

*Fall 2008*  
*International Relations 100xg*  
*General Education Category VI*

Professor M.E. Sarotte

**The United States and World Affairs:  
 Historical Approaches to Contemporary Challenges**

Tuesday & Thursday, 9:30-10:50am, THH 301

Office location: Center for International Studies, SOS B4  
 Office hours: Tuesday, 12:30-1:45pm and by appointment  
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**Sections and TAs:**

Tues., 3:00-3:50pm, THH 112  
 Tues., 4:00-4:50pm, VKC 256  
 Sahra Sulaiman, sulaiman@usc.edu  
 Office Hours: Tues., 8:30-9:20am, and by appointment  
 Location: VKC B42J

Wed., 10:00-10:50am, SOS B47  
 Wed., 11:00-11:50am, VKC 207  
 David Walker, dwalker@usc.edu  
 Office Hours: Tues., 3:00-4:00pm, and by appointment  
 Location: Outside VKC Library, VKC basement

Wed., 1:00-1:50pm, VKC 201  
 Fri., 11:00-11:50am, VKC 207  
 Kosal Path, phat@usc.edu  
 Office Hours: Fri., 9:30 to 11:00 am  
 Location: VKC B42F

**Course goals:**

- To prepare students for informed citizenship by promoting critical thinking about the role of the US in the world

- To provide a solid grounding in US history and its major institutions, as a means of assessing the ways in which the US both reflects and shapes the world around it
- To assess the problems facing the US in its conduct of foreign policy, by investigating their origins and development in the 20<sup>th</sup> and 21<sup>st</sup> century world
- To situate the United States as a diverse and powerful nation in the international context of other states, nations, transnational actors, and international organizations
- To enable students to explore one of these issues in depth via a term paper

## Course sources

### 1 Textbooks

The following titles are the basic textbooks for the course. Specialized reading is listed by week in the lecture schedule, below.

Paul Levine and Harry Papasotiriou (hereafter **Levine**).

*America since 1945: The American Moment* (London: Palgrave Macmillan, 2005).

ISBN-10: 1403948321

ISBN-13: 978-1403948328

Dennis Merrill and Thomas G. Paterson, eds. (hereafter **Merrill**).

*Major Problems in American Foreign Relations, vol. 2, 6<sup>th</sup> edition* (Boston: Houghton Mifflin Company, 2005).

ISBN-10: 0618370390

ISBN-13: 978-0618370399

Richard Overy, ed. (hereafter **Overy**).

*Collins Atlas* (London: Harper Collins, 2005).

ISBN-10: 006089072X

ISBN-13: 978-0060890728

Mary Lynn Rampolla (hereafter **Rampolla**).

*A Pocket Guide to Writing, 5<sup>th</sup> edition* (Boston: Bedford, 2007).

ISBN: 0-312-44673-X

ISBN-13: 978-0-312-44673-4

## **2 Current News Sources**

For the duration of the course, you must subscribe to, and/or regularly read on line, the international news in least one of the following. There will be current news questions on the midterm and final exam.

*The Financial Times*

*The Los Angeles Times*

*The New York Times*

*The Washington Post*

## **3 Online Readings**

The required online readings (on the course electronic Blackboard) are listed by week, below.

Blackboard also includes dozens of websites related to course topics. Once you choose your paper topic, consult the list of sources. You may cite any web source from the course Blackboard in writing your paper. If you wish to cite sources from the web that are not on the Blackboard, you will need your TA's approval to do so (Wikipedia, for example, is not an acceptable source for scholarship). Failure to obtain your TA's approval will result in a grade deduction on the final paper.

## **4 Videos**

The course will include a number of video and movie showings. These sources will be discussed, like the readings, in sections. If you miss a lecture, you are responsible for getting notes from a student who saw it. There will not be repeat showings.

**Weekly themes, lectures and readings**  
*with potential paper topics*

**Week One, Aug. 26-28: Introductory Week**

*Lectures*

Overview of Course Goals and Requirements

Theoretical vs. Historical Approaches in International Relations

*Reading*

Blackboard Reading 1: John Lewis Gaddis, "History, Science and the Study of International Relations," pp. 32-48, in Ngaire Woods, ed., *Explaining International Relations since 1945* (Oxford: Oxford University Press, 1996).

Blackboard Reading 2: Ole R. Holsti, "Theories of International Relations," pp. 51-90, in Michael J. Hogan and Thomas G. Paterson, eds., *Explaining the History of American Foreign Relations*, 2<sup>nd</sup> edition (Cambridge: Cambridge University Press, 2004).

Begin reading of your chosen weekly news source(s)

**Week Two, Sept. 2-4:**  
**Founding principles: Is the United States innately imperialistic?**

*Lectures*

Historical Approaches and US Foreign Policy

Founding Principles

*Reading (please read in this order)*

Blackboard Reading 3: Introduction, pp. 1-23, and the text of the Declaration of Independence, pp. 165-71, in: David Armitage, *The Declaration of Independence: A Global History* (Cambridge: Harvard University Press, 2007).

Blackboard Reading 4: Chp. 1, "In the Beginning," pp. xi-xii; 1-10, and the text of the US Constitution, pp. 479-99, in: Akhil Reed Amar, *America's Constitution: A Biography* (New York: Random House, 2005).

Merrill, pp. 226-242.

Blackboard Reading 5: Introduction and Conclusion, pp. 1-16; 306-12, in: William Appleman Williams, *The Tragedy of American Diplomacy*, 2<sup>nd</sup> revised and enlarged edition (New York: Dell, 1972).

Blackboard Reading 6: Part of Chp. 1, pp. 8-27 (skim rest of chapter, pp. 28-38), in: Odd Arne Westad, *The Global Cold War* (Cambridge: Cambridge University Press, 2005).

*Potential paper topic*: Developing on the arguments presented by Williams, Gaddis, and Westad, assess whether or not you think that the United States is an imperialist power.

Continue weekly news reading

### **Week Three, Sept. 9-11**

#### **Early Superpower Status and Its Legacy: Does Wilsonianism Endure?**

##### *Lectures*

Rising to the Role of a World Power

Wilsonianism: Did it Fail or Endure to the Present Day?

##### *Reading*

Merrill, Chapter 2, pp. 33-70.

Overy, pp. 10-45.

Blackboard Reading 7: Chp. 1, "The Bush Revolution," pp. 1-16, in: Ivo Daalder and James Lindsay. *America Unbound: The Bush Revolution in Foreign Policy* (Washington: Brookings, 2003).

Blackboard Reading 8: Lloyd E. Ambrosius, "Woodrow Wilson and George W. Bush: Historical Comparison of Ends and Means in Their Foreign Policies," *Diplomatic History* 30/3 (June 2006): 509-43.

Continue weekly news reading

*Potential paper topic*: What is Wilsonianism and does it endure to the present day? If it does, is that a development to be welcomed? Use additional writings, such as Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (Oxford: Oxford, 2007) to write a paper giving your opinion on whether or not Wilsonian ideals are once again dominant, and whether you think that they should be.

**Week Four, Sept. 16-18****World War II: Deciding to Use a Weapon of Mass Destruction***Lectures*

Roosevelt and World War II: Depression, Diplomacy, Racism and War  
 Truman and the Problems of the Atomic Era

*Reading*

Merrill, Chp. 6, pp. 186-226.  
 Overy, pp. 44-95

Blackboard Reading 9: J. Samuel Walker, "The Decision to Use the Bomb," pp. 206-33, in: Michael J. Hogan, ed., *America in the World* (New York: Cambridge, 1995).

Blackboard Reading 10: Excerpt from T. Hasegawa, *Racing the Enemy* (Cambridge: Belknap Press, 2005).

Continue weekly news reading

*Potential paper topic*: Why did the Truman Administration drop the atomic bomb? Using the full text of Hasegawa and other texts on the subject, analyze the reasons why the US took this fateful step.

**Week Five, Sept. 23-25:****Can the US shape international order?**

**You must submit a one-paragraph, hard-copy summary of your paper topic and receive your TA's approval for it by the start of section this week.**

*Lectures*

The Problem of Creating a New World Order (1)  
 The Problem of Creating a New World Order (2)

*Reading*

Levine, Chp. 1, pp. 8-29.  
 Overy, pp. 98-117

Blackboard Reading 11: Chp. 1, pp. 3-20, in G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton: Princeton University Press, 2001).

Continue weekly news reading

*Potential paper topic*: What is the source of international order? Does it emerge from a contest between the importance of power and the importance of ideas? Using Ikenberry's analysis and his footnotes, compare theorists of power with theorists of ideas. What ideas do you find to be most relevant to the open questions about international order today?

**Week Six, Sept. 30-Oct. 2:**

**How can the US face the challenge of proliferation?**

**You must submit a 1-2 page preliminary outline and bibliography of your paper in hard copy in your section meeting this week.**

*Lectures*

The Problems of a Divided World

Thermonuclear Proliferation

*Reading*

Merrill, Chp. 7 and 8, pp. 245-280; 288-313.

Overy, pp. 118-37.

Continue weekly news reading

*Potential Paper Topic*: One of the foremost military theorists, Carl von Clausewitz, argued that war is the continuation of politics by other means. Does the proliferation of thermonuclear weapons mean that Clausewitz's view no longer applies? Read Clausewitz, *On War*, (various translations available) and descriptions of nuclear policy, such as George Bunn and Chris Chyba, eds., *US Nuclear Weapons Policy* (Washington: Brookings, 2006), and explain what you think.

**Week Seven, Oct. 7-9**

**How has the US responded to the challenge of leadership in times of political crisis?**

*Lectures*

From Ike to JFK  
The Origins of Vietnam

*Reading*

Levine, Chp. 3, pp. 50-71.

Merrill, Chp. 10, pp. 367-413.

Blackboard Reading 12: Preface and "Saturday October 27," pp. ix-xiv and 596-629, in Ernest May and Philip Zelikow, eds., *The Kennedy Tapes* (Cambridge: Harvard, 1997).

Continue weekly news reading

*Potential paper topic*: Using the readings above, plus Graham Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2<sup>nd</sup> edition (New York: Longman, 1999), and the original documents in Ernest May and Philip Zelikow, eds., *The Kennedy Tapes*, assess Kennedy's decision-making during the Cuban crisis.

**Week Eight, Oct. 14-16**

**US wars of intervention: Can we learn from history?**

*Lecture on Oct. 14*

The Problem of Vietnam

**Midterm on Oct. 16**

*Reading*

Levine, Chp. 7, pp. 140-63.

Merrill, Chp. 11, pp. 414-54.

Blackboard Reading 13: Preface, pp. ix-xv, in Robert K. Brigham, *Is Iraq Another Vietnam?* (New York: Public Affairs, 2006).

Continue weekly news reading

*Potential paper topic*: Using the original sources, the further reading suggestions in Levine and Merrill, and the full text of Brigham, evaluate Brigham's argument.

**Week Nine, Oct. 21-23:**

**First Draft of Paper Due in Lecture on Oct. 21**

*Lectures*

Oct. 21: International Relations in Film

Oct. 23: No class – reward for hard work!

*Reading*

Note: There will be no section meetings this week, to give your TAs time to grade your exams and paper drafts. Read Rampolla, pp. 1-95, on your own, to learn how to produce your final paper; be sure to clear up any questions before you submit the final draft.

**Week Ten, Oct. 28-30****The nonviolent close of the Cold War: A happy ending?***Lectures*

Ending the Cold War (1)

Ending the Cold War (2)

*Reading*

Levine, Chp. 9, pp. 188-211.

Merrill, Chp. 13, pp. 496-510.

Overy, pp. 140-63

Continue weekly news reading

*Potential Paper Topic:* At their summit meeting in 1986, President Reagan and General Secretary Gorbachev agreed at one point to eradicate all nuclear weapons. Why did this not happen? Using the original documents in Merrill and the assessment in books like Jack Matlock, *Reagan and Gorbachev* (New York: Random House, 2004), explore why.

**Week Eleven, Nov. 4-6****When should the US send military forces into another country?***Lectures*

Bush and Clinton

Domestic and Foreign Issues

*Reading*

Merrill, Chp. 13, pp. 510-35.

Blackboard Reading 14: Excerpt from Samantha Power, *"A Problem from Hell" America and the Age of Genocide* (New York: Harper Collins, 2002).

Blackboard Reading 15: Chp. 23, pp. 378-421, in Madeleine Albright, *Madame Secretary: A Memoir* (New York: Miramax Books, 2003).

Blackboard Reading 16: Chp. 23, pp. 508-528, in Bill Clinton, *My Life The Presidential Years* (New York: Vintage 2005).

*Potential paper topic*: When should the US intervene? Assess the US-led intervention in the Balkans, using the titles listed above, and also such books as Wesley K. Clark, *Waging Modern War* (New York: Public Affairs, 2001).

Continue weekly news reading

## **Week Twelve, Nov. 11-13**

### **How can the US best respond to a reordering moment?**

#### *Lectures*

Bush 43

9/11

#### *Reading*

Levine, Chp. 11, pp. 237-257

Merrill, Chp. 14, pp. 536-40; 550-84.

*The US National Security Strategy, 2002*, read "Introduction" and "Overview of America's International Strategy" (available online at: <http://www.whitehouse.gov/nsc/nss.html>)

*The 9/11 Commission Report*, read Executive Summary and Preface; skim Chp. I, "We Have Some Planes," (available online at: [www.9-11commission.gov](http://www.9-11commission.gov))

Blackboard Reading 17: David Holloway, "Deterrence, Preventive War, and Preemption," pp. 34-74, in George Bunn and Christopher F. Chyba, eds., *US Nuclear Weapons Policy* (Washington: Brookings, 2006).

Continue weekly news reading

*Potential paper topic*: Assess the recommendations of the 9/11 Commission Report. Do you think that they are appropriate, go too far, or do not go far enough?

**Week Thirteen, Nov. 18-20**  
**Facing future challenges**

**Paper due in hard-copy in lecture, Tues. Nov. 18**

*Lectures*

Iraq

Transatlantic Tensions

*Reading*

Overy, pp. 166-87.

Blackboard Reading 18: Chps. 1 and 2, pp. 3-43, in Joseph Cirincione, Jon B. Wolfsthal, and Miriam Rajkumar, eds., *Deadly Arsenals* (Washington: Carnegie, 2005).

Blackboard Reading 19: Richard L. Garwin, "Holes in the Missile Shield," *Scientific American* (November 2004): 70-79.

Blackboard Reading 20: Chp. 1, pp. 1-11, in Thomas Friedman, *The World is Flat* (New York: FSG, 2005).

*Potential paper topic*: Pick a transnational issue (such as outsourcing or democracy promotion), assess the development of that issue, and the role that the US has played in it.

Continue weekly news reading

**Week Fourteen: Nov. 25-27**  
**Thanksgiving Week**

No classes or sections; have a great break!

**Week Fifteen: Dec. 2-4**  
**Review Week**

*Lectures*

Review of overall course themes and final study guide

*Reading*

The sections this week will serve as review sections for the final exam. Please review the previous readings and the final study guide in preparation.

**Final Exam: Dec. 11.**

You may pick up your final exam, which will also have your final course grade, starting Monday, Dec. 22<sup>nd</sup>, in the lobby of the Center for International Studies. If you would like to have your exam sent to you at home over the winter break, bring a stamped and addressed envelope, marked confidential, to the final exam. The TAs will not email out final grades in compliance with confidentiality rules.

## The Fine Print: Course Requirements

Be sure to read these paragraphs carefully. By enrolling in this course, you agree to fulfill the following course requirements (as well as all relevant university policies). Violations will result in grade reductions and/or failure of, and removal from, this course.

### *Attendance and Participation*

This course consists of lectures and section meetings. You must enroll, attend, and participate in both lectures and sections. Students who do not observe this requirement will fail the course. In particular, students repeatedly missing sections or scheduled meetings with course instructors will receive a grade reduction. A student who misses six sections will automatically fail the course regardless of any work completed.

### *Grading*

Participation (not just attendance) in discussion sections will count for 10% of your total grade.

The midterm examination will count for 20% of your total grade. More information about the midterm, and a midterm study guide, will be forthcoming during the semester.

The term paper is the most important requirement; it is a whole-semester assignment and will count for 40% of your total grade. You will need to budget your time in order to complete it along with other course work. In particular, remember that a deadline is not the day on which you should still be working on something. Rather, it is the day on which it should be complete and ready for submission. Plan to have your work ready at the very latest the day before the due dates, in order to prevent any last-minute problems (printer issues, illness) from causing you to submit your hard-copy work late. Since this is a whole-semester assignment, we will not accept last-minute excuses as sufficient reason for failure to submit work on time.

### *Paper requirements:*

*Topic.* You are free to choose any topic related to the international relations of the US, but you must submit your topic to your TA in hard-copy and receive his/her approval no later than the **start of your section in week five.**

*Outline and Bibliography.* You must submit a 1-2 page preliminary outline and bibliography in hard-copy, no later than the **start of your section in week six.**

*Draft.* You must submit a complete draft of your paper, including citations, **in lecture on October 21 in week nine;** this must be in hard-copy. Email is not acceptable. Drafts submitted after the end of lecture will be late.

The topic statement, the outline/bibliography and the draft will be marked both (1) on time/not on time and (2) acceptable/not acceptable. Failure to submit acceptable work on time (or failure to submit these items at all) will result in reductions to the final paper grade.

*The final paper,* due in lecture on **Tues., Nov. 18 in week thirteen,** must be 2000-2250 words in length (not including notes and bibliography). Put the word count on the cover page. Format the citations according to the Rampolla booklet. You must submit the final paper in hard copy; email is not acceptable. At the end of lecture, the paper will be late and will immediately receive a one-letter-grade reduction. After 24 hours, it will receive another one-letter-grade reduction, and so forth, until it automatically becomes a failing grade. These one-letter-grade reductions will be in addition to any reductions caused by failure to submit acceptable preparatory work, as described above.

The final examination will count for 30% of your grade. It will cover all aspects of the course. There will be more information about the final exam provided closer to the time.

### *Language and Communications*

In lectures and discussion sections, students must ask questions and conduct debate in a respectful fashion, using appropriate language. Email communications must also be conducted in a professional manner. Inappropriate behavior, poor writing, grammatical mistakes, misspellings and insulting language are never acceptable, whether in term papers or in email, and may result in grade reductions and/or failure of the course, if severe. The course instructors will not respond to inappropriately written or phrased emails or phone calls. In all other cases, we will respond within three business days and we ask you to do the same. Repeated failure to respond to instructor emails within this time frame will be considered a failure of participation and will result in a grade reduction.

### *Lecture and Discussion Section Conduct*

Students are required to prepare for, and attend, both lectures and discussion sections. In doing so, they must turn off cell phones, Blackberries, and other such devices. If a student's phone, pager, or any other device makes a noise during lecture, that student will be required to either sing or recite poetry (professor's choice) at the end of the same lecture.

### *Make-up Requirements*

There are no make-ups. If you are seeking an excused absence, excuses must be provided to your teaching assistant on email or by phone *before an absence or failure to complete work and as soon as possible in writing afterwards* in order to be considered. After reading the written documentation, the TA will discuss his/her decision about your requested excuse with you. Please note that the student health center has ceased providing excuses so, in the interest of academic fairness, if you are seeking a medical exemption for a serious illness, we will need documentation from the specialist who is treating you.

### *Plagiarism*

Students must avoid plagiarism and/or cheating on exams. If they see or hear of another student acting in this manner, they must report it to the instructors. The teachers of this course, and the university as a whole, are committed to the general principles of academic honesty. These principles include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. In particular, all submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

You will automatically be failed in the course if you are caught cheating on an exam or plagiarizing the term paper. This is the university's recommended penalty. Plagiarism includes (but is not limited to) copying text from the web (for example, from Wikipedia) and pasting it anywhere (online or hardcopy) without attribution, implying that it is your own work. If you are in any doubt about what constitutes plagiarism, ask! We would far prefer to clear up

uncertainties informally in advance rather than formally via plagiarism proceedings.

### *Recordings*

Recordings of any type (sound or video) are prohibited except by written permission of the instructor.

### *Travel*

We will not accept travel, interviews, the purchase of plane tickets, absence from LA, and similar events (except for university-approved travel) as excuses for failing to fulfill course requirements. If you have made travel or interview plans before the start of this semester, make sure they will allow you to fulfill all course requirements and change them if they do not. Do not make any new plans that conflict with the course. In particular, you must ensure the delivery of hard-copy course requirements by the due date; if it is impossible for you to deliver a hard-copy, arrange to have another member of the course deliver it for you. Email is not an acceptable way to submit work.

### *Special Instructions for Students with Disabilities*

We are happy to make adjustments for students with disabilities. In order to do so, we need to know as soon as possible about your disability and your requirements. As stated on the Disability Services and Programs [DSP] website: "In K-12 education, the school district must identify children with disabilities and provide appropriate services to help them achieve free appropriate public education. In the post-secondary setting, it is the responsibility of the student to self-identify to receive accommodations. Some students may not realize this and expect the college to come to them." If you are a disabled student, it is your responsibility to fulfill the requirements listed below on time; if you do not do so, you have indicated that you do not wish adjustments for IR 100.

The course instructors must ensure that the adjustments they make do not compromise the academic integrity of the course. To do so, we need two things from you, both (1) sufficient information and (2) sufficient time, to consider, discuss and implement adjustments that are fair to you and other disabled and nondisabled students.

To give us sufficient information, you must follow the DSP procedure: register with DSP each semester. DSP is in STU 301; the phone number is 213-740-0776. Once adequate documentation is filed, you will receive a letter of verification for approved accommodations. As stated on the DSP website, you must share and

discuss this letter with the professor in person. Leaving the letter under a door or in a mailbox is not sufficient, as it does not allow us to clarify your needs, so we will not be able to make adjustments if you do this.

To give us sufficient time, we need your letter as soon as possible and, at the latest, three weeks before the type of test or assessment for which you are requesting alterations. This means the deadline is on or before the start of lecture on Thursday, Oct. 2<sup>nd</sup>, if you would like accommodation on examinations or a notetaker to help you prepare for them; on or before start of lecture on Thursday, Sept. 4<sup>th</sup>, if you are requesting paper adjustments; on or before the earlier of the two dates, Sept. 4<sup>th</sup>, if you are requesting both kinds of alterations. After these dates, in order to maintain the academic integrity of the class, adjustments can only be made for new diagnoses, so be sure to file your paperwork by that time.