



P.S. 471/571 American Foreign Policy I Prof. Frank Wayman
Fall Term 2021, TTh 12:30-1:45 PM Office: 2164 SSB
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COURSE CONTENT:

This course is the first semester of a survey of American foreign policy. The first semester provides a general overview, with some brief attention on events even up to the present, but with primary attention on the earlier period, i.e., pre-1990. This means a concern with (1) the Western Hemisphere, and (2) the relationship among the major powers. These "great powers" are the Western major powers, such as France and Britain, and the two major powers in the communist and post-communist world, namely China and Russia.

This syllabus represents a full description of PS 471, but those taking graduate credit (PS 571) will need to meet with me personally about the further requirements for taking the course for graduate credit. Basically, graduate students will be responsible for the work in this syllabus, plus a substantial research paper focusing on U.S. interventions, wars, and militarized inter-state disputes. For graduate credit, 25% of the course grade will be based on each exam, and 25% will be based on the paper. Term papers are due Nov. 6th.

The Shaping of the World Before us:

Topics in PS 471/571 include the emergence of the U.S. as a great power (including the role of Teddy Roosevelt in the era of the Spanish American war); U.S. domination of a sphere of influence in the Western hemisphere (the Monroe Doctrine and the Roosevelt Corollary to the Monroe Doctrine); the origins of the Cold War; the Korean War; the advent of the hydrogen bomb and

the missile age; the Vietnam War; the rapprochement between the U.S. and China in the Nixon administration; the arms control process between the U.S. and the Soviet Union; wars and terror in the Middle East; the U.S. response to the war in Afghanistan, including the Reagan Doctrine of counter-insurgency against Communist regimes; the Iran-contra affair; the 1989 anti-communist revolution in Eastern Europe, the August 1991 coup against Gorbachev, the rise of Yeltsin, and the break-up of the former Soviet Union into the Commonwealth of Independent States; the anti-Noriega invasion of Panama, the Gulf War, and the search for a New World Order and a post-Cold-War foreign policy for the United States under Bush the elder (1989-1993); Clinton's two terms (1993-2000), with "foreign policy as social work" in Somalia and Haiti in the first term, and more serious second-term initiatives such as the U.S. intervention in the Serbian-Albanian war; and continued Mideast peace efforts, including Clinton's end-of-term peace efforts and the subsequent Palestinian-Israeli violence, in which there was an attempt to re-create the success of the Begin-Sadat-Carter Camp David Mideast peace process of the late 1970s. We will *briefly* consider foreign policies of (1) George W. Bush, including his pre-Sept. 11th unilateral tone (Kyoto protocol), his war on international terrorism after Sept. 11th, and the war over Iraq; (2) President Obama, including his idealist and non-interventionist rhetoric, as well as what has been called his Obama doctrine policy, including drone wars; (3) President Trump, including his strange deference to Putin, his distancing from liberal multilateral institutions such as NATO, his anti-immigration policies, such as the border wall Mexico would (supposedly) pay for, and his isolationism that we have not seen since the 1930s before Pearl Harbor; and (4) Biden, including his general reversal of Trump's isolationism, his renewal of US efforts to slow global warming, and his follow-through on Trump's withdrawal from Afghanistan.

THE SECOND SEMESTER (American Foreign Policy II):

American Foreign Policy II addresses American foreign policy toward the non-Western world. Also, American Foreign Policy II focuses on post-Cold War phenomena (i.e., 1990-present). Am. For. Pol. II relies more on contemporary articles from academic journals, and is more topical. Its topics include recent problems in the Middle East, intervention, peacekeeping, and the war against terrorism. For example, assigned books in PS 472/572 in fall 2015 were:

Eugene Wittkopf, Jones, and Kegley, *American Foreign Policy*, latest (7th) edition, (Jan. 2007) 658 pp.

Bruce Bueno de Mesquita, *The Predictioneer's Game*. ca. 200 pp.

Juan Cole, *Engaging the Muslim World*. ca. 276 pp.

William Antholis and Strobe Talbott, *Fast Forward: Ethics and Politics in the Age of Global Warming*. 120 pp.

I mention these topics and readings here to give a sense of the division of material between the two semesters. To avoid duplication, for instance, the majority of our discussion of the Mideast this semester will be about the pre-1990 period, when the Mideast (although important in its own right) was part of the Cold War bipolar struggle for power.

COURSE REQUIREMENTS AND GRADING:

The course is built around reading, lectures, and class participation (including a simulation of the Cuban missile crisis [either live in class or in a movie], as well as traditional class discussion).

The following books are required of students and should be purchased in the bookstore:

Stephen Hook and John Spanier, *American Foreign Policy since World War II*, latest edition, CQ Press; 21st edition (2019 copyright), ISBN 978-1-5063-8564-8. ("Hook&S" below)

Robert Kennedy, *The Thirteen Days*, N.Y.: W.W. Norton; ISBN 0-393-31834-6.

Walter LaFeber, *The American Age: United States Foreign Policy at Home and Abroad since 1750*. N.Y.: W.W. Norton, 1989; ISBN 0-393-95611-3 (pbk) or 0-393-02629-9 (hardback).

A final required book, with no author, is *The New Shape of World Politics*, published by *Foreign Affairs* magazine and the Council on Foreign Relations. You may be able to access the articles in it individually by electronic means. See note at end of the table of weekly assignments, below.

Generally, the books are old, and therefore relatively cheap.

There is a course-pack, also required: from \$Bill Copy, for sale on line or at their toll-free number. \$Bill can be reached at 1-877-738-9200, or at www.dollarbillcopying.com. At the website, go to order products on-line, then to the order course packs on-line bar, then to UM-D, then to the course number. After selecting all those things, proceed to order, give mailing info., credit card, and \$Bill ships next day UPS to your address.

There is a written assignment, of a six-page, double-spaced paper, examining the wars of a country or a region of the world, using the Correlates of War Project data (www.correlatesofwar.org) to itemize all of its inter-state, extra-state, and intra-state wars, report whenever the U.S. was an official participant in some of those wars, and check for other indications of U.S. involvement. Details forthcoming. Assignment due Tues., Nov. 6th. This paper counts for 19% of the grade.

The exams in the course will be designed to test your knowledge of the readings and lectures. Each exam will be half multiple choice and half essay. The multiple choice questions will be designed to test your knowledge of specific points in the readings and lectures. The essay portion of each exam will be 25 minutes long, and during that period you will answer one question, assigned to you from a set of three questions that will be distributed at least one week before the exam. The three questions will attempt to give you the opportunity to integrate your knowledge into a broad perspective of your own on some aspect of foreign policy. You will have to answer the question on the exam without aid of notes, but the opportunity to prepare in advance will insure that you are not caught by surprise by the question. Each exam will have equal weight, which is 27% of the course grade. In the case of students who contribute in a consistently meaningful way to the simulation or class discussion, a small upward adjustment of grades will be made to reflect their contributions to the class.

Grading Scale:

Grading of the multiple choice tests is curved, to roughly correspond to the historic average University grade, in the B to B- range. Grading of the essay portion of the exam and of the term papers is on a basis of absolute quality rather than a curve. Grades of A correspond to a GPA of 4.0, B is a 3.0, C is

a 2.0, and so on down through D (1.0) and E or F (0).

Any late assignment without a signed letter from an M.D. or equivalent authority will result in a two-notch reduction in grade for that exam (e.g., from B- to straight C).

OTHER RESPONSIBILITIES AND POLICIES:

I have been asked by the Provost to include the following statement (which should go without saying) --

Code of Conduct from the office of the Provost:

The University of Michigan values academic honesty and integrity. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth by the Code of Academic Conduct, as well as policies established by the schools and colleges. Cheating, collusion, misconduct, fabrication, and plagiarism are considered serious offenses. Violations will not be tolerated and may result in penalties up to and including expulsion from the University.

Any incidences of the above will be reported to the Social Science Department Chair, the CASL Deans office, and the Student's unit and/or school.

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The best statement I have seen on plagiarism comes from Professor Todayama in Japan: "Why do university professors try to inflict severe punishment for plagiarism? In the academic world, a rule such that 'truth and knowledge that a person has come at through concentrating their efforts, investigating, and thinking should fundamentally be shared among all human beings. However, such being the case, the person who came forth with the truth and knowledge should be given an equivalent amount of respect.' Plagiarism violates this rule. Strict reproach of plagiarism in a paper is based on the idea that students are also considered to be a member of this academic world" (Todayama, Kazuhisa, *Ronbun no Kyoshitsu*. Japan Broadcast Publishing Co., Ltd., 2002: 34-35.)

DISABILITIES:

The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Disability Resource Services (DRS) every semester they are enrolled for classes. DRS is located in Counseling & Support Services, 2157 UC. To be assured

of having services when they are needed, students should register no later than the end of the add/drop deadline of each term.

I am listing my standard policies from previous years, but our need to be safe from the pandemic makes everything subject to change, to the degree that we can't meet in-person. Please follow my directions to keep us from infecting each other.

CLASS POLICIES:

1. No make-up exams will be given except under documented circumstances.
2. RESPECT. We are all to respect others opinions, beings, comments, and habits. This does not mean we cannot disagree, nor does it mean we cannot have fun. However, we each need to respect the diversity of our fellow students. There are also topics discussed that may challenge you either intellectually or emotionally; while we try to be sensitive, a university is also a place for inquiry and discovery. More about this in class.
3. Students arriving late should do so as quietly and unobtrusively as possible.
4. In the event that I am aware of a major accident on the road or a weather problem, I may delay class start by five to ten minutes.
5. ON E-MAIL: E-MAIL IS THE MAIN VEHICLE WE WILL USE TO STAY IN TOUCH OUTSIDE OF CLASS. For example, if school is canceled, I will send you an email with some attached materials. Anyone without access to the Internet at home should see me the first week of class to have alternative plans in place. While e-mail has become a very important means of communication between students and faculty, there is so much trouble for all of us from hackers and viruses, that it is good to observe appropriate norms of behavior. Because of the threat from viruses and similar plagues, I do not open emails that do not have your name as the sender, or emails that do not have a subject heading that indicates a topic related to you and the course. We should all also be cautious about opening e-mail attachments. This means, for example, your e-mail must actually be readable by me when I click on it; in other words, when I open an e-mail and there is no text because all the text has been placed in an attachment, I do not open the attachment out of caution. I look forward to hearing from you; on the whole, this email system is a blessing.
6. Class discussion and participation is an integral part of this class. If you are within two or three points of a higher grade, your participation and attendance will be taken into account. (I do not count you as present if you are sleeping, carrying on personal discussions, or otherwise "tuned out.")

7. **As a general rule, use of laptop computers and cell phones is not permitted in class, but there are reasonable exceptions for portable computers for class purposes. Please step up to the podium area and notify me, in the first week of class, if you are wish to use a laptop computer.**

Put your pagers on vibrate and turn off your cell phones. (In the event that you are on stand-by to be asked by President Obama to be a liaison in secret meetings with the Syrian rebels, or Donald Trump has asked you to be his on-call foreign policy advisor, or some critical personal reason, let me know ahead of time). **If your pager or cell phone goes off, or if you read or answer a text, YOU LOSE 5 POINTS. If you get up and leave to be on the phone, you lose five points. If mine goes off, you get five points.**

8 The use of a laptop in class is acceptable ONLY FOR CLASS PURPOSES. Game playing, emailing, and web surfing, unless approved by instructor, are not acceptable. This has become a problem and students have complained privately that it is distracting and annoying. If you feel a need to keep emailing your friends, surfing the web, or playing games, you probably should not come to class. It is your choice. If you have a laptop, I will, on occasion, ask you to look up something we are discussing.

9. I reserve the right to make minor changes to the syllabus, and we may fall behind or surge ahead, but any changes to exam dates (due to school closure, falling behind because we had a speaker, etc.) will be decided by the class by vote.

10. UM-Dearborn's official attendance policy states that, "a student is expected to attend every class and laboratory for which he or she has registered. Each instructor may make known to the student his or her policy with respect to absences in the course. It is the student's responsibility to be aware of this policy. The instructor makes the final decision to excuse or not to excuse an absence. An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester." If you are absent, you must get notes from a fellow student. I will not go over what we covered in class, nor will I excuse you from any assignment or new information unless a real (documented) emergency occurred.

11. I will make every effort to meet with any student so requesting. You need to build relationships with your instructors so when it is time for a recommendation for a scholarship or something else, your instructors will know you. Try to come up and see me at least twice during the semester. I am around many other times than my official hours indicate; just ask. Using my email fwayman@umich.edu is definitely the BEST way to contact me.

Other administrators think it is important that you be told what our University's bureaucratic goals are, so I have been told to place this website in the syllabus:

<http://www.casl.umd.umich.edu/politicalsciences/>

Emergency Preparedness:

All students are encouraged to program 911 and UM-Dearborn's University Police phone number (313) 593-5333 into personal cell phones. In case of emergency, first dial 911 and then if

the situation allows call University Police.

The Emergency Alert Notification (EAN) system is the official process for notifying the campus community for emergency events. All students are strongly encouraged to register in the campus EAN, for communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information:

<http://umdearborn.edu/emergencyalert/>.

If you hear a fire alarm, class will be immediately suspended, and you must evacuate the building by using the nearest exit. Please proceed outdoors to the assembly area and away from the building. Do not use elevators. It is highly recommended that you do not head to your vehicle or leave campus since it is necessary to account for all persons and to ensure that first responders can access the campus.

If the class is notified of a shelter-in-place requirement for a tornado warning or severe weather warning, your instructor will suspend class and shelter the class in the lowest level of this building away from windows and doors.

If notified of an active threat (shooter) you will Run (get out), Hide (find a safe place to stay) or Fight (with anything available). Your response will be dictated by the specific circumstances of the encounter.

<http://www.casl.umd.umich.edu/classroomsafety>

THE INSTRUCTOR:

Prof. Wayman has been on the UM-D faculty since 1972. He has also taught courses on foreign policy at the University of Pennsylvania and on the Ann Arbor campus of this University. He has a B.A. from Cornell University and a Ph.D. from the University of Pennsylvania. He has published a monograph on what conditions produce military dictatorships (*Military Involvement in Politics*), a book on American presidential elections (*A Time of Turmoil*, co-authored with Ronald R. Stockton), and a number of articles on American, world politics and comparative politics. A long-time associate of the Correlates of War Project at the University of Michigan, he has especially written about the causes of war and the conditions of peace. Meredith Sarkees and Frank Wayman have recently published *Resort to War: Data, Trends, and Narratives Concerning All Inter-State, Extra-State, Intra-State and Non-State Wars, 1816-2008* (Washington, D.C.: CQ Press, 2010), winner of honorable mention as the best reference book in the social sciences and humanities published that year. This book has a one-page essay with supporting data on each U.S. international war since 1816. Civil wars, while included, receive briefer attention. He is also an active scholar in the fields of American public opinion and of the effect of interest groups on

Congress. His articles have been reprinted in such compendia as *Classics of International Relations*, *Classic Readings in American Politics*, and *Classics of Interest Group Behavior*. He has won the prize for the best paper at the Midwest Political Science annual meeting, as well as grants from the National Science Foundation and Resources for the Future. One of his more recent projects is *Predicting the Future in Science, Economics, and Politics*, initially a conference, and now an edited book on the prediction of global conditions, and, in that endeavor, the proper role of "consilience," the quest for reduction and unity of the sciences. Current work is on public opinion in the U.S. in recent decades, and on the balance of power among the great powers - two book-length projects.

PURPOSES OF THE COURSE:

Graham Allison, whose study of the Cuban missile crisis is the cornerstone of our course, said in his book on the crisis, "In attempting to understand problems of foreign affairs, analysts engage in a number of related but logically separable enterprises: (1) description, (2) explanation, (3) prediction, (4) evaluation, and (5) recommendation. This study focuses primarily on description and explanation, and, by implication, prediction." In Allison's terminology, I would say our course is designed to provide students with the information necessary (a) to comprehend the causes of U.S. foreign policy, and (b) to evaluate the quality of U.S. behavior in world affairs. The course will also be helpful in understanding the presidency, congress, the bureaucracy, the media and interest groups in our society, as well as the foreign cultures with which we interact.

[The quote from Allison is from page 3 of Allison and Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, N.Y.: Addison-Wesley, 1999]

LECTURE TOPICS AND ASSIGNMENTS:

This is subject to change depending on availability of items during the pandemic; new items may be substituted for old, as will be announced in class. Class meets Tues. and Thurs., but for simplicity I have just keyed everything in the table below to being "due on Tuesday."

N.B.: The below **page assignments in LaFeber** are keyed to the first (hardback) edition. If you have the second (paperback) edition, the page numbers change for the assignments of Sept. 11

and Sept. 18. On Sept. 11th, the assigned pages in the 2nd edition are pp. xix-39, 71-93, 193-284, 544-548, and 566-569. On Sept. 18th, the pages in the 2nd edition are pp. 580-604. As to **chapter assignments in Hook and Spanier**, the chapters are the same in the 20th (2016) and 21st (2018) editions, except that the chapter 12 of the earlier edition gets yanked in 2018 (meaning that the next two chapters get a lower chapter number by one point, becoming the new ch. 12 and the new ch. 13), and a new final chapter gets added in 2018, called "The End of the American Century?". These differences between the two editions affect the treatment of Obama and bring in coverage of Trump; since we are looking mostly in our course at the first two centuries of the US, 1790 to 1990, those differences won't matter much.

Due Date and Topic:	Assigned Readings:
Sept. 7: Course Description; Latin American Policy of US, 1820-1990	Hook&Spanier, preface and ch. 1; LaFeber p. xix-38, 69-90, 181-267, 517-519, 538-540; Hook&Spanier, appendix A and B; Kennedy, through page 80 including Schlesinger forward
Sept. 14: US-SU strategic nuclear balance; Cuba, the US, and Castro; Cuban Crisis Simulation or "Thirteen Days" movie	Kennedy, remainder of the book; LaFeber, pp. 551-570; <i>Le Monde</i> one-page graph of growing numbers of US & SU missiles, in course pack, about p. 91
Sept. 21: Cuban simulation or movie (concluding hour); US foreign policy decision-making	Allison, "Conceptual Models and the Cuban Missile Crisis," <i>American Political Science Review</i> 1970; Hook and Spanier ch. 2; Cuban crisis time-line in course pack (2 pages, starting about p. 89)
Sept. 28: US foreign policy decision-making	Handouts to be assigned, and one page handout in course pack about p. 93 by Domhoff, "The Power-Elite Decision-Making Process"
Oct. 5: The First Exam will cover the above material.	
October 7: The US and the Soviet Union, 1917-1945; class discussion of the Kennan article	Kennan, "Sources of Soviet Conduct" (course pack); Schlesinger, "Origins of the Cold War" (course pack); LaFeber, chs. 12-14; Hook&Spanier ch. 2 (re-read) &

	ch. 3; Chronology of 1933-1947, course pack about page 95
October 12: The Shift of the Cold War to Asia; China, Korea, and Taiwan till 1953	Hook&Spanier, ch. 3; LaFeber, ch. 15; Containment Policy and Military Doctrine Assumptions, course pack about pp. 97-98
October 19: The Eisenhower Years	Hook&Spanier, ch. 3; Holsti, "Cognitive Dynamics and Images of the Enemy: A Study of John Foster Dulles," course pack; LaFeber ch. 16, to p. 550
October 26: The Kennedy Years; the continuing Cold War, and Vietnam; comparison of Vietnam with China in the 1940s, Central America in the 1980s, and Afghanistan and Iraq for two decades after 9/11	Hook&Spanier, chs. 4-5; LaFeber, ch. 17; Bronfenbrenner, "The Mirror Image," course pack; Festinger, "Cognitive Dissonance," Scientific American, Vol. 207, issue 4, October 1962
November 2: Johnson, Nixon, and Vietnam; compellence; the Nixon Doctrine; the evolution of nuclear affairs	Hook&Spanier, chs. 5-6; LaFeber, ch. 18; Basic Principles Agreement and end of Détente, course pack about page 99, one page; re-read Containment Policy and Military Doctrines 2-page entry in course pack
November 9: The Arab-Israeli Conflict, OPEC, and the Mideast. Reagan, first and second terms	Hook&Spanier, chs. 6 and 7; LaFeber, ch. 19; UN Resolution 242, course pack about p. 101
Nov. 11: The Second Exam, Nov. 11 th , will cover the above material	
November 16: The Changing International Scene	Articles by Fukuyama, Doyle, Huntington, Ajami, Mearsheimer, Zakaria SEE NOTE BELOW TABLE
November 18: End of Cold War	
Thanksgiving Nov. 25 th -week out of classes	
November 30: End of Cold War, Bush 41, and all since then	Hook&Spanier, chs. 8-14
December 13-17: Exam Week	

Here are the pertinent articles for week of Nov. 16th:
These are all compiled in the book, *The New Shape of World Politics*. ISBN for my 1997 copy is ISBN 0-87609-230-X. Amazon is selling a 1999 copy, with a slightly different ISBN, for an

affordable price. I think the two editions (1997, 1999) are basically identical. The articles we need to read are Francis Fukuyama, "The End of History?" *The National Interest*, 1989.

Michael Doyle, "Liberalism and World Politics," *American Political Science Review*, 1986.

Samuel Huntington, "The Clash of Civilizations?", *Foreign Affairs*, Summer 1993.

Fouad Ajami, "The Summoning," *Foreign Affairs*, September/October 1993.

John Mearsheimer, "Back to the Future," *International Security*, summer 1990.

Farid Zakaria, "Culture is Destiny: An Interview with Lee Kwan Yew," *Foreign Affairs*, March/April 1994.

It may be that you can save money by accessing these articles electronically.

P.S. 471 All Essay Exam Questions. 200509

The essay questions for the three exams are currently designed to be as follows:

P.S. 471 Exam, Am. For. Pol., 980523, Exam #1, Prof. Wayman

PART I. ESSAY. One of the following questions will be on the exam. Prepare 25-minute answers to each question.

1. Discuss how security concerns, economic interests, and American ideals affect U.S. foreign policy. Give examples of when U.S. policy has been motivated by (1) ideals, (2) economics, and (3) the national security concerns identified with the "balance of power" and political realism. Which of these three goals (security, money, and ideals) is the most important and which is the least important in influencing U.S. foreign policy, in the past and nowadays?

2. Discuss the strengths and weaknesses of Allison's three analyses of the Cuban missiles crisis. (Remember, his three models are designed to *explain* what happens, not to say what should be done; thus, in this context, it is not a "strength" of a model that following it would lead to good public policy; rather, an explanatory model is strong if it accounts for a large amount of what happens.) How important were the national interest, the organizational priorities and routines, and the political interests of individual actors (i.e., Models I, II, and III) in the crisis?

3. Discuss the role of nuclear weapons hardware, nuclear weapons strategy, and the command and control of nuclear weapons in American and Soviet foreign policy in the Kennedy and Khrushchev era, and show how these matters affected the struggle for dominance and peace in the Cuban missile crisis.

P.S. 471 Exam, American Foreign Policy
980606, Exam #2, Prof. Wayman

PART I. ESSAY. One of the following questions will be on the exam. Prepare 25-minute answers to each question.

1. What caused the Cold War? More specifically, (1) how did it get started, (2) what kept it going, and (3) what things determined its varying intensity? Was it in part the result of peculiar American beliefs, interests, and actions, or would (as realists would argue) any nation with the same powers as the United States have quarreled in the same way with the Soviet Union?

2. Compare and contrast the doctrines of containment, massive retaliation, deterrence, and compellance. What assumptions do each of them make about the enemy? Which, if any, has a chance of being effective in the post-Cold War world (now that the enemy they were originally designed for, and the containment policy on which they were based, concerning Soviet communism, is history) and why?

3. Discuss the problems in applying the containment doctrine beyond Western Europe and Japan to the rest of Asia, to Africa, and to Central America. Under what circumstances, then, should the U.S. have attempted to contain communism in the third world in general, and in Vietnam in particular? What lessons, if any, do you find in the spread of communism to Afghanistan and Nicaragua (and almost El Salvador) in the Carter administration, and in the Reagan doctrine of rolling back communism?

P.S. 471 Exam, 990701, Exam #3, Prof. Wayman
American Foreign Policy

PART I. ESSAY.

The essay question will be collected after 25 minutes. Do it first. One of the following three questions will be selected

for the exam.

1. What fundamental features of the international environment have changed since 1988 (the last full year of the Cold War)? Which features remain the same? How does the U.S. need to change to be secure and to have an effective foreign policy in our era? How does the foreign policy of the 1990s and 21st century differ from the foreign policy of the Cold War (Truman to Reagan)? How is it similar?

2. Analyze and critique the end of history, democratic peace, and clash of civilization arguments. Discuss both the points made by the advocates of these ideas (Fukuyama, Doyle, Huntington) and by their critics (e.g., Ajami).

3. What have been the successes and shortcomings of the U.S. in the war on terrorism and in Iraq & Afghanistan? What of the Reagan, first Bush, Clinton, and second Bush presidencies and their handling of this problem?