. By Rosenblum (pp. 259-291).

11.11 Week 11 - March 27, 2013:

11.11.1 ⇒ U.S. Latin American Relations and U.S.-African Relations

- * Ray, Chapter 10: Inter-American Relations (pp. 224-253).
- * Ray, Chapter 11: The United States and Sub-Saharan Africa (pp. 254-283).

11.12 Week 12 - April 3, 2013:

11.12.1 ⇒ U.S.-Asian Relations and U.S. Middle Eastern Relations

- * Ray, Chapter 12: The United States in Asia (pp. 284-315).
- * Ray, Chapter 13: The United States and The Middle East, Israel, Oil, and Terrorists (pp. 316-348).

11.13 Week 13 - April 10, 2013:

11.13.1 ⇒ Great Decisions in American Foreign Policy

- * Great Decisions in American Foreign Policy. *PBS* Documentary.

11.14 Week 14 - April 17, 2013:

11.14.1 ⇒ Debate 5: Multilateral Policy

∇ Debate 5: Multilateral Policy

- ∞ Carter, Chapter 13: The Politics of Climate Change: A Consensus for Copenhagen? By Payne and Payne (pp. 386-415).
- ∞ Carter, Chapter 14: The International Criminal Court: National Interests versus International Norms. By Jackson and Carter (pp. 416-443).
- ∞ Carter, Chapter 15: The Rights of Detainees: Determining the Limits of Law. By Cornett and Gibney (pp. 444-469).

11.15 Week 15 - April 24, 2012:

11.15.1 ⇒ The Future of U.S. Foreign Policy

- * Ray, Chapter 14: U.S. Foreign Policy in the Twenty-First Century (pp. 349-375).

11.16 Week 16 - May 2, 2013 - 7:15 - 10:15 pm:

11.16.1 ⇒ FINAL EXAM

- ★ **FINAL EXAM in Talbert 115.**
- ★ **May 2, 2013 at 7:15 - 10:15 pm.**

12 In-Class Debates and Position Papers

12.1 In-Class Debates

Each debate will have approximately 20 participants divided into groups of 5, each representing a different theoretical model. This is not a group project and students that comprise the same theoretical model do not need to work together. The debates are centered around a topic in American Foreign Policy. Each debate is associated with a series of related case studies. These case studies will provide students with plenty of factual information regarding the background of the case, the current state of AFP, the future of case, and more. The cases do not, however, argue what U.S. foreign policy should be or favor any theoretical model.

Students will use this information to make a case for their assigned theoretical model. The debates will center around two primary questions: (1) What theory explains U.S. Foreign Policy regarding this set of cases best? and (2) How will U.S. Foreign Policy Proceed, based on the predictions of the theoretical model you are assigned and why? Each debate will last approximately $1\frac{1}{2}$ hours and the debating students will guide class discussion. Each student is required to speak at least 3 times during the debate and make some contribution to the topic. The debate is not relegated to the debaters, however. The entire class can get involved, ask questions, and make comments. The debates will mostly focus on the provided material, but students can do outside research on the topic and use it to their advantage during the debate.

At the end of each debate students not participating in the debate will fill out a short *student feedback form* and rank the order of the debating groups. At the beginning of the following class I will announce who the class thought “won” the debate. The winning groups that are the most persuasive will receive 1 extra credit point toward their final grade. Since each student will participate in 2 debates, there is a possibility of earning up to 2 extra credit points throughout the semester.

12.2 Short Position Paper

In addition to participating in the debates students will have to write a 2-3 page position paper for each debate topic they participate in. Thus, you will write 2 short position papers this semester and each is due at the beginning of class (5:00 pm) on the day of your debate. The position papers are based on the same two questions as the debate: (1) How can the theory you have been assigned explain U.S. Foreign Policy regarding this set of

cases? and (2) How will U.S. Foreign Policy Proceed, based on predictions from the theoretical model you are assigned and why?

In addition to the two questions above, the position paper must also include a short section that allows you to argue for another theoretical position outside of the one you have been assigned. In other words, do you think that the theory you have been assigned explains U.S. Foreign Policy best, or would you actually argue for another theoretical perspective? See below for the format of the paper.

12.2.1 Citations

All direct quotes, paraphrased text, and ideas must be cited in your paper. As a general rule, if you got an idea from somewhere, you should cite the source. I have given you several examples of the American Political Science Association Citation Style in this syllabus. The References section gives examples of how to cite books and journal articles. The Course Description section gives examples of how to do use “in-text” citations. You may also use footnotes or endnotes, but your paper must follow a professional citation style (APSA, APA, MLA, Chicago, etc.). Instructions on how to use these styles can be found at the University Library web-site at: http://library.buffalo.edu/asl/tutorials/citing_stylemanual.html or here at <http://dept.lamar.edu/polisci/DRURY/drury.html>.

Your paper should cite approximately 10 different sources. **You must have at least 3 citations from a peer-reviewed academic journal.** Other sources can include relevant newspaper articles and books. ***Wikipedia is not an OK citation, DO NOT CITE Wiki in your bibliography!*** Moreover, do not use information from *Wikipedia* and fail to cite it; it will become apparent that you used this source when I look at your SafeAssign report. Citing a Wiki will result in loss of points on this assignment. *Wikipedia* is an OK place to look for ideas, but you should follow up with original sources.

12.2.2 Paper Format

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ No more than 6 double spaced pages of text (not including your endnotes or reference sheet).
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).
- ✓ The paper is segmented into the appropriate sections.

The last bullet is important. I want the paper to be broken up into each question/section listed above, just like this syllabus is broken-up into sections. In addition, all papers

should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

References

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

Houghton, David Patrick. 2013. *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford and New York: Oxford University Press.

Issues for Debate in American Foreign Policy. 2012. Washington, D.C.: CQ Press.

Ray, James Lee. 2008. *American Foreign Policy and Political Ambition*. Washington, D.C.: CQ Press.