



PSC 3730 Contemporary American Foreign Policy
Spring 2020
Tuesdays and Thursdays, 14:30 - 15:50
UH 4500

“War is God’s way of teaching Americans geography.” — Attributed to Ambrose Bierce

Professor:

Dr. M. Joel Voss

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Office Hours:

Tuesdays and Thursdays from 12:30 - 14:15, 16:00 - 17:30, & by appointment.

Course Description:

(3 hours) An examination of the American foreign policy-making process as well as an analysis of the major problems facing the United States in its interaction with the international environment.

Course Overview:

This course is designed to help students understand how US foreign policy is formed, both from an institutional perspective and a theoretical and empirical perspective. The course will cover a large range of topics including theories behind foreign policy decision making, historical case studies including cases within the Cold War like the Cuban Missile Crisis and the wars in Vietnam and Korea. In addition, the course will cover modern, hotly debated topics like US foreign policy regarding China, Russia, Iran, and North Korea. Finally, the course will cover topics that are covered less in the media but are of fundamental importance to US interests, including human rights and the environment. This course will also help students understand best and worst practices in foreign policy.

Learning Objectives:

- Students will gain an understanding of the theories behind US foreign policy making.
- Students will analyze best and worst practices in US foreign policy using case studies.
- Students will gain an understanding of US foreign policy institutions.
- Students will be able to synthesize readings and apply concepts to multiple contexts and cases.

- Students will increase competence and confidence in both oral and written communication through practice.

Teaching Methodology: PSC 3730 is an in-person seminar course. Students are expected to participate heavily through informed discussion. Students are expected to be intellectually challenged.

Course Expectations:

Students are expected to attend class on time, read and participate regularly. Students are expected to be open-minded and approach issues in good faith and in the spirit of social science.

Prerequisites:

There are no prerequisites for this course.

Technology Requirements:

There are no technology requirements in-class. Students should have access to the internet outside of class.

Textbooks:

- Mansbach, “Contemporary American Foreign Policy (CAFP), 17th edition” 2016. Sage. 90 USD (new) / 67 USD (used).
- Hook, “American Foreign Policy Since WWII (AFP), 21st edition” 2018. Sage. 76 USD (new) / 57 USD (used).

University Policies

The University is an equal opportunity educational institution. Please read *The University’s Policy Statement on Nondiscrimination on the Basis of the Americans with Disability Act Compliance*.

Academic and Support Services

Please follow this link to view a comprehensive list of Student Academic and Support Services *available to you as a student*.

Safety and Health Services for UT Students Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office*.

Grade Policy:

Unexcused, late assignments will be assessed a penalty of 1/3 a letter grade per 24 hours late.

Grading Scale:

Numerical Grade	Letter Grade	Performance
93 - 100	A	Achievement of Exceptional or Outstanding quality.
90 - 92	A-	Achievement of slightly less than outstanding quality.
87 - 89	B+	Achievement of slightly more than high quality.
83 - 86	B	Achievement of high quality.
80 - 82	B-	Achievement of slightly less than high quality.
77 - 79	C+	Work of slightly more than acceptable quality.
73 - 76	C	Work of acceptable quality.
70 - 72	C-	Work of slightly less than acceptable quality.
67 - 69	D+	Work slightly below the quality expected.
63 - 66	D	Below the quality expected.
60 - 62	D-	Barely above failing.
59 or less	F	Failure

Grading:

Test I 21.5%

- This in-class exam will consist of short answer questions and one essay question.

Test II 21.5%

- This in-class exam will consist of short answer questions and one essay question.

Test III 21.5%

- This in-class exam will consist of short answer questions and one essay question.

Participation and Attendance 10.5%

-Students are required to attend class. For more information, please see the attendance policy. Students are required to read the material and participate in class.

Reading quizzes 25%

-Students are required to complete reading quizzes on Blackboard prior to each class. Quizzes are due at the start of class. The lowest three grades will be dropped. Students are required to do the quizzes even if they do not attend class.

Academic Honesty:

“The free exchange of ideas depends on the participants’ trust that others’ work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of

academic life, and cannot be tolerated within universities.”

If you cheat, you will receive a zero on the assignment.

Extra Help and Office Hours:

Please feel free to come by my office hours if you need help understanding assignments or readings. It is best to come see me as soon as possible if you need any additional help.

Attendance Policy:

Students are expected to attend class. Attendance is a vital component to learning. Significant studies have shown that students learn better and retain more by attending and participating. However, unforeseen issues do arise. Therefore, students are given three free absences. However, after these three absences, a third of a letter grade is assessed to your attendance grade for each additional absence that is not excused.

Important Dates:

Test I13 February 2020
Test II 19 March 2020
Test III5 May 2020 from 14:45 - 16:45

Course Schedule:

Readings are either on Blackboard or hyper-linked. Do not print out syllabus.

21 January: Introduction to the syllabus and expectations

23 January: Sources of American Foreign Policy

- SLO1: Students shall define key theoretical approaches in foreign policy analysis
- SLO2: Students shall compare differences in approaches in foreign policy analysis

- CAFP, chapter 1.

28 January: Competing Currents in American Foreign Policy

- SLO1: Students shall identify key competing currents in AFP
- SLO2: Students shall apply theoretical approaches to currenting currents in AFP

- CAFP, chapter 2.

30 January: Cold War 1: Introduction

- SLO1: Students shall identify key elements of the Cold War including players
- SLO2: Students shall apply theoretical approaches to the Cold War

- AFP, chapters 2-3.

4 February: Cold War II: Cuban Missile Crisis

- SLO1: Students shall describe major points of the Cuban Missile Crisis
- SLO2: Students shall apply theoretical approaches to the crisis

- Foreign Policy Staff, “The Cuban Missile Crisis,” Foreign Policy July 6, 2012 (Blackboard).

- Allison, “The Cuban Missile Crisis at 50,” Foreign Affairs, July/August 2012 (Blackboard).
- Lebow, “The Cuban Missile Crisis: Reading the Lessons Correctly,” Political Science Quarterly, Vol. 98, Issue 3, 1983, pp. 431-458 (Blackboard).
- Allison, “Conceptual Models and the Cuban Missile Crisis,” The American Political Science Review, Vol. 63, Issue 3, 1969, pp. 689-718 (Blackboard).

6 February: Cold War III: Vietnam

-SLO1: Students shall describe major points of the Vietnam war

-SLO2: Students shall apply theoretical approaches to the war

- AFP, chapter 4.
- Slater, “The Domino Theory and International Politics: The Case of Vietnam,” Security Studies, Vol. 3, Issue 2, 1993, pp. 186-224.

11 February: Cold War IV: Russia

-SLO1: Students shall identify key issues in American-Russian Cold War relations

-SLO2: Students shall apply theoretical approaches to American-Russian Cold War relations

- AFP, chapters 5-7.

13 February: [Test I](#)

18 February: Post-Cold War I: 1990s

-SLO1: Students shall identify key issues immediately following the Cold War

-SLO2: Students shall apply theoretical approaches key issues immediately following the Cold War

- AFP, chapters 8-9.

20 February: Post-Cold War II: Economic recovery and liberalism

-SLO1: Students shall describe key economic issues post-Cold War

-SLO2: Students shall apply theoretical approaches key economic issues post-Cold War

- CAFP, chapter 5.

25 February: Human Rights and Democracy in American Foreign Policy

-SLO1: Students shall describe US foreign policy related to human rights and democracy promotion

-SLO2: Students shall apply theoretical approaches US foreign policy related to human rights and democracy promotion

- CAFP, chapter 6.
- Altieri and Della Rocca, “China is Operating Mass Detention Centers in Xinjiang. How Should the US Respond? Lawfare, December 13, 2019 (Blackboard).
- Bellinger and Fontaine, “To Strengthen Trump’s National Security Approach, Promote Human Rights,” Lawfare, January 10, 2018.

27 February: Diffusion of Power and WMDs

-SLO1: Students shall identify key impacts of global diffusion of power

-SLO2: Students shall apply theoretical approaches early 2000s American Foreign Policy

- CAFP, chapters 3-4.

3 March: Post-9/11 American Foreign Policy

-SLO1: Students shall identify key elements Post-9/11 American Foreign Policy

-SLO2: Students shall apply theoretical approaches Post-9/11 American Foreign Policy

- AFP, chapters 10-11.

5 March: Afghanistan

-SLO1: Students shall discuss foreign policy-decision making leading up to and after the Afghanistan war

-SLO2: Students shall apply theoretical approaches to American Foreign Policy in Afghanistan

- Lemmon, “Adrift in Afghanistan: Trump should Clarify the United States’ Role,” Foreign Affairs, May 3, 2017 (Blackboard).
- Waldman, “System Failure: The Underlying Causes of US Policy-Making Errors in Afghanistan,” International Affairs, Vol 89, Issue 4, July 2013, pp. 825-843 (Blackboard).
- Marsh, “Obama’s Surge: A Bureaucratic Politics Analysis of the Decision to Order a Troop Surge in the Afghanistan War,” Foreign Policy Analysis, vol 10, Issue 3, July 2014, pp. 265-288 (Blackboard).

10 March: No Class - Spring Break

12 March: No Class - Spring Break

17 March: Iraq

-SLO1: Students shall discuss foreign policy-decision making leading up to and after the Iraq war

-SLO2: Students shall apply theoretical approaches to American Foreign Policy in Iraq

- Mitchell and Massoud, “Anatomy of Failure: Bush’s Decision-Making Process and the Iraq War,” Foreign Policy Analysis, Vol 5, Issue 3, July 2009, pp. 265-286 (Blackboard).
- Lake, “Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War,” International Security, Vol 35, Issue 3, Winter 2010/2011, pp. 7-52 (Blackboard).
- Robinson, “Winning the Peace in Iraq: Don’t Give up Baghdad’s Fragile Democracy,” Foreign Affairs, September/October 2019 (Blackboard).

19 March: [Test II](#)

24 March: Professor Voss will be at ISA 2020. Screening of “The Fog of War”

26 March: Professor Voss will be at ISA 2020. Screening of “The Fog of War”

31 March: Arab Spring: Syria and Libya

-SLO1: Students shall discuss foreign policy-decision making regarding Libya and Syria post-Arab Spring

-SLO2: Students shall apply theoretical approaches to American Foreign Policy concerning Libya and Syria post-Arab Spring

- CAFP, chapter 10.
- AFP, chapter 12.
- Kuperman, “Obama’s Libya Debacle: How a Well-Meaning Intervention Ended in Failure,” Foreign Affairs, March/April 2015 (Blackboard).
- McGurk, “Hard Truths in Syria: America Can’t Do More with Less, and it Shouldn’t Try,” Foreign Affairs, May/June 2019 (Blackboard).
- Ramani, “Outsider’s Battle to Rebuild Libya is Fueling the Civil War There,” Foreign Policy Magazine, August 22, 2019 (Blackboard).

2 April: Middle East Foreign Policy

-SLO1: Students shall identify key US interests in the Middle East

-SLO2: Students shall apply theoretical approaches to American Foreign Policy in the Middle East

- CAFP chapters 9 and 11.
- Feltman, Gross, et al., “The New Geopolitics of the Middle East: America’s Role in a Changing Region,” Brookings, January 2019 (Blackboard).

7 April: Energy and Environmental Policy

-SLO1: Students shall identify key energy and environmental policy concerns within American foreign policy

-SLO2: Students shall apply theoretical approaches to American energy and environmental foreign policy

- CAFP, chapter 8.
- Hill and Martinez-Diaz, “Adapt or Perish: Preparing for the Inescapable Effects of Climate Change,” Foreign Affairs, January/February 2020 (Blackboard).

9 April: Europe and Foreign Policy

-SLO1: Students shall discuss American foreign policy-decision making concerning Europe

-SLO2: Students shall apply theoretical approaches to American Foreign Policy concerning Europe

- CAFP, chapter 13.
- Gottemoeller, “NATO is Not Brain Dead,” Foreign Affairs, December 19, 2019 (Blackboard).
- Fahnbulleh, “The Neoliberal Collapse,” Foreign Affairs, January/February 2020 (Blackboard).

14 April: Central and South America and Foreign Policy

-SLO1: Students shall identify key issues for American foreign policy-decision making in Central and South America

-SLO2: Students shall apply theoretical approaches to American Foreign Policy concerning Europe

- CAFP, chapter 7.
- Borger, "Fleeing a Hell the US Helped Created: Why Central Americans Journey North," The Guardian, December 19, 2019 (Blackboard).
- Cardenas, "Trump Should Not Forget Venezuela," Foreign Policy Magazine, July 8, 2019 (Blackboard).

16 April: Africa and Foreign Policy

-SLO1: Students shall identify key issues for American foreign policy-decision making in Africa

-SLO2: Students shall apply theoretical approaches to American Foreign Policy in Africa

- Su, "Why Chinese Infrastructure Loans in Africa Represent a Brand-New Type of Neo-colonialism," The Diplomat, June 9, 2017 (Blackboard).
- Harris, "Trump's Africa Policy is Destined for Failure," Foreign Affairs, December 21, 2018 (Blackboard).
- Olsen, "The Ambiguity of US Foreign Policy Towards Africa," Third World Quarterly, Vol. 38, Issue 9, 2017, pp. 2097-2112.

21 April: Asia and Foreign Policy

-SLO1: Students shall identify key issues for American foreign policy-decision making in Asia

-SLO2: Students shall apply theoretical approaches to American Foreign Policy in Asia

- CAFP, chapter 12.
- Klinger, Pak, Terry, "Trump Shakedowns are Threatening Two Key US Alliances in Asia," Brookings, December 18, 2019 (Blackboard).
- Webster, "Trump Must Act Now on US-India Defense Relations," The Diplomat, January 26, 2018 (Blackboard).
- Tong, "Do No Harm in Hong Kong," Foreign Affairs, December 6, 2019 (Blackboard).
- Shan, "The Unwinnable Trade War," Foreign Affairs, November/December 2019 (Blackboard).

23 April: Iran

-SLO1: Students shall identify key issues for American foreign policy-decision making with Iran

-SLO2: Students shall apply theoretical approaches to American Foreign Policy with Iran

- Byman, "Killing Iran's Qassem Suleimani Changes the Game in the Middle East: But Has Trump Really Thought about What Comes Next?" Brookings, January 3, 2020 (Blackboard).
- Cook, "The Mideast Just Turned More Dangerous," Council of Foreign Relations, January 3, 2020 (Blackboard).

- Center for Preventive Action, “The Top Conflicts to Watch in 2019: Iran,” Council on Foreign Relations, January 15, 2019 (Blackboard).
- Singh, “A Better Iran Deal is Within Reach: How to Force Tehran Back to the Table,” Foreign Affairs, November 15, 2019 (Blackboard).

28 April: Russia

-SLO1: Students shall identify key issues for American foreign policy-decision making with Russia

-SLO2: Students shall apply theoretical approaches to American Foreign Policy with Russia

- CAFP, chapter 14.
- Haass, “Cold War II,” Council on Foreign Relations, February 23, 2018 (Blackboard).
- Nye, “Hal Sonnenfeldt and American Foreign Policy Towards Russia,” Brookings, October 17, 2019 (Blackboard).
- Brattberg and Maurer, “Russian Election Interference: Europe’s Counter to Fake News and Cyber Attacks,” Carnegie Endowment for International Peace, May 23, 2018 (Blackboard).

30 April: Conclusions

-SLO1: Students shall discuss best and worst practices of American foreign policy

-SLO2: Students shall apply theoretical approaches to future issues within American Foreign Policy

1. Theory
 - Test
2. Violence
 - Test