

# UNITED STATES FOREIGN POLICY

Political Science 281

Section 23255

Fall 2005 Semester

**Classroom: Behavioral Sciences Building, Room 337**

**Tuesdays and Thursdays, 2:00pm to 3:15pm**

## UNIVERSITY OF ILLINOIS AT CHICAGO

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### COURSE DESCRIPTION:

United States Foreign Policy (POLS 281) analyzes various internal and external factors that influence formulation and execution of United States foreign policy. The crucial role, importance and implications of United States foreign policy, for the United States and other countries, will be examined. Through discussion of past and present major international problems and policy decisions, current foreign policy of the United States will be examined in terms of historic actions, political ideas, and consequences.

### PREREQUISITE(S):

POLS 101 or POLS 190.

### COURSE RATIONALE:

Students will become familiar with the dominant themes, images, and orientations of United States foreign policy. They will be able to grasp and wield ideas about foreign policy practices, providing not only a set of resources to navigate the historical record of United States foreign policy, but the tools with which to interpret current problems.

### COURSE GOALS AND LEARNING OBJECTIVES:

This is a course concerning the “whats,” “hows,” and “whys” of American foreign policy. It surveys recent United States foreign policy content, focusing on the foreign policy decision-making process and the analytical approaches scholars use to analyze United States foreign policy. Students will learn what political science has to say about controversial issues in recent United States foreign policy and how to conduct basic analysis of United States policy objectives.

Part of the course is driven by theoretical concerns: the “hows” and “whys” of United States foreign policy; for example: How is the national interest defined? How does the government respond to events abroad? How are objectives set? How are policies formulated and implemented? Do policy makers learn from successes and failures of past policies? Why does United States foreign policy turn out the way it does? What causes the United States to take the policy positions it does? Why does the United States pursue certain goals rather than others?

To answer these questions, the course must be concerned with the “whats” of foreign policy; for example: What actions were taken by the United States and what happened as a result? Given the transitions United States foreign policy is undergoing at present, we will stress the end of the Cold War and the post-Cold War period. While we will focus on the politics of foreign policy to understand the process, we will also use some history, economics, law, and public administration to understand the “whats” and “whys” of United States foreign policy.

Below are the specific learning performance objectives for this course:

1. Summarize post-World War II trends in United States foreign policy: given four historical survey chapters in the text, students will:
  - define technical vocabulary and key concepts;
  - distinguish between major and minor events; and
  - compare and contrast the “lessons of Vietnam.”
2. Analyze foreign policy documents: given various texts students will:
  - identify evidence of images, threats, and doctrines; and
  - compare and contrast that world view with trends in post-war foreign policy.
3. Summarize scholars’ expectations about actors in the foreign policy process: given chapters on the domestic context and branches of government, students will:
  - describe the roles and impact on foreign policy of public opinion and the media; and
  - describe the institutional structures, personnel, and foreign policy roles and missions of the executive, legislative and judicial branches of government.
4. Describe the learning theory and models of the foreign policy process: given two chapters on how policy makers learn and on these models, students will:
  - summarize learning theory and the principal lessons of post-war foreign policy; and
  - summarize the models and distinguish the policy characteristics and questions that are relevant to each model.
5. Write a case study report using one to three models: given a chapter with four case studies, students will:
  - select one case for analysis, and locate and read three (3) primary source documents;
  - identify and justify which of the models best fits this case study;
  - write a case study report that answers the question, using the most relevant model(s), based on documentary evidence and the case narrative in the text; and
  - present to the class the case study report, incorporating two visuals that convey the main argument and support that argument with evidence.

## **COURSE MATERIALS:**

**Textbook** (Note - you must have the textbook with you for every class session and you must purchase the textbook, available at the UIC Student Bookstore [750 South Halsted], by the second day of class):

Hastedt, Glenn P. American Foreign Policy: Past, Present, and Future. Sixth Edition. New Jersey: Prentice-Hall 2006. (ISBN 0-13-193069-9) [referred to in Daily Course Schedule as “Hastedt”].

## **Daily Newspapers and other sources**

While this is not a current events course, you need to keep up with news about foreign policy to understand examples we will discuss in class. Also, I will incorporate news reports and analyses as application questions in your final examination. I suggest that you regularly read the New York Times or the international section of the Financial Times.

## GRADING POLICY:

Class participation, quizzes, the essay, the case study report and the final examination will test students' mastery of the course objectives according to the following performance standards:

<u>Letter Grade</u>	<u>Percentage Range</u>	<u>Standard of Review</u>
A	90-100	Excellent recall, comprehension, or application, defined as: no errors of fact <u>plus</u> inferences and interpretations that are solidly grounded in assigned readings and reflect an awareness of complexity.
B	80-89	Superior recall, comprehension, or application, defined as: a few errors of fact <u>plus</u> inferences and interpretations that are somewhat grounded in assigned readings, with a few significant omissions or misinterpretations, and some appreciation of complexity.
C	70-79	Average recall, comprehension, or application, defined as: a fair number of errors of fact <u>plus</u> a mixture of warranted and unwarranted, or correct and incorrect, inferences and interpretations of assigned readings along with minimal appreciation of complexity.
D	60-69	Below average recall, comprehension, or application, defined as: errors of fact outnumber correct responses, <u>plus</u> more unwarranted than warranted and more incorrect than correct inferences and interpretations, and a lack of appreciation of complexity.
F	< 60	Extremely poor recall, comprehension, or application, defined as: serious errors of fact, predominance of unwarranted and incorrect inferences and interpretations, and severe lack of appreciation of complexity.

## COMPONENTS OF YOUR GRADE:

Your grade will be based on writing tasks that measure reading comprehension, analytical and critical thinking skills according to the performance standards described above. Your grade will have four components:

1. Quizzes - **25%**
2. "Lessons of Vietnam" Essay - **15%**
3. Case Study Report and Presentation - **25%**
4. Final Examination - **35%**

## FINAL EXAMINATION:

The final exam must be taken on the official exam date as follows:

Final Examination: **Tuesday, December 6, 2005, 3:30pm to 5:30pm**

If you miss the final exam, you will receive a grade of zero (0) for that component of your semester grade.

## DEADLINES AND PENALTIES FOR LATE ASSIGNMENTS:

Carefully check all due dates, which have been highlighted for your convenience on the Daily Course Schedule. Arrange your schedule accordingly; do not plan to seek extensions. To receive full credit, written assignments must be delivered to the Instructor on the date due. Assignments handed in any day after the due date will have twenty (20) points deducted from the earned grade. If you know you are going to miss a class with a due date, you may hand in your assignment early or you may E-mail the assignment to me or fax the assignment to me at the fax number noted

above, on the due date prior to the time class is to commence (the facsimile copy will be automatically coded with the time and date the materials were delivered and the point deductions discussed above will apply equally to faxed and emailed materials).

### **ATTENDANCE, CLASS PREPARATION AND PARTICIPATION:**

Students are expected to attend all classes; participation is expected and encouraged. Experience shows that there is a direct relationship between attendance and performance in this course. To comprehend the reading material for this course and to benefit from what we do in class, you must read assigned readings before coming to each class session.

### **MISSED CLASSES AND CELL PHONES/PAGERS:**

You are responsible for material covered in any class you miss. Also, remember to e-mail or fax your written assignments if you cannot submit them in person. I expect students to be present when class begins and to remain for the entire class. If you arrive late, please sit at the back of the room. Out of respect for the Instructor and your fellow classmates, please turn off your cellular telephone or pager during class.

### **CASE STUDY REPORT AND PRESENTATION:**

Each student will be assigned a case to research from the cases in Hastedt's Chapter 12. Every student will read all of the assignments for all of the case studies. At the same time, each student will work on a research application for one case study. Students will ask an empirical question about their case and use three (3) primary source documents to answer their research question.

Students will hand in their research case studies on the day their case is scheduled on the syllabus; on that day they will give a brief presentation of their research, including two visuals, to the class. Persons who fail to make their scheduled presentation will have twenty (20) points deducted from the earned grade on their report. All case study reports must be turned in at the beginning of class on the due date.

The purpose of the case study research project is to learn how scholars use primary source documents, to learn how to ask and answer an empirical question by applying a policy making model, to write a logical argument concerning a question and relevant evidence, and to create visual representations of an argument and evidence. The case study report is a type of technical writing that constitutes an important communications skill.

### **UNIVERSITY OF ILLINOIS AT CHICAGO POLICIES:**

1. **ACADEMIC INTEGRITY.** UIC prohibits the following conduct: all forms of academic dishonesty including cheating, plagiarism, knowingly furnishing false information to the University, forgery, alteration, or fraudulent use of University documents, instruments or identification. For more information, please consult your student handbook.
2. **THE WRITING CENTER.** The UIC Writing Center, located at 100 Douglas Hall, offers weekly skills workshops, individual writing assistance, tutorial assistance, and reading skills improvement training. You are encouraged to use the UIC Writing Center as a resource.
3. **STUDENTS WITH DISABILITIES.** Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services ("ODS"). Please contact ODS at (312) 413-2183 (voice) or (312) 413-0123 (TTY).
4. **THIS COURSE IS INTENDED FOR GENERAL EDUCATION PURPOSES ONLY. THE INFORMATION IS NOT INTENDED TO BE LEGAL ADVICE, NOR SHOULD IT BE USED AS SUCH.**

[DAILY COURSE SCHEDULE BEGINS ON NEXT PAGE]  
**DAILY COURSE SCHEDULE**

**August 23, 2005** - Introduction to the course [NOTE: purchase text and read Hastedt Ch. 1 to be prepared for class on August 25, 2005].

**Part I. The Global and Historical Context of United States Foreign Policy**

**August 25, 2005** - Hastedt, Ch. 1: “The Global Setting of American Foreign Policy”

**August 30, 2005** - Hastedt, Ch. 2: “The Emerging Foreign Policy Agenda”

**September 1, 2005** - **Quiz on Hastedt, Chapters 1 and 2 (Quiz #1).**  
Hastedt, Ch. 3: “The American National Style”

**September 6, 2005** - Introduction to Vietnam War and Vietnam War video  
GROUP DISCUSSION OF “LESSONS OF VIETNAM” ESSAY

**September 8, 2005** - Hastedt, Ch. 4: “Post-Vietnam U.S. Foreign Policy”

**September 13, 2005** - **NO CLASS TODAY**

**September 15, 2005** - **LIBRARY RESEARCH DAY - NO CLASS TODAY**  
**“Lessons of Vietnam” Thesis Statement Emailed to Professor by Midnight.**  
Hastedt, Ch. 5: “Learning from the Past”

**September 20, 2005** - **Quiz on Hastedt, Chapters 3, 4 and 5 (Quiz #2).**  
Preview Case Studies for Research Reports (read Hastedt, Ch. 12)  
Preview Requirements for Research Reports and Presentations.

**Part II. The Domestic Context and Governmental Actors in Foreign Policy**

**September 22, 2005** - Hastedt, Ch. 6: “The Domestic Context of American Foreign Policy”

**September 27, 2005** - **“Lessons of Vietnam” Essay due today.**  
Hastedt, Ch. 7: “The Constitution and Foreign Affairs”

**September 29, 2005** - **Quiz on Hastedt, Chapters 6 and 7 (Quiz #3).**  
Hastedt, Ch. 11: “Models of Policy Making: Overview”  
GROUP DISCUSSION OF CASE STUDIES AND PRESENTATIONS

**October 4, 2005** - **NO CLASS TODAY**

**October 6, 2005** - Hastedt, Ch. 8: “The Presidency”

**October 11, 2005** - Hastedt, Ch. 9: “Congress and Foreign Policy”

**October 13, 2005** - Hastedt, Ch. 10: “The Foreign Affairs Bureaucracy”

### **Part III. Foreign Policy Making**

- October 18, 2005* - *Quiz on Hastedt, Chapters 8, 9 and 10 (Quiz #4).*  
GROUP DISCUSSION OF CASE STUDIES AND PRESENTATIONS
- October 20, 2005* - **NO CLASS TODAY**
- October 25, 2005* - Decision-Making Case Studies and Student Research Reports:  
“The Cuban Missile Crisis” (all read Hastedt pp. 261-267)  
*Cuban Missile Crisis reports and Presentations due today.*
- October 27, 2005* - Decision-Making Case Studies and Student Research Reports:  
“Pre-9/11 Intelligence Policy on Terrorism” (all read Hastedt pp. 267-275)  
*Pre-9/11 Intelligence Policy on Terrorism reports and Presentations due today.*
- November 1, 2005* - Decision-Making Case Studies and Student Research Reports:  
“NAFTA” (all read Hastedt pp. 275-281)  
*NAFTA reports and Presentations due today.*

### **Part IV. Policy Tools**

- November 3, 2005* - **NO CLASS TODAY**
- November 8, 2005* - Hastedt, Ch. 13: “Diplomacy”
- November 10, 2005* - Hastedt, Ch. 14: “Covert Action”
- November 15, 2005* - *Quiz on Hastedt, Chapters 13-14 (Quiz #5).*  
Hastedt, Ch. 15: “The Economic Instruments”
- November 17, 2005* - Hastedt, Ch. 16: “Military Power”
- November 22, 2005* - Hastedt, Ch. 17: “Arms Control and Missile Defense”
- November 24, 2005* - **THANKSGIVING HOLIDAY -- NO CLASS TODAY**
- November 29, 2005* - **COURSE REVIEW AND Q&A SESSION**
- December 1, 2005* - **OPEN DAY [in event alteration is made to Daily Course Schedule]**
- December 6, 2005* - *FINAL EXAMINATION 3:30pm to 5:30pm*

*NOTE: This is a tentative outline of the daily course schedule; the Instructor reserves the right to change this Daily Course Schedule as necessary to meet course objectives.*