Course Description
This course is designed as an introduction to the study of American foreign policy. There are multiple goals for the course. First, to develop an understanding of the domestic context that helps produce foreign policy. For American policies and actions to make sense, they must be placed within the larger historical, cultural, strategic, and domestic contexts which formed them. A second, related goal is to begin developing a sense of the possible continuities and changes of America’s orientation toward the world throughout its history. The third goal is to see how changes abroad—the international context—may also shape American foreign policy. The fourth goal is to develop a sense of the ways in which media and formal education shape the public’s understanding of foreign policy. The fifth and final goal is to develop an informed and critical point of view that, when combined with the previous goals, helps students make sense of contemporary events as they occur.

Required Texts
ISBN: 978-1-4522-4150-0


Course Reader I

Both the textbook and course readers can be purchased at Mary Jane's Books at 215 Western Ave, Albany, NY 12203 (the corner of Western Ave and Quail St). The text may also be purchased online.

Grades and Assignments
First Assignment: 10%
Second Assignment: 15%
Third Assignment: 20%
Fourth Assignment: 25%
Quizzes: 15%
Participation: 15%

Plagiarism
Plagiarism is defined in the Undergraduate Bulletin as “presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing
principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method; submitting as one’s own work, work borrowed, stolen, or purchased from someone else.”

It goes without saying. **Do not plagiarize.** Students doing so will be referred to the Dean of Undergraduate Studies.

**Writing Assignments**
Throughout the semester we will be discussing a number of themes, problems, and issues about which you will be expected to develop an informed opinion. The goal is to reflect upon your stance and utilize course materials to make an argument about what issues are at stake in the question asked.

**Quizzes**
Throughout the semester quizzes will be given at the beginning of many classes to be sure that everyone has completed the reading. This is a necessity because without having read, there can be no effective discussion, much less learning.

**Late** (on the day of a quiz): if you arrive after the quiz has begun, you will still have to finish at the same time as everyone else. If you arrive after the quiz has already been collected, you receive a zero for that quiz.

**Absent** (on the day of a quiz):
*Unexcused:* will receive a zero for that day’s quiz.
*Excused:* will have the opportunity to make up the quiz within one week of that absence.

**Important Miscellany**
The syllabus reflects a certain pacing and flow of the material with which we will be engaged. If that pacing and flow changes, so will the syllabus. **Changes will be made to the syllabus if and when necessary.**

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1 [http://www.albany.edu/writing/writers_info/plagiarism.html](http://www.albany.edu/writing/writers_info/plagiarism.html)
Attendance (part of the participation grade)
You are allowed TWO unexcused absences. Every absence beyond these two will result in a lowering of your grade unless you are able to provide documentation legitimizing your absence (e.g. a doctor’s note, or documentation from the University).

In terms of being on time, that is simply expected of all of you to avoid disruption of the class. You are allowed to be late ONCE without it negatively impacting your grade. Every time that you are late beyond this will result in a lowering of your grade.

ASSIGNMENTS

ASSIGNMENT #1—Due at the beginning of class, TUESDAY FEBRUARY 4.
No less than TWO, and no more than THREE FULL pages, typed, double-spaced, 12 pt. font, 1” margins, and NUMBERED PAGES, STAPLED together.

Watch, analyze and respond to President Obama’s State of the Union Address (Tuesday evening, January 28, 9 p.m. EST) where it concerns American foreign policy. In separate, numbered sections, identify the following:

1) What (if anything) does the President mention, e.g. countries, issues, problems, changes, challenges, etc.?
2) How does the President discuss these things, i.e. “rhetoric.” What language does the President utilize? What symbols does the President invoke?
3) What does the President not mention? (There can of course be many different possible answers to this question. Briefly mention the two most important.)
4) Why do you think certain things are discussed and not others? (Like the things you noticed were not mentioned…)
5) What is your reaction to the speech? Does it feel “right” to you? Why and how? Why/how not? (Consider especially specific language and symbols invoked; how does their usage/invocation make you feel?)

ASSIGNMENT #2— Due at the beginning of class, TUESDAY, FEBRUARY 25.
No fewer than THREE and no more than FIVE FULL pages, typed, double-spaced, 12 pt. font, 1” margins, and NUMBERED PAGES, STAPLED together.

Watch, analyze, and respond to ONE of the following Sunday morning talk shows (NOTE: There must be at least ONE foreign policy issue discussed at a “ROUNDTABLE” or “PANEL”-type discussion because that is what you are going to write about).

Meet The Press—NBC
Face the Nation—CBS
This Week—ABC
Fox News Sunday—FOX
State of the Union—CNN
YOU CAN CHOOSE ANY DATE AND FOREIGN POLICY TOPIC (e.g. national security, trade, environment, etc.) FROM THE PAST YEAR THAT WE HAVE NOT DISCUSSED SPECIFICALLY IN CLASS.

In separate, numbered sections, identify the following:
1) Identify the show, the network, and the date. (Also provide the link to the show.)
2) Identify the topics of the show, including the order in which they are presented, and approximate time allocated to each.
3) For the foreign policy section:
   a) What is the topic?
   b) Who is at the roundtable/panel?
   c) What are their credentials (what institutions and types of institutions do they represent, i.e. journalists, academics/think tank intellectuals, military officers, business people, etc.)? Name Names of both the individuals and their institutions.
   d) Who is missing from the discussion, i.e. what kinds of voices/viewpoints?
   e) Who/what advertises on/sponsors the show?
   f) Does this discussion “feel right” to you? Why/how? Why not/how not?

Utilize for guidance:
Fairness & Accuracy In Reporting (FAIR), “How To Detect Bias In News Media.”

ASSIGNMENT #3—Due FRIDAY APRIL 11, 2014 at 12 p.m. in HU 16 (the Political Science contact office).
No fewer than FOUR and no more than SIX FULL pages, typed, double spaced, 12 pt. font, 1” margins, and NUMBERED PAGES, STAPLED together.

Choose TWO of the historical time periods/events we have explored and compare and contrast them. Are American actions similar or different? To completely answer the question, also consider the DOMESTIC sphere (i.e. how things went “at home”) while the action(s) abroad were being taken. You have wide latitude with this assignment in the sense that you can find the salient features in events as you see them and bring in new resources (provided that they are ACADEMIC in nature, i.e. from a scholarly journal or text).

ASSIGNMENT #4—FINAL ASSIGNMENT, due date TBA.
No fewer than SIX and no more than EIGHT FULL pages, typed, double spaced, 12 pt. font, 1” margins, and NUMBERED PAGES, STAPLED TOGETHER.

Is the United States an empire? Why or Why not? Should it be? Explain your answer thoroughly, utilizing the readings from our class as well as:
TWO scholarly/academic articles (or chapters from texts) into the conversation with what we have read. One of them must argue that the U.S. is not an empire, and one of them must argue that it is an empire.
“If liberty means anything at all, it means the right to tell people what they do not want to hear.”

-George Orwell

Meeting #1
Thursday, 1/23
Introduction
Graham, “When Academics Fails Us.” (Counterpunch, 12/11/13)

Meeting #2
Tuesday, 1/28
Where Does the U.S. Stand Today?
(Read this first.)

(Read this carefully; what do you think and how do you feel about the argument?)

“Transcript of President Obama’s Jan. 17 speech on NSA reforms.” (Washington Post, 1/17/14)
http://www.washingtonpost.com/politics/full-text-of-president-obamas-jan-17-speech-on-nsa-reforms/2014/01/17/fa33590a-7f8c-11e3-9556-4a4bf7bcbd84_story.html
(This is a video and transcript—carefully read, dissect, and analyze this transcript as you will need it for an in-class exercise.)

In Class:
Johnson, “America’s Spies Want Edward Snowden Dead.” (Buzzfeed, 1/16/14)

Assignment #1—See Above.

Meeting #3
Thursday, 1/30
Where Does the U.S. Stand Today?
Hook, Paradox of World Power, Ch. 1—“The United States in a Turbulent World.”


Greenwald, “The premises and purposes of American exceptionalism.” (Guardian, 2/18/13)
http://www.theguardian.com/commentisfree/2013/feb/18/american-exceptionalism-north-korea-nukes

In Class:
Meeting #4  
Tuesday, 2/4  
Assignment #1 IS DUE AT THE BEGINNING OF CLASS  
Making Sense of Foreign Policy  
Theory  
As you read ask yourself, “what’s missing?”  
(But only read pp. 5-15.)  
In Class:  
Lim Powerpoint.

Meeting #5  
Thursday, 2/6  
Governmental Sources of Foreign Policy  
The Foreign Policy Bureaucracy and How it Works  
(Just understand the different “complexes” and consider what makes something a “complex”? Focus on the defense, intelligence, and economic complexes.)  

Meeting #6  
Tuesday, 2/11  
Governmental Sources of Foreign Policy  
The Executive Branch versus(?) the Legislative Branch  
Hook, Paradox of World Power, pp. 103-125, 126-133, 137-141, 146-149, and 152-167.  
Madison, Federalist #51.

In Class:  
Who Gets What? (and how they voted…)

Meeting #7  
Thursday, 2/13
**Public Opinion and the Media**
Hook, *Paradox of World Power*, Ch. 7—“Public Opinion at Home and Abroad,” pp. 211-224, 234-240. (Especially understand the ways in which the “public” is viewed.)

Hook, *Paradox of World Power*, Ch. 8—“The Impact of Mass Communications.”
Just consider the major themes (especially government attempts at control) and think about *if and how* technological changes (particularly the internet and its tools) affect the media.


(Understand the difference between “public” and “mass.”)


**In Class:**

Greenwald, “Major opinion shifts, in the US and Congress, on NSA surveillance and privacy,” (Guardian, 7/29/13)

**Meeting #8**
**Tuesday, 2/18**
**Making Sense of Foreign Policy**
**Public Opinion and the Media**

Yglesias, “The Think Tank Arm of the Military-Industrial Complex.” (Think Progress, 12/3/09)

Greenwald, “Michael Hayden, Bob Schieffer and the media's reverence of national security officials.” (Guardian, 8/12/13)

**In Class:**
Fairness & Accuracy In Reporting (FAIR), “How To Detect Bias In News Media.”

“Glenn Greenwald Faces Off With ‘Newsnight’ Interviewer in Hostile Clash (VIDEO).” (Huffington Post, 10/4/13)
http://www.huffingtonpost.com/2013/10/04/glenn-greenwald-newsnight-bbc-kirsty-wark_n_4043015.html

Additional (but optional):
http://www.thenation.com/article/media-lobbying-complex


http://www.wired.com/dangerroom/2009/12/how-the-afghan-surge-was-sold/

“Glenn Greenwald Clashes With Mika Brzezinski, Accuses MSNBC Host of Using ‘White House Talking Points’ (VIDEO).” (Huffington Post, 6/10/13)
http://www.huffingtonpost.com/2013/06/10/glenn-greenwald-mika-brzezinski-nsa_n_3414722.html

Thursday, 2/20
NO CLASS

Meeting #9
Tuesday, 2/25
Elites, Public, and Mass in Foreign Policy: “Two Diverse Humors”
Foreign Policy and Social Movements: “Two Diverse Humors…”
Hook, Paradox of World Power, Ch. 9—“Social Movements and Interest Groups.”
Consider the title of the chapter and the processes described generally in Figure 9.1; is the process illustrated there an appropriate characterization of all of the groups mentioned in the chapter?
The focus here is on how civil society—citizens’ groups, NGO’s, corporations, private non-state actors generally—try to influence foreign policy. Pay special attention to the types of groups, (especially “Think Tanks and Private Foundations,”) the strategies and tactics of groups, (especially “Political Pressure and Lobbying,” “Policy and Program Implementation,” and “Civil Disobedience,”) and finally, “Buying Power: The Corporate Connection” (especially “The Military-Industrial Complex” and “Trade Associations and Labor Unions”). In short, think about whether or not all groups are equal players in terms of their influence over policy; whose interests do policies tend to reflect, in your opinion?
Elites
De Tocqueville, “Conduct Of Foreign Affairs By The American Democracy,” in *Readings in American Foreign Policy*, pp. 3-7.
Hamilton, “The Republican Principle,” pp. 18

Publics

As you read, ask yourself, **“Who Should Rule?”**

**“History” and History**
To understand the present, we first must understand the past, and whoever understands the past, will be better able to understand the future.
As we proceed over the next several classes, refer back to Hook, *The Paradox of World Power*, Ch. 2—“The Expansion of U.S. Power,” where appropriate.

**“The most effective way to destroy people is to deny and obliterate their own understanding of their history.”**

-George Orwell

**Meeting #10**
**Thursday, 2/27**
**ASSIGNMENT #2 IS DUE AT THE BEGINNING OF CLASS**

**Founding**

**In Class:**
Jay, *Federalist #4*.
Madison, *Federalist #10*.
Hamilton, *Federalist #11*.

[http://avalon.law.yale.edu/18th_century/alien.asp](http://avalon.law.yale.edu/18th_century/alien.asp)

[http://avalon.law.yale.edu/18th_century/sedact.asp](http://avalon.law.yale.edu/18th_century/sedact.asp)
Meeting #11
Tuesday, 3/4
Continental Expansion or Continental Empire?


In Class:
Monroe Doctrine, December 2, 1823.
http://avalon.law.yale.edu/19th_century/monroe.asp

Lincoln, From Speech in the U.S. House of Representatives on the War With Mexico, January 12, 1848; Letters To William Herndon, February 1, 1848 and February 15, 1848.

Meeting #12
Thursday, 3/6
Overseas Expansion or Overseas Empire?

Beveridge, “Policy Regarding the Philippines,” from Readings in American Foreign Policy, 75-93.

Senator Mason, “Civil Government For the Philippine Islands,” from Readings in American Foreign Policy, 98-101.

Meeting #13
Tuesday, 3/11
The First World War
Zinn, A People’s History of the United States, pp 359-376.


Hedges, “Dismantling the Liberal Class,” in Death of the Liberal Class, 59-84.

Meeting #14
Thursday, 3/13
The Interwar Years

Shoup and Minter, Imperial Brain Trust, pp. 117-148.
In Class:
The Atlantic Charter, August 14, 1941.
http://avalon.law.yale.edu/wwii/atlantic.asp

3/15—3/21
NO CLASS

Meeting #15
Tuesday, 3/25
The Second World War
Shoup and Minter, Imperial Brain Trust, pp. 148-176.

(Mitchell’s Pressing Issues, 7/25/13)
http://gregmitchellwriter.blogspot.com/2013/07/countdown-to-hiroshima-assembling-gadget.html

Mitchell, “When Truman Failed to Pause in 1945—and the War Crime That Followed.”
(Mitchell’s Pressing Issues, 8/7/13)
http://gregmitchellwriter.blogspot.com/2013/08/wa-crime-what-didnt-happen-on-this-day.html

In Class:
The Yalta Conference, February 1945.
http://avalon.law.yale.edu/wwii/ylta.asp

Potsdam Conference, July 17-August 2, 1945.
http://avalon.law.yale.edu/20th_century/decade17.asp
Annex II-Use of Allied Property For Satellite Reparations or War Trophies

Meeting #16
Thursday, 3/27
Beginning of the Cold War: Making Sense of “Containment”

Kennan or “X,” “The Sources of Soviet Conduct,” in Readings In American Foreign Policy, 325-343. (Although published in Foreign Affairs in 1947, it was originally the “Long Telegram” Kennan sent in 1946.)
(Read this with the Kolko and Kolko chapter in mind.)
**In Class:**
The Truman Doctrine, March 12, 1947.
http://avalon.law.yale.edu/20th_century/trudoc.asp

(Just skim to get the “flavor” of Appendix A.)

See the PDF-numbered pages, 58-63.

**Meeting #17**
**Tuesday, 4/1**
**The 1950’s and the Birth of the National Security State**


**In Class:**
http://coursesa.matrix.msu.edu/~hst306/documents/indust.html

McCarthyism and the House Un-American Activities Committee (HUAC).

**Meeting #18**
**Thursday, 4/3**
**Vietnam**
http://fair.org/media-beat-column/30-year-anniversary-tonkin-gulf-lie-launched-vietnam-war/


Martin Luther King, Jr., “A Time to Break Silence,” in *A Testament Of Hope: The Essential Writings And Speeches Of Martin Luther King, Jr.*, 231-244.
Meeting #19
Tuesday, 4/8

The 1970’s and 1980’s


Meeting #20
Thursday, 4/10

The End of the Cold War and Neo-Liberal Political Economy


In Class:

Friday, 4/11
ASSIGNMENT #3 DUE IN HU 16 by 12 p.m.

Tuesday, 4/15
NO CLASS

Meeting #21
Thursday, 4/17

9/11 and its Aftermath
Former President Bush’s speech from 9/11/01

Barbara Lee. (San Francisco Chronicle, 9/23/01 via Common Dreams)
http://www.commondreams.org/views01/0923-04.htm

Greenwald, “A Rumsfeld-era reminder about what causes Terrorism.” (Salon, 10/20/09)

McCoy, “Outsourcing Torture: President Obama has shut down the CIA’s secret prisons, but that hasn’t stopped rendition abroad.” (Salon, 8/14/12, originally published on TomDispatch)
http://www.salon.com/2012/08/14/tomgram_alfred_mccoy_perfecting_illegality_salpart/

In Class:
Thompson, “6 Claims On Detainee Torture, Skewered.” (ProPublica, 4/22/13)
http://www.propublica.org/article/six-claims-on-detainee-torture-skewered

Meeting #22
Tuesday, 4/22
“Policing” The Empire


Currier, “Everything We Know So Far About Drone Strikes,” (ProPublica, 2/5/13).
http://www.propublica.org/article/everything-we-know-so-far-about-drone-strikes

In Class:
Clark, “Malala Yousafzai tells Obama drones are ‘fueling terrorism.’” (McClatchy, 10/11/13)

Meeting #23
Thursday, 4/24
The Privatization of the State
Scahill, Interview with WHYY-NPR’s Terry Gross on Fresh Air. (Audio and Transcript, 12/16/09)

Shorrock, “The Corporate Takeover of U.S. Intelligence.” (Salon, 6/1/07)
http://www.salon.com/2007/06/01/intel_contractors/

Ahmed, "The war on democracy: How corporations and spy agencies use "security" to defend profiteering and crush activism." (Guardian, 11/28/13)
http://www.theguardian.com/environment/earth-insight/2013/nov/28/war-on-democracy-corporations-spy-profit-activism

Handout:
Murphy, “The Private Intelligence Boom, By the Numbers.” (MotherJones, 6/13/13)
Meeting #24  
Tuesday, 4/29  
**Empire Turned Inward: Surveillance and Militarization at Home**  
[http://projects.propublica.org/graphics/surveillance-timeline](http://projects.propublica.org/graphics/surveillance-timeline)  

Taylor and Landay, “Obama’s crackdown views leaks as aiding enemies of U.S.” (McClatchy, 6/20/13)  
[http://www.mcclatchydc.com/2013/06/20/194513/obamas-crackdown-views-leaks-as.html#.Ujpdfz9cW Af](http://www.mcclatchydc.com/2013/06/20/194513/obamas-crackdown-views-leaks-as.html#.Ujpdfz9cW Af)  

Greenwald, “Chilling legal memo from Obama DOJ justifies assassination of US citizens.” (Guardian, 2/5/13)  
[http://www.theguardian.com/commentisfree/2013/feb/05/obama-kill-list-doj-memo](http://www.theguardian.com/commentisfree/2013/feb/05/obama-kill-list-doj-memo)  

Balko, “Rise of the Warrior Cop: Is it time to reconsider the militarization of American policing?” (Wall Street Journal, 8/7/13)  
[http://online.wsj.com/article/SB10001424127887323848804578608040780519904.html](http://online.wsj.com/article/SB10001424127887323848804578608040780519904.html)  

Wolf, “Revealed: how the FBI coordinated the crackdown on Occupy.” (Guardian, 12/29/12)  
[http://www.guardian.co.uk/commentisfree/2012/dec/29/fbi-coordinated-crackdown-occupy](http://www.guardian.co.uk/commentisfree/2012/dec/29/fbi-coordinated-crackdown-occupy)  

In Class:  
Potter, “Newly Released FBI “Domestic Terrorism” Training on Anarchists, Environmentalists, Show COINTELPRO Tactics.” (Green Is The New Red, 5/29/12)  


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“Power worship blurs political judgment because it leads, almost unavoidably, to the belief that present trends will continue. Whoever is winning at the moment will always seem to be invincible.”  
-George Orwell  

Meeting #25  
Thursday, 5/1  
The Cheerleaders

Greenwald, “The Sham Terrorism Expert Industry.” (Salon, 8/15/12) http://www.salon.com/2012/08/15/the_sham_terrorism_expert_industry/


In Class:
Tom Friedman talks Iraq.

and http://www.democracynow.org/2012/4/4/fbi_surveillance_today_bay_area_agents


Meeting #26
Tuesday, May 6
LAST CLASS

Solzhenitsyn, “Live Not By Lies.” (not in course reader, but will be provided for you; reprinted by the Washington Post, 8/5/2008)