

**Political Science 403: The U.S. in World Affairs
Monday and Wednesday**

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

Office: Horton 213

Office Hours: Monday and Wednesday 10:30-11:00, 12:30-1:00, 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, which also happens to be a discovery 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 socialization, 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 you are bounded in your ability to think logically. You do not have enough information or the time to carry out 1) through 4). You do not have the conceptual capability to analyze the political, economic, social, and security issues. You are limited by your socialization; you have values and an understanding of the world developed by your life experience.

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.

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 who 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.

Then comes the hard part – thinking rationally. 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

1945-2017. 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.

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. One does not “learn” about foreign policy. You must develop your own analytical approach and your own attitudes.

◆ 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. If you miss more than four 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 classes without a valid reason, I will reduce your final course grade up to one letter grade.** If prolonged difficulties arise that will keep you from attending classes speak to me.

◆ **You cannot pass this course without having turned the tasks due on 10 or 11 May.**

◆ I expect you to turn in all work on time. If there is a problem, discuss with me an appropriate extension. If a situation arises that could require missing a number of classes, discuss this situation with me.

◆ 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 tasks, 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 to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here ([privileged confidential service providers/resources](#)). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit ([student reporting options](#)).

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 essays. This is why there are so many written tasks.

Preparation for class. I expect you to come to class having read the assigned material, using the power points to focus your effort on what I believe is important in the material. This will help focus your mind and prepare you to ask questions.

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 the class will guide, reinforce, and stimulate your learning.

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

- ◆ 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.
- ◆ The power points, which I will either send to you by e.mail as they are ready or post on my website.

Graded Assignments:

◆ There are eleven quizzes and fifteen essay sets, each of which is worth 4% of the course grade. One of the quizzes is take-home, and ten are in-class. I will drop the in-class quizzes with your lowest grade.

◆ If you miss an in-class quiz with no valid reason, your grade will be an F. If you have a valid reason, you can take a make-up.

◆ All take-home assignments are due on time. If you need an extension, request it in advance. If at the last moment you have a valid reason for being unable to turn in a take-home task on time, I will give you an extension. If at the last moment you have no valid reason, I will give you an extension and reduce your grade one level: for example, B+ to C+.

- ◆ If you do not complete a take-home assignment, you will receive an F for that task.

Class Participation. There is no overall class participation grade. However, one could consider the reductions in grades for excess absences from class and the grades of F for missed tasks due to unexcused absences as a fair way to determine a class participation grade.

Writing Requirements. **This is a not a writing intensive course. It is not designed as such a course. However, my approach to your learning is for you to get engaged with the material by writing the essays.**

◆ 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.

III. Schedule:

In addition to the readings below, each lesson will have a set of power point slides, which I will e.mail to you before the lesson.

Much of the reading for classes after 2 April is still to be determined in order to keep the material up-to-date.

WED 24 JAN

Topic: Introduction and Organization

Sub-Topic: The Course

My website: Ingram, power point, "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, power point, "Your Orientation to Foreign Affairs"

Sub-Topic: Thinking with Bounded Rationality

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

My website: Ingram, "Thinking with Bounded Rationality"

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

My website: Ingram, "Policy"

Sub-Topic: Causation

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

**MON 29 JAN TAKE-HOME GEOGRAPHY AND HISTORY QUIZ DUE
TAKE-HOME ESSAY SET I ISSUED (29 & 31 JAN)**

Topic: Your Political Socialization

My website: My website: unknown, "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 Course Material

My website: Ingram, "Considering Course Material"

<http://www.world-newspapers.com/> "World Newspapers, Magazines and News Sites in English"

WED 31 JAN IN-CLASS QUIZ 1 (29 JAN)

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”

MON 5 FEB TAKE-HOME ESSAY SET I DUE (29 & 31 JAN)
TAKE-HOME ESSAY SET II ISSUED (5 & 7 FEB)

Topic: Three principal events following WWII

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

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.)

Sub-Topic: Tiers

My website: Tiers

Topic: States (III)

Sub-Topic: 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, 2015

My website: *The Fund for Peace*, indicators

My website: *The Fund for Peace*, rankings, 2015

Topic: Bounded Rational

My website: Ingram, “Bounded Rational Policy Analysis”

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

My website: Ingram, “Policy”

WED 7 FEB IN-CLASS QUIZ 2 (5 FEB)

Topic: The Goals as the Basis of Policy Analysis

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

Topic: Power as a Tool of Policy Analysis

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

MON 12 FEB TAKE-HOME ESSAY SET II DUE (5 & 7 FEB)

TAKE-HOME ESSAY SET III ISSUED (12 & 14 FEB)

Topic: The Economic Instrument of Power

My website: Ingram, “The Economic Instrument of Power”

Topic: International Political Economy

My website: from Oatley, Chapter 1, “The International Political Economy,” Only the section “What is International Political Economy?”

Topic: The Basis of the Contemporary International Economy

My website: Partial Summary of Mingst, *Essential of International Relations*, Chapter 9, “The International Political Economy”

Topic: My website: IMF, Krueger, “The World Economy at the Start of the 21st Century,”

April 6, 2006. Only the sections “Lessons” and “Challenges Going Forward”

WED 14 FEB IN-CLASS QUIZ 3 (12 FEB)

Topic: The Diplomatic or Political Instrument of Power (I)

Focus: 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”

MON 19 FEB TAKE-HOME ESSAY SET III DUE (12 & 14 FEB)**TAKE-HOME ESSAY SET IV ISSUED (19 FEB)**

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

WED 21 FEB **IN-CLASS QUIZ 4 DUE (19 FEB)**
 TAKE-HOME ESSAY SET V ISSUED (21 FEB)

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.)

MON 26 FEB **TAKE-HOME ESSAY SET IV DUE (19 FEB)**

Topic: History since World War II (II)

In-Class Video: CNN, Cold War – “The Wall Comes Down: 1989”

WED 28 FEB **TAKE-HOME ESSAY SET V DUE (21 FEB)**
 TAKE-HOME ESSAY SET VI ISSUED (5 MAR)

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

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

MON 5 MAR **TAKE-HOME ESSAY SET VI DUE (28 FEB)**

Topic: History since World War II (II)

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

Lundestad, Chapter 10, pp. 205-211

WED 7 MAR IN-CLASS QUIZ 5 DUE (28 FEB)

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"

10-18 MAR SPRING BREAK**MON 19 MAR TAKE-HOME ESSAY SET VII ISSUED (7 & 19 MAR)**

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, Chapter 4, pp. 86-91

WED 21 MAR IN-CLASS QUIZ 6 DUE (19 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 4, pp. 93-95

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

MON 26 MAR TAKE-HOME ESSAY SET VII DUE (7 & 19 MAR)

TAKE-HOME ESSAY SET VIII ISSUED (19 & 21 MAR)

Sean Meyer, Union of Concerned Scientists, Guest Speaker

WED 28 MAR IN-CLASS QUIZ 7 DUE (19 State & 21 MAR)

Topic: The Government Instrument of Power (IV)

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

Sub-Focus: The Role of the Military

My website, Jordan, Chapter 4, "Presidential Leadership and the Executive

Branch," pp. 91-93

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

Sub-Focus: The National Security Council

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

My website, Jordan, Chapter 10, "Putting the Piece Together," pp. 225-227

Topic: Security

My website: UN, "Human security, Report of the UN Secretary-General." 8 March 2010

Section 1, Introduction:

Item #1

Item #4

Section II, The Increased Interdependencies of Threats and Challenges:

Section III, Major Efforts to Define Human Security:

Item # 19

Section V: Applying the Concept to Different Priorities of the UN:

Item #31

Items A1, B1,C1, D1, & E1

MON 2 APR

TAKE-HOME ESSAY SET VIII DUE (19 & 21 MAR)

TAKE-HOME ESSAY SET IX ISSUED (28 MAR & 2 APR)

Topic: Critical Issue (I)

Sub-Topic: The Nuclear World in 2017

My website: *Arms Control Association*, "Nuclear Weapons Who Has Them at a Glance,"
Jan 2017

My website: *Brookings*, Einhorn, "Non-Proliferation Challenges Facing the Trump
Administration," March 2017, introduction and sections 1, 2, 3, & 4.

My website: *Union of Concerned Scientists*, "Trump's Nuclear Posture Review: Top
Take-Aways" 2 Feb 2018

WED 4 APR

IN-CLASS QUIZ 8 DUE (28 MAR & 2 APR)

Topic: Critical Issue (II)

Sub-Topic: Cyberwar

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

My website: NYT, "In a First, U.S. Blames Russia for Cyber Attacks on Energy
Grid," 16 March 2018

Sub-Topic: Preemption and Prevention

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

MON 9 APR

TAKE-HOME ESSAY SET IX DUE (28 MAR & 2 APR)

TAKE-HOME ESSAY SET X ISSUED (4 & 9 APR)

Topic: Post-Cold War Events to 2011

Lundestad, Chapter 7, "Major Powers and Local Conflicts after the Cold War, 1990-2011," pp. 111-123

Topic: Critical Issue (III)

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: Zoellick, "Fragile States: Securing Development" Sep 2008

My website: Thurer, "An Internal Challenge," *Harvard International Review*, Winter 2008

WED 11 APR IN-CLASS QUIZ 9 DUE(4 & 9 APR)

Topic: Critical Issue (IV)

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)

MON 16 APR TAKE-HOME ESSAY SET X DUE (4 & 9 APR)

TAKE-HOME ESSAY SET XI ISSUED (11 & 16 APR)

TAKE-HOME ESSAY SET XII ISSUED (18 & 23 APR)

Topic: Critical Issue (V)

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

(TBD)

WED 18 APR IN-CLASS QUIZ 10 DUE (16 APR)

TAKE-HOME ESSAY SET XIII ISSUED (25 APR)

Topic: Critical Issue (VI)

Sub-Topic: Russia

(TBD)

MON 23 APR TAKE-HOME ESSAY SET XI DUE (11 & 16 APR)

Topic: Critical Issue (VII)

Sub-Topic: East Asia

(TBD)

WED 25 APR TAKE-HOME ESSAY SET XII DUE (18 & 23 APR)

Topic: Critical Issue (VIII)

Sub-Topic: Human Rights

(TBD)

MON 30 APR TAKE-HOME ESSAY SET XIII DUE (25 APR)

TAKE-HOME ESSAY SET XIV ISSUED (30 APR)

Topic: Critical Issue (IX)

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 (TBD)

WED 2 MAY TAKE-HOME ESSAY SET XV ISSUED (2 MAY)

Topic: Critical Issue (X)

Sub-Topic: Human Development

(TBD)

MON 7 MAY TAKE-HOME ESSAY SET XVI ISSUED (7 MAY)

Topic: Critical Issue (XI)

Sub-Topic: Sustainable Development

(TBD)

THURS 10 MAY SECTION 403-1 TAKE-HOME EXAM (ESSAY SETS 14, 15 & 16 DUE)

FRIDAY 11 MAY SECTION 403-2 TAKE-HOME EXAM (ESSAY SETS 14, 15 & 16 DUE)