

Political Science 245
The United States in World Politics
The Ohio State University
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Class Description

This course introduces students to US foreign policy since World War II. It presents fundamental concepts for basic foreign policy analysis and places them in the historical narrative of US foreign relations. We will trace in some detail the formative events of that recent history and elucidate how earlier actions shape later US responses to international events. Our guiding theme will be the evolution and continuance of the United States as a superpower in the post-war era. The policy disputes over the course of the past 60 years of US foreign policy - such as the Cuban Missile Crisis and the Vietnam War - will be revisited. Our normative discussion throughout the course will turn the various justifications put forth by the US for the use of force.

Course Objectives

Students should leave the course with the ability to historically and conceptually analyze contemporary American foreign policy concerns and, hence, make informed choices as voters. More practically, students should take away the critical abilities to read moderately difficult international affairs journals such as *Foreign Affairs* and high quality periodicals such as the *Economist*. Finally, the material presented here can to start you on an IR or IS track at OSU. You are encouraged to continue with courses in these fields. This is a GEC course.

Textbooks

Walter LaFeber, *The American Age: United States Foreign Policy at Home and Abroad, second edition, Vol. II, Since 1896*, New York: Norton, 1994. ISBN: 0-393-96476-0.

Major Problems in American Foreign Relations, sixth edition, Vol. II, Since 1914: Documents and Essays, Thomas Paterson and Dennis Merrill, eds., Lexington, MA: Houghton Mifflin, 2005. ISBN: 0-618-37039-0

Class Requirements

There is no 'negative' attendance policy. Attendance, however, is not unimportant, for class aims at the discussion of the material, not simply the presentation of information. Class lectures will not be an abbreviated version of the texts, and our discussions will appear on the exams. Also, while missed classes will not lower your score, I do reserve the right to moderately assist the final letter grade of students who participate regularly. Such participation clearly requires attendance; if you cut frequently, do not expect that grade boost. Not only attendance,

but participation as well, is *expected*. Although I do not take formal attendance, you are responsible for and bound to any information and course changes passed along in class. As college students, *I assume you are serious enough to realize the importance of attendance*.

You are obviously responsible for all material discussed in lecture and covered in the assigned reading. Class discussion will test your knowledge of the reading, so you are well-advised to do all of it before each course section. Lectures will not be posted on the Internet nor shared with students. Outlines, review sheets, etc. will not be distributed. The reading and the class sessions serve that purpose. Reading is approximately 700 pages over 10 weeks. If you do not read, you will fall behind *rapidly*. You should also begin to read serious international affairs journalism regularly - the *Economist*, *Foreign Policy*, and *Foreign Affairs* (yes, all of them). Among the dailies, the most important are the *New York Times*, the *Washington Post*, and the *Wall Street Journal*. This reading ties the course material to the actuality of global politics and will improve our class discussion. You will also find the evaluations less challenging.

You will be tested twice by bluebook. There will be one midterm and one final. The scale is: A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 60-66; E: 0-59. Regular attendance, participation, and full reading are the strongest correlates with a high course grade.

As some material from the book will not be discussed in class and some class lecture will not come from the book, you are advised to both read and attend regularly in preparation for the exams. Make-ups will not be given without a documented, legitimate excuse. Written make-up exams will not be given. A take-home exam, requiring 5 typed pages, will be administered. Writing is fundamental to your grade in this class. The exams are in essay format, and your answers should be lucid, organized products. If you are unsure of your writing ability, I highly recommend that you visit the University Writing Center (<http://www.cohums.ohio-state.edu/cstw/writingcenter.html>) at 485 Mendenhall Labs. Style and clarity are factors in grading the exams.

Class Policies

1. Don't be late. Enter quietly if you are late – hold the door. If you arrive late regularly, I will request to speak to you. If you are more than 15 minutes late, please wait for the break before entering class.
2. Please turn off your phones or beepers in class.
3. Students with disabilities should make any concerns known to me right away.
4. Don't cheat or plagiarize! If you are caught, I will send your work to the Office of Academic Misconduct. Be responsible for your own work.
5. Class discussion will be a central part of course. Please raise your hand before speaking and otherwise behave civilly.
6. Do not chat, pass notes, read the newspaper, sleep, or otherwise disrupt class. If you continue to distract, I reserve the right to remove you and then assign your seat in future classes. I also reserve the right to permanently separate your seat from those with whom you disrupt class.

7. *Material to be graded must be delivered to me personally in paper on the appropriate date.* Without my *express* permission, nothing will be accepted electronically, nor in my department mail box, nor from students who cut that day of class, nor in any other manner. I will consider any such work to be turned in one day late. Every day (not course meeting) an assignment is late without a documented and accepted excuse, its grade will decline by one full letter grade. If you have any reason why you cannot complete the assignments in the required timeframe, you need to see me *personally* before the due date. Do not tell me on or after the due date that you cannot complete the work. I am sympathetic to external concerns, such as health or family issues, but please do not abuse my generosity. Work, other course projects, ‘I just need more time,’ etc. are NOT legitimate excuses. You must have legitimate documentation. I highly recommend you complete the work in the timeframe of the quarter. Incompletes tend to be poorer work.

8. As a student, you are ultimately responsible for placing your work in my hands and otherwise communicating *proactively* with me on any necessary issues. I will not email or phone students who miss exams, ‘forget’ about make-ups, discover a ‘sudden’ illness, etc. Do not assume I received your call, could open your attachments, checked my mail box, whatever. Do not just disappear and then return with an expectation of flexibility or leniency. *You must speak* with me for any relevant issues. Any alterations of expectations must have my *explicit* approval. Please demonstrate the proper care and show the appropriate civility in completing assignments for this course and otherwise engaging with me and your fellow students. Thank you.

Class Schedule

- 1-2. Introduction
LaFeber, Prefaces, Paterson, Preface & ch. 1
 Basic Concepts: Politics/Political Science/International Relations
 sovereignty, state, nation, foreign policy, *Primat der Aussenpolitik*
 Goals of American Foreign Policy

- 3-4. The Beginning of the Cold War
 (LaFeber, ch. 13 is *highly* recommended first if you have the time.)
LaFeber, ch. 14, Paterson, ch. 6
 The US Rise to Superpowerdom after WW II
 Containment: Kennan, Truman, Acheson and NSC 68

- 5-6. The Korean War
LaFeber, ch. 15, Paterson, ch. 7
 Stalin, Mao and Red China
 The First Hot War of the Cold War, Rollback

- 7-8. The Eisenhower Era
LaFeber, ch 16, Paterson, ch. 8
 Bipolarity, Dulles & Massive Retaliation
 The ‘military-industrial complex’ and the national security state

9. Movie Day !
Dr. Strangelove
- 10. Midterm Exam**
- 11-12. The Cold War Spills into the Third World
LaFeber, ch 17, Paterson, ch. 9
Bipolarity a zero-sum game?
Decolonization and Neocolonialism
13. The Cuban Missile Crisis
US Nuclear Strategy: Deterrence and the Triad
Paterson, ch. 10
14. The Vietnam War
Credibility and Far-away Dominoes
Paterson, ch. 11
- 15-16. Détente and Decline
LaFeber, ch. 18, Paterson, ch. 12
Parity and Multipolarity: US Decline in the 70s?
'Nixinger,' the Opening of China & Triangular Diplomacy
- 17-19. From the Second Cold War to a 'New World Order'?
LaFeber, chs. 19 & 20, Paterson, ch. 13
The Reagan 80s and the 'Evil Empire'
The End of the Cold War and Bipolarity
Unipolarity and Foreign Policy Drift
20. The Middle East and the War on Terrorism
Paterson, ch. 14
Israel and Oil
9/11 & the Islamist Challenge

THE FINAL EXAM WILL BE ADMINISTERED AT THE TIME PROVIDED BY THE
UNIVERSITY.

AN INFORMAL REVIEW SESSION WILL BE HELD ON THE LAST FRIDAY OF THE
QUARTER.

Web Sites

The following web sites should be of useful general interest in the material of the course. I recommend you use them as we discuss various subjects. Simply typing a topic into many of their search engines will return a myriad of information and interesting links. Please share with me any other websites you find that are relevant to the course.

General International Relations and Foreign & Defense Policy Websites

<http://www.fas.org>

(The Federation of American Scientists' site is loaded with reams of documents and analysis on all elements of defense and security policy: MWD, especially nuclear weapons, ABM, terrorism, conventional weapons, space and other topics, as well as the strategy and doctrine, not only of the US, but most major powers. HIGHLY RECOMMENDED.)

<http://www.mtholyoke.edu/acad/intrel/feros-pg.htm>

(A huge and thorough list of links to documents and associations relevant to all parts of this course -- Recommended)

Cold War Documents

<http://www.mtholyoke.edu/acad/intrel/coldwar.htm>

(An excellent compilation of the original documents and some analysis near the bottom)

<http://www.gwu.edu/~nsarchiv/>

US Agencies and Leaders

White House: <http://www.whitehouse.gov/>

All US presidents are listed on pp. 783-86 of LaFeber.

State Department: <http://www.state.gov/>

All US secretaries of state are listed on pp. 783-86 of LaFeber.

Defense Department: <http://www.dod.gov/>

Secretaries of Defense: http://www.defenselink.mil/specials/secdef_histories/

National Security Agency: <http://www.nsa.gov/>

Assistants for National Security: <http://www.whitehouse.gov/nsc/history.html> (at the bottom of the link)

Central Intelligence Agency: <http://www.cia.gov/>

Directors of Central Intelligence:

http://intellit.muskingum.edu/intellsite/ciadcis_folder/ciadcischronology.html

CIA World Factbook: <http://www.odci.gov/cia/publications/factbook/>

Joint Chiefs of Staff: <http://www.dtic.mil/jcs/>

Chairmen: http://www.fas.org/man/dod-101/dod/docs/pub1_97/CHAIRMEN.html

International Organizations

North Atlantic Treaty Organization: <http://www.nato.int/>

International Monetary Fund: <http://www.imf.org/>

World Bank: <http://www.worldbank.org/>

United Nations: <http://www.un.org/>

World Trade Organization: <http://www.wto.org/>

Foreign Policy

Council on Foreign Affairs: <http://www.cfr.org/>
 (publisher of the journal *Foreign Affairs*)
 American Foreign Policy Council: <http://www.afpc.org/>
 Chicago Council on Foreign Relations: <http://www.ccfcr.org/>
 (good public opinion survey work on US attitudes on foreign policy issues)
 Institute for Foreign Policy Analysis: <http://www.ifpa.org/>
 Project for a New American Century: <http://www.newamericancentury.org/>
 (neoconservative)
Foreign Policy: <http://www.foreignpolicy.com/>

Defense and Security

Jane's: <http://www.janes.com/>
 Rand Corporation: http://www.rand.org/natsec_area/
 Center for Defense Information: www.cdi.org (leftish)
International Security: <http://ksgnotes1.harvard.edu/BCSIA/ISP.nsf/web/IS>
 (an excellent, although very scholarly, international relations journal, available in the OSU library)

Think-Tanks

Brookings Institute: <http://www.brook.edu/> (leftish)
 Institute for International Economics: <http://iie.com/> (pro-market/globalization)
 Heritage Foundation: <http://www.heritage.org/> (conservative)
 American Enterprise Institute: <http://www.aei.org/> (conservative)

Third World

South Center: <http://www.southcentre.org/>
 Non-Aligned Movement: <http://www.nam.gov.za/>
 Group of 77: <http://www.g77.org/>
 Anti-Globalization: <http://www.50years.org/>
 Africa: <http://www.africaonline.com/>

Data for International Economics

Economist Intelligence Unit: <http://www.eiu.com/>

Global Governance/Globalization

Global Governance: <http://www.arts.ualberta.ca/GlobalGovernance/>
<http://www.globalpolicy.org/>
<http://www.aboutglobalization.com/>

International Organizations

International Monetary Fund: <http://www.imf.org/>
 World Bank: <http://www.worldbank.org/>
 United Nations: <http://www.un.org/>
 World Trade Organization: <http://www.wto.org/>

Critics of Globalization

<http://www.globalexchange.org/>
<http://www.ifg.org/>
<http://www.50years.org/>
<http://social.chass.ncsu.edu/soroos/HSS393/AntiglobalizationWebsites.html>
<http://www.aflcio.org/issues/jobseconomy/globaleconomy/index.cfm>

Films/Documentaries

The following films are no substitute for the reading, nor should they be taken as accurate history in all cases. However they may help you visualize the subjects we discuss and, more broadly, bring you closer to the mood and feel of our topics. The movies are listed under each heading according to relevance to course material. I have also italicized those I consider the best. Many of these films have DVD cuts with expanded footage, directors' commentaries and other useful special features. I find <http://us.imdb.com/> and <http://www.rottentomatoes.com/> useful for reviews. Simply enter a title into their search engines and, at IMBD, look for the 'external reviews' link on the left-hand side of the film's title page. For example, after our class film, *Dr. Strangelove*, I recommend you visit <http://us.imdb.com/TUrls?COM+0057012> and <http://www.rottentomatoes.com/movie-1006228/>.

US Domestic Politics During the Cold War

JFK

Nixon

The Manchurian Candidate

7 Days in May

The Day Reagan Was Shot

Truman

Invasion of the Body Snatchers

The Soviet Union

East-West (a Franco-Russian film)

The Beast

Firefox

The Hunt for Red October

Alexander Nevsky (Soviet)

Potemkin (Soviet)

October (Soviet)

Nuclear Weapons

Dr. Strangelove

Missiles of October

13 Days

Fail Safe

The Day After

Wargames

Crimson Tide

Vietnam War*Path to War**Platoon, Born on the Fourth of July, & Heaven and Hell* (Oliver Stone's Vietnam Trilogy)*Apocalypse Now* or *Apocalypse Now Redux**Hearts and Minds* (documentary)*Full Metal Jacket**The Deer Hunter*

The Green Berets (the only one actually made during the war)

The Third World*Salvador**Lumumba* (Franco-Belgian)*The Killing Fields*

Bananas

Gandhi

Raid on Entebbe

The Reagan 80s

Rambo 2 & 3

Red Dawn

Rocky 4

Post-Cold War 90s

Black Hawk Down

Three Kings

War on Terrorism

Fahrenheit 9/11 (quasi-documentary)

The Battle of Algiers

Sum of All Fears

International Economics*Commanding Heights: The Battle for the World Economy* (good doc on globalization)*Life and Debt* (anti-Bretton Woods Institutions)*Roger and Me* & *The Big One* (Michael Moore)

The Corporation (leftist take on the modern firm)

The Emerald Forest

Notes

Addendum, as required by the University

5. Diversity: International Issues

Goals/ Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

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.

7. Social Science

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.