Seminar in American Foreign Policy  
Political Science 953  
Section 002

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University of Wisconsin-Milwaukee  
Fall Semester 2012  
Tuesday 4:00-6:40 PM  
Bolton Hall B79

COURSE DESCRIPTION: This seminar will concentrate on several aspects of American foreign policy. We will begin by briefly reviewing the historical course of American foreign policy and the philosophical origins of AFP. We will discuss the national interest and analyze the impact of the Cold War as well as the transition into the post-Cold War world on AFP. We will also examine the position of the United States in the international system after the Cold War as well as consider the current debate over the country’s appropriate role in the future. Substantial attention will also be given to American institutions and processes as they pertain to foreign policy. In addition, we will devote attention to regional issues and hot topics such as terrorism and WMD.

Required Text:

None

Reserved Readings: The bulk of the readings for this class will be in the form of individual chapters, convention papers, and journal articles. All readings will be available using standard or electronic reserve through the Golda Meir Library.

COURSE REQUIREMENTS: Grades will be based on the following:

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<th>Component</th>
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<tr>
<td>Participation and Discussion</td>
<td>20%</td>
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<tr>
<td>Presentation &amp; Integrative Summaries</td>
<td>20%</td>
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<tr>
<td>Annotated Bibliography/Propositional Inventory</td>
<td>20%</td>
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<tr>
<td>Term Paper</td>
<td>40%</td>
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PARTICIPATION AND DISCUSSION: The course will be organized as a research seminar, and will include weekly presentations and discussions of the readings. However, some class time will also be spent on brief lectures and on discussion of students’ research projects.

Everyone is expected to read all of the assigned readings, and participate in all class discussions! Failure to participate in class discussions will be taken as an indicator that the student is not adequately prepared to do so. Relatedly, failure to be adequately prepared for class discussions is a good indicator that the individual is not well equipped for graduate school.
PRESENTATION & INTEGRATIVE SUMMARIES: A number of readings on a particular subject matter will be assigned as readings for each class period. Though all students are expected to carefully read all pieces and prepare to discuss them in class, each piece will be assigned to one student who will prepare a one-page, single-spaced written summary for distribution to the entire class. The summary should begin with a complete citation (APSA style) of the piece at the top of the page, and should end with the student’s name and date at the bottom of the page. The summary itself should include the basic theory, concepts, methodology, findings, etc. The summary should not include editorial comments, but should instead be limited to the content of the reading itself. An additional, clearly identified, critical paragraph or two should be included after the summary (normally on the reverse side of the page). The critical paragraph may include positive and negative evaluative statements. The presenter is responsible for bringing enough copies for distribution to the entire class. One copy should be placed in my mailbox by 12:00 pm on the day preceding our class, i.e., Monday.

To help you prepare for class discussions (and for your preliminary examinations), you will also be required to write an integrative summary for each week’s readings. Each integrative summary should be one page, single-spaced, with the heading “Integrative Summary for Week # _____ Readings” at the top, and with the student’s name and date at the bottom of the page. The integrative summary should convey how the readings for the week are linked to one another, i.e., what common issues are being addressed, what questions are being neglected by these articles, and what it is that each reading adds to the collection. This should be an integrative summary; it should not consist simply of a listing of paragraph-length descriptions of each reading. Each week, the integrative summaries should be placed in my mailbox by 12:00 pm on the day preceding our class, i.e., Monday. These summaries will not, on a regular basis, be distributed to the other students in the class. Please also include at the end of your integrative summary two questions that could help spur in-class discussions of the readings. These questions could be of a theoretical, methodological, inferential, etc. nature—anything that will help facilitate class discussion.

ANNOTATED BIBLIOGRAPHY (w/ PROPOSITIONAL INVENTORY): In consultation with the instructor, each student will select an area of concentration within the literature on American foreign policy. Please start thinking about topics early, and discuss your ideas with me. You will then do a thorough search for the relevant literature, preparing a collection of two-paragraph summaries (annotations) along the way. Collectively, these annotations (12-20 in number, covering articles, books, chapters, etc.) will be organized into an annotated bibliography. Ideally, each annotation will contain two paragraphs: the first will contain a summary of the book, book chapter, or journal article, while the second will describe/justify why the source is important for your research. Thus, each annotation should describe the content of the piece (including its major themes and findings), and should especially highlight the relevance to the student’s research topic. This collection of annotations will be preceded by a 4-5-page literature review highlighting the major themes within that literature [What questions have been dealt with in this literature? What questions remain to be dealt with? Etc.]. This literature review should be organized by themes/theories/concepts, etc., NOT by author. Immediately following this 4-5 page literature review, you should include an “inventory” of 4-6 key propositions found in the annotated literature. Each proposition should be stated in the form of a testable statement linking two variables/concepts, and should be accompanied by a complete citation to at least one source of the proposition within the literature. Of course, this 4-5-page introduction will also include the major research question(s) that you plan on addressing in your research paper.
TERM PAPER: Each student’s term paper will be on the same topic as the annotated bibliography, and will be written as a research design, empirical paper, or conceptual analysis. A summary of the annotated bibliography may serve as the literature review section of the research paper. The term paper itself is expected to be between 20 and 25 pages in length. A research design should be for an empirically based research paper on some aspect of American foreign policy that is grounded in some of the literature discussed in this class (and should later serve as a dissertation chapter or conference paper in which the empirical analysis will actually be carried out). The research design should consist of the following sections: Introduction, Literature Review, Theory and Hypotheses, Data and Measurement. An empirical paper includes the former but would then actually analyze the data and report findings. A conceptual analysis paper provides a critical review of the literature and provides new ways to organize knowledge and raises new theoretical questions.

DEADLINES:

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<tr>
<td>Choose Topic By</td>
<td>September 25</td>
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<tr>
<td>Annotated Bibliography Due</td>
<td>October 23</td>
</tr>
<tr>
<td>Term Paper Due</td>
<td>December 4</td>
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[Note: Papers must be completed by December 4, and no later, since students will briefly present their own papers and then critique and discuss one another’s papers on December 11.]

PLAGIARISM: Plagiarism is a representation of other people's work as your own (for example, in directly quoting another source without using quotation marks). Plagiarism can be defined by using Alexander Lindley’s definition:

Plagiarism is the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own (Plagiarism and Originality [New York: Harper, 1957], p. 2). Plagiarism may take the form of repeating another’s sentences as your own, adopting a particularly apt phrase as your own, or even presenting someone else’s line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another.

I strongly urge you to access the following link to read a discussion of what plagiarism is and looks like [http://www.ctlw.duke.edu](http://www.ctlw.duke.edu) (In the left-hand column, click on Programs, then UWP, then Plagiarism Tutorial). Another useful link concerning plagiarism as well as information pertaining to grammar and writing can be found by clicking on the following link: [http://webster.commnet.edu/mla/plagiarism.shtml](http://webster.commnet.edu/mla/plagiarism.shtml). See the Wisconsin Administrative Code, Chapter UWS 14, entitled “Student Academic Disciplinary Procedures,” for a discussion and range of available penalties. Severe penalties (up to the maximum allowed) should be expected for plagiarism or other forms of cheating. Along these lines, you may NOT use a paper that you have written previously, or are currently writing for another course, for this class unless you clear it with me first. Doing so without first consulting me is considered academic misconduct and will be dealt with accordingly.
UWM POLICIES AND PROCEDURES: The University of Wisconsin-Milwaukee has several policies concerning students with disabilities, accommodations for religious observances, students called to active military duty, incompletes, discriminatory conduct, academic misconduct, and so forth available for you to read using the following link: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. I strongly encourage you to access this link and familiarize yourself with these policies and procedures.

COURSE OUTLINE:

The following is a tentative outline for the semester, including topics and reading assignments.

I. INTRODUCTION

September 4 (Week 1): Introduction and History of AFP

*Historical overview of American Foreign Policy*


September 11 (Week 2): International Politics

*Theoretical approaches to understanding foreign policy in general*


II. FOUNDATIONS OF AMERICAN FOREIGN POLICY

September 18 (Week 3): U.S. National Interests
Philosophical and other roots of AFP

Background:


More specific:


September 25 (Week 4): Cold War and the End of the Cold War

Background:


More specific:


### III. ACTORS AND INSTITUTIONS IN AFP

#### October 2 (Week 5): President and Congress

**Background:**

U.S. Constitution: [http://www.archives.gov/index.html](http://www.archives.gov/index.html) (read the whole thing, but concentrate on foreign policy aspects pertaining to executive and legislative branches)


**More specific:**


#### October 9 (Week 6): White House

**Background:**


**More specific:**
October 16 (Week 7): Public Opinion, Media, Interest Groups, etc.

Background:


More specific:


IV. POLITICS OF FOREIGN POLICY/FORMULATION AND IMPLEMENTATION

October 23 (Week 8): Psychology

Background:


More specific:


October 30 (Week 9): Models of FP Analysis

Background:


More specific:
V. REGIONAL ISSUES

November 6 (Week 10): Europe, Russia, and NATO

Background:


More specific:


Cimbalo, Jeffrey L. 2004. “Saving NATO from Europe.” *Foreign Affairs* 83: 111-120.


November 13 (Week 11): Middle East, Asia, and Latin America


**November 20 (Week 12): Iran**


**VI. POST-COLD WAR ISSUES**

**November 27 (Week 13): Intervention**

**Background:**


**More specific:**


**December 4 (Week 14): Nuclear Weapons, WMD, and Terrorism**

**Background:**


More specific:


**December 11 (Week 15): Term Paper Presentations and Critiques**