

University of New Hampshire
Office: Horton 214A
Hours: TTH 12-1 or by appointment

May 26-June 27, 2008
Tel. 603.862.1858
chris.reardon@unh.edu

American and Chinese Foreign Policy

Political Science 797/897E

Mr. Reardon

I. GENERAL DESCRIPTION

This summer course has been designed to introduce advanced undergraduates and graduate students to current decision-making theories to explain American and Chinese foreign policy making. It is divided into two learning units: the first unit focuses on mainstream theories of decision-making and will focus on the making of American foreign policy. Focus will be on theories at the international, domestic, and decision-maker levels of analysis. The second part of the course will focus on a specific aspect of decision making theories, learning especially in regards to the People's Republic of China. Organizing questions revolve around who learns, what is learned, how it is learned, and does it make a difference.

II. REQUIREMENTS

The final grade in the course will be based on analysis papers (40 %), class participation (25%), and a final examination (35%).

Readings: The following reading will be available for purchase at the Durham Book Exchange:

G. John Ikenberry, *American Foreign Policy: Theoretical Essays, Fifth Edition* (Boston: Houghton Mifflin, 2005)

All other readings will be available on Blackboard.

To stay abreast of the constantly changing Chinese and American domestic and international political and economic environment, students must subscribe to the *Financial Times*. As time is limited, I strongly suggest that you subscribe to the electronic version (full version):

https://www.ftnewspaper.com/cgi-bin/ftusa.cgi/fess/vanity_us_student_digital at \$21.95 for 15 weeks. NOTE: Individual students must assume responsibility for *FT* subscription payment and resolving all delivery problems by phoning 800.628.8088

Class Participation: Each class member will assume a specific identity. During the first hour of class, each group will discuss their relevant political and economic news found in the *Financial Times* and reflecting the concerns of their particular persona.

Analysis papers and presentation: After the second hour lecture is completed, each persona will take responsibility for writing up a specific reading's analysis and discuss the key points of the reading during the 3rd and 4th hours of the class. Each persona will prepare an analysis paper; Tuesday's presentation must be submitted electronically directly to the instructor by 6 pm on the Monday before the weekly presentation (use the above email address); Thursday's presentation must be sent on Wednesday at 7 pm. The analysis paper will be available on Blackboard and must be read before coming to class. **Note: All email attachments must be scanned for viruses.**

Each analysis paper will be three-pages in length (double-spaced, pagination, 1" margins, 12 font). Use two pages to explain the major argumentation points of each author; the third page promotes/defends its views to the rest of the class; each persona will then engage in a dialogue promoting their individual piece, and criticizing the other approaches. At the end of each debate, students will adopt a less subjective position and argue which position they thought was strongest and why.

As these papers are individual efforts, it will be important to submit the writing assignments on time and forcefully present the argument to the rest of the class, as well as be critical of the other approaches. The instructor must be informed immediately should a particular problem arise.

Final examination: A final examination will be administered during the last two hours of class on 26 June. Blue books will be required; no pencil will be allowed.

Special note for summer session students: Four hours of class can be a very long time, so we all need to work together to enjoy the class. The discussion of current events and the debates in class are designed so you appreciate the views of other countries and organizations; the more you argue your point-of-view (even if you disagree with it personally), the better your grade. At the end of each hour, there will be a ten-minute break. If weather and the bugs permit, we can meet outside for parts of class. I have no problem about eating in class as long as you aren't too noisy and bring enough for your instructor.

All students are kindly asked to turn off cell phones before coming to class, unless you receive special permission from the instructor. Any student missing more than three classes will not be able to complete this course. Analysis papers not submitted by 8 am on Monday will suffer a grade reduction of ½ grade per hour past 8 am.

Procedures for Dealing with Academic Misconduct

1. Individual cases will be handled initially by the instructor of the course concerned, as required by the instructor's professional responsibility to assess the performance of his or her students.
2. The instructor will notify the student of the alleged infraction and what course of action and penalty the instructor believes allowed an opportunity to rebut the allegation.
3. The initial notification and conference are to be conducted informally. The chair of the department offering the course should be apprised on any actions taken. The penalty imposed by the instructor may not exceed failure in the course, in which case the student should be informed in writing that a failing grade is being assigned for academic misconduct and that further appropriate action may be taken by the student's college dean.
4. Cases shall be reported to the student's college dean at the discretion of the instructor and department chair, except when a failing grade in the course is assigned for academic misconduct, in which case the student's college dean shall be notified of that fact.

For complete procedures, see <http://www.unh.edu/student/rights/rrrguts.pdf>

III. LECTURE AND READING SCHEDULE

A. Introduction: Decision-Making and US Foreign Policy

May 27

Guest Lecturer: Professor Lionel Ingram

- B. American Foreign Policy Processes: International Environment** **May 29**
a. Waltz, in Ikenberry, 59-83
b. Leffler, in Ikenberry, 84-111
c. Ikenberry, in Ikenberry, 111-135
- C. American Foreign Policy Processes: Domestic determinants** **June 3**
a. Persona A, D, G Huntington, in Ikenberry, 214-248
b. Persona B, E, H Mastanduno, in Ikenberry, 248-268
c. Persona C, F, I Krasner, in Ikenberry, 447-459
- D. American Foreign Policy Processes: Individual Decision-maker** **June 5**
a. Persona I, C, F Jervis, in Ikenberry, 461-484
b. Persona A, D, G Tetlock, et. al, in Ikenberry, 484-501
c. Persona B, E, H Winter, et.al, in Ikenberry, 511-539
- E. Learning theories (1)** **June 10**
a. Persona H, B, E Adler, "The Emergence of Cooperation," in BB
b. Persona I, C, F Hall, "Policy Paradigms," in BB
c. Persona A, D, G Knopf, "Importance of Learning," in BB
- F. Learning theories (2)** **June 12**
a. Persona G, A, D Levy, "Learning and FP," in BB
b. Persona H, B, E Nye, "Nuclear learning," in BB
c. Persona I, C, F Stein, "Political learning," in BB
- G. Chinese Policy Decision-making Structures** **June 17**
a. Persona F, I, C Saich, "Central Governing Apparatus," in BB
b. Persona G, A, D Sutter, "Chinese Leadership Priorities," in BB
c. Persona H, B, E Sutter, "Changing Patterns," in BB
- H. Fragmented Authoritarianism and Policy Learning** **June 24**
a. Persona E, H, B Lieberthal/Oksenberg, "Salient Characteristics," in BB
b. Persona F, I, C Lieberthal, "Fragmented Authoritarianism," in BB
c. Persona G, A, D Dittmer, "Learning," in BB
- I. Final Examination** **June 26**