

Dalhousie University

POLI 3574

American Foreign Policy

Fall 2018, 3 Credit Hours

“Objectivity and American exceptionalism were complementary, not contradictory. Disinterestedness and neutrality were the ideology of a liberal Americanism.... Insofar as it got beyond territorial claims in the world system, Americanism was beyond politics.”

Neil Smith, *American Empire*, p.187

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Instructor: Dr. David Banoub

Email: David.Banoub@dal.ca

Class time: Tuesday and Thursday, 11:35 a.m.-12:55 p.m.

Class Room: Henry Hicks 217

Office: Henry Hicks 360

Office Hours: Tuesday and Thursday, 10:15 a.m.-11:15 a.m., or by appointment

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Course Description

This course is an introduction to American foreign policy. Arranged chronologically, it explores key foreign policy issues and events. Moving from the origins of American diplomacy and international relations to contemporary events, the course will trace the establishment of the American empire across the twentieth century, and twenty-first century challenges to that empire. The course also outlines the actors and institutions that shape and constrain American foreign policies, including: politicians and political institutions; the bureaucracy; civil society; security issues; and the economy. Students will also be introduced to theoretical approaches to understanding foreign policy (i.e., realism, idealism, American exceptionalism, isolationism and internationalism), as well as critiques of American foreign policy (i.e., feminist, postcolonial, political economic).

The class is scheduled as two, 80-minute lectures per week. The second class each week will include a seminar based on the assigned readings – readings must be completed in advance of the class seminar. Students are invited to bring their own analyses and interests regarding the assigned readings. Participation marks will be awarded, in part, based on active and constructive contribution to the discussions. Questions on the readings, on the lecture material, or on related personal interests are always welcome.

Course Objectives

Students will be able to identify and explain key issues in and theories of American foreign policy. Students will develop a familiarity with importance of the branches of government, the bureaucracy, and civil society in shaping foreign policy. The course will stress how foreign policies are formed in relation to domestic, cultural, diplomatic, commercial, and military issues. Students will be introduced to a wide range of literature and approaches to examining American foreign policy.

Readings

The required textbook for the course is: Steven W. Hook and John Spanier. *American Foreign Policy since World War II*, 21st edition (Thousand Oaks, California: CQ Press, 2019).

All other required readings will be available online, either posted on or linked from the class Brightspace.

If you have any problems accessing the posted material, please let me know immediately.

Note: In addition to the required seminar readings, essential course information and supplementary content is housed on this course's Brightspace.

Recommended Readings

The following texts are available online or in the Killam Library. These will provide supplemental information on lectures and course themes. These readings may be used for the research assignment.

Campbell, David. *Writing Security: United States Foreign Policy and the Politics of Identity*, revised edition. Minneapolis: University of Minnesota Press, 1998.

Graebner, Norman A. *The National Security: Its Theory and Practice, 1945-1960*. New York: Oxford University Press, 1986.

Harvey, Frank P. and John Mitton. *Fighting for Credibility: US Reputation and International Politics*. Toronto: University of Toronto Press, 2016.

Hixson, Walter L. *The Myth of American Diplomacy: National Identity and U.S. Foreign Policy*. New Haven: Yale University Press, 2008.

Hunt, Michael H. *Ideology and U.S. Foreign Policy*. New Haven: Yale University Press, 1987.

LaFeber, Walter. *The Cambridge History of American Foreign Relations, vol. 2, The American Search for Opportunity, 1865–1913*. Cambridge: Cambridge University Press, 1995.

McCoy, Alfred W, and Scarano, Francisco A, eds. *The Colonial Crucible: Empire in the Making of the Modern American State*. Madison: University of Wisconsin Press, 2009.

Perkins, Bradford. *The Cambridge History of American Foreign Relations, vol. 1, The Creation of a Republican Empire, 1776–1865*. Cambridge: Cambridge University Press, 1995.

Rosenberg, Emily S. *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy*. Durham: Duke University Press, 2003.

Stent, Angela E. *The Limits of Partnership: US-Russian Relations in the Twenty-First Century*. Princeton: Princeton University Press, 2015.

Sylvester, Christine. *Feminist International Relations: An Unfinished Journey*. Cambridge: Cambridge University Press, 2002.

Totten, Samuel, ed. *Dirty Hands and Vicious Deeds: The US Government's Complicity in Crimes Against Humanity and Genocide*. Toronto: University of Toronto Press, 2018.

Williams, William Appleman. *The Tragedy of American Diplomacy*. Cleveland: World Pub. Co., 1959.

Assignments and Evaluation

Participation 10%
Reading Response 15%
In-class Test 10%
Annotated Bibliography 10%
Research Essay 30%
Take-home Exam 25%

Participation (10%)

Students are encouraged to attend the regular lectures and participate in class discussions. The participation grade will be based on a combination of active and positive contribution to the class, and the student's critical engagement with the course themes and readings. While speaking in class is one way to participate, it is not the only consideration. Posting questions and comments to the Brightspace, emailing questions, coming to office hours, and responding to feedback on assignments are all part of actively participating in the course.

Critical Reading Response (15%) **Due: September 28**

This assignment (3-4 pages) is a reading response to assigned scholarly source. Detailed instructions will be provided in class and posted on Brightspace.

In-class Test (15%): **October 18**

This test will consist of short identification questions. It will cover terms and concepts from the both the readings and the lectures.

Annotated Bibliography (10%): **Due: November 8**

This assignment is the first step for your research essay on a selected topic from the list provided on the course Brightspace. You will need to write a short introduction to your bibliography, identify three research questions that help you define your topic, and then provide a short annotation for each source that explains how it answers one or more of the questions you identified. As for the research paper, students must engage with at least **eight sources**, at least **five** of which must be scholarly. Detailed instructions and the list of topics will be provided on the class Brightspace.

Research Essay (30%): **Due: December 4**

This assignment (10-12 pages) is a research paper on an issue in American politics and government. Students must engage with at least **eight sources**, at least **five** of which must be scholarly. Detailed instructions and a list of suggested topics will be provided in class.

Final Exam (25%) December TBA

The term's final exam will test students' understanding of course material as a whole. It will include material from the course readings and from the lectures.

All assignments must be double-spaced and in 12pt., Times New Roman font. Sources should be cited consistently and thoroughly, following the student's preferred style guide.

Late Penalty and Deadlines

Late assignments will be deducted one letter grade per day (i.e. A to A-, A- to B+, etc.).

Students requesting special consideration for an assignment or an examination must do so in advance of the relevant deadline. Except in the case of an exceptional, documented emergency, no extensions will be granted in the 24 hours before an assignment is due.

Missed or Late Academic Requirements due to Student Absence

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

Read more:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf)

The Student Declaration of Absence form can be found at the link below:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf>

Other Important Dates:

October 1: Last day to withdraw from a Fall term course without a W.

October 30: Last day to withdraw from a Fall term course with a W.

http://www.dal.ca/academics/important_dates.html

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University Policies, Statements, Guidelines, and Resources for Support

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:

<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=69&topicgroupid=13908>

Academic Integrity Statement

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Read more:

[https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

Accessibility Statement

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Read more:

http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html

Class Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner — perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Students are expected to behave in a civil manner during lectures and discussion groups, though vigorous discussion and conflicting opinions are very welcome. Personal attacks, disrespectful comments, or sexist, racist, homophobic, transphobic, ableist, or other discriminatory remarks will not be tolerated. Students can be expelled from discussion groups or lectures if their behaviour is deemed to be disruptive or inhibits the ability of others to learn.

Read more:

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

As a courtesy to other students and the instructor, please turn off all electronic devices other than those used for taking notes, and in all cases, please put devices on silent mode. The use of electronic devices for activities other than taking class notes is very disruptive to others. Out of respect, please save these activities for outside of class.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone

feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more:

<http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

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Learning and Support Resources

- General Academic Support - Academic Advising: **https://www.dal.ca/campus_life/academic-support/advising.html**
- Copyright and Fair Dealing: **<https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>**
- Libraries: **<http://libraries.dal.ca>**
- Student Health Services: **https://www.dal.ca/campus_life/health-and-wellness/health-services.html**
- Counselling and Psychological Services: **https://www.dal.ca/campus_life/health-and-wellness/counselling.html**
- Black Student Advising: **https://www.dal.ca/campus_life/communities/black-student-advising.html**
- Aboriginal Student Centre: **https://www.dal.ca/campus_life/communities/native.html**
- ELearning Website: **<https://www.dal.ca/dept/elearning.html>**
- Student Advocacy Services: **<https://www.dsu.ca/services/community-student-services/student-advocacy-service>**
- Dalhousie Ombudsperson: **https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html**
- Writing Centre: **https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html**
- Studying for Success program and tutoring: **https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html**

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

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University Grading Practices: Statement of Principles and Procedures

http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical

				skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

Lecture and Readings Schedule:

This list is a guide only. The instructor may alter the schedule to accommodate guest lectures, or for other logistical or academic considerations. Changes to this outline will be discussed with the class in advance of alterations, as the course progresses.

September 4, 6: Introduction / Myths of American Foreign Policy

Burns, Sarah. "The Capitalist Peace: A New Way Forward for American Foreign Policy." *Society* 54(6) (December 2017): 501–507.

Johnstone, Andrew. "Isolationism and Internationalism in American Foreign Relations." *Journal of Transatlantic Studies* 9(1) (2011): 7-20.

September 11, 13: The Foundations of American Diplomacy

Hooks and Spanier, Chapter 1, "The American Approach to Foreign Policy."

Blower, Brooke L. "Nation of Outposts: Forts, Factories, Bases, and the Making of American Power." *Diplomatic History* 41(3) (June 2017): 439–459.

Gilderhus, Mark T. "The Monroe Doctrine: Meanings and Implications." *Presidential Studies Quarterly* 36(1) (March 2006): 5-16.

Ricard, Serge. "The Roosevelt Corollary." *Presidential Studies Quarterly* 36(1) (March 2006): 17-26.

September 18, 20: The Search for Order

Rosenberg, Emily S. "World War I, Wilsonianism, and Challenges to U.S. Empire." *Diplomatic History* 38(4) (September 2014): 852–863.

Smith, Neil. "The Lost Geography of the American Century," in Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*. Berkeley: University of California Press, 2003: 1-28.

Johnson, Courtney. "Understanding the American Empire: Colonialism, Latin Americanism, and Professional Social Science, 1898-1920," in *The Colonial Crucible: Empire in the Making of the Modern American State*, edited by Alfred W. McCoy and Francisco A. Scarano. Madison: University of Wisconsin Press, 2009: 175-190.

September 25, 27: The Cold War

Hooks and Spanier, Chapter 2, "From World War to Cold War."

Hooks and Spanier, Chapter 3, "Containment from Theory to Practice."

Pembleton, Matthew R. "Imagining a Global Sovereignty: U.S. Counternarcotic Operations in Istanbul during the Early Cold War and the Origins of the Foreign 'War on Drugs.'" *Journal of Cold War Studies* 18(2) (Spring 2016): 28-63.

Macdonald, Julia M. "Eisenhower's Scientists: Policy Entrepreneurs and the Test-Ban Debate 1954–1958." *Foreign Policy Analysis* 11(1) (January 2015): 1-21.

September 28: *Reading Response Assignment Due*****

October 2, 4: The Vietnam War and Other Conflicts

Hooks and Spanier, Chapter 4, “North-South Tensions and the Vietnam War”

Pietrobon, Allen. “The Role of Norman Cousins and Track II Diplomacy in the Breakthrough to the 1963 Limited Test Ban Treaty.” *Journal of Cold War Studies* 18(1) (Winter 2016): 60-79.

Schwartz, Thomas A. “Henry Kissinger: Realism, Domestic Politics, and the Struggle Against Exceptionalism in American Foreign Policy.” *Diplomacy & Statecraft* 22(1) (2011): 121-141.

October 9, 11: Superpower Rivalries

Hooks and Spanier, Chapter 5, “Détente and World-Order Politics.”

Hooks and Spanier, Chapter 6, “Breakthroughs in Superpower Struggle.”

Esno, Tyler. “Reagan’s Economic War on the Soviet Union.” *Diplomatic History* 42(2) (April 2018): 281–304.

McCormick, Evan. “Freedom Tide? Ideology, Politics, and the Origins of Democracy Promotion in U.S. Central America Policy, 1980–1984.” *Journal of Cold War Studies* 16(4) (Fall 2014): 60–109.

October 16, 18: The End of History

Hooks and Spanier, Chapter 7, “The End of the Cold War.”

October 18 * In-Class Test *****

October 23, 25: A New American Empire?

Hooks and Spanier, Chapter 8, “Old Tensions in a New Order.”

Hooks and Spanier, Chapter 9, “The Shifting European Landscape.”

Apodaca, Clair. “US Human Rights Policy and Foreign Assistance: A Short History.” *Ritsumeikan International Affairs*, 3 (2005): 63-80.

Elias, Robert. “The National Pastime Trade-off: How Baseball Sells US Foreign Policy and the American Way.” *The International Journal of the History of Sport* 28(17) (December 2011): 2506-2526.

October 30, November 1: Terrorism and the National Security

Hooks and Spanier, Chapter 10, “America Under Fire.”

Schmidt, Brian C. and Michael C. Williams. “The Bush Doctrine and the Iraq War: Neoconservatives Versus Realists.” *Security Studies* 17(2) (2008): 191-220.

Jabbara, Nancy W. "Women, Words and War: Explaining 9/11 and Justifying U.S. Military Action in Afghanistan and Iraq." *Journal of International Women's Studies* 8(1) (2006): 236-255.

November 6, 8: Exporting Democracy

Hooks and Spanier, Chapter 11, "Hot Wars in Afghanistan and Iraq."

Hooks and Spanier, Chapter 12, "Aftershocks of the Arab Spring."

Charountaki, Marianna. "US Foreign Policy in Theory and Practice: from Soviet Era Containment to the Era of the Arab Uprising(s)." *American Foreign Policy Interests* 36(4) (July 2014): 255-267.

Bellin, Eva. "The Iraqi Intervention and Democracy in Comparative Historical Perspective." *Political Science Quarterly* 119(4) (December 2004): 595-608.

November 8: * Annotated Bibliography Due *****

November 13, 15: *STUDY WEEK – No Classes*****

November 20, 22: Smart Power

Hooks and Spanier, Chapter 13, "The Revival of Power Politics."

Kavanagh, Camino. "Cybersecurity, Sovereignty, and U.S. Foreign Policy." *American Foreign Policy Interests* 37(2) (March/April 2015):100–112.

McInnes, Colin and Simon Rushton. "Health for health's sake, winning for God's sake: US Global Health Diplomacy and Smart Power in Iraq and Afghanistan." *Review of International Studies* 40(5) (December 2014): 835-857.

November 27, 29: The End of the American Century? / Review

Hooks and Spanier, Chapter 14, "The End of the American Century."

Sargent, Daniel J. "Pax Americana: Sketches for an Undiplomatic History." *Diplomatic History* 42(3) (June 2018): 357–376.

Stent, Angela. "The Sino-Russian Partnership and Its Impact on U.S. Policy toward Russia." *Asia Policy* 13(1) (January 2018): 5-11.

December 4: * Research Essay is Due *****

No Class (Monday classes are held)