

V160  
Section #9263  
Fall, 2003  
B212  
Meeting Time: Wednesday 6:00-8:45 p.m.

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(Outside of the indicated hours, the best way to contact me is through e-mail. I will respond to your e-mails within 24 hours, usually much less.)

## **V160 Tentative Course Syllabus**

### **Course Description:**

This course is a study of the major policies pursued by the United States since the First World War and factors that influence American foreign policy. The first part of the course will focus on the U.S.-Soviet rivalry and how different presidents have carried out containment (American policy of preventing Soviet territorial expansion) since World War II. The second part of the course will address post-Cold War complexities and how American national interest and foreign policy aims have evolved with the demise of Soviet Union. Here, we will assess American efforts to facilitate Russia's internal transformation and incorporate it into the New Europe, its management of relations with Europe in the new strategic environment, and handling of regional conflicts that directly/indirectly challenge its interests. To this end, we will address issues like NATO Enlargement, National Missile Defense, European Security and Defense Policy, mixed reactions to 9/11 and Operation Iraqi Freedom etc. Finally, the third part of the course will focus on economic stabilization and growth and is intended to help introductory students make sense of government's role in the economy. In addition, this part will involve a discussion on the nature of political economy with particular emphasis on U.S' international trade policy.

The course will be a mixture of lecture and discussion. The success of the discussion section depends on the students' willingness to participate. Your grade for class participation will be based on how frequently you participate in classroom discussion and the quality of your contributions to it.

### **Course Objective:**

This course is intended to help students understand the significance of major issues shaping American foreign policy over the past century and identify the principal issues, actors and institutions in international relations. A further objective is to enhance the students' ability to think, speak and write analytically through a variety of group discussions and writing assignments.

### **Required Texts:**

There is no textbook for this class.

Reading articles, book chapters, and case studies that relate directly to our coursework are available on the web (<http://ereserves.indiana.edu/courseindex.asp>).

## Students' Responsibility:

Students are required to attend all classes. Attendance will be taken frequently to make sure that students are attending on a regular basis. Students are responsible for doing all the assigned readings on time. They are required to come to class prepared by having completed their readings prior to class. Each student is expected to listen and take notes during the lectures and review the assigned chapter(s) after class. This will not only enable students to augment their class notes while careful reading, but also prepare them in advance for forthcoming exams, and assignments.

## Academic Dishonesty:

Academic and personal misconduct including but not limited to delinquent behavior, cheating, plagiarism (defined below), interference with another student's work (such as stealing resources), dishonest and disorderly conduct etc. in this class are defined and dealt with according to the procedures in the Code of Student Ethics. Thus, any student who cheats on a quiz/exam and/or cheats or plagiarizes on any written assignment arranged for this course will be given a failing grade in the course in addition to any other sanctions imposed by the University.

\* Plagiarism occurs when a 'student adopts or reproduces ideas, words or statements of another person without appropriate acknowledgement. Students are required to give credit to the originality of others and acknowledge an indebtedness whenever they quote another person's actual words, paraphrase another person's words, use another person's idea, opinion etc. and/or borrow facts, statistics, or other illustrative material unless the information is common knowledge'.

## Course Requirements:

Instruction in the course will be carried on through lectures, discussions and readings. The course requirements include a midterm exam, a comprehensive final exam, and two course-wide writing assignments (including a current events diary and a one-page position paper).

- **Midterm Exam:** The midterm will encompass three short essay questions (responses ought not to exceed 2 paragraphs but should be no less than 6-10 sentences) and two long essay questions from which students will select only one to present a comprehensive and well-structured writing. While responding to the long essay questions, students should make sure that their writing consists of an introduction, supporting paragraphs and a conclusion; is expressed in clear/simple sentences and focused in its meaning and scope. Sample essay questions will be distributed by the instructor one week in advance of the date scheduled for the midterm exam. The exam will cover materials from the lectures and the required readings. It will make up **20%** of the students' overall grade. Please note that no make-up exams will be given except in the event of a serious incident such as a health emergency at which time students are required to show verification in the form of a doctor's note. Any such absence resulting in a missing midterm must be approved by the instructor in advance of the day missed.
- **Final Exam:** The final exam will consist of two compulsory short-essay questions and three long essay questions out of which students will be required to select **only two**. The exam will be comprehensive but will focus more on the material presented after the midterm. The essay questions will be randomly selected from a list of sample questions provided to the students at least one week before the date scheduled for the exam. The final exam will constitute **40%** of the students' final grade.
- **Current Events Diary (CED):** All students are required to keep a current events diary. This exercise is designed to encourage students to read newspapers on a regular basis and help them keep up with important developments in the national and international platform. Each student should get into the habit of reading any one of the following newspapers on a daily basis: The New York Times, The Wall Street Journal, The Washington Post, or the Chicago Tribune. After having done their daily readings, students are required to pick out any two articles that pertain to our study of world politics and global economy. Having selected the article of their choice, they are then required to explain, in at most two paragraphs, why that particular article is important in the context

of contemporary world politics. Students should select and write an explanation for at least two separate articles chosen **every week** from any of the newspapers outlined above. Each article should be attached to its relevant explanation and kept in a folder. These folders will be collected every two weeks and graded (pass/fail). This will be an ongoing exercise and will constitute **10%** of the students' overall grade.

- **Position Paper:** All students are required to assess the arguments and evidence surrounding a controversial issue in world politics and write a brief paper revealing their own position. In aggregate, three cases will be covered throughout the semester. These cases will be discussed during a one-hour discussion session arranged within regular course hours. Students are required to write a one-page (single-spaced) position paper on **only one** of the three case studies discussed. The position paper will make up 15% of the students' overall grade. The following case studies will be covered (a copy of each case is provided at the back of your syllabus) :
1. **The United States and the Decision to Build a National Missile Defense:** Abstract-Despite widespread national and international criticism, President George W. Bush voiced his support for the deployment of a national missile defense system that would protect American territory against incoming missiles. However, others opposed the idea on the basis of technical uncertainty and substantial diplomatic cost. In your position paper, you are expected to address the following points (derived from Alan Lamborn and Joseph Leggold's "World Politics into the Twenty-First Century: Unique Contexts, Enduring Patterns" ,1<sup>st</sup> ed. p.234):
    - How are the arguments for or against trying to build a national missile defense system related to the debates about the relationship between mutual vulnerability and security during the Cold War?
    - How did the relationship between vulnerability and security (relative importance of deterrence and defense) change with the end of the Cold War and the shift from fears of superpower conflict to fears of attack by rogue states and terrorists?
    - Why did many of the most important governments of Europe and Asia continue to oppose the development of national missile defense?
    - What does this case suggest about the impact of uncertainty about the reliability of complicated technologies, other actors' intentions and the sources of successful deterrence?
    - Based on your response to the above questions, would you say you support or oppose the American decision to build NMD? Explain.
  2. **Human Rights and Trade in US Policy toward China:** Abstract-The Clinton administration came to power promising to use economic sanctions as a means to preclude authoritarian regimes' violation of human rights. However, the administration reversed course shortly after and granted China most favored nation (MFN) status regardless of its persistent human rights violations. In your position paper, you should focus on the following questions (derived from Alan Lamborn and Joseph Leggold's "World Politics into the Twenty-First Century: Unique Contexts, Enduring Patterns",1<sup>st</sup> ed. p.394):
    - Explain and assess how this case relates to: a) impact of conflicting interpretations of legitimacy b) the complications created by political and cultural diversity c) the involvement of a wide variety of state and non-state actors d) tension between the desire to promote human rights and the continuing claims of state sovereignty.
    - Is the US more likely to change human rights practices by becoming engaged in a country (constructive engagement) or by using "carrots-and-sticks" approach to compel cooperation?
  3. **The United States, Global Warming, and the Kyoto Protocol:** Abstract- The 1997 Kyoto Protocol called for a reduction in greenhouse emissions that were thought to be causing global warming. However, acting on the belief that the Protocol would reduce economic growth, the Bush administration announced its opposition to the Protocol. Although the participation of the US' (world's largest producer of greenhouse emissions) was integral to the success of the Protocol's mission, the U.S. Senate refused to ratify it.

In your position paper, be sure to address the following (questions derived from Alan Lamborn and Joseph Leggold's "World Politics into the Twenty-First Century: Unique Contexts, Enduring Patterns" ,1<sup>st</sup> ed. p. 421):

- Was the agreement reached at Kyoto able to bridge the differences between rich and poor states, workers and employers, environmental activists and government policy makers?
- What were the major international fault lines at the conference? How were these divisions affected by linkage politics (the connections between policy makers' international agendas and the political risks generated by factional and constituency politics)?
- What is US' responsibility, as the leading producer of greenhouse emissions, for dealing with global warming and do you think U.S' unilateral action to discard Kyoto has weakened its accountability in the eyes of the international community? Discuss.

Your papers must cite their sources according to standard academic form.

Plagiarism will not be tolerated. If you are unclear about what constitutes plagiarism please consult University guidelines.

**Grading:**

1. Midterm Exam .....	25%
2. Final Exam .....	40%
3. Current Event Diary.....	10%
4. Position Paper.....	15%
5. Attendance .....	10%
 TOTAL.....	 100%

The grading scale will be as follows:

90% and higher .....	A
85%-89.99%.....	B+
80%-84.99%.....	B
75%-79.99%.....	C+
70%-74.99%.....	C
65%-69.99%.....	D
Below 65% .....	F

## **Tentative Schedule of Classes**

The syllabus should be considered a work-in-progress and some readings or topics may occasionally be modified by the instructor.

### **Week 1**

September 3

Introduction and Course Overview

Lecture: America's changing national interest: Before and After Independence

Readings: Chapter 1 (available on oncourse)

### **Week 2**

September 10

Lecture: From the Great War to the Cold War

From Russia to the Soviet Union

Can the U.S. lead the world? (Constraints on Presidential Decision Making)

Readings: Chapter 4 (available on oncourse) / Chapter 5

### **Week 3**

September 17

Lecture: Cold War Years: From Roosevelt to Reagan

Video???

Readings: Cold War (afp) 25-105 ???

Supplementary: Chapter 3

### **Week 4**

September 24

Lecture: From the Soviet Union back to Russia

Video: Vietnam or CMC???

Readings: Chapter 6

### **Week 5**

October 1

Lecture: The Bush Administration and the emphasis on state-to-state relations

Readings:

Chapter 18: President Bush and the End of....

### **Week 6**

October 8

Lecture: Clinton's foreign policy objectives and post-Cold War Environment.

Readings:

Chapter 19: President Clinton and Post Cold War complexities

Challenges Approaching the 21<sup>st</sup> century...

Internationalist Temptation by...

## **Week 7**

October 15

Lecture: Challenges facing the Twenty-First Century- why put Europe First?

**Case Study:** Human Rights and Trade in US Policy toward China

Readings: Putting Europe First...

## **Week 8**

October 22

Lecture: Foreign Policy Objectives of George Bush Jr.: from deterrence to forward deterrence (preemption).

Are we at the "End of History?"

**Case Study** (one-hour discussion): United States and the Decision to Build a National Missile Defense System

Readings: The U.S. vs. The Rest"

## **Week 9**

October 29

Case Study: **The United States, Global Warming, and the Kyoto Protocol**

Lecture: Operation Iraqi Freedom: An Unnecessary War?

Case Study (one-hour discussion):

Reading: An Unnecessary War by...

## **Week 10**

November 5

Lecture: Economic Stabilization and Growth

Readings: BMO Textbook, Chapter 5

## **Week 11**

November 12

Lecture: American commercial policy in a global economy

Readings: BMO Textbook, Chapter 6

Salvatore, Chapter 1

## **Week 12**

November 19

Lecture: Unilateral and multilateral American management under the Bretton Woods Regime

Readings: Salvatore Chapter 9

Goddard et. Al. Part 4: International Trade Relations (351-375)

## **Week 13**

November 23

Lecture: Multinational Corporations- Consequences of MNC activity

Reading: To be distributed in class.

- Garvey, Gerald, Public Administration: The Profession and the Practice, St. Martin's Press, New York, 1997.  
Chapter 7: Federalism and Intergovernmental Relations, pp. 265-284 (to be placed on reserve).
- BMO Textbook, Chapter III, pp. 65-85

January 24

One-hour session:

- Team Policy Project Organization
- 30-minute Lecture: A Framework for Making Policy Choices
- **CEds Due**

January 27

Lecture: - Federalism and Intergovernmental Relations  
- Government Regulation

Readings:

BMO Textbook, Chapter IV, pp. 85-106

January 29

Lecture: - Government Regulation (Con't)

Readings:

BMO Textbook, Chapter IV

#### **Week 4**

February 3

Lecture: Economic Stabilization and Growth

Readings: BMO Textbook, Chapter V, pp. 107-131

February 5

Lecture: - Economic Stabilization and Growth (Con't)  
- US Policy in a Global Economy

**Team Policy Project Topic Approval Deadline**

Readings: BMO Textbook, Chapter VI, pp. 132-169

February 7

**CEds due** (Folders to be turned in to Jennifer by 5:00pm at the latest)

#### **Week 5**

February 10

Lecture: U.S Policy in a Global Economy (Con't)

Readings:

Goddard et.al (Eds.), "International Political Economy: State-Market Relations in the Changing Global Order", Lynne Rienner Publishers, 1996

Part II: **The International Monetary Fund** pp. 215-235 (To be available on the web)

D. Salvatore (2001), "Chapter 1: Introduction", International Economics, pp. 1-23 (to be available on the web)

February 12

Lecture: International Political Economy

- Political Basis of the Bretton Woods Regime
- Unilateral US Management
- Multi-lateral US Management under US Hegemony

- iv. Collapse of the Bretton Woods Regime
- v. International Trade and Domestic Policies

Readings:

D. Salvatore (2001), "Chapter 9: History of U.S. Commercial Policy", International Economics, pp. 303-313.

Goddard et.al (Eds.), "International Political Economy: State-Market Relations in the Changing Global Order", Lynne Rienner Publishers, 1996

Part IV: **International Trade Relations** pp. 351-375 (To be available on reserve).

## **Week 6**

February 17

**QUIZ I** (10 minutes)

Lecture: International Political Economy

- i. North American Free Trade Agreement (NAFTA)
- ii. GATT Negotiating Rounds

Readings:

Goddard et.al (Eds.), "International Political Economy: State-Market Relations in the Changing Global Order", Lynne Rienner Publishers, 1996

Part IV: **From GATT to the World Trade Organization**: Prospects for a Rule-Integrity Regime pp. 381-398 (To be available on reserve).

February 19

Lecture: Multinational Corporations

- i. Common characteristics
- ii. Reasons underlying the rapid growth of MNCs
- iii. Consequences of MNC Activity

Readings:

Jenkins, R., "Part V: Theoretical Perspectives on the Transnational Corporation" in Goddard et.al (Eds.), "International Political Economy: State-Market Relations in the Changing Global Order", Lynne Rienner Publishers, 1996 pp. 439-457. (to be available on the web).

February 21

**CEDs due** (to be handed to Jennifer by 5:00PM at the latest)

## **Week 7**

February 24

Lecture: The Development Gap (North-South System)

Readings:

Goddard et.al (Eds.), "International Political Economy: State-Market Relations in the Changing Global Order", Lynne Rienner Publishers, 1996

Part I: **The Structure of Dependence**, pp. 165-175

Russett, B.,H. Starr, and D. Kinsella (2000), "Development and Underdevelopment: The North South Gap", World Politics: The Menu for Choice, Bedford/St. Martin: Boston, 406-434

February 26

Lecture: Poverty and Welfare

Discussion on the First Midterm

Readings: BMO Textbook, Chapter VII, pp. 171-207

February 28  
Mitchner.

Midterm sample questions to be picked up from Jennifer

## **Week 8**

March 3

### **MIDTERM EXAM**

March 5

Lecture: Poverty and Welfare (Con't)

Case I assigned: Helping the Homeless: The Shelterers'

Dilemmas

Readings: Garvey, Gerald, Public Administration: The Profession and the Practice, St. Martin's Press, New York, 1997, pp.432-449 (to be available on the web).

March 7

Discussion: Case I

Readings: BMO Textbook, Chapter VIII, pp. 208-239

## **Week 9**

March 10

Lecture: The Mirage of Health Security

Case II assigned: The West Nile Virus Outbreak in NYC.

**Decision Memo (Case I) Due Date**

Readings: The West Nile Virus Outbreak in New York City (A): On the Trail of a Killer Virus (KSG C 16-02-1646.0), The City Responds (B) (KSG C16-02-1646.0) To be available on the web.

March 12

Lecture:

- Public Health Security (Con't)
- Education and the Human Capital Challenge:

Readings: BMO Textbook, Chapter IX, pp. 240-268

March 14

Discussion Hour: Case II (class cancelled)

**CEDs collected**

Readings: None {Work on your decision memos and team projects}

## **Week 10**

March 17

No class (Spring Recess)

Readings: None (Work on your Team Projects)

March 19

No class (Spring Recess)

Readings None: (Work on your Team Projects)

## **Week 11**

March 24

Lecture: Education and the Human Capital Challenge (Con't)  
**Decision Memo (Case II) Due Date**

Readings:

BMO Textbook, Chapter X, pp. 269-293

"Environmental Scares: Plenty of Gloom", The Economist, December, 20, 1997 pp. 19-21 (to be handed out during class time)

March 26

Lecture: Environmental Policy

Readings: The Brookings Institution, "Assessing the Department of Homeland Security", July, 2002. (To be available on reserve)

March 28

**CEDs Due** (folders to be given to Jennifer by 5:00PM at the latest)

**Draft Team Policy Project Report Due**

## **Week 12**

March 31

Lecture: Homeland Security

Readings:

The Rise of Globalization by Keohane and Nye (to be available on the web)

Baylis, John and Steve Smith. 1997. The Globalization of World Politics: An Introduction to International Relations. New York: Oxford University Press (to be available on the web)

April 2

**Quiz II** (10 min.)

Lecture: Globalization and Interdependence

Case III: Threat of Terrorism: Weighing Public Safety in Seattle

Readings: "Threat of Terrorism: Weighing Public Safety in Seattle" (KSG C15-02-1648.0), to be available on the web.

April 4

Discussion: Case III

## **Week 13**

April 7

Lecture: American Foreign Policy:

- Instruments of Nation Building
- Ascendancy of U.S. to global supremacy

- “-isms”: Republicanism, Individualism, Expansionism and Isolationism; the profound and continuous impact of an ideology that developed during the early colonial and national periods.

**Decision Memo due date**

Readings:

- 1) The Cambridge History of American Foreign Relations, “The Globalization of America, 1913-1945” by Akira Iriye (to be placed on reserve).
- 2) An American Worldview; An American World, pp. 134-157 (to be available on the web).

April 9

Lecture: American Foreign Policy (Con’t)

- The Great War and the American Neutrality
- Wilson vs. Lenin
- What did the Cold War stand for?
- An American World View: A comparison between the structure of the international order during the Cold War and the Post Cold War era.

Readings:

Chapter 15: Toward the Twenty-First Century, 1986-1996, “U.S. Diplomacy since 1900” (to be available on the web).

Chapter 18: President Bush and the End of the Cold War, pp. 356-378 (to be available on reserve)

Chapter 19: President Clinton and Post-Cold War Complexities, pp. 379-403 (to be available on reserve)

April 11

**CED due date** (to be turned in to Jennifer by 5:00PM)

**Week 14**

April 14

Lecture: American Foreign Policy from 1989 to 1996

- The Bush administration and the emphasis on state-to-state relations (Collapse of the Soviet Union, Fall of the Berlin Wall, Reunification of Germany, Revolutions across Eastern Europe, and Intervention in the Third World including Iraq).
- What were Clinton’s foreign policy aims? (invention & mediation)
- Post Cold War relations with the Industrial Powers

Readings:

1) Challenges approaching the 21<sup>st</sup> Century by Samuel R. Berger- Assistant to President Clinton for National Security Affairs (to be available on the web).

2) Internationalist Temptation by Ronald Steel (to be available on the web)

3) Putting Europe First by Ivo H. Daalder and James M. Goldgeier (to be available on the web)

April 16

Lecture: American Foreign Policy

- Challenges approaching the 21<sup>st</sup> century
- Why must U.S. lead the world?
- Putting Europe First

Readings: None

April 18

**Team Project Papers Due**

**Week 15**

April 21

Lecture: American Foreign Policy

- From Deterrence to Preemption (Forward Deterrence)
- Anticipatory Defense (Preemption) in the War on Terror
- Did we reach the “end of history”?

Readings:

- “The U.S. vs. the Rest” by Francis Fukuyama- author of ‘The End of History and the Last Man’. (to be available on reserve),
- “The New Battle for Global Consensus” by Philip Bobbitt- author of ‘The Shield of Achilles’.

April 23

Lecture: International Criminal Court and American Unilateralism

Readings: “Does International Law No Longer Serve U.S. Interests?” by Kenneth Roth; Executive Director of Human Rights Watch

**Week 16**

April 28

Group Presentations

April 30

Group Presentations and Final Exam Review.