

## **Problems of American Foreign Policy Political Science 359**

Professor: Steven B. Redd  
Office: Bolton Hall 630  
Office Hours: T, R 11:00-12:00 noon  
(and by appointment)  
Phone: 414-229-4741  
Email: [sredd@uwm.edu](mailto:sredd@uwm.edu)

University of Wisconsin-Milwaukee  
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TR 9:30-10:45 AM  
Lubar Hall S165

TA: James Traczek  
Office: Bolton 635  
Office Hours: W, R 12:00-1:00 PM  
Email: [jtraczek@uwm.edu](mailto:jtraczek@uwm.edu)

**COURSE DESCRIPTION:** With the end of the Cold War and the disappearance of the Soviet threat, there has been an ongoing debate concerning the future direction and priorities of U.S. foreign and national security policy. The more recent “War on Terrorism” has further complicated the debate about U.S. foreign and national security policy. This course will join and examine this debate, focusing on national interests, national power, and the global security environment from the perspective of the United States. We will also address domestic actors in the foreign and national security policymaking process. At the end of the course, students will have an understanding of U.S. foreign and national security interests and the policy-making process, and be able to determine and analyze threats to those interests and propose policy options for handling those threats.

### **REQUIRED TEXTS:**

Sarkesian, Sam C., John Allen Williams, and Stephen J. Cimbala. 2007. *U.S. National Security: Policymakers, Processes, and Politics*. 4<sup>th</sup> ed. Boulder, CO: Lynne Rienner. [hereafter referred to as Sarkesian]

Carter, Ralph G. 2007. *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*. 3<sup>rd</sup> ed. Washington, D.C.: CQ Press.

Rochester, J. Martin. 2008. *U.S. Foreign Policy in the 21<sup>st</sup> Century: Gulliver's Travails*. Boulder, CO: Westview Press.

There will also be reserve readings available through UWM electronic reserve.

All three texts are available in the university bookstore. You are expected to keep up with the readings, which means that you should read all assigned materials *before* coming to class. Only in doing so will you be able to participate fully in class discussions. Getting an A or B in this class is highly contingent on reading the assigned chapters and keeping up with what's going on in and out of class. Along these lines, I recommend reading a national newspaper, watching some form of national news on TV, or accessing national news via the internet or radio. We will

be discussing current issues as they relate to U.S. foreign and national security policy throughout the semester and it is in your best interest to keep up with late-breaking news.

**COURSE REQUIREMENTS:** Your grade will be based on two response essays, a research project, two group projects, and class participation. The calculation of your grade will be determined as follows:

RESPONSE ESSAYS: 20% (2 @ 10% each)

RESEARCH PROJECT: 40% (**Due Thursday, 5/8, at beginning of class**)

IN-CLASS GROUP PROJECTS: 30% (2 @ 15% each)

ACTIVE CLASS PARTICIPATION: 10%

|              |              |              |
|--------------|--------------|--------------|
| 94%-100% = A | 90%-93% = A- |              |
| 87%-89% = B+ | 84%-86% = B  | 80%-83% = B- |
| 77%-79% = C+ | 74%-76% = C  | 70%-73% = C- |
| 67%-69% = D+ | 64%-66% = D  | 60%-63% = D- |
| 0%-59% = F   |              |              |

**RESPONSE ESSAYS:** You will write two response essays on two different topics assigned in the readings. These response essays will also help guide our in-class discussions on various topics. I will ask you a question, usually of a somewhat controversial nature, and your task is to incorporate the assigned readings into a coherent and cogent argument in response to my question. Good essays are carefully written and argued, thorough, thoughtful and are not one-sided diatribes. These essays should be no longer than four pages, double spaced, with one-inch margins. They should also be paginated, contain a title page, and be carefully proofread. **No late assignments will be accepted.**

**Response Essay #1: Due in class Tuesday, March 4**

**Response Essay #2: Due in class Thursday, April 15**

**RESEARCH PROJECT:** This assignment is based on the skills and knowledge you gain from the four group exercises, as well as from the reading assignments and class lectures and discussions. In other words, you should view this project as a combination of “term paper” and “final exam.” The project will take the form of a policy analysis paper, i.e., a briefing document, memorandum, or report prepared for presentation to a policy maker (e.g., the president). It will address all possible concerns that a policy maker may have: e.g., diplomatic, military, economic, and political. In general, the paper should be 8-10 pages of text, and should include a bibliography as well as in-text citations (typed, numbered, double-spaced, 12 pt. font, 1” margins). Any paper that does not contain in-text citations, or does so haphazardly, will receive a failing grade. Please refer to a style manual (e.g., Turabian or APSA) for instructions on how to cite both in text as well as in a bibliography. All students are required to follow the format as outlined below. *No exceptions!*

A.) *Define the issue.* State and define the issue as it pertains to U.S. foreign and national security policy. Ensure that the issue is specific and narrow in focus. Do not choose an issue that is overly broad or general.

B.) *Analyze the issue.* Analyze how this particular issue affects U.S. national security. How does the issue affect U.S. interests? What sort of interests are they, in terms of relative importance to

the United States? Does this issue pose a threat to U.S. interests? If so, what type of threat is it, how serious is the threat, and what are the consequences of this threat? Be sure to include a thorough discussion of how this issue relates to the “national interest.”

C.) *Develop courses of action.* Develop distinct, viable, and realistic courses of action to address this issue. As a general rule, there should be at least three and no more than five courses of action. While doing nothing may, in fact, be a realistic course of action, do not use this simply to fill out your list.

D.) *Analyze courses of action.* Analyze each course of action, paying particular attention to the diplomatic, military, economic, and political dimensions. Consider the specific advantages and disadvantages posed by each. What are the benefits, limitations, resource requirements, and constraints associated with each course of action? Each proposed course of action should be analyzed independently of all other courses of action.

E.) *Recommend a course of action.* Based upon your analysis, recommend a specific course of action that should be implemented.

F.) *Justify recommendation.* Justify your recommendation as to why your proposed course of action should be implemented as part of U.S. foreign and national security policy. Do not simply restate your analysis of this course of action and the relative advantages and disadvantages. Instead, state and discuss how this specific course of action furthers U.S. goals and objectives, both with respect to the particular issue being studied as well as in general terms (i.e., overall U.S. foreign and national security policy).

G.) *Conclusions.* What are your conclusions about this issue, your recommended course of action, and U.S. foreign and national security policy?

In order to help you succeed in conducting and writing this research project, I am breaking the project down into smaller assignments. In consultation with the instructor, each student will select a research topic. Please start thinking about topics early, and discuss your ideas with me. The first assignment will consist of a one-page proposal based on your initial readings, research and consultations with me. This proposal should clearly explain the policy issue and its importance. It should also contain a clearly explicated research question/topic. The second assignment is an annotated bibliography containing at least five scholarly sources. Ideally, each annotation will contain two paragraphs: the first will contain a summary of the book or journal article, while the second will describe/justify why the source is important for your research. Thus, each annotation should describe the content of the piece (including its major themes and findings), and should especially highlight the relevance to the student’s research topic. The third assignment will be a rough draft of your research project. This rough draft should not be a finished project but neither should it merely be a few hastily thrown together pages. The more thorough your rough draft, the greater the likelihood that you will be able to write a better final research project. The fourth and final assignment is the research project itself. The breakdown of grading and due dates for the research project is as follows:

| <b><u>Component</u></b> | <b><u>Counts</u></b> | <b><u>Due Date</u></b> |
|-------------------------|----------------------|------------------------|
| Proposal:               | 3%                   | 2/12                   |
| Annotated Bibliography: | 7%                   | 3/13                   |
| Rough Draft:            | 10%                  | 4/10                   |
| Final Research Project: | 20%                  | 5/8                    |

All assignments, given their form and purpose, will be graded not only for substantive content, rational thought-process, and logical argument, but also for format, style and

*professionalism* of presentation. In other words, spelling, grammar, clarity, the ease with which the paper can be read and understood, the proper use of figures, charts, graphs, tables, etc., will also be of paramount importance. Therefore, I highly recommend the use of spell checks on word processors as a first step and some type of style manual for help with grammar, style, and other questions dealing with the use of English in written form. **No late assignments will be accepted.** If you have any questions at all please feel free to come talk with me.

**IN-CLASS GROUP PROJECTS:** The class will be divided roughly into groups of three, each tasked with defining and analyzing a particular foreign policy issue or crisis from the diplomatic, military, economic, and/or political point of view. The details of the issue or crisis will be provided to the class 1-2 weeks in advance of the assignment date. On the day of the class presentation, the group will (1) provide me with a brief written statement (about 3 pages, typed, double-spaced, 12 pt. font, 1" margins, with any and all necessary citations, footnotes, and references) defining and analyzing the issue/crisis (use parts A, B, C, and D from the section above on the format for the research project to guide your work), (2) make a brief (no more than 15-20 minutes) presentation of the statement to the class, and (3) be prepared to engage the instructor and the rest of the class in a discussion and debate on the best course(s) of action for handling that issue/crisis in the context of preserving or enhancing the interests of your particular (diplomatic, military, economic, and/or political) point of view (use parts E, F, and G from the section above on the format for the research project to guide your work). The entire exercise will be handled as though it were a formal briefing session for an important policy maker, i.e., the president. Therefore, the more detailed, specific, and professional you are with both your written and oral presentations, the better you will do on your grade. Free riding on the work of others in your group is a very bad idea and I strongly urge you not to try it. I reserve the right to direct specific questions to individual members of a group, and I expect each member of each group to be well-versed in all of the group's material, and to be a full participant in presenting and defending the group's positions on the issue being discussed. Since makeup presentations cannot reasonably be arranged, *only a university-approved excuse will entitle you to a full grade if you miss a presentation, and even then only if you are able to demonstrate to my satisfaction that you fully participated in your group's preparations for the presentation.*

**ATTENDANCE AND PARTICIPATION:** Attending class lectures is an integral part of succeeding in this course; therefore, I will take attendance each day. I understand that students get sick and have other bona fide reasons for missing class from time to time. However, if I feel that you are missing too many classes I will inquire as to the reasons why. I also reserve the right to suggest that you drop the course or if it is too late to do so to penalize your grade appropriately. You will also be expected to contribute in a meaningful fashion to class discussions and/or answering questions concerning class readings. Of course, if you are not in attendance or have not done the assigned reading, then your grade will be negatively affected. No extra credit assignments will be given.

You will also be expected to participate in an in-class foreign policy simulation at the end of the semester. You will be graded on your participation in this simulation and I will provide details on both the simulation and the grading rubric later in the semester.

**UWM POLICIES AND PROCEDURES:** The University of Wisconsin-Milwaukee has several policies concerning students with disabilities, accommodations for religious observances,

students called to active military duty, incompletes, discriminatory conduct and so forth available for you to read using the following link: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>. I strongly encourage you to access this link and familiarize yourself with these policies and procedures. I specifically address the issue of academic conduct and plagiarism below.

**ACADEMIC MISCONDUCT AND PLAGIARISM: Plagiarism is not a game, although many students treat it as such. You cheat, get caught, what's the worst thing that could happen? A stern talking to? Failing the paper? You can probably keep a straight face during the stern talking to. Heck, maybe you could even squeeze out a tear. And you might have failed anyway, so why not give it a try? Actually, failing the paper is the best thing that could happen, and it is not very likely. Far more likely is that I will fail you for the course and notify the appropriate university authorities. If you want to play the "game," please be very clear on what happens when you lose.**

Plagiarism is a representation of other people's work as your own (for example, in directly quoting another source without using quotation marks). Plagiarism can be defined by using Alexander Lindley's definition:

Plagiarism is the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own (Plagiarism and Originality [New York: Harper, 1957], p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another.

I strongly urge you to access the following link to read a discussion of what plagiarism is and looks like <http://www.ctlw.duke.edu> (In the left-hand column, click on Programs, then UWP, then Plagiarism Tutorial). Another useful link concerning plagiarism as well as information pertaining to grammar and writing can be found by accessing the following link: <http://webster.commnet.edu/mla/plagiarism.shtml>. See the Wisconsin Administrative Code, Chapter UWS 14, entitled "Student Academic Disciplinary Procedures," for a discussion and range of available penalties. Severe penalties (up to the maximum allowed by the university) should be expected for plagiarism or other forms of cheating.

If you have any questions regarding citation, please talk to me. While I am not looking for excuses to accuse you of plagiarism, and therefore you need not be worried about honest mistakes, you should be aware that the following, and other similar, excuses will not work:

- **"I didn't know that I had to use quotation marks when I borrowed someone else's prose."**
- **"I used footnotes; I just didn't use quotation marks."**
- **"But I changed every fourth word."**
- **"I didn't realize that I couldn't turn in the same paper for more than one class."**
- **"I didn't know how to reference internet sources, so I just pretended the words and ideas were my own."**
- **"I thought that since you had it in your lecture notes, that I could take this idea and take credit for it as my own intellectual property."**

**TOPICS, READING ASSIGNMENTS, AND SCHEDULE:** (Tentative and subject to change); ER=Electronic Reserve

Tuesday, 1/22: Introduction

**I. Introduction: Definitions and Basic Concepts**

Thursday, 1/24: The International Landscape and Geopolitical Context

- Sarkesian 12
- Rochester 1

Tuesday, 1/29: National Interests and National Security

- Sarkesian 1, 2, 3
- Rochester 2, 3, 4
- George, Alexander L., and Robert O. Keohane. 1980. "The Concept of National Interests: Uses and Limitations." In *Presidential Decisionmaking in Foreign Policy: The Effective Use of Information and Advice*, Alexander L. George. Boulder, CO: Westview Press.  
\*ER\*

Thursday, 1/31: National Interests and National Security (cont.)

**II. The National Security Establishment: System and Process**

Tuesday, 2/5: The Executive Branch, and the Military and Intelligence Establishments

- Sarkesian 4, 5, 6, 8

Thursday, 2/7: The Executive Branch, and the Military and Intelligence Establishments (cont.)

Tuesday, 2/12: The President and Congress

- Sarkesian 9, 10
- Rockman, Bert A. 2000. "Reinventing What for Whom? President and Congress in the Making of Foreign Policy." *Presidential Studies Quarterly* 30:133-154. \*ER\*
- Banks, William C., and Jeffrey D. Straussman. 1999. "A New Imperial Presidency? Insights from U.S. Involvement in Bosnia." *Political Science Quarterly* 114: 195-217.  
\*ER\*
- Auerswald, David P., and Peter F. Cowhey. 1997. "Ballotbox Diplomacy: The War Powers Resolution and the Use of Force." *International Studies Quarterly* 41:505-528.  
\*ER\*

Thursday, 2/14: The President and Congress (cont.)

Tuesday, 2/19: The Domestic Political Context

- Sarkesian 11
- Holsti, Ole R. 1992. "Public Opinion and Foreign Policy: Challenges to the Almond-Lippmann Consensus." *International Studies Quarterly* 36: 439-466. \*ER\*

- Wood, B. Dan, and Jeffrey S. Peake. 1998. “The Dynamics of Foreign Policy Agenda Setting.” *American Political Science Review* 92:173-184. \*ER\*

Thursday, 2/21: The Domestic Political Context (cont.)

### III. National Security Issues

Tuesday, 2/26: In-Class Project #1

Thursday, 2/28: In-Class Project #1 (cont.)

Tuesday, 3/4: Intervention: (Low-level Conflicts/Humanitarian Operations, Peacekeeping and Peacemaking, etc.)

- Blechman, Barry M., and Tamara Cofman Wittes. 1999. “Defining Moment: The Threat and Use of Force in American Foreign Policy.” *Political Science Quarterly* 114: 1-30. \*ER\*
- Patrick, Stewart. 2006. “Weak States and Global Threats: Fact or Fiction?” *Washington Quarterly* 29: 27-53. \*ER\*
- Carter 1, 2, 3

Thursday, 3/6: Intervention: (Low-level Conflicts/Humanitarian Operations, Peacekeeping and Peacemaking, etc.) (cont.)

Tuesday, 3/11: In-Class Project #2

Thursday, 3/13: In-Class Project #2 (cont.)

Tuesday, 3/17-3/21: **Spring Break – No Class**

Tuesday, 3/25: Immigration

- Ting, Jan C. 2006. “Immigration and National Security.” *Orbis* 50: 41-52. \*ER\*
- Kurth, James. 2002. “Domestic Security and Muslim Immigrants.” *Journal of the Historical Society* 2: 409-419. \*ER\*
- Carter 8

Thursday, 3/27: **No Class – I will be out of town attending a conference**

Tuesday, 4/1: Terrorism, Weapons of Mass Destruction and Proliferation

- Posen, Barry R. 2001. “The Struggle Against Terrorism: Grand Strategy, Strategy, and Tactics.” *International Security* 26:39-55. \*ER\*
- Mueller, John. 2004. “An Alternative Policy Perspective on Terrorism.” Paper presented at the annual conference of the Midwest Political Science Association, Chicago, Illinois, April 15-18. \*ER\*
- Betts, Richard K. 1998. “The New Threat of Mass Destruction.” *Foreign Affairs* 77: 26-41. \*ER\*
- Carter 4, 5, 6

Thursday, 4/3: Terrorism, Weapons of Mass Destruction and Proliferation (cont.)

Tuesday, 4/8: In-Class Project #3

Thursday, 4/10: In-Class Project #3 (cont.)

#### **IV. Regional Threats to National Security: A Selected Case**

Tuesday, 4/15: China/Taiwan

- Dodge, Paul. 2005. "China's Naval Strategy and Nuclear Weapons: The Risks of Intentional and Inadvertent Nuclear Escalation." *Comparative Strategy* 24: 415-430. \*ER\*
- Hughes, James H. 2002. "China's Ballistic Missile Threat." *Journal of Social, Political and Economic Studies* 27:3-22. \*ER\*
- Hickey, Dennis Van Vranken. 2004. "Continuity and Change: The Administration of George W. Bush and US Policy Toward Taiwan." *Journal of Contemporary China* 13:461-478. \*ER\*
- Redd, Steven B. 2006. "Explaining U.S. Policy Toward China and Taiwan." In *Identity and Change in East Asian Conflicts: The Cases of China, Taiwan, and the Koreas*, eds. Shale Horowitz, Uk Heo, and Alexander C. Tan. New York, NY: Palgrave-Macmillan. \*ER\*

Thursday, 4/17: China/Taiwan (cont.)

#### **V. Low Politics → High Politics?**

Tuesday, 4/22: Economic, Environmental, and Legal Issues

- Bergsten, C. Fred. 2004. "Foreign Economic Policy for the Next President." *Foreign Affairs* 83: 88-101. \*ER\*
- Auerswald, Philip E. 2006. "The Myth of Energy Insecurity." *Issues in Science and Technology* 22: 65-70. \*ER\*
- Pollack, Kenneth M. 2003. "Securing the Gulf." *Foreign Affairs* 82: 2-16. \*ER\*
- Klare, Michael T. 2001. "The New Geography of Conflict." *Foreign Affairs* 80: 49-61. \*ER\*
- Peterson, Peter G. 2004. "Riding for a Fall." *Foreign Affairs* 83: 111-125. \*ER\*
- Carter 9, 13, 14

Tuesday, 4/24: Economic, Environmental, and Legal Issues (cont.)

Tuesday, 4/29: In-Class Project #4

Thursday, 5/1: In-Class Project #4 (cont.)

Tuesday, 5/6: Foreign Policy Simulation

Thursday, 5/8: Foreign Policy Simulation (cont.)