POLSC 301/HIST 236 American Foreign Policy                  Spring 2010
Christopher C. Burkett                                           MW 3:00-4:15

COURSE PURPOSE AND OBJECTIVES:
The purpose of this course is to gain a better understanding of the place of the United States in
the world today. To do so we will examine the factors that shaped the formulation of American
foreign policy from the time of the American Revolution through the twentieth century. A
primary focus is on how American foreign policy is influenced not only by the events and
circumstances of world affairs, but also by political principles, which provide the ends at which
our diplomatic and military activities should aim. We will also focus on the means selected to
accomplish those ends, and the various doctrines that were formulated to shape foreign policy
from the Founding through the mid-twentieth century, including neutrality, limited intervention,
progressive imperialism, internationalism, and global meliorism. If we are to understand the role
of the United States in the world today, we must understand how and why these doctrines
continue to influence contemporary American foreign policy even as threats to American
security have taken new forms.

CONTACTING THE PROFESSOR:
Students are encouraged to meet with me outside of class to discuss any aspect of the materials
or topics we cover in the course.
   Office: Andrews 213
   Mobile Phone: (419) 908-5967
   Email: ccburkett@ashland.edu
   Office Hours: Monday and Wednesday 1:00-2:30 and by appointment

STUDENT RESOURCES:
Students are encouraged to visit my personal website at www.ashland.edu/~cburket1/.
Occasionally I will post course materials online, and there are also other valuable links and
resources for students posted at this website.

REQUIRED TEXTS:

RECOMMENDED TEXTS:
- Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, sixth ed.
  (University of Chicago, 1996, ISBN 0226816273)

OTHER REQUIRED READINGS:
Other assigned readings will be distributed by the professor during class.
COURSE REQUIREMENTS:

1. Class preparation and participation (roughly 30% of the final grade):
This portion of the grade includes class preparation, quality participation, memory of assigned readings, and attendance. The preparation portion of the grade may also be influenced by reading quizzes, which may be given on occasion without prior notice. Discussion is highly encouraged in this course. STUDENTS ARE EXPECTED TO DO THE READINGS BEFORE CLASS. The best way to prepare for class is to read the assignments and make a brief outline of the main points. Then memorize your outline.

2. Paper (roughly 30% of the final grade):
Choose a topic from the list provided by the professor and write a 9-12 page scholarly paper, to be submitted on the date assigned by the professor. The purpose of the paper is to demonstrate that you understand the importance and complexity of the question or topic. Every paper should begin with a paragraph laying out your thesis, and in the body of the paper you should present reasoned arguments that support your thesis based on evidence from the readings assigned for the course. You may also use outside sources, but the emphasis should be placed on the primary source documents assigned for class. **Wikipedia is NOT a scholarly source and you should avoid using it in your paper.** See also “Guidelines for writing papers” at the end of this syllabus.

3. Reading Tests (roughly 40% of the final grade):
There will be four (4) readings tests consisting of multiple choice and short answer questions based on the readings. Each test will be worth 10% of the final grade for the course. Dates for the tests will be assigned in advance by the professor.

See also “The Meaning of Grades” at the end of this syllabus.

GENERAL POLICIES:

1. PLAGIARISM: **ANY WILLFUL PLAGIARISM ON PAPERS OR CHEATING ON EXAMS WILL RESULT IN AN “F” FOR THE COURSE.** You should read the Academic Integrity Policy in the student handbook or catalog. Also see the link on plagiarism at my website, www.ashland.edu/~cburket1/.

2. ATTENDANCE: You should make every effort to attend every class. Even if you have what you think is a good reason for missing a class, the professor retains the discretion to decide whether to count it as an excused or unexcused absence. An unacceptable number of absences will result in a deduction from the final grade for the course.

Contents of this syllabus are subject to change.
READING PLAN:

**Week 1: Introduction: Founding principles and American foreign policy traditions**

M (1/11): No readings assigned

W (1/13): Declaration of Independence
          Continental Congress, Olive Branch Petition
          Continental Congress, The Causes and Necessity of Taking Up Arms
          McDougall, Introduction (all) and chapter 1 (pp. 15-28 only)

**Week 2: Foreign policy and the ends of government**

M (1/18): NO CLASS – MLK DAY

W (1/20): Preamble to U.S. Constitution
          *The Federalist* Nos. 3, 6, 23, 41 and 43

**Week 3: The Social Compact and the Law of Nations**

          John Locke, excerpts from *Second Treatise*
          Emerich de Vattel, excerpts from *The Law of Nations*

W (2/27): James Wilson, *Lectures on Law*

**Week 4: European war and American neutrality**

M (2/1): Treaty of Alliance with France, 1778
          Washington, Proclamation of Neutrality
          Hamilton, Cabinet Paper, April 1793
          Hamilton, Cabinet Paper, 2 May 1793
          McDougall, chapter 1 (pp. 28-38 only)

W (2/3): Jefferson, Opinion on the French Treaties, April 1793
          Hamilton, Pacificus No. II, 3 July 1793
Week 5: American Exceptionalism and Neutrality

M (2/8): *The Federalist* No. 11
Washington, Farewell Address, 1796
McDougall, chapter 2 (all)

W (2/10): Address of the Senate to John Adams, 23 May 1797
Madison, “Foreign Influence,” 23 January 1799
Thomas Jefferson, First Inaugural, 4 March 1801

Week 6: Limited Intervention and the Monroe Doctrine

M (2/15): James Monroe, Seventh Annual Message to Congress, 2 December 1823
John Quincy Adams, First Inaugural, 1825
McDougall, chapter 3 (all)

W (2/17): John Quincy Adams, Independence Day Address, 1821
James Kent, *Commentaries on American Law*, 1826
Lincoln, Resolutions on Behalf of Hungarian Freedom, 1852

Week 7: Progressive Imperialism

M (2/22): Wilson, “The Ideals of America,” December 1902
Charles Merriam, “Recent Tendencies,” 1903
Theodore Roosevelt, “Expansion of White Races,” 1909
Theodore Roosevelt, “Expansion and Peace,” 1899

Senate Debate on Governing the Philippines, January 9, 1899
Senate Debate on Governing the Philippines, January 9, 1900
Henry Cabot Lodge, Speech before the U.S. Senate, 7 March 1900
McDougall, chapter 5 (all)

Week 8: Hegemony and Police Power in the Western Hemisphere

M (3/1): Platt Amendment to Cuban Constitution, 1901
Senate Debate on Platt Amendment, 27 February 1901
Theodore Roosevelt, Annual Message to Congress, December 6 1904

W (3/3): Theodore Roosevelt, Annual Message to Congress, December 5 1905
Theodore Roosevelt, Annual Message to Congress, December 3 1906
Wilson, “The Tampico Incident,” 20 April 1914
McDougall, chapter 6 (pp. 122-132 only)
Week 9 (3/8, 3/10): NO CLASS – SPRING BREAK

Week 10: Progressive Idealism and Internationalism

M (3/15):  Wilson, War Message to Congress, 2 April 1917
            Wilson, Memorial Day Address, 30 May 1917
            Wilson, Message to the Provisional Government of Russia, 26 May 1917
            Wilson, State of the Union Address, 4 December 1917
            McDougall, chapter 6 (pp. 132-137 only)

            Wilson, “A League for Peace / Peace without Victory,” 22 January 1917
            Wilson, Fourteen Points Speech, 8 January 1918
            Henry Cabot Lodge, Joint Debate on the Covenant of Paris, 19 March 1919
            McDougall, chapter 6 (pp. 137-146 only)

Week 11: Cold War strategies: Containment, Massive Retaliation, and Meliorism

            Kennan, “The Sources of Soviet Conduct,” July 1947
            Truman, Inaugural Address, 20 January 1949
            Dulles, “Principles in Foreign Policy,” 11 April 1955
            McDougall, chapter 7 (pp. 154-158 only)

W (3/24):  Truman, Address to Congress, March 12 1947
            Marshall Plan, 5 June 1947
            National Security Council, NSC-68, 1950
            Eisenhower, Special Message to Congress, January 5 1957
            McDougall, chapter 7 (pp. 158-171 only) and chapter 8 (pp. 172-184 only)

Week 12: Cold War strategies: Meliorism, Arms Limitations, and International Oversight

M (3/29):  Eisenhower, First Inaugural Address, 20 January 1953
            Eisenhower, “Atoms for Peace,” 8 December 1953
            John F. Kennedy, Inaugural Address, 20 January 1961

W (3/31):  John F. Kennedy, Address to the Nation, 6 June 1961
            John F. Kennedy, “Truce to Terror” Address, 25 September 1961
            John F. Kennedy, “Declaration of Interdependence” speech, 4 July 1962
            Lyndon B. Johnson, “Our World Policy,” 20 April 1964
            McDougall, chapter 87 (pp. 184-189 only)
Week 13: Cold War Strategies: Global Meliorism and Vietnam

M (4/5):  NO CLASS – EASTER BREAK

          Lyndon B. Johnson, State of the Union Address, 12 January 1966
          McDougall, chapter 87 (pp. 190-195 only)

Week 14: Cold War strategies: Détente and Strategic Initiatives

M (4/12): Carter, Inaugural Address, 20 January 1977
         Carter, “Human Rights and Foreign Policy,” June 1977
         Carter, Address to the American People, 15 July 1979
         Carter, State of the Union Address, 23 January 1980
         McDougall, chapter 87 (pp. 195-198 only)

W (4/14): Reagan, Address to British Parliament, 8 June 1982
          Reagan, Remarks to National Association of Evangelicals, 8 March 1983
          Reagan, Televised Address on National Security, 23 March 1983

Week 15: America in the Post-Cold War world

          George H.W. Bush, Remarks at Texas A&M University, December 15, 1992
          George H.W. Bush, Address at West Point, 5 January 1993
          McDougall, Conclusion

          Clinton, Address to Nation on Air Strikes in Kosovo, March 24, 1999
          Clinton, Address to Nation on Kosovo Action, 10 June 1999

Week 16: American Foreign Policy in the 21st Century

          NSC National Security Strategy, September 2002
          George W. Bush, Remarks at the Port of Philadelphia, 31 March 2003
          George W. Bush, Second Inaugural, 20 January 2005


LAST DAY OF CLASS WEDNESDAY, 4/28
**The Meaning of Grades:**

“A”: Excellent work demonstrating unusually thorough preparation, genuine comprehension and synthesis, insight and even originality. It is remarkably well-written and presented. The grade signifies not simply very good work but exceptionally fine work.

—in a word, **Mastery**.

“B”: Very good, thorough work. The work demonstrates thorough preparation, a grasp of the subject matter and thorough command of the materials of the course. It may not show any special insight or originality, but it demonstrates clear understanding of the material with answers presented in a clear and logically correct style.

—in a word, **Competence**.

“C”: The work is acceptable for degree credit. It does not mean “poor” work because we should not award degrees for poor work. The work demonstrates an adequate, though not comprehensive, grasp of the subject matter. Significant information might be overlooked. The work may not display a full appreciation of the meaning or implication of a question. Answers might be too brief to allow sufficient development. An essay might read like a list of facts rather than a well-developed argument. It might appear to be wholly derived from the lecture material, ignoring relevant readings or references to the readings. Though imperfect, the work is, on the whole, of a quality that is acceptable in the sense that the award of the degree for this level of work is warranted.

—in other words, **Acceptable** or **Satisfactory**.

“D”: Work that barely qualifies for academic credit. The student has clearly learned something from the course, but the work is shoddy and shows poor or inconsistent preparation. The general impression is of an examination or essay that is inadequately prepared or understood or poorly presented. A student who performs consistently at this level should not expect to be awarded a college degree.

—in other words, **Poor but Passing**.

“F”: Work that shows little or no preparation or comprehension. Many facts or references are missing or are misunderstood. There is little or no analysis, and the style is poor, confused or incomprehensible. **IT DOES NOT MEAN THAT NO WORK HAS BEEN DONE, NO CLASSES WERE ATTENDED, NO ESSAYS WERE WRITTEN OR NO LEARNING HAS TAKEN PLACE.** A student can attend classes (or at least some or most of them), do the reading (perhaps inconsistently), and hand in the required work and yet receive an “F” if the product does not reflect some minimal command of the materials of the course.

—in a word, **Unacceptable**.
Guidelines for writing papers

1. Papers should be double spaced, with 1” margins at the top and bottom and 1 ¼” margins on each side. Use 12 point, Times New Roman font or equivalent.

2. Always number your pages.

3. Check spelling, punctuation and capitalization. These should be perfect.

4. Correctly cite your sources, even if you paraphrase an author. You may use footnotes, endnotes, or parenthetical citations.
   
   Example: “A wise prince, therefore, has avoided these arms and turned to his own” (Machiavelli, The Prince, 86).

   Example: Machiavelli wrote that wise princes rely on their own resources rather than relying on the arms of other men (Machiavelli, The Prince, 86).

General reminders on style:

5. Vague and unclear writing is the product of vague and unclear thinking. If you are having a difficult time conveying an idea, it is because you are unclear about that idea.

6. Read your essay aloud several times before you submit it. If it sounds awkward or unclear, rewrite your essay until it becomes clear. Remember, the reader does not know what you are trying to say, only what you are saying.

7. Organize your ideas in paragraphs; avoid huge leaps from one idea to another between paragraphs. Each paragraph should have some thematic relation to the preceding and following paragraphs.

8. Eliminate wordiness, flowery language, and overly complex or run-on sentences.

9. Avoid pusillanimous phrases such as “I believe,” “I think,” or “In my opinion.”

10. Always strive for clarity. Try to avoid vague words such as “thing,” “stuff,” “this,” and “that.”

   Bad: The main thing that Churchill disliked was this.

   Good: Churchill most disliked inactivity.

11. When quoting another author, make sure the reader knows who is speaking. Never simply drop a quote into your paper.

   Bad: “If men were angels, no government would be necessary.”

   Okay: As James Madison wrote, “If men were angels, no government would be necessary.”

   Better: “If men were angels,” James Madison wrote, “no government would be necessary.”

12. Never introduce a new paragraph with a conjunction; never introduce a sentence with “however” or “therefore.”

   Unacceptable: However, the evidence suggests that he is wrong.

   Acceptable: The evidence, however, suggests that he is wrong.

13. If you quote another author, and the quote is more than four lines in length, use a block quote: single space, full justify, and indent the text an additional ½ inch on each side. For example:

   In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions (Madison, 232).

14. For further advice, consult William Strunk, Jr. and E.B. White, The Elements of Style. It has gone through many editions, is short, inexpensive, lively and invaluable.
**Common grammatical mistakes:**
15. *Never* write in sentence fragments.
   - ALL sentences must have a subject and a verb:
     - Fragment: The extreme hostility toward those against the measure.
   - Prepositional phrases and subordinate clauses cannot stand alone without a main clause:
     - Fragment: Although he could not go to class.
16. Make sure nouns and verbs agree in number and tense:
   - Incorrect: He had went to class early.
   - Incorrect: Cindy, along with most of her friends, believe that it was unfair.
17. Never use “he or she” or “they” to indicate a single person; use “he.”
   - Incorrect: If a person (singular) decides to write, they (plural) should write well.
18. Avoid comma faults.
   - Incorrect: She was able, to understand the economy.
19. In a series of three or more terms, use a comma after each (except the last).
   - Correct: red, white, and blue
   - Correct: He baked the cake, iced it, and ate it after supper.
20. Enclose parenthetic expressions between commas.
   - Incorrect: The executive, as Hamilton envisioned should hold a very long term of office.
   - Correct: The executive, as Hamilton envisioned, should hold a very long term of office.
21. Use “that” and “which” correctly. “Which” introduces a subordinate clause and must follow a comma.
   - Incorrect: He sat on the chair which was empty.
   - Correct: He sat on the chair that was empty.
   - Correct: He sat on the chair, which was not being used by anyone.
22. Whenever possible, use active verbs.
   - Passive: The problem was understood by him.
   - Active: He understood the problem.
23. Avoid contractions, such as don’t, can’t, wouldn’t, doesn’t, she’s
24. Use “being” correctly; it is not a substitute for “as,” “since,” or “because.”
   - Incorrect: Although he did not win, Tom accepted the praise, being that he had raced well.
   - Correct: Although he did not win, Tom accepted the praise, as he had raced well.
25. Use apostrophes correctly.
   - Incorrect: Sharon’s car is red.
   - Correct: His paw was stuck in the rocks.
26. The possessive of “it” does not use an apostrophe; “It’s” means “it is.”
   - Incorrect: It’s paw was stuck in the rocks.
   - Correct: Its paw was stuck in the rocks.
27. Beware of homonyms (words that sound the same but have different meanings).
   - Incorrect: Their were two problems to be red.
   - Correct: There car was read.
   - Incorrect: He lead the others in the fight.
   - Incorrect: The society excepted him as a new member.
28. Do not confuse “than” and “then.” “Than” indicates comparison; “then” indicates time.
   - Incorrect: If he does, than I will go with him.
   - Correct: His wisdom is greater than mine.
29. Keep related words together.
   - Incorrect: He noticed a large stain on the rug that was right in the center.
   - Correct: He noticed a large stain right in the center of the rug.
30. Use “second, third,” etc., rather than “secondly, thirdly,” etc.