

University of Georgia
U.S. NATIONAL SECURITY POLICY
Fall 2018

Course ID: INTL 4430
Units: 3

Location: Baldwin Hall, 307
Day/Time: MWF 1:25pm – 2:15pm

Instructor: Dr. Thomas Just
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Location: TBA
Office Hours: T 3:30pm-4:30pm
W 10:00am-1:00pm

COURSE SUMMARY AND OBJECTIVES

This course examines U.S. national security policy from World War II to the present. Using historical, theoretical and chronological approaches, we will examine major transitions in foreign policymaking, including the U.S. role in establishing global institutions after World War II; the escalation of the Cold War with the Soviet Union; the origins of the Korean and Vietnam Wars and their long-term implications for American foreign policy; the escalation of the Cold War during the 1980s and the ensuing transition to a post-Cold War period; and the impact of 9/11 on U.S. foreign policymaking in the post-Cold War period.

Upon successful completion of this course, students should be able to:

- Critically analyze and evaluate the global implications of U.S. national security policy decisions
- Demonstrate an ability to understand and articulate various theoretical concepts used by social scientists to analyze international events
- Conduct independent research and present the findings in a clear and articulate manner in both written and spoken form

***Note:** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

REQUIRED TEXT

All required readings for this course are available electronically. The instructor will also attempt to make readings available to students either via e-mail or the course website. All readings are mandatory before each class. Keep in mind that readings complement lectures. Therefore, readings will not be summarized in class and I will assume that you read them closely.

REQUIRED: INTERNATIONAL NEWS

As this course deals with a number of contemporary themes and issues, students are required to read about and pay attention to current international events. Students should regularly read a number of international media sources, such as BBC World, the New York Times, Al-Jazeera, etc.

TEACHING METHODS

This course will be taught in a participatory lecture format. Participatory lecture format includes class discussion, presentations, and outside course work. The course requires student completion of readings, active participation in discussions during class, and written analysis and research of assigned topics.

ACADEMIC DISHONESTY

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

GENERAL COURSE POLICIES

1. Coming to class on scheduled days and being prepared to learn is extremely important. A great deal of what happens during the course is interactive; thus cannot be made up.
2. Please arrive on time for class; lateness is not only disruptive but will also have a negative effect on your class participation grade.
3. You will need to keep up with the readings, even if the class coverage is either faster or slower than the scheduled list of topics as specified on the class syllabus.
4. I encourage you to use the writing centers.
5. No extra-credit assignments will be granted on an individual or ad hoc basis.
6. Academic honesty is of utmost importance and failure to comply will result in a failing grade.
7. Cell phones – turn them off or place on silent mode when you enter the class.
8. Food and Beverages – please use common sense and show courtesy to your fellow classmates at all times.
9. The instructor reserves the right to make changes to the syllabus as needed during the course.

DISABILITY RESOURCE CENTER

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC - <https://drc.uga.edu/>). All accommodations MUST be approved through the DRC.

COURSE COMMUNICATION AND QUESTIONS

Do not hesitate to ask if you have questions or problems. If you email me, I will respond to questions about the readings, assignments, or just about anything related to the content of the course.

WEB RESOURCES

The internet can be an excellent source for data, basic background information,

contemporary news, and government documents relevant to the study of international relations. With that being said, there is also a lot of inaccurate information available on the internet. Please be careful and use the same rigorous standards that should be applied to printed materials in your evaluation of online information.

COURSE EVALUATION

The final grade for each student enrolled in the course will consist of the instructor's evaluation of the following components:

Attendance and Participation	15 points
Position Papers (15 points each)	30 points
Final Paper Proposal	5 points
Final Paper	35 points
Final Paper Presentation	15 points
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Total	100 points

GRADE SCALE

A	100 – 93%	B-	82 – 80%	D+	69 – 67%
A-	92 – 90%	C+	79 – 77%	D	66 – 63%
B+	89 – 87%	C	76 – 73%	D-	62 – 60%
B	86 – 83%	C-	72 – 70%	F	59% and below

ASSIGNMENTS

All work is expected to be completed on time. Assignments must be submitted to the instructor electronically and hard copy (paper) by the designated due date and time.

All assignments must follow a consistent citation format (i.e. MLA, APA, Chicago). Students are encouraged to use in-text parenthetical citations.

Your grades will be based upon the quality and clarity of the content, organization, discussion, grammar, and proper use of citations.

ATTENDANCE AND PARTICIPATION (15 points)

Class sessions will focus on the readings and lectures, and responsibility for discussing these readings will fall heavily on students. Active involvement during discussions is essential to your success in this course. Participation means that you join in class discussion, but also that you listen to your classmates and give them opportunities to speak. Therefore, every student is expected to attend all class meetings and be prepared to discuss the readings since you will be asked to summarize the readings as a prelude to class discussion and analyze current events in light of the reading.

Classes may also begin with a brief quiz on the assigned reading for that week which will be a part of your participation grade. Should you miss a class, it is your responsibility to determine and verify whether any announcements have been made in your absence regarding a change in the syllabus or assignments. In the event that a class must be

cancelled, you are still responsible for the assigned readings. If you are not participating, this will affect your participation grade.

POSITION PAPERS (15 points each)

The purpose of the 'position paper' (4-6 pages) is to promote thinking and writing analytically about problems that are central to the study of American foreign policy. In drafting your answer, make sure that you state your thesis clearly and support it with a well-defined argument. The essay must integrate at least four scholarly articles to rationalize your position

Papers are due by 12:30pm on the designated due date.

Good scholarly work will, among other things, engage the existing literature critically; provide an original argument; use convincing evidence to support that argument; and use proper citations.

Essay 1 – Due Wednesday September 12 by 1:25pm

Many scholars have noted that American foreign policymaking has increasingly become centralized in the executive branch of government – a phenomenon often termed the “Imperial Presidency.” Some argue that this development is dangerous and threatens the very nature of American democracy and the system of checks and balances. Others argue that the centralization of American foreign policymaking is a positive development in that it allows the government to respond to foreign crises and threats more quickly. What is your position on this issue? In your answer, be sure to use historical or contemporary events/issues to support your argument.

OR

In this class, we have discussed the role of international relations theories in analyzing U.S. foreign policy. From the theories that we have discussed (realism, neorealism, liberalism, and constructivism), which do you think is the best choice to analyze U.S. foreign policy decision-making, especially with regard to the Cold War era? Justify your answer by identifying the relative strengths of your chosen theory, but also be sure to acknowledge which aspects are commonly cited as the theory's weaknesses. Use examples from the Cold War to support your argument. Can this theory alone explain all foreign policy decision-making, or do you think a synthesis approach is needed?

Essay 2 – Due Wednesday October 24 by 1:25pm

The rise of radical Islamist organizations around the globe (Al Qaeda, the Islamic State, Boko Haram, etc.) is often cited as one of the most complex and prominent threats to U.S. national security interests. The literature in this class has addressed many of the difficulties in combatting this ideology and the complex nature of threats in the twenty-first century. What is one change to U.S. counterterrorism strategy that you propose is most necessary to more effectively combat these radical Islamist organizations? What have we learned from American experiences in Iraq, Afghanistan, Libya, etc.? In your answer, be specific about which military, diplomatic, informational, or other policy

recommendations you would make with regard to American counterterrorism policy.

OR

Some scholars argue that the United States' role as a unipolar power is coming to an end. These scholars often cite the rise of China, the European Union, an increasing national debt, and globalization as factors contributing to America's relative decline. Others argue that the notion of American decline is overstated and that no other power is capable of challenging American influence. Which argument do you believe is more correct? In your answer, cite scholars on both sides of this debate and examine the arguments they make.

Consider the Following:

What possible counterarguments might refute, weaken or otherwise undermine your argument?

Note---Late assignments will not be accepted, except in emergency cases at the discretion of the instructor.

FINAL PAPER PROPOSAL (5 points) – Due Wednesday October 3 by 1:25pm

The final course paper will be highly influential in assessing each student's performance in the course. Therefore, it is imperative that each student select a topic for their final paper that both appeals to their interest and relates to the themes of the course.

Each student must submit a 2-page paper proposal outlining their proposed topic and argument, the relevant historical and theoretical perspectives that will be examined, and a preliminary bibliography. Students may select any topic relating to U.S. foreign policy so long as they can justify and explain the topic's connection to one of the course's weekly themes.

FINAL PAPER (35 points) – Due Wednesday November 28 by 1:25pm

For their final paper, students are encouraged to further investigate one of the course's weekly themes that they find of special interest. Each student will be expected to explain the significance of his/her chosen topic to American foreign policy, provide the necessary historical and theoretical background, develop a coherent and concise argument, and acknowledge the competing perspectives on the topic. Papers should be approximately 12-15 pages in length. Students also may work in pairs, in which case papers should be 20-25 pages. More detailed information on the final paper assignment will be distributed early in the course.

FINAL PAPER PRESENTATION (15 points)

Students will present the findings of their final research papers to the class near the end of the semester. Students are encouraged, but not required, to use PowerPoint or other visual aids to assist in their presentation. A sign up sheet will be distributed to the class to determine when each student will present. Presentations should be between 7 and 10

minutes total. The instructor may end any presentations going over the time limit to ensure that all students receive adequate time to present.

COURSE OUTLINE

Week 1 (August 13) – Introduction to American Foreign Policy

- Introduction & Syllabus
- Mead, Walter Russell (2002). “The American Foreign Policy Legacy,” *Foreign Affairs* 81(1): 163-176.
- Deudney, Daniel and John Ikenberry (1999). “The Nature and Sources of Liberal International Order,” *Review of International Studies* 25(2): 179-196.

Week 2 (August 20) – Origins of the Cold War

- Gaddis, John Lewis (1986). “The Long Peace: Elements of Stability in the Postwar International System,” *International Security* 10(4): 99-142.
- Leffler, Melvin (1984). “The American Conception of National Security and the Beginning of the Cold War, 1945–48,” *American Historical Review* 89(2): 346–81.
- Fordham, Benjamin (1998). “Economic Interests, Party and Ideology in Early Cold War Era US Foreign Policy,” *International Organization* 52(2): 359-396.

Week 3 (August 27) – The Institutions of American Foreign Policy

- Hamilton, Lee (1982). “Congress and Foreign Policy,” *Presidential Studies Quarterly* 12(2): 133-137.
- Boylan, Timothy (1999). “War Power, Constitutional Balance, and ‘The Imperial Presidency’ Idea at Century’s End,” *Presidential Studies Quarterly* 29(2): 232-249.

Week 4 (September 3)– The Institutions of American Foreign Policy Continued

- Newhouse, John (2009). “The Influence of Lobbies on U.S. Foreign Policy,” *Foreign Affairs* 88(3): 73-92.
- Keohane, Robert and Joseph Nye (1974). “Transgovernmental Relations and International Organizations,” *World Politics* 27(1): 39-62.
- Holloway, Steven (2000). “U.S. Unilateralism at the UN: Why Great Powers Do Not Make Great Multilateralists,” *Global Governance* 6(3): 361-381.

Week 5 (September 10) – Cold War Conflict

- Jervis, Robert (1980). “The Impact of the Korean War on the Cold War,” *The Journal of Conflict Resolution* 24(4): 563-592.
- Allison, Graham (1969). “Conceptual Models and the Cuban Missile Crisis,”

- American Political Science Review* 63(3): 689-718.
- Whittaker, James (1997). "Psychological Warfare in Vietnam," *Political Psychology* 18(1): 165-179.

First Position Paper Due September 12 by 1:25pm

Week 6 (September 17): Lessons from the Cold War

- Greenstein, Fred (1998). "The Impact of Personality on the End of the Cold War: A Counterfactual Analysis," *Political Psychology* 19(1): 1-16.
- Nichols, Thomas (1998). "Lessons from the New History of the Cold War," *International Journal* 53(4): 661-686.
- Sapolsky, Harvey, Eugene Gholz and Allen Kaufman (1999). "Security Lessons from the Cold War," *Foreign Affairs* 78(4): 77-89.

Week 7 (September 24): Humanitarian Intervention/ The Developing World

- Western, Jon and Joshua Goldstein (2011). "Humanitarian Intervention Comes of Age: Lessons from Libya to Somalia," *Foreign Affairs* 90(6): 48-59.
- Scott, James and Carie Steele (2011). "Sponsoring Democracy: The United States and Democracy Aid to the Developing World, 1988-2001," *International Studies Quarterly* 55(1): 47-69.
- Klare, Michael and Daniel Volman (2006). "America, China and the Scramble for Africa's Oil," *Review of African Political Economy* 33(108): 297-309.

Week 8 (October 1): Terrorism and Counterinsurgency

- Savun, Burcu and Brian Phillips (2009). "Democracy, Foreign Policy, and Terrorism," *The Journal of Conflict Resolution* 53(6): 878-904.
- Robinson, Glenn (2007). "The Battle for Iraq: Islamic Insurgencies in Comparative Perspective," *Third World Quarterly* 28(2): 261-273.
- Krech, Hans (2011). "The Growing Influence of Al Qaeda on the African Continent," *Africa Spectrum* 46(2): 125-137.

Final Paper Proposal Due October 3 by 1:25pm

Week 9 (October 8): U.S. Foreign Policy in the Americas

- Hakim, Peter (2006). "Is Washington Losing Latin America?" *Foreign Affairs* 85(1): 39-53.
- Lowenthal, Abraham (2010). "Obama and the Americas: Promise, Disappointment, Opportunity," *Foreign Affairs* 89(4): 110-124.

Week 10 (October 15): Foreign Policy and the Media/ Public Diplomacy

- Gadarian, Shana (2010). "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes," *The Journal of Politics* 72(2): 469-483.
- Nye, Joseph. (2008) "Public Diplomacy and Soft Power." *Annals of the American Academy of Political and Social Science* 616: 94-109.
- Kennedy, Liam and Scott Lucas (2005). "Enduring Freedom: Public Diplomacy and U.S. Foreign Policy," *American Quarterly* 57(2): 309-333.

Week 11 (October 22): Globalization/ The Rise of China

- Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton (1999). "Globalization," *Global Governance* 5(4): 483-496.
- Kim, Jongsung (2009). "Diverging Fortunes: Will China Sustain Its Growth in the Next Decade?" *The Journal of East Asian Affairs* 23(1): 69-88.
- Lodge, George and Craig Wilson (2006). "Multinational Corporations and Global Poverty Reduction," *Challenge* 49(3): 17-25.

Second Position Paper Due October 24 by 1:25pm

Week 12 (October 29): The European Union and Russia

- Murphy, Alexander (2006). "The Changing Face of US-Europe Relations: Geopolitical Causes and Possible Consequences," *Geojournal* 66(4): 285-293.
- Douthat, Ross (2014). "Russia Without Illusions," *New York Times*, 22 March.

Week 13 (November 5):

Class Presentations

Week 14 (November 12):

Class Presentations

Week 15 (November 19):

No Class – Thanksgiving

Week 16 (November 26):

Class Presentations

Final Papers are due by 1:25pm on November 28

Final Exam Period – TBA

Final Exam Period will be used for additional presentations as necessary