

**Political Science 797-897E: Selected Topics in U.S. Foreign Policy
Wednesday**

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

Primary contact mode: **lionelingram@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: **lionelingram@comcast.net**

Webpage: lionelingram.com

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 11:00-12:00, Wednesday 2:00-3:00, or by appointment.

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

I. Course Description:

As its title suggests, this course has several foci and may appear a bit eclectic. However, a study of foreign policy generally will develop along six lines – theory, concepts, issues, decision-making, policy, and current events. Because I am not very interested in theory, at least along the lines of realism, liberalism, and others, the course will develop along the other five lines. Additionally, this is not a survey course. Therefore, along each line we will consider only specific subject matter.

Concepts. I need your help to sharpen a number of concepts I use in my various courses. These are also concepts I believe are important to your understanding of international relations and, thus, U.S. foreign policy. Working in pairs, you will each study a couple of concepts and lead a discussion of these in class.

Goals. Perhaps the most important concept in foreign policy is goals. Even if a state gets the goal right, it may be unable to accomplish the goal. Worse is when a state applies its instruments of power toward a wrong or poorly conceived goal. Working in pairs, you will each study a couple of U.S. war goals and lead a discussion of these in class.

Issues. Among the many current critical issues are transnational security issues, which are often neglected because of an emphasis on state-state concerns. A transnational security issue, as the term is used by me, is an issue that cannot be resolved or managed by a single state. It is

global in its threatening nature and its potential management. You will research a single transnational issue and present a power point briefing to the class.

Decision-making or policy making. Rather than attempting to understand these processes as they exist in the U.S., we will read Whipple's *The Gatekeepers: How the White House Chiefs fo Staff Define Every Presidency*. Your task will be to extract from this book the primary attributes of an effective chief of staff from the experience from Nixon to Obama's administrations. At the end of the course you will write an analysis of what you have extracted.

Policy. In and amongst the above, you will run into policy – the effort to move from an unknown present toward a more acceptable future. There are two exercises with a focus on policy, a role-playing exercise based on the Qatar situation and a study of an article written by Haas for Foreign Affairs. In the former, each of you will develop the role of a critical state and play that role over a two-day activity. In the latter, I expect you to keep the Haas article in mind throughout the course and write a critique at the end of the course.

Current events. There is no specific place in the course for discussions of current events. If, however, significant events arise, which are of interest of the class, we will find time to discuss these.

The above may appear disjointed. This course is fundamentally about policy and policy analysis. Analysis starts with an understanding of the situation, thus the issue areas. Analysis requires effective thought, thus the concepts. Effective thought requires an understanding of one's goals. Analytical skills can only be honed through practice, thus the power point presentation and the role playing.

For those of you who have studied with me before, this course will have a very different structure and pace. There will be no tasks leading up to an examination. There is no research paper, in which you use a bounded rational policy analysis to develop a policy recommendation; although the power point presentation and the role-playing activity should be based on such analyses.

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 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 at least 13 of 15 classes, including every class in which you have an assigned task. In other words, you have only two absences, excusable or not, to use over the

semester. I will take roll at every class. If you exceed the limit, at the end of the course, you will give me a letter of explanation. **If I determine that you have too many not excusable absences, I will reduce your final course grade up to one letter grade.** If there are prolonged difficulties, which will keep you from attending classes, speak to me.

◆ **You cannot pass this course without having done all the graded tasks.**

◆ 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 asks, you are not to work with anyone, unless the task requires collaboration. 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 serious 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 you Sources. Above I have told you what I expect if you collaborate on a task. Additionally, for all tasks, you will provide a citation showing your sources. I expect the citations to be at the appropriate points in the essay. Citations, for all assignments but the policy analysis, should be in the form: (Jordan, p.254). There are penalties for not citing your sources, up to a full grade for the assignment, 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 better plagiarism.** www.unh.edu/liberalarts/plagiarism/plagiarismHome.cfm

For the policy analysis, you will use any generally recognized standard of footnotes or endnotes, except in-text citations. By this time in your education, you should be facile in the use of such citations.

◆ **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:

Texts. The assignments will come from the following:

- ◆ The readings on my website
- ◆ Class handouts
- ◆ Whipple, Chris. *The Gatekeepers: How the White House Chiefs fo Staff Define Every Presidency*. New York: Crown Publishing, 2017.

Graded Assignments. There will be four specifically graded assignments:

1. Role Playing: Qatar Crisis. Each student has a role or a state; assignments are by choice and lot. Each will develop independently a short version of a bounded rational analysis for their role (See tasker). Draft 1 is due 27 September (10%). Draft 2 is due 18 October (15%). The exercise will take place on 8 and 15 November. (In participation grade)
2. Transnational Issue Presentation. Each student will research a single transnational security issue and present a power point briefing to the class (See tasker). Draft 1 is due 4 October (10%). Draft 2 is due 1 November (15%). The presentations will take place on 29 November and 6 December. (10%).
3. The Gatekeeper Task. We will discuss a chapter each class from 6 September through 1 November. The analysis of what you have extracted from the book is due on 13 December (10%).
4. The Haas Article Task. We will discuss the article early in the course. Your critique is due on 13 December (10%).
5. Concepts. We will study thirteen concepts. From 20 September through 1 November, working in pairs, you will study two concepts, provide a critique of the concept, and lead a discussion of these in class. (5% each) (In participation grade)
6. Goals. We will study the goals of eight wars. From 27 September through 25 October, working in pairs, you will study the U.S. goals in two wars, provide a critique of those goals, and lead a discussion of these in class. (5% each) (In participation grade)

I will provide specific tasking and guidance for each assignment separately. We will distribute student assignments on 30 August for the concept and the goals tasks and on 6 September for the role playing and transnational issue tasks.

Class Participation. Unlike my other classes, there is a class participation grading process.

There are three aspects of this grading process – general in class participation, those activities noted in assignments above, and unexcusable absences from class.

◆ I expect each student to participate regularly and actively in discussions. If I determine that you have been a turtle on the log, not participating in the class discussions, I will drop your final grade up to eight grade points – for instance, a 97 to an 89. If you participate adequately, there will be no change in your grade, because I expect you to participate as part of your learning.

◆ Additionally, there may be a reduction in the final grade for not excusable absences from class. (See Instructor’s Policies above.)

Writing Intensive Requirements. This is a writing intensive course. However, you will not write as much or as often as in my other courses.

◆ 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 your fellow student and I are your audience.

◆ General guidance is in the course handout, “Writing for POLT 797/897E.” 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.

IV. Schedule

30 AUGUST

Topic: Introduction to the course and Ingram’s policies

Topic: Discussion of graded assignments and distribute of student assignments for the concept and the Gatekeeper tasks.

6 SEPTEMBER

Topic: Distribute of student assignments of student assignments for the role playing and transnational issue tasks.

Topic: Discussion of Haass, “Where to Go From Here,” *Foreign Affairs*, July/Aug 2017.

My website: Haass, “Where to go From Here: Rebooting American Foreign Policy,” *Foreign Affairs*, July/August 2017

Topic: *The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency*, chapter 1

Topic: **Concept (I)** -- Bounded Rational Analysis

My website: Ingram, “Bounded Rational Policy Analysis,” including the appendix

My website: Unknown, “Political Socialization”

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

13 SEPTEMBER

Topic: Discussion of the Qatar role-playing

Topic: *The Gatekeepers: How the White House Chiefs of Staff Define Every*

Presidency, chapter 2

Topic: Concept (II) – National Interests and Goals

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

Topic: Concept (III) – Causation

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

Sub-Topic: Policy (getting from A to B)

My website: Ingram, “Policy”

20 SEPTEMBER

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every

Presidency, chapter 3

Topic: Concept (IV) – Victory

My website: Ingram, vu-graph, “The Concepts of Victory and Military Victory”

Sub-Topic: World War II Goals

Topic: Concept (V) – Cost-Benefits

My website: Ingram, vu-graph, “Cost/Benefit Analysis”

In-class video: American Experience Video, “The War in the Pacific,” in part

27 SEPTEMBER

1st draft of role-playing task DUE

Topic: The Qatar Situation

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every

Presidency, chapter 4

Topic: Concept (VI) – Limited War

My website: Ingram, vu-graph, “Limited War”

Sub-Topic: Korea

Topic: Goals

Sub-Topic (I): Cold War in Europe

Sub-Topic (II): Southeast Asia and South Vietnam

4 OCTOBER

1st draft power point presentation DUE.

Topic: Transnational Issues

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every

Presidency, chapter 5

Topic: Concept (VII): Military Intervention

My website: vu-graphs (Hoffman’s views on military interventions)

My website: Zoellick, *IJSS*, “Fragile States: Securing Development” Sep 2008

My website: Ingram, “When Thinking about Military Intervention”

My website: Ingram, “Considerations for the Use of Military Force”

My website: Thurer, “An Internal Challenge”

My website: Conry, *Cato Institute Policy*, “Analysis No. 209: The Futility of U.S.

Intervention in Regional Conflicts,” May 19, 1994

Topic: Concept – Goals

Sub-Topic (III): Kuwait War

Sub-Topic (IV): Afghanistan

Sub-Topic (V): Iraq

11 OCTOBER

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency, chapter 6

*Topic: **Concept (VIII)** – Power*

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

My website: Ingram, Vu-graph, “Two Kinds of Soft Power”

Topic: Concept – Goals

Sub-Topic (VI): China

18 OCTOBER

2nd draft of role-playing task DUE

Topic: Qatar Situation

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency, chapter 7

*Topic: **Concept (IX)** – Morality in International Affairs*

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

Sub-Topic: Responsibility to Protect

My website: Survival, Fisher, “Does Morality Matter in Security Policy?” 29 May 2013

*Topic: **Concept (X)** – Prevention and Preemption*

My website: Ingram, vu-graph, “Prevention and Preemption”

My website: Jordan, Chapter 14, “Asymmetric Conflict, Terrorism, and Preemption,” pp. 303-308

25 OCTOBER

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency, chapter 8

*Topic: **Concept (XI)** – Crisis Management*

My website: Ingram, vu-graph, “Crisis Management”

Topic: Concept – Goals

Sub-Topic (VII): 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*

1 NOVEMBER

2nd draft of power point presentation DUE

Topic: Transnational Issues

Topic: The Gatekeepers: How the White House Chiefs of Staff Define Every Presidency, chapter 9

Topic: Concept (XII) – Security
TBD

Topic: Concept (XIII) – Pluralist world rather than a multi-polar world

My website: Ingram, Vu-graph, “Why a Pluralist World”

Wikipedia, “Polarity (International Relations)”

My website: Serfaty, “Moving into a Post-Western World,” *The Washington Quarterly*, Spring 2011

8 NOVEMBER

Qatar Role-Playing

15 NOVEMBER

Qatar Role-Playing

29 NOVEMBER

Power Point Presentations

6 DECEMBER

Power Point Presentations

13 DECEMBER

The Gatekeeper analysis DUE

Haass “Where to Go From Here,” DUE