

George Fox University
PSCI 380 – American Foreign Policy

Autumn 2007

2:45-4:00 – Tuesday/Thursday
STV 101

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Welcome:

Yes, welcoming is a vital component of any meaningful endeavor to me. It is our hospitality, our care and concern for those around us and those far from us – especially as we understand ourselves to be representatives of God in the world, but also simply because we are first and foremost humans inextricably connected together in a web of interrelations – that makes the difference between robust living and harsh existing; more often than not, between bloodshed and fellowship.

May we listen well to one another; may we courageously speak our minds and hearts – in humility – but nonetheless speaking what needs to be said, asking questions, and challenging what we believe are misconceptions; may we have grace and mercy toward all; may we bear each other's burdens, accepting and seeking help when needed and offering it as possible.

So, welcome to American Foreign Policy.

Catalog Course Description:

An inquiry into relationships between the social structure and ideological tradition of the United States and its conduct in world affairs. Attention is given to the substance of American foreign and military policy; to the roles of the White House, State Department, CIA, the military, Congress, private elites, and mass opinion; and to foreign policy impacts on domestic life.

(Some) Course Objectives/Expected Student Competencies:

1. Greater awareness of the historical political traditions of the U.S. as concerns foreign policy
2. Greater awareness of current political events (national/international) as understood specifically through the lens of U.S. global interests
3. Further knowledge the interrelation of the judicial/legislative/executive branches of govt. as they interact concerning foreign affairs
4. Increased understanding of the role of NGOs, lobbies, PAC's as they bear on foreign policy

5. Increased knowledge of and concern for marginalized, oppressed, impoverished persons/populations
6. Familiarity with foreign policy terminology, various schools of thought, and scholars/practitioners related to the field
7. Further integration of faith/theological orientations and socio-political orientations
8. Recognition of the increasing interrelation of local and domestic politics with global concerns in an ever “shrinking” world.
9. The power that citizens possess to assist in forming foreign policy decisions in the U.S.

Course Rationale:

We are always-already persons in community. We learn who we are in and through culture and this *learning-in-culture* shapes our very lives. Political engagements are a particular form of this ongoing, immersive social/communal interaction. We are, at our very cores, socio-political beings. As followers of Christ, our socio-political interaction is shaped by the lens of our theological commitments; and our theological commitments are shaped by the lenses of our socio-political culture. As suggested above, we live in complex webs of interaction.

Being as that these social networks of negotiation influence everything that we do, empowering some and ostracizing and marginalizing others, it seems eminently important for a variety of reasons to thoughtfully and systematically study the political in order that we might more fully engage in the shaping of ourselves, our families, our neighborhoods, our cities, our states, our countries, our regions, and our world.

As well, the world is increasingly connecting at various levels through ongoing and multiple advancements in technology. Cultures are interacting – integrating, clashing, negotiating, partnering – at monumental rates (one could suggest frenetic rates). Change in the international arena concerning international law, sovereignty issues, international and national organizations – IGO’s, INGO’s, NGO’s – is involving more of us, in more ways, more often. Monumental shifts concerning populations, environments, economics, militaries, governments, and the like seem to be almost daily news. With just a few moments of thought, the rationale for studying ideas and events with the local, national, regional, and international in mind presents itself as more immediately apparent than ever.

For better and worse, this is an amazing era in which to be studying U.S. foreign policy. The hope is that we come away more solidly recognizing our role to play in such matters as Kingdom sojourners preparing ourselves for an eternal abode while existing in this temporary one. As Christ taught us to pray, “Thy will be done on earth as it is in Heaven.”

Specifics on Obtaining Library Materials and Research Assistance:

Repeat after me... “The library is my friend.” ☺

You will need to make use of the library for this course. If you are not already familiar with the general workings of the library, **go to the reference desk of the library and ask for a guided tour**. The library staff is wonderful and would be more than happy to facilitate your introduction to any resources you might need.

You will need to utilize electronic library databases, journals and other texts. Interlibrary loan (ILL) might also be something that you will need. More reasons to get to know the librarians.

After we have established some of your initial research trajectories, further research questions directed to me along the lines of “where/how do I find _____,” will often be met with subsequent questions for you of, “tell me about what you have done so far, where you have looked, how have you gone about searching,” and “have you discussed this question or these questions with a reference librarian?” Typically, only after you have pursued these options and I know that you have expended some significant effort will I be willing to wade in with further advice.

Course Material:

Required Texts to Purchase:

1. Fukuyama, Francis. (2006). *America at the Crossroads: Democracy, Power, and the Neoconservative Legacy*. New Haven: Yale. ISBN: 978-0-300-12253-4
2. *Iraq: A War* (2007). Introduction by Chris Hedges; photographs by the Associated Press. Northampton, MA: Olive Branch Press. ISBN: 1-56656-648-7
3. Lieven, Anatol & Hulsman, John. (2006). *Ethical Realism: A Vision for America's Role in the World*. New York: Pantheon. ISBN: 0-375-42445-8
4. Mead, Walter Russel. (2002). *Special Providence: American Foreign Policy and How It Changed the World*. New York: Routledge. ISBN: 0-415-93536-9

Other material:

We will utilize other material throughout the semester that will either be available on reserve in the library, available on Foxtale, or available on the internet.

Course Requirements:

1) Reading/Participation

- **The New York Times** -- <http://www.nytimes.com> Basic subscription is free of charge.
- **Democracy Now!** -- <http://www.democracynow.org>

- **BBC** -- <http://www.bbc.co.uk/worldservice/>
(Our discussions will stem from the intl. version as opposed to the UK version)
- **CNN & CNN International** -- <http://www.cnn.com/> & <http://edition.cnn.com/>
(Note differences in coverage between two services of the same organization)

Students are required to generally read/scan/skim these services **on a daily basis** with a focus toward connecting all readings with the international.

We will discuss stories regularly. Your engagement in discussion and ability to offer thoughtful opinions will affect your grade.

Of course, if you happen to (and this is heartily supported)...read other journals, magazines, websites, blogs, listservs, newspapers; watch videos, television news, webcasts; listen to radio programs, podcasts, lectures; engage in conversations, IM's, webchats...that relate to the political in some form/manner you are certainly welcome and encouraged to share your thoughts, offer up your concerns, affirm/advocate some action and/or legislation, or just proffer a question for dialogue as time and circumstance permit.

2) Participation

As you might imagine...

I expect students to attend class regularly, fully participate in group work with your colleagues, complete reading assignments on time, and substantively engage in class discussions/activities.

As you'll note below, the number of points I allocate toward these factors is meant to underscore the importance I place on our interaction together. We learn more than we know from being in conversation with each other. There is a significant sense of reciprocity in our dependence on each other for increasing learning.

3) Interaction Papers

Interaction Papers will be assigned on particular readings.

These papers are meant to be *your* reflections on the material. This means that no outside research utilizing other material is to be done for these projects. I want *your* thoughts. You are, of course, expected to be thorough, inquisitive, innovative, logical, critical, in your interaction with the material. You should utilize clear and concise writing. You are welcome to bring up other authors' ideas that well-up from your memory as you are reflecting upon the work at hand and as it relates to your essay, but be careful to maintain the "youness" of your work.

While I will be looking for continuing improvement in your writing and thought over the course of the semester, in these papers I should not have to question myself as to whether I am actually hearing your writer's voice in the paper or the voice of another academic/scholar, student, etc.

How has the work affected you, how is it affecting you? How has it changed, how is it changing the way you think/feel? What do you agree with/disagree with? What is frustrating/invigorating with the piece?

In a nutshell, just provide me with your best, personally related reflections on the assigned work. That's it.

Each Interaction Paper's length will be designated in the particular assignment.

Finally, though these are to be reflective pieces, this is not license for sloppiness in thinking or writing. Reflections should be academically substantive. Writing should be astute, following appropriate structure and grammar for an essay. Inattention to these factors or to designated length/structure requirements will be penalized.

4) Group Project and Presentation

As a member of a group, you will have a particular topic relevant to international relations assigned to you by the professor (which we will attempt to arrive at by mutual agreement). With your group members, you will research, create a presentation from the research, and present this material to the class.

Specifics will be related in further documents.

5) Midterm Examination

A **midterm examination** will be given that will be comprehensive for all material read/discussed/viewed/encountered up to the date of the exam.

6) Final Paper

A substantive **final paper** is required. It both acts as and is in lieu of a final in-class examination. The topic of the paper will be arrived at through mutual agreement between each student and the professor.

I highly recommend that you begin considering your paper topic, discussing your considerations with me, and working on your paper early in the semester. Last-minute efforts will likely result in poor(er) quality work and not benefit your grade or do justice to your capabilities.

In choosing a topic with you, I hope that we might arrive at something that can be energizing for you while at the same time increasing your knowledge base and professional expertise.

Course Assessment:

Student's fulfillment of the course requirements will contribute to their course grade in accord with the following point structures (total – 1000 pts):

1. Participation (attendance, class discussion, group project interaction, completion of personal assignments...all course related interaction will be taken into consideration) – 200 pts.
2. Group Project Presentation – 200 pts.
3. Interaction Papers – 200 pts.
4. Midterm Exam – 200 pts.
5. Final Paper – 200 pts.

Course Grading Criteria:

Graded Work:

George Fox defines grades using the following criteria (Catalog 2006/2007, pp. 226-227):

A	Superior		final letter grades will be based on the following designations:
A-			
B+		930-1000,	A
B	Good	900-929,	A-
B-		870-899,	B+
C+		830-869,	B
C	Average	800-829,	B-
C-		770-799,	C+
D+		730-769,	C
D	Passing but inferior	700-729,	C-
F	Failing	670-699,	D+
		600-669,	D
		000-599,	F

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below average, etc.).

Incomplete Work:

“An I grade may be granted if a student incurs extended illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. An incomplete grade request (form available from the registrar’s office) is initiated with the course instructor. If the instructor determines an incomplete is appropriate s/he will indicate on the form the work to be completed, due date, and grade to be assigned if the work is not completed on time. Final approval or denial of the request is made by the registrar. An I not completed by the date indicated or within one semester will be changed to the grade assigned on the incomplete form.” (GFU Catalog p. 227)

Academic Honesty:

“It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced

by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. **Fabrication** is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form."

Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation, removal from extracurricular or athletics activities, and suspension." (GFU Catalog p. 229)

How to Submit Course Work:

We will discuss this in class.

However:

Please allow yourself ample time to submit work by the due date. Last minute computer malfunctions, computer inaccessibility, assignment questions, etc. will generally not be seen as legitimate excuse for late work.

Disability Concerns:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Director of the Center for Teaching and Learning (ext. 2314 or rmuthiah@georgefox.edu).

Academic Resource Center (ARC):

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools.

Course Schedule/Readings:

Beginnings...

Our course officially begins on Tuesday, Aug. 28, 2007.

Aug

28 Tuesday

Course Introduction/Syllabus review

Initial discussion (as there is time) –

30 Thursday

- Hedges – Introduction
- “The Terrorism Index,” *Foreign Policy* (Sept./Oct. 2007),
http://www.foreignpolicy.com/story/cms.php?story_id=3924

“In the third Terrorism Index, more than 100 of America’s most respected foreign-policy experts see a world that is growing more dangerous, a national security strategy in disrepair, and a war in Iraq that is alarmingly off course.”

Sept.

4 Tuesday

- Lieven/Hulsman – Beginning material and Ch. 1
- Kennan, George. “Long Telegram” Available:
<http://www.gwu.edu/~nsarchiv/coldwar/documents/episode-1/kennan.htm>
- “The Sources of Soviet Conduct,”
X (now we know was Kennan), *Foreign Affairs*, July 1947
<http://www.foreignaffairs.org/19470701faessay25403/x/the-sources-of-soviet-conduct.html?mode=print>

**** Interaction Paper #1** – What are your thoughts so far of how American Foreign Policy is meeting what is specified as the terrorism threat? Offer your thoughts in light of our readings of the “The Terrorism Index,” and the July 18, 2007 video and transcript of Dr. J.T. Mathews – Pres. Carnegie Endowment for International Peace – presenting before the House Armed Service Committee. 2 pages. (20 pts.)

6 Thursday

- Lieven/Hulsman – Ch. 2
- “Grand Strategy for a Divided America,”
Kupuchan, Charles and Trubowitz, Peter. *Foreign Affairs*, July/Aug 2007
<http://www.foreignaffairs.org/20070701faessay86406/charles-a-kupchan-peter-l-trubowitz/grand-strategy-for-a-divided-america.html?mode=print>

11 Tuesday

- Mead – Intro. & Ch. 1
- Fukuyama – both prefaces
- National Security Strategy of the United States [Bush Doctrine]. (2002 version)
Available: <http://www.whitehouse.gov/nsc/nss.html>
- National Security Strategy of the United States. (2006 version) Available:
<http://www.whitehouse.gov/nsc/nss/2006/> (look over this)
- Project for the New American Century. Available:
<http://www.newamericancentury.org/index.html> (look over this)

13 Thursday

- Lieven – Ch. 3
- Mead – Ch. 2

18 Tuesday

- Fukuyama – Ch. 1
- Mead- Ch. 3

**** Interaction Paper #2** – Discuss the four broad, historical American foreign policy categorizations that Mead introduces to us in his Introduction. Which categorization do you have the most affinity with (as well, describe why you have this affinity) and yet, how do you also find yourself potentially dissatisfied with it? Also, based on class material and discussion, into which of Mead’s categories do you believe George Kennan falls? Why? (2 to 4 pages) (20 pts.)

**** Interaction Paper #3** – Describe the difference between classical/continental realism and ethical realism as it is expounded in Ch. 3 of Lieven and Ch. 3 of Mead. Weave into your discussion Mead’s use of his schools of thought and of course, Lieven/Hulsman’s use of the thoughts of Morgenthau/Kennan/Niebuhr. In your opinion, where is the U.S. today on this continuum? If you have space...who are some of the people you find falling more under each brand of realism (are their other people under other schools of thought)? (2 to four pages) (20 pts.)

20 Thursday

The readings (and one video) here are part of a conversation occurring in political science that has been suggested to be one of the most significant/controversial since Samuel Huntington’s “Clash of Civilizations” article and its subsequent brouhaha.

- Walt/Mearsheimer, “The Israel Lobby,” London Review of Books (LRB), March 23, 2006 (posting date) -- Available: http://www.lrb.co.uk/v28/n06/mear01_.html
*****Next, at the bottom of the page of this article are links that begin April, 6 2006 and end June 22 – click and read through all of these in order to get a good understanding of various perspectives on this article**
- Video -- *The Israel Lobby: Does it Have Too Much Influence on US Foreign Policy?* -- debate, held by the LRB, between six panelists concernign Walt/Mearsheimer’s article – Available: <http://www.scribemedial.org/2006/10/11/israel-lobby/>
- Walt/Mearsheimer (unedited version first floated at Harvard available <http://ksgnotes1.harvard.edu/Research/wpaper.nsf/rwp/RWP06-011> -- will need to download the PDF file)
- Alan Dershowitz (Harvard Law School) response -- http://www.ksg.harvard.edu/research/working_papers/facultyresponses.htm -- again, will need to download PDF file
- Noam Chomsky, “The Israel Lobby,” ZNet, March 28, 2006 – Available: <http://www.zmag.org/content/showarticle.cfm?ItemID=9999>
- Christopher Hitchens, “Overstating Jewish Power,” Slate Online – Available: <http://www.slate.com/id/2138741/?nav=tap3>

- Walt/Mearsheimer (responses by Zbigniew Brzezinski, Aaron Friedberg, Dennis Ross, Shlomo Ben-Ami), “The War Over Israel’s Influence,” Foreign Policy (July/August 2006) – Available: FoxTale
- An apparent links clearinghouse of pos. and neg. articles on the topic by numerous academics and journalists: <http://stopthewarnow.net/warlobbies/harvardpaper.html> (A good site to dive further into the fray – especially make sure to read **Eliot Cohen’s piece** [He’s a defense scholar at Johns Hopkins) and **Richard Cohen’s piece**)

Updated info. about W-M new book and about a recent speech cancellation

http://www.richardsilverstein.com/tikun_olam/2007/08/10/walt-mearsheimer-cancelled-by-chicago-council-on-global-affairs/

- Interesting earlier 2002 Slate Magazine article giving historical context on the Bushes relation in this, <http://www.slate.com/id/2064424/>

25 Tuesday

- Fukuyama – Ch. 2

27 Thursday

- Lieven – Ch. 4

Oct.

2 Tuesday

FINAL DAY TO DISCUSS & CHOOSE FINAL PAPER TOPIC WITH PROF. – You are responsible for ensuring that this gets done. I can only meet with so many people on any given day...I would recommend not waiting until the last moment. (**student loses 100 points** if topic not chosen by today & 10 pts. per day following until topic chosen or pts. reach 0)

- Fukuyama – Ch. 3

4 Thursday

FINAL DAY TO DISCUSS & CHOOSE GROUP PROJECT TOPIC WITH PROF. – You are responsible for ensuring that this gets done. I can only meet with so many people on any given day...I would recommend not waiting until the last moment. (**each member of group loses 100 points** if group has not chosen topic by today & each member loses 10 pts. per day following until topic chosen or pts. reach 0)

- Fukuyama – Ch. 4

9 Tuesday

- Lieven – Ch. 5 and Conclusion

11 Thursday

MIDTERM EXAMINATION

16 Tuesday

- Fukuyama – Ch. 5

18 Thursday

- Fukuyama – Ch. 6

23 Tuesday

- Fukuyama – Ch. 7

25 Thursday

- Berry, Wendell. “A Citizen’s Response to the National Security Strategy of the United States of America,” from *Citizens Dissent: Security, Morality, and Leadership in an Age of Terror*. Available: FoxTale

30 Tuesday

- Duncan, David James. “When Compassion Becomes Dissent,” from *Citizens Dissent: Security, Morality, and Leadership in an Age of Terror*. Available: FoxTale

Nov.

1 Thursday

- Mead – Ch. 4

6 Tuesday

- Mead – Ch. 5

8 Thursday

- Mead – Ch. 6

13 Tuesday

- Mead – Ch. 7

14 Thursday

- Mead – Ch. 8

20 Tuesday

- Mead – Ch. 9

THANKSGIVING HOLIDAY (22nd-25th)

27 Tuesday

Group project presentations (1)

Final Papers Due

29 Thursday

Group project presentations (2)

Dec.

4 Tuesday

Group project presentations (3)

6 Thursday

Group project presentations (4)

December 10-14 FINALS WEEK

Final Exam meeting is required.