

US Foreign Policy
POLS 2820
McGannon Hall 121
MWF 1:10pm-2:00pm
Spring 2019

Instructor: Dr. Eric Royer
E-mail: eric.royer@slu.edu
Phone: 314.977.3243 (please leave a VM if I do not answer)
Office: McGannon Hall 138
Office Hours: 3:30-5:30pm MW, other times by appointment

We shall [expand] the American union ... [into] an empire of liberty. -- Thomas Jefferson, 1780.

Containment, which survived some four decades of Soviet challenge, could not, however, survive its own success. What is needed as a result is a foreign policy doctrine for both a post 11/9 and a post 9/11 world -- Richard Haas, 2005.

The major challenge facing the United States in the post-Cold War era is to define a role for itself in a world which for the first time in her history ... she cannot dominate, but from which she cannot simply withdraw. -- Henry Kissinger.

COURSE DESCRIPTION

The primary educational objective of this course is to familiarize you with key issues, topics, and debates in the study of American foreign policy. For example, in trying to understand why President George W. Bush ordered the invasion of Iraq in 2003, can we be sure of the explanation, when Bush himself perhaps was not even fully cognizant of why he made the decision? Has American foreign policy changed significantly merely because there is a different occupant of the White House, Trump rather than Obama? Is there any central foreign policy doctrine or concept -- a grand plan or national strategy -- that can provide the United States with the kind of compass for navigating the post-Cold War era that “containment” provided during the Cold War? If so, what are the choices?

The intricacies of American foreign policy are explored in this course through multiple theoretical and applied frameworks. A particular emphasis is placed on exploring major developments in American foreign policy since World War II and international issues creating uncertainty for American leadership in today’s post-Cold War world, including terrorism, nuclear proliferation, humanitarian crises, American participation in multilateral institutions, and a growing diffusion of power (e.g., the rise of China and an increasingly bellicose Russia) in the international system. What will the 21st Century hold for America’s role and leadership on the global stage? A retreat from the international order it created following World War II? A “re-commitment” to the institutions and norms that underpinned American leadership during this period? Or, possibly a growing acceptance among American policymakers with a “limited unipolar” or even an “apolar” world?

Prerequisites: None. Have some fun! This course covers interesting topics and issues.

COURSE OBJECTIVES

This course has a number of interrelated objectives:

1. Introduce students to critical junctures in the trajectory of American foreign policy over time;
2. Introduce students to theoretical frameworks that attempt to explain foreign policy outcomes and recommendations for future decisions;

3. Introduce students to contemporary issues in American foreign policy, with a focus on the Trump administration's foreign policy;
4. Provide students with the skills and knowledge necessary to understand & critically evaluate key developments in American foreign policy moving forward.

COURSE OUTCOMES

After completing the course, students will be able to:

- Identify current US foreign policy priorities and objectives;
- Be conversant in major foreign policy issues facing the US in the world today;
- Articulate their own theoretical perspectives on important issues in the field; and
- Demonstrate active learning and engagement through critical thinking, synthesis and evaluation of course readings, class discussion, and analytical writing.

REQUIRED TEXTBOOK

The following textbook is required:

Hook, Steven and John Spanier. (2019). *American Foreign Policy Since World War II*, 21st Edition. Los Angeles: CQ Press.

This book is available in paperback and ebook format (the ebook version is considerably cheaper). In addition to this textbook, supplemental readings are assigned and posted on Backboard under the Course Materials tab for each learning module. These additional readings are marked (Bb) in the course schedule. Since we will discuss current events that touch on key course topics and themes (usually every Friday), please keep up with domestic and international news coverage. Here are some news outlets that you may find useful:

www.nytimes.com
www.washingtonpost.com
www.npr.org
www.csmonitor.com
www.economist.com
www.pbs.com

www.realclearpolitics.com
www.theatlantic.com
www.foreignaffairs.com
www.foreignpolicy.com
www.the-american-interest.com
www.nationalinterest.org

I also wish to make you aware of the following periodicals (both topical and theoretical), which you may want to refer to when conducting research in the course or seeking a more in-depth explanation of topics. These periodicals/journals should also be relevant for those of you who want to pursue a degree or career in the field.

Select journals (both topical and theoretical):

Foreign Affairs
Foreign Policy
The National Interest
The American Interest
International Studies Quarterly
International Security
World Politics
Security Studies
International Organization
Journal of Peace Research

COURSE ASSESSMENTS

Your grade is based on the following: Participation/Attendance (5%); Policy Memo (15%); Exercises/Labs (20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%).

Participation/Attendance (25 points)

Please attend class. If you do not come to class, you cannot participate in lecture, and thus frequent absences will be factored into your final grade. This course relies on healthy and vibrant class discussions and your participation score is recorded based on these class discussion (thoughtful comments, active participation, etc.). Attendance is also recorded for each class, and constitutes a portion of your overall participation grade. You can miss one class, no questions asked, with no penalty. In the absence of exceptional circumstances, all subsequent missed classes will be reflected in your participation score.

Participation & attendance points are calculated at the end of the semester. The following scale is used: 22.5-25 (A); 20-22 (B); 17.5/19 (C); 15-16 (D); 14 or below (F).

Policy Memo (75 points):

You are responsible for writing an objective policy memo on a key foreign policy issue or problem in the study of American foreign policy. The memo should be structured on six key themes: (1) A section detailing the importance of your issue as part of our broader understanding of American foreign policy and key puzzles in the field; (2) a step-by-step analysis/annotated timeline of how your issue has evolved over time; (3) a section outlining three policy options that American policymakers (specify who here) can grapple with when thinking about your issue; (4) a section that explains strategies or policy tools that American decision-makers can adopt when implementing these policy options; (5) a section that incorporates and analyzes American public opinion on your issue; and (6) a section that contains your recommended policy choice, which should be informed by the feasibility of your options and the incorporation of some type of theoretical and applied analysis. Each of these six sections should be clearly identifiable sections in your memo (through the use of subject headings).

Examples of topics you might choose include, but are not limited to:

- What type of foreign policy strategy should the United States adopt to address North Korea's nuclear program?
- What type of foreign policy strategy should the United States adopt when addressing rogue states?
- What type of foreign policy strategy should the United States adopt/refine in its multiyear battle against the Islamic State in Syria?
- What type of foreign policy strategy should the United States adopted as part of its "endgame" in Syria?
- What type of foreign policy strategy should the United States government adopt to tackle or address climate change?
- What type of foreign policy strategy should the United States government adopt in the Israeli-Palestinian conflict?
- What type of foreign policy strategy should the United States government adopt to deal with increased Russian aggression in former Soviet-bloc states (e.g., Georgia, Ukraine)?
- What is the best way for the United States to combat cyberwarfare and cyber-security threats posed by Russia, China, Iran, and/or North Korea?
- Should the United States carry out its extrastate conflict with international terrorist organizations through the use of drones? Does doing so violate Laws of Armed Conflict or international humanitarian law?

- Should the Trump administration continue to impose tariffs on imported Chinese goods to address its trade disputes with the Chinese government?
- What type of strategy should the United States adopt when responding to international humanitarian crises (e.g., famine, disease, failed states)?
- What is the best economic policy for the United States in today's global economy? Should the United States government, for example, promote free trade policies through multilateral forums, such as the World Trade Organization, or through regional trade agreements, such as the new United States-Mexico-Canada Agreement (USMCA)?

These are just examples -- other topics are welcomed and encouraged. The goal of this assignment is to allow you to learn more about a contemporary American foreign policy issue. Please see me after class or during my office hours and/or send me an email if you are thinking about writing your memo on an alternative topic so I can determine whether your topic is feasible before the topic paragraph is due. My suggestion is to pick a topic that you are passionate and desire to learn more about.

The policy memo must be seven pages (single-space) in length (excluding the title page and bibliography). Your memo must also be formatted and structured like an actual memo. You should use no less than eight scholarly sources (do NOT use Wikipedia or other online encyclopedias). Sources must also be listed in the body of your memo (e.g., (Shively 2014, 56)) and then fully listed in a bibliography at the end. Finally, your memo must be typed, single-spaced with one-inch margins, include page numbers, and use Times New Roman with 12 font size. Failure to abide by these requirements will result in point reductions. A grading rubric is available on Blackboard.

A topic paragraph about your memo is due **February 18**. This paragraph is worth five points (out of the 75 points total for the memo assignment). In it, you need to clearly identify your main topic/puzzle, explain why this issue is important for contemporary American foreign policy, and list three policy options you plan on examining in your memo. You also need to include the eight scholarly sources you plan on using. Keep in mind that your policy options must be politically relevant. For example, if I were doing a topic paragraph on reforming United States food aid, appropriate policy options would include: (1) ending monetization requirements; (2); reforming food origin requirements; and (3) ending cargo preference requirements. I encourage you to think about these policy options sooner rather than later -- having three well-developed policy options will make this assignment much easier. After you turn in your topic paragraph, I will return them with comments and indicate to you whether your topic, policy options, and sources are approved or need to be revised. Revisions are due one week after I pass back the paragraphs.

The memo itself is due **April 26** and is worth 70 points. Each day a memo is late will result in a one point deduction. To prevent plagiarism, you are required to turn in a digital copy of your memo on Blackboard as well as a hard copy in class. Failure to do so will cause the assignment to be considered late. I will not grade your assignment until I receive both a hard copy and an electronic copy of your memo. If *any* portion of the assignment is plagiarized, you will receive an "F" (numerical score of 0). If you do not understand what plagiarism is or what constitutes plagiarism, please come see me.

Examples of past assignments are available on Blackboard in the Policy Memo folder. I have also include a document and several links on how to write an efficient, effective policy memo. These additional resources should be useful as you are planning, writing, and organizing the assignment.

Labs (100 points):

There are several exercises/labs in the course, not all weighted equally. Please be sure to check the Course Schedule for these labs and their point totals. These exercises/labs are a vital aspect of the course since they are meant for you to think critically about key terms, concepts, and topics discussed in lecture in a more personal and informal manner. Some of these labs/exercises are in-class and are

group-oriented with a presentation component; others are out-of-class exercises that must be completed by a specified date. By incorporating these exercises as a course assessment, I hope you are able to draw connections between theory and practice -- a feat most students find difficult. Further instructions and details will be provided in class. **You cannot make up an in-class exercise/lab if you are absent the day it is administered unless you make alternative arrangements with me in advance.**

Examinations (300 points):

There are three exams in the course, each worth 100 points. Each exam consists of three parts: 30 true/false questions worth one point each, 25 multiple choice questions worth two points each, and two essay questions worth 10 points each. Each exam will test your knowledge of the material we have discussed for the respective topics leading up to that exam. The third exam will act as the final exam in the course and 90 percent of the questions are not cumulative. The other 10 percent of the third exam consists of questions drawn from the previous two exams (word-for-word).

Here is an example of how the true/false questions are structured in the first part of each exam:

According to our lecture on US foreign policy during the Cold War, mark whether the following statements are true (A) or false (B) on your answer key.

- 1. The term anarchy implies that there is constant chaos and insecurity on the world stage.*
- 2. The United States was a key proponent of protectionist trade policies during the Bretton Woods negotiations.*
- 3. Preemption is a key foreign policy option associated with the Clinton administration, as seen by US interventions in Somalia, Rwanda, and the Balkans to strike terrorist organizations before they could mount a successful attack on American soil.*

(You would mark B (false) for all three on your answer key)

Here is an example of how the multiple choice questions are structured in the second part of each exam:

31. _____ was the foundation for American grand strategy at the start of the Cold War.
- a. Isolationism*
 - b. Containment*
 - c. Strengthening global governance*
 - d. Preemption*
 - e. Multilateralism*

Here is an example of how an essay question will be structured in the third part of each exam:

- 1. In class we discussed key features of the contemporary, post-Cold War international system that constitute the environment of American foreign policy. What are four of these key features? Be sure to clearly identify each feature and explain, in detail, what these feature mean.*

(On your answer sheet, you would write a two- to three-paragraph essay response to this question.)

You can prepare for the exams by completing the study guides in advance and attending the review session before each exam. Study guides will be provided at least one week in advance of each exam. These exams are not just meant to be “grades” or summative assessments; the purpose of these exams is to make sure you understand the material as we progress in the course. These exams represent a useful tool to measure your performance, as well as mine, throughout the course.

Please make sure you are on time on exam days. Those who arrive late will be required to take an exam that is 80 percent essay and 20 percent multiple choice. Make-up exams are only allowed if you

contact me in advance and present proper documentation excusing your absence (vacations are not excused absences). Furthermore, make-up exams must be scheduled within one week of an exam being administered.

GRADING

Your overall grade for the course is comprised of the following:

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Labs	100 points
Policy Memo	75 points
<u>Participation/Attendance</u>	<u>25 points</u>
Total Points	500 points

Final grades are assigned according to the following grading scale:

465 – 500	=	A (93-100)
450 – 464	=	A- (90-92)
435 – 449	=	B+ (87-89)
415 – 434	=	B (83-86)
400 – 414	=	B- (80-82)
385 – 399	=	C+ (77-79)
365 – 384	=	C (73-76)
350 – 364	=	C- (70-72)
300 – 349	=	D (60-70)
0 – 299	=	F (below 60)

Success in the course requires performing well throughout the course of the semester, not just passing the final exam or receiving a satisfactory grade for the simulation. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

COURSE POLICIES & REQUIRED STATEMENTS

Attendance Policy

Students are expected to attend class regularly and to participate actively in class discussion. If you do not come to class, you cannot participate, and thus frequent absences will affect your performance on other class assessments. You will not be able to make-up exercises/labs, participation points, or exams in the course. If you know that you are unable to make class on a given date, please let me know in advance so we can make accommodations.

Course Website & Technology

Students are required to access the course website on Blackboard regularly. Lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. If you do not have a copy of Microsoft Office, you can download a free version at: www.slu.edu/its/new-to-slu/free-office-365-for-slu. Please let me know if you are having problems accessing or navigating Blackboard or contact ITS if you cannot download an up-to-date version of Microsoft Office.

Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is due on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes more efficiently and follow lecture more effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings beyond our class discussions, which may not do justice to the main arguments, data, or results/findings in them. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, Twitter, texting, etc.) during class (it's pretty obvious if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rules may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class.

Academic Integrity:

Academic integrity is honest, truth and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost’s Office website here: <http://www.slu.edu/provost/policies.php>.

Additionally, each SLU college, school and center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the dean/director of the college, school or center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found here: <http://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>.

Plagiarism and Academic Dishonesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authorized by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an *automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a large sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of

misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 36; akratky@slu.edu; 314.977.3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you will all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visiting the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>.

Student Learning & Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314.977.8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit www.slu.edu/writingservices.xml.

Course Evaluations

Please do your best to complete the course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable. Help me know what you think works and does not work for you in the course (and be completely honest)!

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, discussion topics, readings, and assignments are bolded.

Module 1: Historical & Theoretical Context of US Foreign Policy

Topic 1 (1/14-1/23): Setting the Stage - The American Approach to Foreign Policy, Key Dilemmas of Foreign Policy “Choice,” the Post-Cold War International System, & Bold Predictions about the Future Nature & Shape of World Politics

This week introduces you to the course and is structured to allow you to think more rigorously about foreign policy in general and US foreign policy in particular, going beyond the Cable News (The Rachel Maddow Show/Hardball with Chris Mathews or Tucker Carlson Tonight/Hannity) sound-bite, polemic approach to analysis. We start with an overall discussion on American foreign policy as well as key dilemmas confronting policymakers as they attempt to "digest" and prescribe foreign policy choices. We then transition to a discussion on the key features of the post-Cold War international system and turn to bold predictions concerning the future nature and shape of world politics in the 21st Century. What is America's place in an increasingly multipolar & possibly "apolar" international system? We conclude our discussion with a group exercise (Exercise 1) that asks you to reflect about America and the world today -- a first-cut, free-wheeling, top-of-the-head discussion about the nature of the contemporary international system and the current challenges facing the United States. What are the major issues? What should the role of the United States be in the world? Where does the US stand on major international challenges? What are the challenges to American leadership on the world stage -- both internationally and domestically?

Read: Hook and Spanier, Ch. 1 & 8; Fukuyama, “The End of History?” (Bb); Huntington, “The Clash of Civilizations?” (Bb); Kaplan, “The Coming Anarchy” (Bb)

Lab 1: America’s Place in the World (10 points)

Topic 2 (1/25-1/30): How is the Sausage Made? The Domestic Context of US Foreign Policy

The second topic seeks to provide an explanation for why "things" happen, that is, what accounts for the foreign policy decisions we end up with? What are the various domestic actors & institutions that shape, formulate, and implement American foreign policy? Institutionally, who has the upper-hand in American foreign policy? We will discuss, in some detail through the Levels of Analysis (LOA) framework, the various influences that offer competing explanations for how the "sausage" is made.

Read: Wildavsky, “The Two Presidencies Thesis” (Bb); Howell and Pevehouse, “When Congress Stops Wars: Partisan Politics and Presidential Power” (Bb); Keck & Sikkink, “Transnational Networks in International Politics: An Introduction” (Bb); Mearsheimer and Walt, “The Israel Lobby and US Foreign Policy” (Bb); Holsti, “Public Opinion and Foreign Policy” (Bb)

Topic 3 (2/1-2/4): Does History Tell Us Anything? US Foreign Policy from the Founding to World War II (Historical Context Part 1)

Having completed our discussion on the domestic context of US foreign policy, we now want to examine key critical junctures & historical debates to isolate competing currents in the American approach to foreign policy. How can we best describe US foreign policy over time? What are the critical junctures and doctrines? The first part of our historical discussion explores the history of US foreign policy from the "founding" to World War II, with a focus on great debates, problems, and doctrines associated with American foreign policy from 1789 to 1945.

Read: Kagan, “Cowboy Nation” (Bb); LaFeber, “The American ‘New Empire’” (Bb); Wilson, “Fourteen Points” (Bb); Kissinger, “Franklin D. Roosevelt and the Coming of World War II” (Bb)

Topic 4 (2/6-2/11): Does History Tell Us Anything? Cold War to the War on Terror (Historical Context Part 2)

The second part of our discussion on the historical context of US foreign policy focuses on critical junctures during the Cold War up to the War on Terror. Although a focus is placed on examining containment as a guiding strategy or compass for navigating the Cold War international system, a focus is also placed on the lack of a guiding strategy -- or grand strategy -- from 11/9 to 9/11. Is there something similar to containment that can provide a bedrock for American foreign policy in the 21st Century?

Read: Hook and Spanier, Ch. 2, 3, 5, & 6; Kennan (X), “Sources of Soviet Conduct” (Bb); Hirsh, “Bush and the World” (Bb); Drezner, “Does Obama Have a Grand Strategy?” (Bb)

Lab 2: US Foreign Policy Storyboard (20 points)

Topic 5 (2/13-2/18): US Foreign Policy & International Relations Theory: Realism & Liberalism - What Should Guide US Foreign Policy?

Our last topic this module focuses on two different and competing theoretical schools of thought in the study of American foreign policy. Realism, as the traditionally dominant theoretical approach in the study of IR, is closely associated with American foreign policy during the Cold War. Liberalism/idealism, which has its roots in Wilson's "Fourteen Points," has slowly gained traction and favor in American policymaking circles in today's post-Cold War international arena. We will examine the key features of these two mainstream theoretical frameworks and what strategies/policies each school prescribes to promote American national interests. We will also briefly examine critiques to both mainstream frameworks and what they do/do not provide for our understanding of American foreign policy in a theoretical context.

Read: Hook and Spanier, Ch. 7; Walt, “One World, Many Theories” (Bb); Waltz, “Why Iran Should Get the Bomb” (Bb); Doyle, “An International Liberal Community” (Bb); PBS, “Transcript: Noam Chomsky on US Foreign Policy” (Bb); Khattak, “The US Bombing of Afghanistan: A Women-Centered Perspective”

Lab 3: 2016 Presidential Candidates: Realist or Liberal? (20 points)

Topic paragraph (5 points)

Exam 1 (100 points)

- 2/20 - Review Session
- 2/22 - Exam 1

Module 2: Unifying Themes or Conflicting Goals in American Foreign Policy?

Topic 1 (2/25-3/1): Democracy Promotion & Democratic Consolidation

We begin Module 2 by examining to what extent democracy-building and promotion are important goals in US foreign policy. What is the official record of democracy building? Does it matter whether a country is a democracy or not to the United States? In what cases has the US attempted “democracy-

building”? What’s the track record? In what cases has the US undermined democratic processes as a consequence of competing strategic goals?

Read: Hook and Spanier, Ch. 12; Mansfield & Snyder, “Democratization and the Danger of War” (Bb); LaFeber, “The Tension between Democracy & Capitalism during the American Century” (Bb); Allen-Ebrahimian, “64 Years Later, CIA Finally Releases Details of Iranian Coup” (Bb); Malkin, “An Apology for a Guatemalan Coup, 57 Years Later” (Bb)

Topic 2 (3/4-3/8): Humanitarian Intervention, R2P, & International Human Rights

Closely linked to our discussion on democracy, the second topic this module focuses on human rights and humanitarian intervention as goals in US foreign policy. What is “R2P,” and where does the US stand on R2P? What about “humanitarian intervention” - should we have intervened to stop ethnic cleansing in Kosovo? What about Rwanda? What about Syria? What does the failure to become a party to the Rome Statute, which has created a permanent Nuremberg Trials-type International Criminal Court say about US foreign policy on human rights?

Read: Hook and Spanier, Ch. 8 (skim); Forsythe, “Human Rights in US Foreign Policy: Retrospect and Prospect” (Bb); Power, “Bystanders to Genocide” (Bb); Hale, “Why the US Can No Longer Ignore the ICC” (Bb); PBS, “With Trump’s American First Policy, Where Do Human Rights Rank?” (Bb)

Lab 4: Complicit with Evil? US “inaction” during the Rwandan genocide (15 points)

March 11-15, 2019 -- No class -- Spring Break

Topic 3 (3/18-3/22): ABC Proliferation

Our third topic this module examines ABC (atomic, biological, and chemical) nonproliferation as a critical US foreign policy goal. To do so, we will link our discussion to the current predicaments associated with nuclear proliferation in the cases of Iran and North Korea and the use of chemical weapons by the Assad regime in Syria. Key themes: (1) Discuss US strategies for promoting nonproliferation, such as the relative utility of economic vs. military sanctions; (2) discuss the Nuclear Nonproliferation Treaty and whether it is outdated and at risk of collapsing; and (3) discuss Obama’s vision of a nuclear-free world in comparison to Trump’s desire to modernize the US’s nuclear deterrent. What will pulling out of the INT mean for other arms control agreements with Russia?

Read: Schulte, “Stopping Proliferation Before It Starts” (Bb); Tannenwald, “The Vanishing Nuclear Taboo?” (Bb); Mousavian, “The Strategic Disaster of Leaving the Iran Deal” (Bb); Mueller, “Nuclear Weapons Don’t Matter” (Bb)

Lab 5: ABC cases (15 points)

Topic 4 (3/25-3/29): US Foreign Economic Policy: An American Economic Conundrum?

Our last topic examines American foreign economic policy, which is an area that US leaders have long had to balance values and interests. A particular focus is placed on the competing pulls between neoliberalism and neomercantilism as a means to protect US economic primacy. With the relative decline in US economic power, there is a “fraying consensus” on the value of trade liberalization versus economic protectionism. The key issue at hand here are countries described as “emerging economies” that are demanding changes to decision-making procedures in international institutions as Washington is turning from global economic institutions to regional institutions that offer a more favorable climate or unilateral pursuit of US economic interests.

Read: Drezner, “The Irony of Global Economic Governance” (Bb); Zoffer, “The Bully Pulpit and US Economic Policy” (Bb); Peek, “Trump’s America First Policy Scores a Big Win with the New NAFTA Deal” (Bb)

Exam 2 (100 points)

- 4/1 Review Session
- 4/3 Exam 2

Module 3: Contemporary Issues in American Foreign Policy: Is the Trump Administration Redefining America’s Place in the World?

Topic 1 (4/5-4/10): The Rise of China & US Foreign Policy

To kick off Module 3, we will expand on the last topic in Module 2 by focusing on the deepening (and possible resolution of) trade war between the United States and China. What’s causing the tit-for-tat tariffs? What are these tariffs targeting, and who shoulders the costs of tariffs? Our discussion will also expand to the rise of China (and decline of the US) in general. As part of this, we will: (1) discuss whether China’s rise is a threat or opportunity in contemporary American foreign policy; (2) discuss whether the US should continue to engage China on key economic, territorial, and political issues; and (3) discuss whether the US should try to contain the rise of China in East Asia through alliances as well as other economic and political tools.

Read: Hook and Spanier (pp. 344-351); CFR, “US-China Trade War: How We Got Here” (Bb); Mearsheimer, “Can China Rise Peacefully?” (Bb); Friedburg, “Bucking Beijing: An Alternative US China Policy” (Bb); CFR, “Trump’s Looming Hard Line on China” (Bb)

Lab 6: South China Sea: A Future Flashpoint? (10 points)

Topic 2 (4/12-4/14): The Shifting European Landscape & US Foreign Policy

Our second topic explores the historical, yet increasingly complex US-European relations with a focus on security through NATO and economic ties between the US and the EU. Both represent areas in which the Trump administration is actively seeking to upset the status quo in order to reshape and better serve American national interests. We will also examine the reemergence of Russia as an increasingly bellicose actor on the international stage as part of our discussion, which is tied to NATO’s expansion and possibly a fraying in US-European relations. This discussion might also provide interesting insight into who currently is the champion of the “liberal” world order established by the US after World War II.

Read: Hook and Spanier, Ch. 9 & pp. 338-344; Moisi, “Reinventing the West” (Bb); Eyal, “The Real Problems with NATO” (Bb); Sarotte, “A Broken Promise?” (Bb)

April 19-22, 2019 -- No class - Easter Break

Topic 3 (4/17-4/29): The Syrian Endgame, “Hot Wars” in Afghanistan & Iraq, and the War on Terror

Our third topic focuses on internationalized civil wars and extrastate conflicts that highlight competing currents and key debates in contemporary discussions on American foreign policy. In what ways has the Trump administration followed or changed American policy in places such as Syria, Iraq, Afghanistan, and Yemen? Is withdrawing from Syria a mistake? What about Afghanistan and reintroducing American troops into Iraq despite Obama’s Pacific pivot? When thinking about the War

on Terror, is the “warfare” vs. “lawfare” question, i.e., should we treat terrorists as mere criminals or as combatants -- still important? Should terrorist suspects be given Miranda rights and tried in regular courts or should they be treated as “unlawful combatants” tried in special military tribunals, entitled to neither POW protections under the Geneva Conventions nor due process rights under the US Constitution? Why is this discussion no longer common place in comparison to ten years ago? Did ISIS change something?

Read: Hook and Spanier, Ch. 10 & 11; Clark & Tabatabai, “Withdrawing from Syria Leaves a Vacuum that Iran Will Fill” (Bb); Norland et al., “How the US Government Misleads the Public on Afghanistan” (Bb); Cohen, “Digital Counterinsurgency” (Bb)

Topic 4 (5/1-5/4): Israeli-Palestinian Conflict & US Foreign Policy

Our fourth topic examines the Israeli-Palestinian conflict and the Two-State Solution as a lasting feature of contemporary American foreign policy. We will discuss what the US should do about the Israeli-Palestinian conflict as part of broader US foreign policy goals in the Middle East. Is our special relationship with Israel actually an impediment to American national interests and security considerations both regionally and globally? How has the Trump administration broken “precedent” in regards to the so-called Two-State (really one state) Solution? Is the US still a viable third party mediator?

Read: Hook and Spanier (pp. 352-354); additional readings TBD (Bb)

Lab 7: A Two-State Solution? (10 points)

Topic 5 (5/6): American Decline? (+ Conclusion)

We conclude the module and the course with a critical discussion on American decline. Those that believe in American decline suggest that the US is increasingly unable to play a dominant role on the world stage and, thus, it should pull back from its international commitments. Those that believe the US will remain a global hegemon for the near future argue that it is premature to pronounce the end of US dominance on the world stage. Where do we place the Trump administration’s foreign policy in these discussions? What are the arguments for and against American decline? More importantly, what are the implications of American decline?

Read: Hook and Spanier, Ch. 14; Haass, “The Age of Nonpolarity” (Bb); Zakaria, “The Future of American Power: How America Can Survive the Rise of the Rest” (Bb); Nye, “The Future of American Power: Dominance and Decline in Perspective” (Bb)

Final Exam (Exam 3) -- Wednesday, May 8, 2019 - 2-3:50pm