PS 430G: The Conduct of American Foreign Relations

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1 Course Description

This course explores the conduct of US Foreign Policy. We examine the conduct of US foreign policy through the strategic perspective. We explore how the particular position of the US in the international system creates conditions for US foreign policy. We also look at how domestic politics interact with the pressures from its global position. Having familiarized ourselves this approach, we look at the US Foreign Policy in various issue areas according to student interest.

2 Course Objectives

Upon successfully completing this course, students should be able to:

- Be familiar with academic arguments explaining the conduct of US Foreign Policy.
- Be rigorous consumers of academic research, who can evaluate theoretical arguments as well as empirical evidence on US Foreign Policy.
- Be able have a firm basis for analyzing US Foreign Policy in various issue areas on their own.
- Be sophisticated consumers and participants of US Foreign Policy debates.

3 Course Readings and Expectations

There are no required books to buy for this course. We will discuss a variety of readings from academic journals, excerpts from various textbooks, and the popular press. All readings will be made available on Canvas.

I don't assign a lot of readings but I expect you to do *all* of them *before* the class and be prepared to discuss them. I don't expect you to read every single word of every reading, but you should be able to extract key elements such as the author's goals, arguments, and the evidence they present.

I am aware some of the readings can be challenging at a first glance, particularly if they include methodologies you are not familiar with it. Don't be discouraged. The readings (both individual readings and the overall load) are chosen so the main arguments will be accessible to you. I will give you specific instructions (such as what sections to focus on) about each reading when necessary.

4 Evaluation and Grades

Your final grade is a weighted average of the following components:

- Class Participation: 25%
- Response Papers (2 Papers, 15 each): 30%
- Class Presentation: 15%
- Final Paper: 30%
- Optional Bonus Assignments

4.1 Grading Scale

The grading scale is:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- E Below 60

4.2 Response Papers

Students will prepare two response papers based on readings from a single week (e.g., "Lobbies and Interest Groups"). This paper will review and evaluate the arguments of readings and their contribution to our understanding of US Foreign Policy. Papers should focus on student's own ideas and perspective rather than be simple summaries of the readings. The papers should be 3 double-spaced pages in length. They will be assigned after Modules 2 and 3.

4.3 Class Presentation

Depending on the number of students, every student will have 3-4 presentations starting after module 1. These presentations will focus on initiating and leading class discussions around the session's readings. Presentations can be done in groups or as individuals.

4.4 Final Paper

You are required to write a 5-6 page paper in this course. This paper will choose one of the questions posted on canvas during finals period. Students will be asked demonstrate a firm grasp of analytical tools covered in the class and their application in a given issue area.

4.5 Optional Bonus Assignments

Throughout the semester, there might be optional assignments. These assignments might come up in various ways. For example, there might be relevant current events that the syllabus could not have accounted for. Or, class discussions might come across interesting topics that we don't get a chance to explore adequately. In these cases, I will come up with short assignments that are entirely voluntary. You will not get penalized for not doing them, but you will get bonus points if you choose to do them.

5 Assignment and Exam Policy

All assignments and exams must be completed on time in order to pass this course. Make ups will only be granted under extraordinary circumstances such as documented and verified medical or family emergencies. All documentation corresponding to such emergencies should be forwarded to the professor. Personal reasons are insufficient excuses for making up missed assignments, exams, or quizzes.

All assignments must be submitted via Canvas. I do NOT accept assignments via e-mail.

I do not grade on a curve. Each student's work will be evaluated independently based on its quality. It is possible for every student in the class to get an A. However, getting such high marks will require hard work on your part.

If a student wishes to dispute their grade on an assignment, they must contact me within 48 hours of receiving their grade and set an appointment to discuss it. At this appointment they must bring a typed summary of the reasons why they believe the grade is unfair. I will then reevaluate the assignment on the basis of these reasons. All revised grades are final, and they may be lower than the original grade.

6 Class Format and Policy

The class format throughout will combine lecture and discussion, but the balance will hopefully shift from the former to the latter as the students gain familiarity with key perspectives and build confidence. While lectures are necessary, they are far from the best way to encourage and retain learning. Consequently, I expect students to come to class prepared and willing to engage with me, their classmates and the material.

Attendance is required and makes a significant portion of your participation grade. However, showing up to class is not sufficient to get a good participation grade and I expect active participation from all students. I understand some students might be too shy to speak up in the class even when they are attentive and interested. For those students, I offer the option of a submitting an extra assignment to demonstrate their understanding of the material. Students willing to take this option must commit before the end of week 4.

7 Policy on Student Questions

I am always happy to answer student questions during office hours or over e-mail. I will generally reply to e-mails within 24 hours but make sure you send your questions in a timely manner. Keep in mind that most questions you may have (about assignments, policies, etc...) can be answered by simply taking a close look at the syllabus. Every student should read the entire syllabus carefully at the beginning of the class and before sending me a question. When you have finished reading the syllabus for the first time, send me an e-mail, telling me what your favorite animal is.

8 Administrative Policies

8.1 Absences From Classes and Exams

An absence will be considered unexcused unless you give me documentation of the absence as defined by the University (Senate Rule 5.2.4.2). Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. According to SR 5.2.4.2, a student's absence is excused for "Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family." University Health Services (UHS) has prepared a statement about class attendance and student illnesses. The statement discusses public health and policy reasons why a sufficiently ill student ought to be absent from class and circumstances when a student need not make a visit to UHS. UHS has defined three levels of documentation. A Tier 2 or Tier 3 form is required for an excused absence; Tier 1 forms will not be accepted. Students must forward the email to the professor.

The University Senate has indicated that excused absences for inperson participation include quarantine and other recommended/required absences by a medical, public-health, or government officials. Nonattendance will not be penalized during unscheduled university closings. Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible for informing the professor about their excused absence within one week following the period of the excused absence (except where prior notification is required) and, for making up the missed work. Senate Rules state that advance notice is required in three circumstances:

- Absence for a major religious holiday requires advance written notification. Students anticipating an absence for a major religious holiday are responsible for notifying the professor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257- 3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php
- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, when advance notice is feasible, require advance written notification. If advance notice is not feasible, the student must provide adequate notification and documentation within one week after the student's return to class.

• Interviews for full-time job opportunities post-graduation and interviews for graduate or professional school require advance notice.

These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Makeup exams will be allowed in the case of an extraordinary circumstance if accompanied by sufficient documentation within two days after the exam. More information on academic policies can be found at: https://www.uky.edu/universitysenate/acadpolicy

8.2 Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Meetings of this course may be recorded. All video and audio recordings of lectures and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and PowerPoint lectures are the intellectual property of the instructor and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying

examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

8.3 Academic Integrity

Cheating and plagiarism will not be tolerated. You are encouraged to review the University's policies regarding academic honesty, outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism, which are available at: http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php. Be sure to familiarize yourself with UK's plagiarism policy. Not only will plagiarism of other work result in an automatic zero, but self-plagiarism, including multiple submissions of the same paper to different courses, will also result in an automatic zero.

8.4 Library Services

You can get personalized or group research assistance from reference librarians at Young Library. The Political Science Librarian is Taylor Leigh (taylor.c.leigh@uky.edu). Taylor can help you:

- ullet Find sources for research projects .
- Identify and evaluate different kinds of sources.
- Navigate databases and the library catalog effectively.
- Perform a literature review
- Brainstorm keywords and subject terms

Taylor also maintains the Political Science Research Guide (https://libguides.uky.edu/c.php?g=222933&p=1476312), which is full of useful resources to help you in this class. Please contact Taylor directly with any questions regarding the library or research assistance.

8.5 Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. Disability Resource Center

University of Kentucky
725 Rose Street
Multidisciplinary Science Building
Suite 407 Lexington,
KY 40536-0082
(859) 257-2754

http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/

8.6 Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community https://www.uky.edu/regs/gr14. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

For information on non-discrimination and Title IX policy, please visit: https://www.uky.edu/universitysenate/acadpolicy

8.7 Resources Available to Students

The University offers many resources for students, ranging from computer access to counseling services. More information on these services can be found at: https://www.uky.edu/universitysenate/student-resources

9 Class Schedule

Module 1: Introduction and Analytical Toolkit

Week 1: Introduction and Brief History

- August 21: Introduction, Overview, Logistics
- August 23: Historical Context and Current Challenges
 - James Scott and Jerel Rosati, "The Politics of United States Foreign Policy" (Chapter 2)
- August 25: Discussion and Reflection Session

Week 2: Analytical Toolkit

- August 28: IR, Foreign Policy, and -isms
 - H.W. Brands, "The Four Schoolmasters" National Review
 - Bruce Bueno de Mesquita, "Principles of International Politics" (Introduction)
- August 30: IR, Foreign Policy, and -isms cont.
 - Bruce Bueno de Mesquita, "Principles of International Politics" (Chapter 2)
- September 1: Discussion and Reflection Session

Module 2: Global Politics

Week 3: America as Number 1?

- September 4: Labor Day, no class
- **September 6**: America as Number 1?
 - Stephen G. Brooks and William C. Wohlforth, "World Out of Balance: International Relations and the Challenge of American Primacy" (Chapter 2)
 - "Did the Unipolar Moment Ever End?" Foreign Affairs
- September 8: Discussion and Reflection Session

Week 4: Unipolarity and Stability

- September 11: Unipolarity and Stability
 - William Wohlforth, "The Stability of a Unipolar World" International Security
 - Elinor Sloan, "Beyond Primacy: American Grand Strategy Strategy in the Post-September 11 Era" International Journal
- **September 13**: Unipolarity and Stability cont.
 - Nuno P. Monteiro, "Unrest Assured: Why Unipolarity is Not Peaceful" International Security
- September 15: Discussion and Reflection Session

Week 5: Pax Americana?

- September 18: Hegemony and Stability
 - G. John Ikenberry & Daniel H. Nexon, "Hegemony Studies 3.0: The Dynamics of Hegemonic Orders" Security Studies
- September 20 : Does Hegemony Pay?
 - Paul Musgrave, "International Hegemony Meets Domestic Politics: Why Liberals Can Be Pessimists" Security Studies
- September 22: Discussion and Reflection Session

Module 3: Domestic Institutions

Week 6: Presidency

- September 25: Unilateralism of the President
 - William G. Howell, "Unilateral Powers: A Brief Overview" *Presidential Studies Quarterly*
 - James M. Goldgeier and Elizabeth N. Saunders, "The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump" Foreign Affairs
- September 27: Presidential Powers and War
 - William G. Howell, "Presidential Powers in War" Annual Review of Political Science

• September 29: Discussion and Reflection Session

Week 7: Congress

- October 2: Congress and the President
 - James M. Lindsay, "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy" Presidential Studies Quarterly
 - Norman J. Ornstein and Thomas E. Mann, "When Congress Checks Out." Foreign Affairs
- October 4: Congress and the President cont.
 - William G. Howell and Jon C. Pevehouse, "When Congress Stops Wars: Partisan Politics and Presidential Power", Foreign Affairs
 - Jordan Tama, "Forcing the President's Hand: How the US Congress Shapes Foreign Policy through Sanctions Legislation" Foreign Policy Analysis
- October 6: Discussion and Reflection Session

Week 8: Lobbies & Interest Groups

- October 9: Interest Groups and Lobbies
 - Helen V. Milner and Dustin Tingley, "Sailing the Water's Edge: The Domestic Politics of American Foreign Policy." (Chapter 3)
 - Lawrence R. Jacobs and Benjamin Page, "Who Influences US Foreign Policy?" The American Political Science Review
- October 11: Interest Groups and Lobbies cont.
 - John Newhouse "Diplomacy Inc." Foreign Affairs
 - Eric Lipton, Brooke Williams and Nicholas Confessore, "Foreign Powers Buy Influence at Think Tanks." New York Times
 - John J. Mearsheimer. and Stephen Walt, "The Israel Lobby." London Review of Books
- October 13: Discussion and Reflection Session

Week 9: Civil-Military Relations

• October 16: Civil-Military Relations

- Loren DeJonge Schulman, Amy Schafer, "Too Many Generals in the Situation Room?" Lawfare
- Deborah D. Avant, "Are the Reluctant Warriors Out of Control?
 Why the U.S. Military is Averse to Responding to Post-Cold War Low-Level Threats" Security Studies
- October 18: Civil-Military Relations cont.
 - Peter D. Feaver and Richard H. Kohn, "The Gap: Soldiers, Civilians and their Mutual Misunderstanding" National Interest
 - Christopher Gelpi and Peter Feaver, "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force," American Political Science Review
 - "The Afghanistan Papers: A secret history of the war" Washington Post
- October 20: Discussion and Reflection Session

Week 10: Bureaucratic Politics

- October 23: Fall Break, no class
 - No readings
- October 25: Bureaucratic Politics
 - Kevin Marsh, "Obama's Surge: A Bureaucratic Politics Analysis of the Decision to Order a Troop Surge in the Afghanistan War", Foreign Policy Analysis
 - Elizabeth N. Saunders, "No Substitute for Experience: Presidents, Advisors and Information in Group Decision Making", International Organization
- October 27: Discussion and Reflection Session

Week 11: Public Opinion

- October 30: Public Preferences in Foreign Policy
 - Helen V. Milner and Dustin H. Tingley "Who Supports Global Economic Engagement? The Sources of Preferences in American Foreign Economic Policy." International Organization
 - Brian Rathbun et al., "Taking Foreign Policy Personally: Personal Values and Foreign Policy Attitudes" International Studies Quarterly
- November 1: Use of Force and Public Opinion

- Richard C. Eichenberg, "Victory Has Many Friends: U.S. Public Opinion and the Use of Military Force, 1981-2005" International Security
- Trevor Thrall and Erik Goepner, "Millennials and U.S. Foreign Policy: The Next Generation's Attitudes toward Foreign Policy and War (and Why They Matter)", Cato Institute
- November 3: Discussion and Reflection Session

Module 4: Critical Approaches

Week 12: Gender & Race

- November 6: Race
 - Symposium on Robert Vitalis's "White World Order, Black Power Politics: A Symposium" Disorder of Things
- November 8: Gender
 - Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," Signs
 - Carol Cohn, "The Perils of Mixing Masculinity and Missiles" New York Times
- November 10: Discussion and Reflection Session

Module 5: Case Studies (Subject to Change According to Student Interest)

Week 13: The US and China

- November 13: The Thucydides Trap?
 - Graham Allison, "The Thucydides Trap: Are the US and China Headed for War," The Atlantic
 - Jonatha Kirshner, "Handle Him with Care: The Importance of Getting Thucydides Right." Security Studies
- November 15: China's strengths and aspirations
 - Suisheng Zhao, "China's Pragmatic Nationalism," Washington Quarterly

- Daniel Drezner, "Bad Debts: Assessing China's Financial Influence in Great Power Politics," International Security
- November 17: Discussion and Reflection Session

Week 14: Polarization and the US Foreign Policy

- November 20:
 - Kenneth Schultz, "Perils of Polarization for U.S. Foreign Policy", Washington Quarterly
 - Stephen Chaudoin, Helen V. Milner, and Dustin H. Tingley "The Center Still Holds", International Security
- November 22: Thanksgiving, no class
 - No readings
- November 24: Thanksgiving, no class

Week 15: The Invasion of Iraq

- November 27: Causes of the Iraq war
 - Chaim Kaufmann, "Threat inflation and the failure of the marketplace of ideas: The selling of the Iraq war." International Security
 - Alexandre Debs and Nuno P. Monteiro "Known Unknowns: Power Shifts, Uncertainty, and War", International Organization
- November 29: Causes of the Iraq war
 - David Lake, "What Caused the Iraq War?" Duck of Minerva
 - Alexandre Debs and Nuno P. Monteiro "What Caused the Iraq War?
 Debs and Monteiro reply to Lake" Duck of Minerva
 - Daniel Nexon, "The Iraq War Happened Because Bush was a Terrible President" Lawyers, Guns, Money
- December 1: Discussion and Reflection Session

Module 6: Wrapping Up: Synthesis, and Conclusion

Week 16: Overview and Reflection

• December 4: Things that could (should) have been in the syllabus:

- Readings TBD
- December 6: Overview and Final Paper Workshop
 - No readings
- December 8: No class