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

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

COURSE SYLLABUS
As of January 3 2018

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Office: TBD
Office Hours: Tue & Thu 1:30-2:30

Term: Spring 2018
Class Meeting Days: Tue & Thu
Class Meeting Hours: 3:00-4:20
Class Location: CB1-0218

I Course Overview

This is a highly participatory exploration of the enduring themes in America's foreign relations through nine of the most important and contentious episodes ranging in time from the War of 1812 to the End of the Cold War. We will begin with classes 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. The first module will examine foreign relations from the 1783 Treaty of Paris through the War of 1812, which illustrates many of the issues of Congressional-Executive conflict, decision-making in an arena of limited information, cultural misunderstanding and the role of individuals. Each module will evaluate a key topic to illuminate the broader trends. Three modules deal with diplomatic crises that led to the U.S. going to war; the other six examine diplomatic episodes that did not result in shooting wars between the main protagonists.

Along the way, we will examine the underlying causes behind each episode, the actions and motivations of the primary actors, and assess the decisions they made. We will evaluate and compare the leadership and decision making styles of such presidents as Woodrow Wilson, Franklin Roosevelt and Lyndon Johnson. 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. Are 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 surprisingly 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 decision making 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

VI Course requirements

Required reading and class participation: This is a reading-intensive course. The reading load will be 100-150 pages per module.

Most modules involve two or three class sessions. One (in a few cases, two) will be lecture/discussion setting the stage and outlining the major issues that led to the crisis. The remaining class will be a student debate, in which the instructor will moderate and participate in that will address the module's topic question. These will vary in style. Some will be straightforward open debates. In others, you will take on the role of a Senator or Representative debating the issues of war and peace. In the Vietnam module, you will be either a member of President Johnson's foreign policy team or an academic presenting your views on the issue. In every case, 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 five short papers – one on each of five different modules. Each paper is limited to 1,500 or fewer words and must address the topic question for that module. The papers will vary in type and style. You might be asked to prepare a memorandum for the President outlining his options or assess the lessons learned. In another module, the writing assignment will take on the role of a Congressman or Senator and be required to prepare an Op-Ed piece for the leading newspaper in your home state explaining your vote on the foreign policy question – and then debate the issue in Congress with your fellow students.

The word limits are deliberate. You will have 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.

All papers are due 2:00 PM on the day before the class debate in that module. Papers are to be submitted electronically in CANVAS.

Oral Presentations: Each student will take a "leading role" in the debates at least twice and present and defend his/her paper at the beginning of the "debate" class. The instructor will assign students to present but you are welcome to volunteer for a topic that particularly interests you.

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.

VII Readings

1. Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776,* Oxford University Press, New York, NY, 2008.
2. Houghton, David Patrick, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making,* Oxford University Press, New York, New York, 2013.
3. Levering, Ralph B., Pechatnov, Vladimir D., Botzenhart-Viehe, Verena, and Edmondson, C. Earl, *Debating the Origins of the Cold War: American and Russian Perspectives,* Roman & Littlefield, Lanham, Maryland, 2001.

VIII Basis for Final Grade

Assessment	Percent of Final Grade
Writing Assignments	40%
Oral Presentations	10%
Quizzes and shorter assignments	10%
Midterm Exam	20%
Final Exam	20%
Total	100%

Grading Scale (%)		Interpretation
93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	
87-89	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.
83-86	B	
80-82	B-	
77-79	C+	Average, meets minimum expectations and satisfies course requirements
70-76	C	
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

IX 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 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.

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.

X Important Dates to Remember

Mid–Term Examination:	February 22, 2017
Spring Break:	March 12-17, 2017
Grade Forgiveness Deadline:	March 21, 2017
Withdrawal Deadline:	March 21, 2017
Final Examination:	TBD April 29-May 5

XI Schedule

Week	Date	Topic	Required Reading
1	Jan 9	**Class Introduction** Lecture: America in the World - Themes in U.S. Foreign Policy	Washington's Farewell Address 1796 (CANVAS) Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776*. Chapter 1 (pages 13-55)
	Jan 11	**Analyzing Foreign Policy** Lecture: Four Models for the Analysis of Foreign Policy Decision Making	Houghton, David Patrick. "Part One – Theories," in Houghton, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making,* Oxford University Press, New York, 2013 (pages 3-84) Assignment Due: Commentary on Washington's Farewell Address.
2	Jan 16	**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)
	Jan 18	Discussion: How Did the U.S. Find Itself at War Again with Great Britain?	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)
3	Jan 23	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/video/2088066197/ **Papers Due 2:00 PM the Day Before this Class**

	Jan 25	**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 337-410) 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) Freure, Russell, "When Memory and Reality clash: The First World War and the Myth of American Neutrality," Northern Mariner, Vol. 22, No. 2, 2012, pages 141-163. (CANVAS) Puong, Fei Yeh, "The Role of the Zimmerman Telegram in Spurring America's Entry into the First Word War," American Intelligence Journal, Vol 32, No. 1, pages 61-64. (CANVAS) Woodrow Wilson's war message to Congress (2 pages) (CANVAS)
4	Jan 30	Class Debate: The House of Representatives' Debate on Declaring War	**Papers Due 2:00 PM the Day Before this Class**
	Feb 1	**The Treaty of Versailles** Lecture: The Paris Peace Conference 1919	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 10 (pages 410-435) Hewes, James E. Jr, "Henry Cabot Lodge and the League of Nations," Proceedings of the American Philosophical Society, Vol 114, No. 4, August 1970, pages 245-255. (CANVAS) Edwards, Jason A., "The Fight Over the League of Nations: Rhetorical Tensions within America's Exceptionalist Narrative," Ohio Communications Journal, Volume 47, October 2009, pages 265-282. (CANVAS)
5	Feb 6	Class Debate: The Senate Debate on Ratifying the Versailles Treaty	Papers Due 2:00 PM the Day Before this Class
	Feb 8	Lecture: American Interwar Foreign Policy 1920-1941	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapters 11 and 12 (pages 436-537)

6	Feb 13	**The March to War in the Pacific** Lecture: Japan's Imperial Expansion and U.S. Policy in Asia	Sagan, Scott D., "The Origins of the Pacific War," in Rotberg, Robert, and Rabb, Theodore, editors, *The Prevention and Origin of Major Wars,* Cambridge University Press, New York, 1988. (CANVAS) Morgan, William, "Enduring Strategic Rivalries: US-Japan Strategic Rivalry to 1941," upcoming publication in *Enduring Strategic Rivalries,* Oxford University Press, 2016. (22 pages) (CANVAS)
	Feb 15		Crowley, James, "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) Hosoya, Chihiro, "Japans Decision for War in 1941," Hitotsubashi Journal of Law and Politics, Vol. 5: 10-19. (CANVAS)
7	Feb 20	Class Debate: Could the U.S. and Japan have Avoided War?	**Papers Due 2:00 PM the Day Before this Class**
	Feb 22	Mid-term Exam	
8	Feb 27	Mid-Term Exam Review Lecture: The U.S., Britain and the USSR – Managing the Wartime Alliance	Herring, George C., *From Colony to Superpower: U.S. Foreign Relations Since 1776.* Chapter 13 and 14 (pages 538-650
	Mar 1	**Origins of the Cold War** Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective	Levering, et al, *Debating the Origins of the Cold War.* The American Perspective (pages 1-64) George F. Kennan, "Long Telegram," Feb. 22, 1946 (page 69-75 of *Debating the Origins of the Cold War* and CANVAS) **or** X, "The Sources of Soviet Conduct," Foreign Affairs, Volume 25, No. 4, July 1947, pages 566-582. (CANVAS). The latter is a bit longer but much more readable. Truman's Speech to Congress March 12, 1947, ("Recommendation for Assistance to Greece and Turkey"). (pages 78-80 *Debating the Origins of the Cold War* and CANVAS)

9	Mar 6	**Origins of the Cold War** Lecture: An Alternative Explanations for the Cold War	Levering, et al, *Debating the Origins of the Cold War.* The Russian Perspective (pages 85-154) Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership dated September 25, 1946. (CANVAS) Also available at Wilson Center Archives http://digitalarchive.wilsoncenter.org/document/110808
	Mar 8	Class Debate: Which Country's Actions Were Most Responsible for the Emergence of the Cold War?	**Papers Due 2:00 PM the Day Before this Class**
10	Mar 10–17	Spring Break	
11	Mar 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) Selected original documents (CANVAS) Watch the PBS documentary on the crisis. It's 1.5 hours. Accessible on YouTube at: https://www.youtube.com/watch?v=dMYumVM1rZM
	Mar 21	Lecture: Different ways of looking at the Cuban Missile Crisis	Houghton, David Patrick. "To the Brink: The Cuban Missile Crisis," in Houghton, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making,* Oxford University Press, New York, 2013 (pages 117-144)
12	Mar 27	Class Debate: What are the enduring lessons for policy-making that come from the Cuban Missile Crisis?	**Papers Due 2:00 PM the Day Before this Class** If you have Netflix, I highly recommend the movie, *Thirteen Days.* It used to be on YouTube but was taken down.
	Mar 29	**Vietnam 1965: Go Long or Go Home**	Rusk, Dean, *As I Saw It,* W.W. Norton, New York, 1990, Chapters 27 and 28, pages 421-458. (CANVAS) McNamara, Robert, *In Retrospect: The Tragedy and Lessons of Vietnam,* Public Affairs, 1995. Chapters 6 and 7, pages 146-206. (CANVAS) Berman, Larry, "Coming to Grips with Lyndon Johnson's War," (Stewart Bernath Lecure given at Anaheim SHAFR Conference 1993), Diplomatic History, Vol.17, No. 4, Fall 1993. Pages 519-531 (stop at 1965) (CANVAS)

			Houghton, David Patrick, “An Agonizing Decision: Escalating the Vietnam War,” “in Houghton, *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making,* Oxford University Press, New York, 2013 (pages 145-165)
13	Apr 3	Class Debate: Should the United States Escalate or Withdraw from Vietnam	**Papers Due 2:00 PM the Day Before this Class**
	Apr 5	**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) Goh, Evelyn, “Nixon, Kissinger, and the “Soviet Card” in the U.S. Opening to China, 1971–1974,” Diplomatic History, Vol. 29, No. #, June 2005, pages 475-502. (CANVAS)
14	Apr 10	Class Debate: What was the main reason the U.S. and China sought to reengage?	**Papers Due 2:00 PM the Day Before this Class**
	Apr 12	**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) Leffler, Melvyn, “Reagan’s Peace through Strength and Gorbachev’s Reform through Peace,” in Merrill, Dennis, and Patterson, Thomas G., *Major Problems in American Foreign Relations, Volume II: Since 1914,* pages 524-537. (CANVAS)
15	Apr 17	Lecture: The Collapse of Communism in Europe	
	Apr 19	Class Debate: Why Did the Cold War Suddenly End? Questions and Exam Prep	**Papers Due 2:00 PM the Day Before this Class**
16		Final Exam	