INR4104 Topics and Cases in American Foreign Policy
Waging Peace and War:
Crises in American Foreign Relations

Department of Political Science
College of Sciences, University of Central Florida

COURSE SYLLABUS

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Office: TBD
Office Hours: Tue 2:00-3:00

Term: Spring 2015
Class Meeting Days: Tue & Thu
Class Meeting Hours: 3:00-4:20
Class Location: PSY 105

I Course Overview

This is a highly participatory and reading-intensive exploration of the enduring themes in America's foreign relations through eleven of the most important and contentious episodes ranging in time from the War of 1812 to the End of the Cold War. Each module will evaluate a key topic to illuminate the broader trends. For example, a detailed examination of the causes of the War of 1812 will teach us much about America's political, economic, diplomatic, and security challenges after the 1783 Treaty of Paris ended our War of Independence from Britain.

Five topics focus on diplomatic crises before or during a war; the other six examine diplomatic episodes that did not result in shooting wars between the main protagonists. In the eleven modules, we examine the underlying causes that produced each episode. We will begin with two lectures exploring the main themes of American foreign policy over more than two centuries and an analytical framework within which we can study the individual crises. Then we plunge into an examination of the 1962 Cuban Missile Crisis, one of the most-studied episodes in U.S. foreign policy and a crisis that combines many of the themes we will consider throughout the course: the nature of national decision-making, diplomacy, civil-military relations, the role of intelligence in policymaking, the impact of new weapons technology, cross-cultural misperception, and ethics and morality. Then we will backtrack chronologically to examine, during our second module, foreign relations from 1783 through the War of 1812. We will then proceed chronologically to 1989.

Along the way, we will assess crisis decision-making by American and foreign leaders. We will evaluate and compare the leadership and decision making styles of such presidents as James K. Polk, William McKinley, and Woodrow Wilson, as well as several secretaries of state and defense. We will assess and rank-order the multiple causes of significant events. We will explore the role of ethics, morality, pragmatism, and idealism in foreign relations. We will analyze the "road to war", with special attention to causation. Were wars produced by historical forces -- such as imperialism, militarism, economic competition, and naval arms races -- that affected events over several decades? Or did war come from a series of "small" causes, such as the actions of evil, idealistic, or incompetent individuals or small leadership groups? What were the roles of national leaders and the roles played by lower level (sometimes surprising low level) people that fate put on the scene. Were these events inevitable or avoidable? Students will be expected to participate vigorously in the debate on each question.

II Disclaimer

The views and opinions I express during this course are my own and do not represent the views of the Department of State or the United States government.

III Course Objectives

By the end of this course, students will be able to:

1. Explain American foreign policy decision-making in terms of elements from one or more international relations theory models.
2. Identify and analyze both broad historical forces and narrower agendas as drivers in foreign policy decision-making.
3. Explain the roles played by the executive, the Congress, outside interest groups (both elites and others), and the media in shaping the American response to foreign affairs challenges.
4. Understand and explain the historical events and trends that produced each crisis and the actions taken by the parties involved.

IV Course Prerequisites

None

V Course Credits

Three

V Course requirements

Required reading and class participation: This is a reading-intensive course. The reading load will be 200-300 pages per module.

Most modules involve two classes: one devoted to a lecture/discussion setting the stage and outlining the major issues that led to the crisis. The second class will be a student debate, which the instructor will moderate and participate in that will address the module's topic question. Very robust class participation, including formal oral presentations, is mandatory. You must pro-actively present and defend your points of view. You must frequently critique other viewpoints. Only by vigorously probing and challenging can we fully share our insights and maximize our understanding.

Writing Assignments: Each student will write four short papers – one on each of four different modules. Each paper is limited to 1,000 words and must address the topic question for that module. Students will have the opportunity to select the modules for which they write. But freedom of choice will be constrained to ensure that there is a balance with several students writing on each module. All papers are due at noon on the day before the class debate in that module. Papers are to be submitted electronically in CANVAS.

- Papers will be 1,000 words max. These "position" papers answer the "main" seminar question and declare your position on the issue. *The first paragraph of each paper must begin with the word "yes" or "no," or with a single sentence that answers the main question, such as "the most important cause was …."* In the remainder of the paper, you summarize your interpretation.

- The word limits require you to analyze a lot of material, prioritize, and make judgments. The papers also require the study of the overall time period in question. You must understand the rich context of each topic and the inherent sub-topics. For example, the causes of the War of 1812 emerge from decades of concern over British Indian policy in the American West, Franco-British conflict and its impact on the United States, impressment of Americans into the Royal Navy, British seizures of U.S. merchant vessels, clashing views of the principles of freedom of the seas and the rights of neutral traders, and the domestic political rivalry between Federalists and Republicans.

- Papers intentionally mimic "position" papers or memos often crafted in the real-world policy community.

Oral Presentations: Each student will present and defend his/her paper at the beginning of at least one "debate" class, two if class size permits. Oral presentations will be limited to 5 minutes. Students will select the modules for which they serve as presenters, subject to the same limitations to ensure enough presenters for each topic.

Class Participation: This is a participatory class and each student is expected to take part in the discussion. In addition, we will use i>clicker system.

VI Readings

1. Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776,* Oxford University Press, New York, NY, 2008
2. Allison, Graham and Zelikow, Philip, *Essence of Decision: Explaining the Cuban Missile Crisis,* Second Edition, Longman, New York, NY, 1999.
3. Morgan, William Michael, *Pacific Gibraltar: U.S.-Japanese Rivalry Over the Annexation of Hawaii, 1885-1898,* Naval Institute Press, Annapolis, MD, 2011.
4. Gaddis, John Lewis, *Strategies of Containment: A Critical Appraisal of American National Security Strategy During the Cold War,* Second edition, Oxford University Press, New York, NY, 2005.

VII Basis for Final Grade

Assessment	Percent of Final Grade
Four Short Papers	40%
Oral Presentation(s)	10%
Class Participation	10%
Midterm Exam	20%
Final Exam	20%
Total	100%

Grading Scale (%)		Interpretation
90-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
80-89	B	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
70-79	C	Average, meets minimum expectations and satisfies course requirements
60-69	D	Below average, meets many minimum expectations and satisfies all or most course requirements
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements

VIII Course Policies: Student Expectations

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

Academic Dishonesty Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Turnitin.com: CANVAS is set to automatically run all submitted papers through turnitin.com, an automated system which quickly and easily compares each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Ethics: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict

these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/) and the Golden Rule. Vandalism of the course wiki will also be referred to the Office of Student Conduct.

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor.

IX Important Dates to Remember

Mid – Term Examination: March 5, 2015
Spring Break: March 9-14, 2015
Grade Forgiveness Deadline: March 24, 2015
Withdrawal Deadline: March 24, 2015
Final Examination: TBD April 29-May 5

X Schedule

Week	Date	Topic	Required Reading
1	Jan 13	**Class introduction** Lecture: America in the World - Themes in U.S. Foreign Policy	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Introduction and Chapter 1 (pages 1-55)
	Jan 15	**Analyzing Foreign Policy** Lecture: Three Models for the Analysis of Foreign Policy Decision-making	Allison, Graham and Zelikow, Philip, *Essence of Decision: Explaining the Cuban Missile Crisis,* Second Edition, Longman, New York, NY, 1999. Chapters 1, 3 and 5.
2	Jan 20	**The Missiles of October: The Cuban Missile Crisis** Lecture: The Cold War and the origins of the Cuban Missile Crisis	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776*. Chapter 15 (pages 651-701) Allison, Graham and Zelikow, Philip, *Essence of Decision: Explaining the Cuban Missile Crisis,* Second Edition, Longman, New York, NY, 1999. Chapters 2, 4, and 6. Munton, Don, "Hits and Myths: The *Essence*, the Puzzles and the Missile Crisis," *International Relations* 2012 26: 305-325 (CANVAS) Selected original documents (CANVAS)
	Jan 22	Lecture: Different ways of looking at the Cuban Missile Crisis	Watch the movie: *Thirteen Days* Accessible on YouTube at: https://www.youtube.com/watch?v=tho5ZYLiuoc Also available on Netflix
3	Jan 27	Class Debate: What are the enduring lessons for policy-making that come from the Cuban Missile Crisis?	Watch the ABC News documentary on the crisis. Accessible on YouTube at: https://www.youtube.com/watch?v=dMYumVM1rZM Papers Due at Noon the Day Before this Class

	Jan 29	**1812: An Unnecessary War?** Lecture: The U.S., France and Britain in 1789-1812	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776*. Chapters 2 and 3 (pages 56-133) President James Madison's War Message, June 1, 2012 (3 pages) (CANVAS) Bradford Perkins, ed., *The Causes of the War of 1812*, Perkins intro and essay (14 pages) (CANVAS) Norman Risjord, "1812: Conservatives, War Hawks, and the Nation's Honor," *William and Mary Quarterly*, 18 (April 1961), 196-210. (15 pages) (CANVAS) Roger H. Brown, "The War Hawks of 1812: An Historical Myth," *Indiana Magazine of History*, 60 (1964), 137-151. (14 pages) (CANVAS) Reginald Horsman, "Who Were the War Hawks?" *Indiana Magazine of History*, 60 (1964), 121–136. (15 pages) (CANVAS) Margaret K. Latimer, "South Carolina: A Protagonist of the War of 1812," American Historical Review, 61 (July, 1956), 914-929. (16 pages) (CANVAS)
4	Feb 3	Class Debate: What was the main reason the U.S. went to war in1812?	Watch these two short videos on the internet: "Treaty of Ghent" http://video.pbs.org/video/2088252811/ "Military Realities" http://video.pbs.org/program/war-1812/ Papers Due at Noon the Day Before this Class
	Feb 5	**American Expansionism and the War with Mexico** Lecture: U.S. Expansionism to 1848	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapters 4 and 5 (pages 134-223) Howe, Daniel Walker, *What Hath God Wrought: The Transformation of America, 1815-1848.* Chapter 18 "Westward Star of Empire" (pages 701-723). (CANVAS) Miles, Edwin A, *"Fifty-four Forty or Fight"--An American Political Legend,* The Mississippi Valley Historical Review, Vol. 44, No. 2 (Sep., 1957), pp. 291-309 (CANVAS) President Polk's War Message to Congress, May 11, 1845 (CANVAS)

5	Feb 10	Class Debate: What Was the Chief Cause of the War with Mexico?	Papers Due at Noon the Day Before this Class
	Feb 12	**U.S. Imperialism – The Case of Hawaii's Annexation** Lecture: The roots of American imperial expansion and the annexation of Hawaii	William Michael Morgan, *Pacific Gibraltar: U.S.-Japanese Rivalry Over the Annexation of Hawaii, 1885-1898.* (243 pages).
6	Feb 17	Class Debate: Was the U.S. Justified in Annexing Hawaii in 1898?	Papers Due at Noon the Day Before this Class
	Feb 19	**Nothing Less Than War: The U.S. Decision to Enter World War I** Lecture: The Great War and the U.S. Political Debate	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 9 & 10 (pages 337-435) Kennedy, Ross, "Woodrow Wilson, World War I, and an American Conception of National Security," Diplomatic History, Vol. 25, No. 1 (Winter 2001), The Society of Historians of American Foreign Relations (SHAFR). (31 pages) (CANVAS) Woodrow Wilson's war message to Congress (2 pages) (CANVAS)
7	Feb 24	Class Debate: Was the U.S. Right to Join World War I?	Papers Due at Noon the Day Before this Class
	Feb 27	**The March to War in the Pacific** Lecture: Japan's Imperial Expansion and U.S. Policy in Asia	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapters 11 and 12 (pages 436-537) James Crowley, "A New Deal for East Asia: One Road to Pearl Harbor" from Crowley, ed., *Modern East Asia: Essays in Interpretation*, 235-263. (28 pages) (CANVAS)
8	Mar 3	Class Debate: Did the United States Force Japan to Go to War?	Papers Due at Noon the Day Before this Class
	Mar 5	Mid-term Exam	

9	Mar 17	Mid-Term Exam Review Lecture: Roosevelt's Foreign Policy 1933-1945	
	Mar 19	**Ending A War: Truman and the Decision to Drop the A-Bomb** Lecture: Yalta, Potsdam and the A-Bomb Decision	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 13 (pages 538-594) Walker, J. Samuel, *Prompt and Utter Destruction: Truman and the Use of Atomic Bombs Against Japan,* Revised Edition, University of North Carolina Press, Chapel Hill, NC, 2004.
10	Mar 24	Class Debate: Was the U.S. Justified in Using Nuclear Weapons Against Japan?	Papers Due at Noon the Day Before this Class
	Mar 26	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Wartime Alliance to Containment	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 14 (pages 595-650) John Lewis Gaddis, Strategies of Containment: A Critical Appraisal of American National Security Strategy During the Cold War, 2nd edition, pages 1-124. George F. Kennan, "Long Telegram," Feb. 22, 1946 (CANVAS) Truman Doctrine ("Recommendation for Assistance to Greece and Turkey"), March 12, 1947 (CANVAS) Speech by George C. Marshall, Secretary of State, "European Initiative Essential to Economic Recovery," June 15, 1947 (CANVAS)
11	Mar 31	Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War?	Papers Due at Noon the Day Before this Class
	April 2	**Nixon Goes to China** Lecture: The U.S. and China 1949-1973	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 17 (pages 760-809) Warner, Geoffrey, *Nixon, Kissinger and the rapprochement with China, 1969-1972.* International Affairs 83: 4, 2007 (CANVAS)

12	April 7	Class Debate: What was the main reason the U.S. and China sought to reengage?	Papers Due at Noon the Day Before this Class
	April 9	**The Camp David Accords** Lecture: The U.S. and the Middle East 1948-1973	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 18 (pages 810-860) Carter, Jimmy, *Keeping Faith: Memoirs of a President.* University of Arkansas, 1982. Pages 326-412.
13	April 14	Class Debate: Was the Camp David Accord a Triumph of Diplomacy or a Dead End?	Papers Due at Noon the Day Before this Class
	April 16	**1989 and the End of the Cold War** Lecture: From Détente to Reagan	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 19 (pages 861-916) Additional article TBD
14	April 21	Class Debate: Why Did the Cold War Suddenly End?	Papers Due at Noon the Day Before this Class
	April 23	**What Does it All Mean?** Lecture/Discussion: What are the lessons of these eleven crises? Questions and Exam Prep	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 20 (pages 917-965)
15		Final Exam	