

POLS 425 U.S. Foreign Policy

FALL 2010

Instructor:	Timothy C. Lim	Days/Time:	Tuesday 6:10-10:00
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<p>Office Hours: Tues 2:00-5:00 • Weds 4:30-5:30 and by appointment</p> <p>• To schedule an appointment online, please go to my Yahoo! Groups page at http://groups.yahoo.com/group/Lim_csla</p>			
<p>Instructional Web Site: http://instructional1.calstatela.edu/tclim</p>			

COURSE OVERVIEW AND OBJECTIVES

In this course we will examine contemporary U.S. foreign policy from a theoretical and analytical perspective. In other words, this course is expressly designed to help develop your capacity both to *explain* the foreign policy-making process in the United States, and to better *understand* the underlying patterns, logic, and implications of American foreign policy in the world at large. To accomplish these broad goals, we will view the making and implementation of U.S. foreign policy through a diversity of analytical frameworks, from the traditional to the postmodern. Some of these frameworks will seem familiar and intuitive, while others may seem just the opposite. Whatever your initial feelings, however, it is important to adopt an open, yet critical perspective as we examine, discuss, and evaluate the various analytical frameworks.

The first part of this course is structured around an examination of the major foreign policy worldviews, theories or approaches. These include: (1) **Realism**, (2) **Liberalism**, (3) **Constructivism** and (4) **“Radical” approaches**.^{*} Each one these views about the world of international politics purports to tell us “how things work” in the world (or why they work the way they do). Scholars, pundits *and* policy-makers all have identifiable worldviews that guide, shape, and determine their understanding of world affairs. Even more, all of *you* already have your own view of how things work. Unfortunately, as we will learn, your personal worldview may be based on an extremely shaky, ultimately unsupportable foundation. But, this is to be expected. By the end of the quarter, though, you should all have a better basis for a rigorous and critical “self-evaluation” of how you interpret the political and economic dynamics of US foreign policy and world politics.

It also needs to be emphasized that worldviews *matter*; that is, the interpretation or understanding of the world that policy-makers and ordinary citizens adopt necessarily shape the world in which we live—people’s very lives and livelihoods are, everyday, impacted by what we consider necessary, productive, and important, on the one hand, or unnecessary, counterproductive, and trivial on the other hand.

The second part of our course will examine “actors, context, and goals.” Our objective is to move down

^{*} Be advised that there is a fair degree of overlap between this course and another course I regularly teach, POLS 427 International Relations. However, the courses are sufficient different so that students who have taken POLS 427 are still encouraged to take this course. In addition, the reinforcement of key principles through “repetition” is a good way to deepen your understanding.

the “ladder of abstraction” and learn more of how the major theories are used to explain foreign policy choices and behavior in a more concrete fashion. We will do this primarily through an examination of a number of different case studies. In this part of our course, we will move from a primarily lecture-discussion format into a (partial) seminar format. This means, in large part, that students will be expected to engage much more directly and actively with the material, and to present their own analysis and understanding in an informed manner. It also means that there will be less “lecturing” and more questioning. We will discuss this in more detail as the course progresses.

OSD POLICIES • Following university policy, I will provide reasonable accommodations to any student with *documented* physical and learning disabilities. The Office for Students with Disabilities (OSD), located in Student Affairs Room 115 coordinates all documentation of disabilities (323-343-3140). If you are in need of an accommodation, please go to the OSD. More info is available here: <http://111.calstatela.edu/univ/osd/>.

COURSE REQUIREMENTS AND GRADING

IMPORTANT NOTE: *Be advised that I reserve the right to make **reasonable** changes to the course requirements and reading schedule. This includes but is not limited to adding or eliminating assignments and reallocating the course percentage of various assignments. Any changes, however, will be announced and discussed in class.*

The details and requirements for each component of course grading are as follows:

1. Attendance [10% of course grade]. Students are expected to attend and to participate all scheduled class sessions. To encourage timely and consistent attendance, attendance will be graded: you start off with 200 points for attendance, but after each missed class session, points will be automatically deducted. ***Be advised that evening classes are divided into two separate sessions.*** Deductions will be made according to the following schedule:

- First missed session: 10 point deduction (score drops from 200 to 190)
- Second missed session: 15 point deduction (score drops to 175/200)
- 3-4 missed sessions: 25 points per session (after 4th missed session, score will be 125/200)
- 5-6 missed sessions: 35 points (after 6th missed session score will be 55/200)
- Seventh missed session: 55 points (after 7th missed session, score will be 0/200)

Arriving *immediately* after roll has been taken will result in an automatic 3-point deduction; students who arrive **after the lecture has started** will receive an automatic 5-point deduction (the deduction will increase as more time passes). Students who leave class early will also be assessed an increasingly large deduction. **Please be advised:** students who text, sleep, read non-course material, or otherwise willfully “tune out” of the class lectures and discussions may also receive a deduction of up to 50 points (or more, depending on the number of absences). I don’t give warnings (although I may ask your name); I will simply deduct points. If you don’t want to be “in” class, don’t come to class. ***Your engaged attendance/participation is expected!***

- ☞ **If you arrive after roll has been taken, it is your responsibility to let me know you arrived late.** You must do this during the break or at the end of the class period. If you wait until the following class meeting or later, you will **not** receive credit for attendance.

Extra Credit. To encourage participation, students may earn “extra credit” points for active, *informed* and focused participation *throughout* the quarter. I will also periodically call on students for responses—students who respond in a thoughtful, informed manner may also earn extra credit points. Points will be added directly to your attendance score. (Students who miss more than 2 full class meetings are NOT eligible for extra credit points.)

MAKE SURE you read and understand the grading requirements for this course! This will help avoid misunderstandings and problems later in the quarter. This is your responsibility.

2. Quizzes [20% of course grade]. During the quarter, there will be between 5 and 10 quizzes (perhaps more), most of which will be given on an **UNANNOUNCED** basis. The quizzes will be based on the assigned readings and/or previous lecture or lectures (be advised that any material covered *in* our lectures is fair game for the quiz, as is any material covered in previous readings). The quizzes are not meant to be difficult: they will be composed of fill-in-the-blank, true/false, and short answer questions. Each quiz will be worth between 10 and 20 points. **There will be no ABSOLUTELY make-up quizzes, even if you have a justifiable reason for missing class.** I will, however, drop your lowest score when calculating the overall quiz score at the end of the quarter.

- All quizzes will be OPEN NOTE but you may NOT use your textbook or any material prepared by the instructor (e.g., PowerPoint slides). **Quizzes, when they are given, will typically be distributed right at the beginning of class: if you are late, you will have missed the quiz for that day.**
- **Be advised!** The quizzes are primarily designed to encourage engaged participation in class. They are meant, in other words, to ensure minimal preparation for the day’s lecture and discussion. It is for this reason that I do not, repeat **NOT**, record quiz scores for students who leave class shortly after taking a quiz. To reiterate: regardless of your score, you will receive 0.0 points on the quiz for that day if you do not attend the bulk of the class and if you do inform me beforehand that you need to leave early.

3. Short Tests [15~20% of course grade*] We will have one or two in-class, *closed note, closed book* 20~30 tests during the quarter. These tests will include quiz-type and short answer/essay questions.

4. Take-home Essay [20% of course grade.] Details will be discussed in class.

5. Final Examination [30~35% of course grade*]. The final examination will be cumulative and composed of short answer and essay questions. For now, I intend for the entire exam to be take-home, but I reserve the right to make part of the exam in class (e.g, short answer questions may be in-class, while the longer essay question would be take-home).

GRADING. Grading will be *strictly* determined by a *weighted average* of the scores you receive on the requirements above. The scale is as follows:

A: 91.0 percent and above	B-: 76~79.9 percent	D+: 63~65.9
A-: 88~90.9 percent	C+: 73~75.9 percent	D: 60~62.9
B+: 84~87.9 percent	C: 70~72.9 percent	D-: 55~59.9
B: 80~83.9 percent	C-: 66~69.0 percent	F: 54.9 and below

* Note: Scores may be adjusted upward depending on the overall distribution of class averages (e.g., if the top score in the class is 90.2%, that score may earn an “A”)

COURSE TEXTS

The following books are **REQUIRED** for this course:

- Steve Smith, Amelia Hatfield, and Tim Dunne, *Foreign Policy: Theories, Actors, Cases* (Oxford University Press, 2008) [**Referred to as FP below**]
- Steve Yetiv, *Explaining Foreign Policy: U.S. Decision-Making and the Persian Gulf War* (John

* If two tests are given, they will account for 20% of the course grade; if there is only one test, then it will count for a total of 15% of the course grade. Two tests will reduce the proportional value of the final exam.

Hopkins Press, 2004) [Referred to as Yetiv below]

In addition, we will have numerous required readings available on a CD-Course Pack:

- *U.S. Foreign Policy Readings* • CD-Course Pack (will be distributed in class) • Students are asked to make a strictly voluntary contribution of \$1.00 to defray the cost of materials (CD, label, jewel box, printing)

Other Reading Requirements

All students **must** read at least one major newspaper on a consistent basis. *Current news stories will constitute a major source for your journal entries.* The *Los Angeles Times* is perfectly acceptable, but I also recommend that you read the *New York Times*, *Washington Post*, *Christian Science Monitor*, and/or any major foreign newspaper. All major American and most major foreign newspapers are available for free on the Internet. If you are unsure how to access these papers, check my web site, which contains links to dozens of news sources (both mainstream and alternative). I STRONGLY RECOMMEND THAT YOU READ MORE THAN ONE SOURCE AND MORE THAN ONE TYPE OF NEWS DURING THE QUARTER. Assignments (especially your journal) and your final project will **require** you to draw on current issues.

READING SCHEDULE (Subject to Change!)

NOTE FOR GRADUATE STUDENTS IN POLITICAL SCIENCE: *Although not strictly required, graduate students should do all the recommended readings listed below. Any and all of readings may be incorporated into the MA comprehensive examination.*

Date	Topic	Readings and Notes
1. Sept. 28	Introduction to Course • Foreign Policy Analysis	In our first meeting, we will conduct a thorough review of the syllabus and of the requirements of the course. There will also be an introductory lecture, based on reading from the main textbook (<i>Foreign Policy: Theories, Actors, Cases</i>). Students should read pp. 1-30 (introduction and ch. 1) immediately following the class. Any material from these pages will be fair game for the first quiz. After this class, read Barack Obama , “Renewing American Leadership” (on CD-Course Pack) • This was one of Obama’s first formal enunciations of this foreign policy principles
2. Oct. 5	The FPA Approach: Introduction Theoretical Perspectives in US Foreign Policy: Realism and Liberalism	FP , chs 2, 3, and 5; Mearsheimer , “An Unnecessary War” (on CD-Course Pack) <u>Recommended Reading:</u> Rice , “Promoting the National Interest” (on CD-Course Pack); and Snyder , “One World, Rival Theories” (available on CD course pack)
3. Oct. 12	Theoretical Perspectives in US Foreign Policy: Idealism and Constructivism	FP , ch. 4, pp. 49-82*; Mazarr , “George W. Bush, Idealist”; Howard , “Why Not Invade North Korea?” * Note: Most likely, we will spend the first part of the class finishing up from the previous week. You should review material from last week in preparation for tonight’s lecture.
4. Oct. 19	Radical Approaches to U.S. Foreign Policy	Halliday , “A Necessary Encounter: Historical Materialism and International Relations” (available CD-Course Pack); RUPE , “Behind the War on Iraq” (on CD-Course Pack; also available online at http://www.monthlyreview.org/0503rupe.htm)

5. Oct. 26	Analyzing Foreign Policy	FP , chs. 6, 7, and 8 Recommended: graduate students should read chs. 10, 12, 20 and the conclusion from FP
6. Nov. 2	Foreign Policy Case Studies: <i>From Nuclear Proliferation and Global Environmental Destruction</i>	FP , ch. 14; Preston and Infranco , “The Nuclear Standoff between the United States and Iran”; Payne and Payne , “The Kyoto Protocol and Beyond” <i>Readings subject to change</i>
7. Nov. 9	Foreign Policy Case Studies: <i>Genocide and Terrorism</i>	FP , ch. 11, pp. 189-203; Power , “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen” (on CD-Course Pack); Stiles , “Al Qaeda: Terrorism” <i>Readings subject to change</i>
8. Nov. 16	Foreign Policy Case Studies: <i>Economic and Trade Policy</i>	Snow , “Free Trade or Not Free Trade?”; Blecker , “U.S. Steel Import Tariffs,” Hook and Lebo , “U.S.-China Trade Relations” <i>Readings subject to change</i>
9. Nov. 24	No Class Meeting	Professor Lim will be in New Zealand as an invited speaker at the Pacific Asian Conference on Korean Studies (PACKS) held at the University of Auckland, November 23-25. You need to take advantage of this week to read, in its entirety, the book, <i>Explaining Foreign Policy: U.S. Decision-Making and the Persian Gulf War</i> , by Yetiv . I will distribute discussion questions for which you must all have prepared answers. These will be due the following week.
10. Nov. 30	Foreign Policy Case Studies: 2003 Iraq War	Yetiv , entire book Note. This book will be the basis for your of the essay questions on your final examination. So, it is imperative that you read and reflect on the entire book.
Dec. 7	FINAL EXAMINATION	Tuesday evening, December 7 @ 7:30 p.m.