

Political Science 245
The United States in World Politics
Autumn 2005

Tuesday & Thursday 5:30-7:18 PM

Room: Smith Lab (SM) 1048

Office Hours: W 2 – 4 PM

or by appointment

Website: <http://psweb.sbs.ohio-state.edu/grads/ysulaimn/>

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Course Description

What drives the American foreign policy? That is the main question that we are going to answer in this class. Thus, the goal of this course is to provide analytical tools necessary for students to understand and to explain the conducts of the United States in the world politics.

The first part of the class will discuss important concepts in international relations such as levels of analysis and basic theoretical perspectives of international relations, notably realism and liberalism, building the theoretical foundations necessary to understand the conducts in foreign policy. The second part of this class will apply the concepts that we have discussed in the first part of this class to analyze the United States foreign policy since the Second World War.

A word of warning: this is a theoretically heavy course involving lots of readings, especially for the first part of the course.

GEC Goals

1. Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.
2. Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

GEC Learning Objectives

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.
2. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
3. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
4. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Course Requirements

• Quizzes	2.5%
• Simulation	7.5%
• Midterm	30%
• Research paper (6-8 pages)	30%
• Final Exam	30%
Total	100%

Readings

All books are available at the University Bookstore, UBX, SBX, and Internet bookstores such as at Amazon.com, Barnesnoble.com, or Booksamillion.com. I don't care where you buy the books, as long as you read them before coming to class.

- Ikenberry, G. John, *American Foreign Policy: Theoretical Essays (5th Ed.)* (New York: Longman, 2005) ISBN: 032115973X
- Jentleson, Bruce W., *American Foreign Policy: The Dynamics of Choice in the 21st Century (2nd Ed.)* (New York: W.W. Norton, 2004) ISBN: 0393979342

Academic Honesty

I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

Disability

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Quizzes

There will be at least five quizzes which I will hold at random during the entire quarter, except during the midterm week. I will drop the lowest score and **only use four** for your final grade. The materials will be from the required readings of that week. *I will not use recommended readings for the quizzes.* **WARNING:** While the quiz is only 2.5% of your entire grade, that 2.5% often influences whether you will get a B or B+, B- or B, etc.

Website

The outline of the lectures will be available on my website. After I finish the lecture, I will post the completed lecture on my website. In addition, announcements, a copy of this syllabus, midterm and final exam guides will also be posted on my website. So, make sure you check it once a week.

E-mail

You are required to have activated your osu.edu e-mail account. Every time I need to send you announcements or personal communications, I will send it to your osu.edu account. I will not accept any excuses such as you never check your OSU e-mail account.

Research Paper

The purpose of this paper is to show me what you have learned in the class by applying perspectives, theories and concepts that we have discussed (or can be found in the text books)..

What I want you to do for your paper is to pick a contemporary or historical foreign policy problem that the United States face, and use the perspectives, level of analysis, concepts, and theories from the course to make sense of it. You have an option to make a policy prescription, but *make sure that you have sufficiently answered the "why" question*. **Remember that this is a research paper, not an opinion piece, so you need to ground your opinion to proper theoretical perspectives.**

While writing a paper is not an exact science, I can give you a rough guideline. First, I want you to state what case you are investigating and to spend the first paragraph telling me what your puzzle is and what you believe is the "solution or answer to your puzzle." *Remember, to be explicit with your research question*. This will give you approximately 1/4-1/2 page worth of sentences.

Then, I want you to spend 1-2 pages of your paper detailing what perspectives or theories you are using to answer your puzzle, and why. If you use perspective A because it is better than B, then you should say so, supported by relevant quotes about the perspectives. If you only want to focus on one perspective, then write about that perspective, why you think that perspective can provide the best explanation in the subject. Make sure you understand the level of analysis on which you are operating. Quote appropriate authors to add more depth to your theoretical perspectives. The list of the authors useful for your papers can be found at the end of this syllabus.

From here, you then talk about your case. Try to integrate your theory into your case. Let us say that you choose to investigate the United States' refusal to ratify an international treaty. You need to use perspectives and/or levels of analysis that we have discussed in class (or that you have read in the text book) to argue why the United States refuses to do so. You also must utilize concepts that we have discussed in class to help strengthening your arguments.

For those who are interested in policy recommendations, you are allowed to put in your policy recommendation or criticism of the policy you are studying. So, if you are against the United States'

refusal to ratify the treaty, state why you think the US' refusal to ratify the treaty is a bad idea, *supported by relevant perspectives or theories*. I don't want to read "explanations" such as: "...because Chirac is an idiot." You need to show me that you understand the concepts and the theories that we will have discussed in the class by the time you write your paper.

You are allowed to write a book review. However, please discuss the book that you are interested in with me before proceeding to write your review. In addition, make sure that it is a political science book. Political history or political biographies are acceptable as long as you consult me first and follow the guidelines specified above.

Having discussed your concepts and perspectives, you need to support your arguments with data (facts, evidence, etc.). Thus, the next several pages of your paper should be spent to provide the "evidence," based on the case you are looking at, then followed by the conclusion. For sources of your data, you can use books, articles, historical cases, or even database, anything that you think is relevant for supporting your argument. Though not recommended, internet sources can be used, *however please contact me first so I can determine whether the source is credible*. You do not need to consult me if you are using sites such as lexis-nexis, www.jstor.org, and mainstream news sites (www.cnn.com, www.nytimes.com, www.washingtonpost.com, etc.)

Make sure to acknowledge the source, or if you quote it from a book or an article, put it in quotation marks. Failure to do so means plagiarism and I have a strict policy regarding this matter.

The length of the paper should be 6-8 pages long, double-spaced, with standard 1" margins and 12 point *Times New Roman* fonts. Citation notes are required and I prefer footnotes. Bibliography is required for all papers and *papers that are submitted without proper bibliography will receive a grade reduction (e.g. B to C)*. So, make sure your links are working or the names of the books which you are using are typed correctly.

The date that I have specified in the syllabus is *final and non negotiable*. Failure to submit papers by the date due in the class will result in a one full letter grade deduction per day. Please submit the hard copy of the paper. Only students with *documented illness* or other emergencies will be permitted to turn in papers late without penalty.

If you have problems in choosing your topic or if you want to discuss more about the topic in which you are interested before writing your paper, you are welcome to meet me before or after class or during my office hour.

"Virtual World" Simulation

Every Tuesday we will engage in a "virtual world" simulation. Participatory in this simulation is mandatory. Failure to participate without proper excuse would result in point deduction from the total you can get from this simulation. Three unexcused absences will result in zero points for this part of the grade.

For this simulation, it is recommended that you bring calculator to the class due to the numbers of calculations that you may have to perform.

20 **Leadership**
Readings: Ikenberry p. 461-510 (Jervis, Tetlock, McGuire, and Khong)
Recommended: Ikenberry p. 511-538

25 **Historical Context of American Foreign Policy/Review**
Readings: Jentleson Ch. 3

27 **Midterm Exam**

November

1 **Security Dilemma in Post-Second World War Era
Cold War Revisited (I): Strategies of Containment**
Readings: Jentleson Ch. 4, Supp. 4.2-4.3 (258-268/Brodie and Kennan)

3 **Cold War Revisited (II): Détente and Ending the Cold War**
Readings: Jentleson Ch. 5, Supp. 5.2-5.3 (273-282/George and Gaddis)

8 **Liberal's Approach: International Institutions**
Readings: Jentleson Ch. 8
Recommended: Ikenberry p. 290-310 (Keohane)

You should have started your paper by now. Please see me during office hours or schedule an appointment if you want to discuss your paper.

10 **Globalization: Danger or opportunity?**
Readings: Jentleson Ch. 9, supp. 9.1-9.2 (653-664)
Ikenberry p. 167-212 (Bacevich and Wade)

15 **Post Cold War Debate: New Direction in Foreign Policy?**
Readings: Jentleson Ch. 6
Ikenberry p. 550-64 (Krauthammer)
Recommended: Jentleson Supp. 6.2-6.3 (614-628)

17 **Global Security Problems: The Future of Great Powers**
Readings: Jentleson Ch. 7 (350-398)
Ikenberry p. 539-550 (Huntington)
Recommended: Jentleson Supp. 7.1 (629-632)

22 **Bush At War**
Readings: Jentleson Ch. 7 (398-426)
Ikenberry p. 564-99 (Ikenberry & Jervis)
Recommended: Jentleson Supp. 7.2 (633-634)

Paper due

24 **Thanksgiving Day**

- 29 **The Spread of Democracy: the Debate**
Readings: Jentleson Ch. 10, supp. 9.3 – 10.3 (665-93)
Recommended: Ikenberry p. 214-248 (Huntington)

December 1 **TBA**

- 6 **FINAL EXAM**
NOTE: IT IS HELD AT REGULAR CLASS HOUR

The followings are some possible research topics. Remember that this is only a suggestion. You may choose others than these suggested topics.

Asian Economic Crisis (1997-...)
A New Hope: the League of Nations and the United Nations
Bay of Pig invasion (1961)
Civil War in Lebanon (1975-92)
Cuban Missile Crisis (1962)
Decision to Use Atomic Bomb: Hiroshima and Nagasaki (1945)
Ethnic Conflict in Yugoslavia (1990s)
Nixon's Visit to China (1972)
Nixon-Kissinger and Détente (1969-72)
Nixon-Kissinger's Quiet Diplomacy: The Cuban Submarine Crisis (1970-1)
Role of Businesses in the World Politics
Role of Non Governmental Organizations in world politics (1945-...)
Russo-Japanese War (1904-5)
Season of Blood: Ethnic Conflict in Rwanda (1995)
Spanish American War (1898)
Spanish Civil War (1936-9)
Subversions as Foreign Policy: US and USSR's covert operations during the Cold War
The Arms Race (1960-1989)
The Berlin Crisis (1948-9 or 1958-62)
The Bush Doctrine (2001-...)
The Collapse of Berlin Wall (1989)
The Collapse of France (1940)
The Collapse of Soviet Union (1989-1991)
The Creation of European Union (1951-...)
The End of French Global Empire: Dien Bien Phu (1953-4)
The Falklands War (1982)
The First Arab-Israeli War (1948-9)
The First Gulf War: Iraq-Iran War (1980-8)
The Forgotten War: Korean War (1950-3)
The Oil Shock: OPEC's blockade (1973 and 1979)
The Six-Day War (1967)

The Soviet's Expansions after the Second World War (1945-1953)
The Soviet's Vietnam: USSR's Invasion to Afghanistan (1979-89)
The Suez War (1956)
The Star Wars (1984-1988)
The Vietnam War (1945-1975)
The U.S.' policy of isolation (1919-1939)
The Yom Kippur War (1973)
The Zimmerman Telegram (1917)

Having chosen a topic, it is advisable for you to try to narrow the topic even further, by making a short research questions. The followings are some examples of questions that you can create from these research topics.

Asian Economic Crisis (1997-...)

- What is the role of the United States in exacerbating (or reducing) the impact of this crisis?
- Why the United States did not interfere in this crisis until too late?

A New Hope: the League of Nations and the United Nations

- Compare the attitude of the United States to the League of Nations and the United Nations
- Why did the United States refuse to join the League of Nations?
- Why did the United States support the veto provision in the United Nations?

Bay of Pig invasion (1961)

- Many scholars argued that the Bay of Pig invasion is a fiasco and even there had been warning signs regarding the impending failure of this invasion. Yet Kennedy decided to push forward. Why?

Cuban Missile Crisis (1962)

- Was this crisis inevitable?
- Why did Kennedy decided to play tough in the negotiation against Khrushchev?

Decision to Use Atomic Bomb: Hiroshima and Nagasaki (1945)

- Why did Truman decide to drop the bomb?

Ethnic Conflict in Rwanda

- Why it takes the Clinton Administration some time to finally declare this conflict as "genocide?"
- What made us decided to intervene – even though some would argue that our national interest was not at stake?

Additional resources for research paper:

- Classical Realists:
 - Carr, Edmund Hale, *The Twenty Years Crisis* (London: Palgrave Macmillan, 2001)
 - Morgenthau, Hans J., *Politics Among Nations* (New York: Alfred A. Knopf, 1985)
 - --, *Scientific Man and Power Politics* (Chicago: University of Chicago Press, 1946)

- Defensive Realists:
 - Van Evera, Stephen, "Offense, Defense, and the Causes of War" *International Security* 22:4 (Spring 1998)
 - Walt, Stephen, *The Origin of Alliances* (Cornell: Cornell University Press, 1987)
 - Waltz, Kenneth N., *Theory of International Politics* (New York: McGraw-Hill, 1979)

- Offensive Realists:
 - Mearsheimer, John J., "Back to the Future: Instability in Europe after the Cold War" *International Security* 15:1 (Summer 1990)
 - ---, *Tragedy of Great Power Politics* (New York: W.W. Norton & Co., 2001)

- Neoclassical Realists:
 - Schweller, Randall L., *Deadly Imbalance* (New York: Columbia University Press, 1998)
 - Zakaria, Fareed, *From Wealth to Power* (Princeton: Princeton University Press, 1999)

- Neoliberal Institutionalists:
 - Keohane, Robert, *After Hegemony* (Princeton: Princeton University Press, 1984)

- Constructivists
 - Hopf, Ted, *Social Construction of International Politics* (Cornell: Cornell University Press, 2002)
 - --, "The Promise of Constructivism in International Relations Theory," *International Security* 23:1 (Summer 1998)

- Second Level Analysis
 - Allison, Graham and Philip Zelikow, *Essence of Decision* (New York: Pearson Longman, 1999)
 - Snyder, Jack, *Myth of Empire* (Cornell: Cornell University Press, 1993)
(defensive realist perspective on domestic politics)

- First level analysis
 - Jervis, Robert, *Perception and Misperception in International Relations* (Princeton: Princeton University Press, 1976)
 - Samuels, Richard J., *Machiavelli's Children* (Cornell: Cornell University Press, 2003)