This course examines both the historic roots and contemporary practice of U.S. foreign policy. It will begin with a brief survey of U.S. foreign policies from the earliest days of the Republic to the challenges of the twenty-first century, with a particular emphasis on debates over the best strategy and role for the U.S. in the world. It will then move to an analysis of the policy process and the determinants of U.S. policy, with a particular focus on the relationships between the executive, public opinion, the Congress, and the bureaucracy, as well as relationships with allies and international organizations. Last, it will analyze in detail the challenges, options, and limits of contemporary American foreign and national security policy, including the rise of China, increasing globalization, and terrorism.

**Goals**
The presentation of this course, and the evaluation of students’ efforts in it, will be tailored to the following aims:

- Students will acquire an understanding of American foreign policy, with particular emphasis on major approaches to American foreign policy, influences on foreign policy, and current challenges.
- Students will develop their powers of political and social analysis, with an emphasis on logical argument and the effective use of evidence in drawing conclusions.
- Students will develop their faculties in writing and speaking about politics and political phenomena.

*Please note that none of these goals involve the advancement of anyone’s political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one’s citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one’s personal politics.*

**Course Design**
This course involves a combination of class seminars, directed readings, papers, a final exam, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. Please remember that that the material of the course is delivered in both texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about.
Assignments and Evaluation

Debate Participation, 15%.
Each student will be a member of an approximately 5 member debate team. Each team will contest one side of a historical debate on American foreign policy for 15 minutes (thus, the formal component of each debate will be 30 minutes). In addition to the formal debate itself, the team will collectively produce two documents for the instructor, to be handed in at the end of the debate: a 4-5 page statement of debate strategy including key arguments and key counter-arguments to anticipated attacks, and a collectively signed statement describing each team member’s role in preparing and presenting the debate. In addition, the two teams associated with each debate will jointly produce a 2-page background statement about the subject of the debate for their fellow class-members, which is due to the instructor not less than two days before the debate. 95% of the debate grade will be based on the materials and the presentation of the debate; the remaining 5% of the grade and up to 5% in extra credit will be assigned on based on the team’s success in persuading their fellow students that their side is right. Students who do not fully participate may receive a lower grade than other team-memers.

The debate topics are:
Debate 1, 2 February: Declaring War on Mexico, 12 May 1846
Debate 2, 2 February: The Smoot-Hawley McKinley Tariff, 17 June 1930
Debate 3, 11 February: Lend-Lease, 11 March 1941
Debate 4, 11 February: Détente, 1 November 1980
Debate 5, 25 February: NAFTA, 1 September 1993
Debate 6, 25 February: Invading Iraq, 15 March 2003
Students may not use arguments or information unavailable to American decision-makers after the indicated date.

Midterm, 20%, 2 March
Includes both short answer and essay components. Study guide will be distributed 1 week in advance.

Term Paper, 30% 8 Pages; Due 20 April. Write on one of the following options:
1. Choose an issue in American Foreign Policy. Describe its key features and present two fully developed paths forward, advancing the strongest possible arguments for each. Express a convincing argument in favor of one or the other.
2. Analyze an aspect of current American Foreign Policy. Explain why that policy is in place: what interests, interest groups, and other influences are responsible for its current status. Be sure to specifically address executive and legislative branch actors as well as outside forces, and consider counter-arguments to your explanation.

Final Exam, 25%, Saturday, 5 May, 0830
Includes both short answer and essay components. Study guide will be distributed 1 week in advance.

Participation, 10%
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the class-room discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.
Assignments are to be turned in by class time on the day they are due. They should be in hardcopy unless unforeseen circumstances prevent printing them in or handing them in a timely manner. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor’s excuse is submitted at the next attended class meeting. Exams should be sat within 1 week of the general administration of the exam.

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that “g” refers to the numerical grade you receive). I do not usually curve grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students’ work. For the cumulative grades, I do not round: what you get is what you get.

<table>
<thead>
<tr>
<th>100 &gt; g ≥ 93: A</th>
<th>90 &gt; g ≥ 88: B+</th>
<th>80 &gt; g ≥ 78: C+</th>
<th>70 &gt; g ≥ 68: D+</th>
<th>60 &gt; g: E</th>
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<tr>
<td>88 &gt; g ≥ 83: B</td>
<td>78 &gt; g ≥ 73: C</td>
<td>68 &gt; g ≥ 63: D</td>
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<tr>
<td>93 &gt; g ≥ 90: A-</td>
<td>83 &gt; g ≥ 80: B</td>
<td>73 &gt; g ≥ 70: C-</td>
<td>63 &gt; g ≥ 60: D</td>
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Cheating and plagiarism are, of course, unacceptable in academic work, and when suspected will be pursued through the appropriate university channels. Proper citations and standards of integrity are not optional. If you have questions about what this means, please ask the instructor.

Changes to the Syllabus:
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students’ e-mail accounts (as maintained by the registrar), and will be mentioned in class at two class meetings. Changes become effective immediately after their second mention in class, or the sending of the e-mail, whichever comes last.

Cancellation of Class: In the event that the instructor needs to cancel class, an e-mail will be sent to all students’ e-mail accounts (as maintained by the registrar) prior to class time.

Readings

All Readings are available on-line through blackboard at my.rochester.edu

14 January: Introduction
The Constitution of the United States

Part 1: The History of American Foreign Policy

19 January: Enduring views of US foreign policy
Walter Russell Mead, “The Jacksonian Tradition” The National Interest, 12.01.1999
Henry Kissinger, Diplomacy, 1994, Chapter 2.
Recommended:
G. John Ikenberry, “The End of the Neoconservative Moment,” Survival, 46:1

21 January: The 18th and 19th Centuries
Federalist Papers 3, 4, 5, 11, 64, 74;
Washington’s Farewell Address
Monroe Doctrine

26 January: Rise to Great Power
CAPTAIN A.T. MAHAN, THE INTEREST OF AMERICA IN SEA POWER, PRESENT AND FUTURE. “THE UNITED STATES LOOKING OUTWARD” http://www.gutenberg.org/files/15749/15749-h/15749-h.htm#
Woodrow Wilson, “War Message,”
http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress
Woodrow Wilson, “14 Points for Peace,”
http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points

28 January: Isolationism, the interwar period, and the coming of WWII

Recommended:
Peter Bell, “The Foreign Office and the 1939 Royal Visit to America: Courting the USA in an Era of Isolationism,” Journal of Contemporary History, (37:4), 599-616.

2 February: Debate Day #1
Debates on the Mexican War and the Smoot-Hawley Tariff

4 February: The Post-War Settlement and the Cold War
*X was later revealed to be George Kennan.

Recommended:
Potsdam Agreement
David Halberstam, The Best and the Brightest, 1973
9 February: Détente, The Second Cold War and the End of the Cold War

**Recommended:**

11 February: Debate Day #2
Debates on Lend-Lease/the Peacetime Draft and Détente

**Part 2: US FP Today**

16 February: 9-11 and US Foreign Policy
Melvyn Leffler, “9/11 and American Foreign Policy,” *Diplomatic History* (June 2005).

**Recommended:**
Condoleezza Rice, “Promoting the National Interest,” *Foreign Affairs*, 79 (Jan-Feb 2000), pp. 45-62

18 February: US Security Policy Today
2006 *National Security Strategy of the USA*
2008 *National Defense Strategy*

**Recommended:**
2006 *Quadrennial Defense Review*

23 February: US Foreign Economic Policy Today

25 February: Debate Day #3
Debates on NAFTA and the Iraq War

2 March: Midterm Exam
Part 3: The Basis of US Foreign Policy

16 March: The Decision-Maker

Recommended:

18 March: Congress

23 March: The Bureaucracy

25 March: Bureaucratic Politics

Recommended:

30 March: American Civil-military relations
Recommended:

1 April: Intelligence

Recommended:
Senate Select Committee on Intelligence, *Report of the Senate Select Committee on Intelligence on the US Intelligence Community’s Prewar Intelligence Assessments on Iraq,* 2004.
Paul Pillar, “Intelligence, Policy, and the War in Iraq,” *Foreign Affairs,* March 2006, p. 15

6 April: Foreign Policy in a Democratic State: the Nature and role and of public opinion

Recommended:

8 April: Interest groups in American Foreign Policy

Recommended:
13 April: The Economics of Foreign Policy: the Tariff and Trade

*Recommended:*

Part 4: Current Challenges and Strategies

15 April: Foreign Friends: US Allies and Alliances

20 April: The Rise of China **PAPER DUE**

*Recommended:*

22 April: The Middle East
27: Grand Strategy

*Recommended:*

Final Exam: Saturday, 5 May, 0830