INR4104 Topics and Cases in American Foreign Policy
Waging Peace and War:
Eight Decision Points in American Foreign Relations

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

COURSE SYLLABUS
As of January 2, 2019

Instructor: Terry A. Breese
E-Mail: terry.breese@ucf.edu
Phone: 703-344-1625
Office Hours: Tue & Thu 3:00-4:00

Term: Spring 2019
Class Meeting Days: Tue & Thu
Class Meeting Hours: 1:30-2:50
Class Location: PSY-105

I Course Overview

This is a highly participatory exploration of the enduring themes in America's foreign relations through eight of the twentieth century's most important and contentious episodes. After a brief look at the main themes of American foreign policy before 1914 and the emergence of the United States as a world power, we will study a commonly used analytical framework that we can use to study the individual crises. The first module will examine the American decision in 1917 to enter the Great War. Each module will evaluate a key topic to illuminate the broader trends. As you study these historical events, consider whether the U.S. made the right decision in terms of what American leaders in the Administration and Congress knew and understood at the time. Do we still think they made the right decisions or were other options available to advance American foreign policy goals? What should American foreign policy goals be? How can the U.S. best use its resources (military, diplomatic, economic and other) to achieve its goals?

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, Lyndon Johnson, Richard Nixon and Ronald Reagan.

Students will be expected to participate vigorously in the debate on each question. In two cases, you will replay the Congressional debates (for war in 1917 and to reject the Treaty of Versailles in

1919). In “Yalta 1945” you will take on the historical roles of the members of the U.S., British and Soviet delegations as they decide the future of Europe? Then you will debate whether the U.S. or the USSR was mainly responsible for the emergence of the Cold War.

II Disclaimer

I served 36 years in the Foreign Service of the United States but views and opinions I express during this course are my own and do not reflect the views of either the United States Government or the Department of State

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 official 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 probing and challenging can we share our insights and maximize our understanding.

Writing Assignments: Each student will write four short papers – one on either Nothing Less Than War or Versailles (first two topics) and one on each of three other modules. That means you get one pass – but use it wisely. 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.

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. Please use MS Word if possible. CANVAS does not always play well with other programs.

Oral Presentations: Each student will take a "leading role" in the debates at least once 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.

VII Readings

1. Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012.
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 (four)	30%
Yalta 1945	15%
Cuban Missile Crisis Micro-Game	5%
Oral Presentations	5%
Quizzes and shorter assignments	5%
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.

Classroom Response Clickers

We will be using clickers in class on a regular basis. You will need to purchase an iClicker2 (commonly called a "clicker"). The purchase of an iClicker2 is **NOT** optional; it will be used as an integral part of this course. iClickers are available from the bookstore or on-line. If you have the earlier iClicker+, it should be fine. You may also sign up for Reef on-line polling via a smart phone (cheaper than purchase for one semester, but you have to pay again each semester). You need to bring the iClicker with you to every class session. It would be wise to bring extra batteries as well. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register the unit no later than January 15. Registering is very easy in Canvas. Just click on the iClicker tab on the left side and choose "Remote Registration."

Academic Dishonesty Policy: Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's

student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Attendance: Because this is a participatory class and much of the lecture material is not covered in the readings, attendance is very important. This is particularly true for the simulations and case studies. You can't participate if you are not present and your absence can adversely affect the results for your delegation. I trust your professional attitude and desire to learn will make you want to attend every class.

University Writing Center:

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website http://uwc.cah.ucf.edu/

X Important Dates to Remember

Mid–Term Examination:	February 22
Spring Break:	March 9-16
Withdrawal Deadline:	March 20
Final Examination:	TBD April 29-May 5

XI Schedule

Week	Date	Topic	Required Reading
1	Jan 8	**Class Introduction** Lecture: America in the World - Themes in U.S. Foreign Policy To 1914	Washington's Farewell Address 1796 (CANVAS) <u>SKIM ONLY:</u> Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 1-3 (pages 1-71)
	Jan 10	**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 15	**Workshop on Analyzing Foreign Policy Decision-making**	
	Jan 17	**Nothing Less Than War: The U.S. Decision to Enter World War I** Lecture: The Great War and the U.S. Political Debate	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 4 (pages 72-96) 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)
3	Jan 22	Class Debate: The House of Representatives' Debate on Declaring War	**Papers Due 2:00 PM the Day Before this Class**

	Jan 24	**The Treaty of Versailles** Lecture: The Paris Peace Conference 1919	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 5 (pages 97-121) 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)
4	Jan 29	Class Debate: The Senate Debate on Ratifying the Versailles Treaty	**Papers Due 2:00 PM the Day Before this Class**
	Jan 31	Lecture: American Interwar Foreign Policy 1920-1941	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 6-7 (pages 122-171)
5	Feb 5	**Yalta 1945 Introduction** **Alliance Diplomacy: The U.S., Britain and the USSR in World War II** **Faction Meeting**	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 (pages 172-182 ONLY – Stop at Yalta) Yalta 1945 Game Manual pages 1-57 Your individual role sheet and national briefing.
	Feb 7	**Yalta 1945** **First Session**	Documents in the Game Manual important to your role. Issues 1, 2 and 3
6	Feb 12	**Yalta 1945** **Second Session**	Issues 4, 5, 6 and 7
	Feb 14	**Yalta 1945** **Third Session**	Issues 8, 9, 10 and 11

7	Feb 19	**Yalta 1945 Readout** Lecture: The U.S., Britain and the USSR – From Allies to Containment. The Anglo-American Perspective	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapters 8 and 9 (pages 183-235 – Start with Yalta)
	Feb 21	**Origins of the Cold War** Lecture (continued): 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)
8	Feb 26	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
	Feb 28	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**
9	Mar 5	Mid-Term Exam	
	Mar 7	Mid-Term Review Lecture: The Cold War under Eisenhower and Kennedy	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 10 (pages 233-260)
10	Mar 9–17	Spring Break	

11	Mar 19	**The Missiles of October: The Cuban Missile Crisis** Lecture: Different ways of looking at the Cuban Missile Crisis	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 261-270 ONLY) 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)
	Mar 21	**Cuban Missile Crisis Microgame**	Game materials and your individual role sheets. **Colleague Brief to be turned in before class.** **Advisor brief to be turned in at the end of class.**
12	Mar 26	**Microgame Outbrief** Lecture: The Cuban Missile Crisis: What Really Happened.	Watch the PBS documentary on the crisis. It's 1.5 hours. Accessible on YouTube at: https://www.youtube.com/watch?v=dMYumVM1rZM If you have Netflix, I highly recommend the movie, *Thirteen Days.* It used to be on YouTube but was taken down. **Character Debriefs due before class**.
	Mar 28	**Vietnam 1965: Go Long or Go Home**	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 11 (pages 284-294 ONLY) 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) 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)

13	Apr 2	A Conference with the President: Should the United States Escalate or Withdraw from Vietnam?	**Papers Due 2:00 PM the Day Before this Class**
	Apr 4	**Nixon Goes to China** Lecture: The U.S. and China 1949-1973	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 13 (pages 309-333) 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 9	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 11	**1989 and the End of the Cold War** Lecture: From Détente to Reagan	Combs, Gerald A., *The History of American Foreign Relations From 1895,* (Fourth Edition), M.E. Sharp, New York, NY, 2012. Chapter 15-16 (pages 358-410) 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 16	Lecture: The Collapse of Communism in Europe	
	Apr 18	Class Debate: Why Did the Cold War Suddenly End? Questions and Exam Prep	**Papers Due 2:00 PM the Day Before this Class**
16	Apr 29 1:00 – 3:50	Final Exam	