In this course we will review some of the most important issues facing American foreign policy and decision-making. We have four broad objectives in this course. First, this course will provide a sound understanding of American foreign policy that will help prepare you to teach an introductory course in the subject. We begin with broad overviews of the major concepts and persistent themes in American foreign policy. We then move on to more intensive examinations of certain topics.

A second course objective aims at polishing presentation and teaching skills. Class presentations and active participation will therefore play important parts in this seminar. We will begin our discussions with questions students have about the readings. These come in the form of written 'question papers.' Then we will move on to discussions of how the assigned readings relate to other research questions and to contemporary foreign policy issues.

A third objective is to improve research and revision skills. We will therefore spend considerable time on how research puzzles emerge, clarify, and develop. A major research paper—delivered in several stages—will be required.

A fourth goal of this seminar is to place American foreign policy within a broader theoretical context of the discipline of international relations. This objective raises several questions relevant to graduate students in international relations. For instance, how do theories of foreign policy relate to systemic theories like neorealism? Can the study of foreign policy become more comparative and rigorous? Is the American approach to foreign policy relatively unique when compared to other major powers? By the conclusion of this course students will be able to understand, engage, and analyze the various factors driving American foreign policy decisions.

Finally, while the readings for this course are drawn primarily from political science, they are by no means too esoteric or too specialized for students from other disciplines. Indeed, students from other areas can contribute a great deal to this course. However, to ensure common meanings, we will review some of the key terms and concepts in international relations early in the semester.
Grading:
Weekly Question Papers  15%
Participation  15%
Class Presentations  10%
Initial Research Proposals  10%
First Draft  10%
Peer Review  10%
Final Paper  30%

BOOKS

With one exception,* all required books will be available at Maryjanes, Western Ave and Quail.

*Kegley, Wittkopf's American Foreign Policy can be purchased on-line at Amazon.com for as little as $1.99. Either the Fifth or Sixth Edition will be fine. A copy will also be available on reserve at the Dewey Library. Since students need to read only 1-2 chapters carefully while skimming the rest, it is not essential to purchase. But given


ASSIGNMENTS AND COURSE POLICIES

Participation
One of the most striking differences between graduate and undergraduate education is the level of student participation. Simply put, it is essential that students are prepared to actively participate in the seminar. It is also common for students to voice opposition to others in the seminar--Professors included. Given the difficulty of learning anything from someone who is in agreement, I welcome civil and reasoned opposition and debate. There are many sides to each of the issues we discuss. Clarifying both the weaknesses and the strengths of our arguments will only enhance our understandings. And in the spirit of Karl Popper’s stress on falsification, being wrong is one of the best ways to advance our knowledge. Therefore, the participation grade of 15% is not a freebie. I will assign midterm evaluations of each student’s participation. Simply put, it is impossible to get an ‘A’ in this class without active participation informed by the readings. It will also lead to a dull seminar without active and spirited participation.

Attendance:
As with any graduate seminar, attendance is mandatory. Should you not be able to attend a meeting, an email in advance is in order. Missing more than one seminar will lower your grade significantly.

Class Presentations:
Students will make 3 oral presentations (10-15 minutes) over course of the semester. These presentations will take two forms. The first will be to introduce and raise questions regarding the assigned reading for that week. The second will be a report on one of the related readings for that week. This list of related readings, however, is in no way comprehensive. If another article relates to the topic, you can report on it so long as it is approved by the professor. Few students will have read the related readings. It is therefore the task of the presenter to summarize the work and to relate it to ideas from the assigned reading. Both of these exercises are meant to develop your skills as a teacher. I strongly suggest the student bring handouts, overheads, or a power point presentation (depending on technology in the classroom). This exercise is intended to develop teaching/presentation styles. The exact format of the presentation is up to the presenter.

Advice on the Weekly Question Papers:
Nine weekly question papers in response to the readings are required. The learning objective of these papers is to help develop critical reading skills. As a rough guideline, each paper should have 2-3 clear questions that reflect a careful reading of the assigned texts for that week. For instance, you might address what the author could have done differently to make a more convincing argument. This can come in terms of the logic of the argument or the nature of the evidence presented. You could also imagine ways to improve
Advice on Weekly Question Papers (continued):

the work with additional research. Or you might consider how well the author marshaled evidence to support arguments. These papers are extremely important in demonstrating that you have sophisticated and critical understandings of the readings. These papers will also provide a foundation for class discussions. They must be typed and presentable at the beginning of each seminar meeting.

Since the object is to prepare students to discuss the material, no late reaction papers will be accepted. However, there are ten weeks of assigned readings and you need only write eight two-page reaction papers.

The Research Paper:
The research paper will be a 20-25 page paper addressing some puzzle relating to American foreign policy. The precise topic and methodology is up to the student. The paper will be developed over a series of sequences. I recommend that you begin weighing various topics after reading through this syllabus. The Kegley and Wittkopf book surveys all the prominent themes and puzzles related to American foreign policy. The following deadlines are meant to encourage you to start considering topics early in the semester:

February 23: Over the winter break consider some possible research topics. A short paper is due addressing two very general topics which are under consideration for your research paper (roughly 500 words per topic). A good paper topic will emerge only after alternatives are considered. This exercise will allow us to discuss framing papers in their early stages. The broad survey presented by the Kegley and Wittkopf and looking ahead at future readings will help you locate possible questions. So keep this in mind when doing these early readings.

March 16: 2 page proposal containing a topic, puzzle, and preliminary bibliography.

April 13: A 3-4 page review of the puzzle, related literature and arguments will be due. For an example, read the first 5 pages of Peceny or Enterline articles in this week's related readings.

May 4: First draft of the final paper must be submitted and presented to the class in a conference style format (12-15 minute presentation followed by questions. Peer critiques will be sent to both professor and author by Wednesday May 6 via email.
May 12: Final Papers (hard copies and an electronic copy) must be submitted to Professor by noon, including first draft, and original proposal. Incompletes are strongly discouraged.

COURSE SCHEDULE

Week 1: January 26
Course Introduction

Week 2: February 2
Overview and Student Presentations on individual chapters from Kegley and Wittkopf.

Week 3: February 9
Is there an American Foreign Policy Style?
Mead, Walter Russell *Special Providence*

Wilson, Woodrow "Fourteen Points Speech"

Related Readings:


Week 4:
***NO CLASS - WINTER BREAK***

Week 5: February 23
Ideology and American Foreign Policy

Initial Paper Proposals are Due.

Related Readings:
Week 6:  March 2  
Learning, Analogies, and Foreign Policy Decision Making 
Khong, Yuen *Analogies and War.*

Related Readings:
Reiter, Dan (1994) "Learning, Realism, and Alliances" *World Politics* 46: 490-526.

Shimko, Keith (1994) "Metaphors and Foreign Policy Decision Making"  *Political Psychology* 15/4: 655-675

Week 7:  March 9  
Prospect Theory and American Foreign Policy  

Farnham, Barbara (Ed.) *Avoiding Losses/Taking Risks.*

Related Readings:


Taubman, Geoffrey (1997) "Nationalism, Loss-Gain Framing and the Confederate States of America" *Nations and Nationalism*

Week 8: March 16  
Organizations and Bureaucratic Politics  

*** Two Paper Proposals are due, including a clear puzzle and an initial bibliography***


Woodward, *Plan of Attack.* (Skim to see how evidence speaks to Allison's initial concerns with foreign policy-making).

Related Readings:


**Week 9: March 23**
**Military Spending, American Society, and the Cold War**


Related Readings:


**Week 10: March 30**
**Perceptions from Outside.**
**Kohut and Stokes, America Against the World.**

Related Readings:

**Week 12: April 6**
**Transatlantic Tensions:**


Chapters by Parsi, Hopf, and Dembinski from *Partners or Rivals? European-American Relations after Iraq*. Milano: Vita e Pensiero, 2005. (Class Handout)

Walker, "War Experience and the Transatlantic Divide" (Class Handout)

**Week 13: April 13**
**Spreading Democracy**
**Carrothers, Thomas (2004) Critical Mission.**

Related Readings:


**Week 14: April 27**
**Intervention and Human Rights**


Related Readings:


**Week 14: May 4.**
**First Drafts are Due/Formal Conference Style Presentation is required.**


**Wednesday May 6: Peer Critique is due via email to professor and author.**

**Tuesday, May 12, Noon. Final Drafts of Research Paper are due in Milne Hall, 206.**