

**Political Science 403: The U.S. in World Affairs
Tuesday and Thursday**

Instructor: Colonel Lionel Ingram, U.S. Army, retired, Ph.D.

Primary contact mode: lionelingham@comcast.net

Secondary contact mode: **603-772-0479 (Home)**

Primary sending mode: **By hand in the class and on time**

Secondary and only with prior permission sending mode: lionelingham@comcast.net

Web page: lionelingham.com

Here you can find, as they are ready, all class handouts, readings and, when necessary, course announcements.

Office: **Horton 213**

Office Hours: **Tuesday and Thursday 9-9:30, 1:30-2:00, 3:30-4:00, and by appointment.**

Office Phone Number: 862-1032 (*Do not rely on this phone number; use my home phone.*)

I. Course Description:

This is a rigorous political science course that also happens to be a general education course.

It has four primary objectives:

- 1) to introduce you to the scope of issues related to US foreign policy and policymaking,**
- 2) to provide you with an effective ability to understand, analyze, and judge American foreign policy,**
- 3) to help you create your own vision of what American foreign policy should be, and**
- 3) to excite you to have a continuing interest in U. S. foreign affairs and to become involved in its conduct.**

This course will provide you with a logical way to consider U.S. foreign policy – thinking with bounded rationality. This means thinking logically with the knowledge, information, and experience that you have.

The basic approach to logical thinking about policy is simple:

- 1) Understand the situation.
- 2) Understand either the objectives U.S. wants to accomplish regarding that situation or those you believe it ought to want to achieve.

- 3) Consider the options available to the U.S. to try to accomplish those objectives.
- 4) Analyze the options to determine the best way for the U.S. to try to accomplish those objectives.

The problem is that you do not have enough information to carry out 1) through 4). Additionally, you do not have the conceptual capability to analyze the political, economic, social, and security issues. The fact of the matter is that the American policy makers do not have enough information or conceptual capability either, although they have much more than you.

Everyone's knowledge and conceptual capability are bounded. Therefore, we have three tasks: 1) learn more about the situation, 2) develop better conceptual skills, and 3) recognize what is not known and understood. This boundedness will provide us the basis for our analysis.

Then comes the hard part – thinking rationally. In addition to our boundedness in knowledge and capabilities, each of us is bounded by what we are, our socialization. Each of you is different from each other because of how you came to be what you are. You are also different from me for the same reasons, but especially because I have life experiences dating back a number of decades. Moreover, we are all very different from people in other societies and countries. Therefore, we will see things and understanding things differently. This is another aspect of our boundedness. Given the same knowledge and capabilities, we will think rationally differently from others.

Working within our boundedness, we must try to think as logically as we can. Here arises another aspect of a boundedness – time. We will each have a different amount of time to use in our analytical effort. For example, you can give yourself only part of an evening to an analysis. This is also a problem for any policy analyst. A former Secretary of State, Henry Kissinger, once said that, if one waits until one has enough information to make a decision, the decision will come too late to be effective.

The bounded rational analytical approach to policy analysis has two parts – your boundedness and your effort to think rationally. The approach is based on the idea that we are working with shortfalls, perhaps serious shortfalls. Yet, given all the limitations, we still must try to think logically. What follows, in this course, will provide you with a way to think rationally about policy.

In order to help provide you with the basic knowledge and conceptual capacity, this course follows four paths: 1) an introduction to world affairs and some basic concepts of international politics, 2) a study of some key historical aspects our foreign affairs, since the end of World War II, 3) a study of the process of making and implementing our foreign policy, and 4) a consideration of some critical current issues.

◆ It begins by introducing you to the international context for our foreign policy and some basic concepts of international politics. We will use these concepts and others throughout the course. A primary task for you in this part of the course is to develop an analytical approach to foreign affairs.

◆ Along the way we consider some aspects of the history of American foreign policy from 1945-2016. This section provides a basis for understanding the American foreign policymaking

process (path three) and how the U.S. approaches today's critical issues (path four). It also provides an opportunity to continue to introduce you to some concepts of international relations

◆ Along path three, we briefly study how the American political system creates and implements its foreign policy. We will focus on the relationship between the Congress and the Presidency, presidential management of foreign policy, the primary foreign policy agencies, and the foreign policymaking process.

◆ As we go through the course, we will turn to some critical policy issues. Using these and earlier discussions as a foundation, we will address how the U.S. should be involved in international affairs. Reinforcing this aspect of the course will be periodic take-home quizzes derived primarily from *The Economist*. These quizzes will focus on aspects of the course and current events.

II. Instructor's Policies:

◆ I work on the premise that all students are responsible, honest, and courteous adults, who are at this university to learn.

◆ I am here to help you learn, not to teach you. This distinction underlies my approach to the course and our relationship with each other.

◆ I am always ready to discuss course matters with you. I am available in my office during office hours or by appointment. If you are having difficulties, speak to me. If I believe you are having difficulties, I will speak to you.

◆ I expect you to attend all classes. Although not a record of all classes, I will keep attendance via the quizzes and exams. If you miss more than five classes by the end of the course, for whatever reason, excused or not, you will give me a letter of explanation. **If I determine that you have missed too many inexcusable classes, I will reduce your final course grade up to one letter grade.** If there are prolonged difficulties that will keep you from attending classes speak to me.

◆ **You cannot pass this course without having done the three examinations.**

◆ I expect you to turn in all work on time. If there is a problem, discuss with me an appropriate extension. Assignments turned in after the original due date or after the extended due date are subject to a grade reduction up to an F.

◆ Only with my prior permission will I accept an e.mailed assignment.

◆ **HONESTY.** I expect you to be honest with me in all matters. I will take your word, unless you have given me reason to be concerned about your ability to tell the truth.

In doing the take-home essays, you are not to work with anyone. All other sources are authorized. If I find sufficient evidence of improper collaboration, I will assign the collaborators an F for the exam. If there are more other violations, I will follow the university's procedures for dealing with academic misconduct.

Citing Sources. An aspect of being honest is ensuring that you give credit to your sources. For the take-home essays, you will provide citations showing your sources, even if these are from the text or a reading on my website. I expect the citations to be at the appropriate points in the essay. Citations should be in the form: (Lundestad, p.254). There are penalties for not citing your sources and if warranted I will follow the university's procedures for dealing with academic misconduct. **You might wish to look at this site to help you understand plagiarism better -- www.unh.edu/liberal-arts/plagiarism/plagiarismHome.cfm**

◆ **Disabilities.** The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS), Contact DSS at (603) 862-2607 or disability.office@unh.edu. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately in my office so that we can review those accommodations.

◆ **Confidentiality and Mandatory Reporting.** “The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report incidents of sexual violence and harassment shared by students to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu 603-862-2930/1527 TTY).”

III. Requirements:

General.

Studying. Learning does not come from just reading and listening. Your learning is derived primarily from active engagement with the material -- considering the material and writing the examinations, especially the essays. This is why there are so many written tasks. The take-home exams are also study guides, designed to lead you to the material of importance to this course. I suggest that you consider these guides before and as you read and study the material.

Preparation for class. I expect you to come to class having at least read the assigned material. If you have not read the material, it will be difficult to have any meaningful class discussion. What happens in class and what you learn in class depends on what you bring to class. The better prepared you are, the more my lectures and our discussions will guide, reinforce, and stimulate your learning. Additionally, I suggest you consider the appropriate tasks in the daily study guide. This will help focus your mind and prepare you to ask questions.

Texts. The assignments will come out of these required texts:

- ◆ Geir Lundestad, *East, West, North, South: Major Developments in International Politics since 1945*, 7th ed. (London: Sage, 2014)
- ◆ The readings and other material on my website. These will include the power point presentations.
- ◆ Class handouts

Graded Assignments:

- ◆ three in-class exams. The first and second exams are worth 20% of the course grade and will also include three take-home essays. The third exam is worth 28% of the course grade and will include several take-home essays.
- ◆ twenty-two quizzes, each worth 2% of the course. I will drop the six worse grades. Quizzes not done because of unexcused absences will be graded as an F.

Class Participation. There is no overall class participation grade because I expect you to participate in class as part of your effort to master the material. However, one could consider the reductions in grades for excess absences from class and the grades of F for missed quizzes due to unexcused absences as a fair way to determine a class participation grade.

Writing Requirements. **Although this is a not a writing intensive course, you will write for the exams.**

- ◆ I expect you to write with a purpose and with your audience clearly in mind. The purpose will be to fulfill the task I have given you, and I am your audience.
- ◆ General guidance is in the course handout, "Writing for POLT 403." Part of your grade on each writing assignment will be determined by how well you follow that guidance. I expect complete, well-structured essays and paragraphs as responses to the examination tasks.

IV. Schedule: (Much of the reading for classes after Spring Break is still to be determined in order to keep the material up-to-date.)

24 JAN

Topic: Introduction and Organization

Sub-Topic: The Course

My website: Ingram, vu-graph, "Primary Objectives"

Sub-Topic: My Policies and The Schedule

My website: Ingram, "Syllabus for POLT 403W"

Topic: Critical Course Concepts:

Sub-Topic: Your Political Socialization

My website: Ingram, vu-graph, "Your Orientation to Foreign Affairs"

Sub-Topic: Thinking with Bounded Rationality

My website: "Syllabus for POLT 403W," page 2

Sub-Topic: Policy (getting from A to B), where $B = f(A, w, x, y, \dots)$

My website: Ingram, vu-graph, "Policy"

Sub-Topic: Causation

My website: Ingram, vu-graph, "The Seven Factors of Causation"

26 JAN QUIZ 1

Topic: Your Political Socialization

My website: Ingram, vu-graph, "Political Culture and Political Socialization"

Topic: Perception and Misperception

My website: Jervis, an outline from *Perception and Misperception in International Relations*, Chapter 4, "Cognitive Consistency and the Interaction between Theory and Data," and Chapter 6, "How Decision-Makers Learn from History," pp. 3-5

Topic: Why Theories of Global Politics, Although Important, Are Not Stressed in This Course

My website: Snyder, "One World, Rival Theories," *Foreign Policy*, Nov 2004

Topic: You and the Media

My website: Ingram, "Considering Course Material"

My website: Pitner, "How to Analyze the News"

My website: "World Newspapers and Magazines" (Click on search by country, then look for the papers that are in English.)

31 JAN QUIZ 2

Topic: Major Players in International Affairs

My website: Ingram, vu-graph, "Global Players"

Sub-Topic: A Pluralist, not a Polar, World

Topic: States (I)

My website: Ingram, vu-graph, "The State"

My website: Ingram, vu-graph. "Nations and Nationalism"

My website: Paul, "Nations and States," parts 1, 2, and 4

Focus: Why States Exist, Are Important, and Will Be Long-Lasting

My website: Ingram, vu-graph, "Why States Exist"

Focus: The State, Sovereignty, and Anarchy

My website: from Kenneth Waltz, from *Man, the State and War*

My website: Ingram, vu-graph, "Sovereignty"

My website: Ingram, vu-graph, "Anarchy"

2 FEB QUIZ 3

Topic: Three principal factors following WWII

Focus: The Bi-Polar Cold War, The Restructured World Economy, and Decolonization

Topic: The Economic Instrument of Power

My website: Ingram, "The Economic Instrument of Power"

Topic: States (II)

Lundestad, Chapter 12, "Decolonization"

Lundestad, Chapter 12, "Decolonization"

My website: *The Map as History*, "History of Decolonization and Independence in the 20th Century" (You cannot use the online access.)*Focus:* Tiers

My website: Tiers

Focus: State Failure

My website: Rotberg, "The New Nature of Nation-State Failure"

My website: Vu-graph, Ingram. "Indicators of Failed or Failing States"

My website: *The Fund for Peace*, press release, 2015My website: *The Fund for Peace*, indicatorsMy website: *The Fund for Peace*, rankings, 2015**7 FEB QUIZ 4***Topic:* Bounded Rational Analysis

My website: Ingram, "Bounded Rational Policy Analysis"

Topic: The Goals as the Basis of Policy Analysis

My website: Ingram, "A Useful Concept of National Interests and Goals"

Topic: History and Concepts (I)

Lundestad, Chapter 1, "The New World"

9 FEB QUIZ 5*Topic:* Power as a Tool of Policy Analysis

My website: Ingram, "A Useful Concept of Power"

Topic: History and Concepts (I)

Lundestad, Chapter 2, "The Cold War in Europe, 1945-1949"

14 FEB QUIZ 6*Topic:* The Diplomatic or Political Instrument of Power (I)

What is Diplomacy?

My website: Ingram, vu-graph, "Diplomacy"

My website: Ingram, vu-graph, "The Functions of Diplomacy"

Focus: Bilateral relations, cooperation, competition, and conflict

My website: Ingram, vu-graph, "Dealing with Other States"

Focus: Some Types of Diplomacy

Sub-Focus: Negotiations

My website: Ingram, vu-graph, "Negotiations"

Sub-Focus: Conflict Management

My website: Ingram, vu-graph, "Conflict Management"

Sub-Focus: Crisis Management

My website: Ingram, vu-graph, "Crisis Management"

16 FEB QUIZ 7

Topic: Use of Force (I)

Focus: Deterrence and Compellence

My website, Ingram, Vu-graphs "Deterrence" & "Compellence"

Topic: History and Concepts (III)

Focus: Diplomacy and the Military Instrument of Power (I)

Case Study: The Cuban Missile Crisis

My website: "Nuclear Order of Battle, 1962"

My website: Sherwin, "The Cuban Missile Crisis at 50: In Search of Historical Perspective," Fall 2012

My website: The Malin Notes: "Glimpses Inside the Kremlin during the Cuban Missile Crisis," Fall 2012

My website: Gavin, *National Interest*, "Lessons from the Cuban Missile Crisis," 26 Oct 2012

21 FEB QUIZ 8

Topic: History and Concepts (III)

Focus: Shaping the International Structure and Environment

Sub-Focus: The Diplomatic or Political Instrument of Power (III)

Case Study: The Unification of Germany

Lundestad, Chapter 9, "The United States and Western Europe, 1945-2013," pp.191-193

My website: Cox and Hurst, "George Bush and the diplomacy of German unification," *Diplomacy and statecraft*, Dec 2002

My website: BBC – "Maps of Europe 1989-1991"(Click on map to see the sequence.)

Topic: Preemption and Prevention

My website: Ingram, vu-graph, "Prevention and Preemption"

23 FEB

Topic: History since World War II (II)

In-Class Video: CNN, Cold War – "Conclusion: 1989-1991"

28 FEB EXAM I**2 MAR QUIZ 9**

Topic: Causality as the Basis of Policy Analysis

Focus: Causation – facts, not theory, should drive the analysis

My website: Ingram, “A Useful Concept of Causation”

Topic: History and Concepts (IV)

Case Study: The End of the Cold War

Lundestad, Chapter 6, “The End of the Cold War, 1984-1990”

My website: Ingram, “Why Did the Cold War End?”

Focus: Distinguishing between the End of the Cold War and the Collapse of the USSR

Lundestad, Chapter 10, pp. 205-211

My website: Ingram, “Why Did the USSR Collapse?”

7 MAR QUIZ 10

Topic: The Government Instrument of Power (I)

Focus: The Process of Making U.S. Foreign Policy (I)

Sub-Focus: The Approaches to Decision-making

My website, Ingram, “Decision-making Models”

My website, Ingram, “A Useful Description of Decision-Making”

Focus: The Process of Making U.S. Foreign Policy (II)

Sub-Focus: The Presidency and Foreign Policy

My website, Jordan, Chapter 4, “Presidential Leadership and the Executive Branch”

9 MARCH QUIZ 11

Topic: The Government Instrument of Power (II)

Focus: The Process of Making U.S. Foreign Policy (III)

Sub-Focus: Congress and Foreign Policy

My website, Jordan, Chapter 5, “Congress”

Focus: The Process of Making U.S. Foreign Policy (IV)

Sub-Focus: The U.S. Department of State and the Role of Embassies

My website: The State Department

My website: Jordan

13-17 MAR SPRING BREAK**21 MAR**

Topic: The Government Instrument of Power (III)

Focus: The Process of Making U.S. Foreign Policy (V)

Sub-Focus: Homeland Security

My website, Jordan, Chapter 6, "Homeland Security," pp. 124-141

Focus: The Process of Making U.S. Foreign Policy (VI)

Sub-Focus: Intelligence

My website, Jordan, Chapter 7, "Intelligence and National Security"

23 MAR QUIZ 12

Topic: The Government Instrument of Power (IV)

Topic: The Government Instrument of Power (VII)

Sub-Focus: The Role of the Military

My website, Jordan, Chapter 8, "Role of the Military in the Policy Process"

My website: Enthoven and Smith, "Yardsticks of Sufficiency"

Focus: The Process of Making U.S. Foreign Policy (VIII)

Sub-Focus: The Inter-Agency Process

My website, Piffiner, Chapter 6, "The President and National Security,"
pp. 199-205

My website, Jordan, Chapter 10, "Putting the Piece Together"

28 MAR QUIZ 13

Topic: Security

My website: Caldwell, Chapter 1, "The Meaning of Security Today"

Topic: Cyberwar

My website: *The Economist*: "War in the fifth dimension"

My website: *Military and Strategic Affairs*, Menashri and Baram, "Critical Infrastructures and their Interdependence in a Cyber Attack – The Case of the U.S.," March 2015

30 MAR

Topic: Critical Issue (I)

Sub-Topic: The Nuclear World in 2016

4 APR EXAM II

6 APR QUIZ 14

Topic: Post-Cold War Events to 2011

Lundestad, Chapter 7, "Major Powers and Local Conflicts after the Cold War, 1990-2011"

Topic: Critical Issue (II)

Sub-Topic: Military Interventions

My website: Ingram, "When Thinking about Military Intervention"

My website: Jordan, Chapter 16, "Irregular Challenges, Military Intervention, and Counterinsurgency"

My website: vu-graphs, Hoffman's views on military interventions

My website: Conry, *Cato Institute Policy*, “Analysis No. 209: The Futility of U.S. Intervention in Regional Conflicts,” May 19, 1994

11 APR QUIZ 15

Topic: Critical Issue (III)

Sub-Topic: Terrorism (Anti-American Terrorists)

Focus: Theory

Wikipedia. Terrorism, sections 1-12

(TBD)

Focus: Al-Qaeda

My website: Jordan, Chapter 14, “Asymmetric Conflict, Terrorism, and Preemption,” pp. 297-303

(TBD)

Focus: ISIL

(TBD)

13 APR QUIZ 16

Topic: Critical Issue (IV)

Sub-Topic: Western Europe

Lundestad, Chapter 9, “The United States and Western Europe, 1945-2009”

(TBD)

Focus: Alliances – NATO

My website: Jordan, Chapter 23, “Europe,” pp.493-497

My website: My website: Sherwood-Randall, “Alliances and American National Security,” pp. 1-19

18 APR QUIZ 17

Topic: Critical Issue (V)

Sub-Topic: Russia

(TBD)

20 APR QUIZ 18

Topic: Critical Issue (VI)

Sub-Topic: East Asia

(TBD)

25 APR QUIZ 19

Topic: Critical Issue (VII)

Sub-Topic: Human Rights

(TBD)

Sub-Topic: Ethnicity and Diversity

(TBD)

27 APR QUIZ 20

Topic: Critical Issue (VIII)

Sub-Topic: Morality in International Relations

My website: Ingram, "Morality and Ethical Reasoning in International Relations."

Focus: Responsibility to Protect

My website: Morality in National Security

2 MAY QUIZ 21

Topic: Critical Issue (IX)

Sub-Topic: Human Development

(TBD)

4 MAY QUIZ 22

Topic: Critical Issue (X)

Sub-Topic: Sustainable Development

(TBD)

12 MAY EXAM III