Course Description and Objective:
This course provides the student with the background knowledge and conceptual tools for understanding contemporary US foreign policy. We discuss some of the most important foreign issues we face today, including American security, economic, and energy policies, cyber security, relations with the United Nations and countries in Asia, Europe, and the Middle East. While the course covers materials for postwar American foreign policy, greater focus is placed on the post-Cold War era and on the external dimensions of foreign policy than domestic politics.

In this course, we seek to

- explore the past and present of American foreign policy
- gain familiarity with the theoretical literature on American foreign policy
- analyze the nature of US relationship with the United Nations and countries in East Asia, South Asia, the Middle East, Europe, and Russia
- understand the role of power, resources, and ideas in the formation and application of American foreign policy, and
- hone critical thinking on strategic options for the United States

Required Book:
– Bruce Jentleson, *American Foreign Policy, 5th Edition* (New York: W.W. Norton, 2014). You need to get the 5th Edition. Copies have been ordered to the university bookstore. There are supplementary articles and book chapters in addition to textbook use. They are placed on e-reserve at the library.

Course Requirements and Grading:
*Trump cabinet and policy leader quiz: 10% of final grade*
On September 11, you will take a quiz on President Trump’s cabinet members and important members of the foreign policy community in the United States. There will be no make-up quiz if you miss it.

*Weekly reading quiz: 20% of final grade*
Starting on September 11, at the beginning of every class, you will answer questions drawn from the reading materials of the week. There will be no make-up quiz if you miss it.

*Final policy paper: 40% of final grade*
You will write a research policy paper of 3,600-4,500 words (12-15 pages equivalent). The first step to do this is to
decide on your research topic as soon as possible. You will need to receive your instructor’s written/email approval on your topic by noon, September 20, Wednesday, in order to receive full credit. To conduct research effectively, you are encouraged to contact our librarian, Ms Rebecca Hyde (rhyde1@slu.edu), Research & Instruction Librarian and Associate Professor, and receive instructions on how to use library materials for research. In addition, Ms Hyde will visit our class on September 25 to introduce you to relevant library resources.

Selected students enrolled in the graduate and ABM degree programs will present the work in progress at the department conference to be scheduled in November. Students who do not present at the conference will present their completed papers in the class on December 11. The deadline to submit the final paper is noon, December 11. Late papers will not be accepted and will receive the score of zero.

Class participation: 30% of final grade
Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor’s note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

Final letter grades will be assigned that correspond to the following numeric scale:

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Classroom Courtesy:
Out of respect for all of those in class, all cell phones, pagers, and any other noisemaking devices must be turned OFF during the entire class period. Laptop computers may be used in class provided they do not make noise that disturbs those around you. I reserve the right to ask you to turn off and put away your computer if it is creating a disruption.

Academic Integrity:

Academic integrity is honest, truthful 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 via 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 at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%202015-06-26-15.pdf. 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 at: 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 with 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 visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy www.slu.edu/here4you .

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, departmental 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 with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality
will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

**Course Schedule (all Mondays):**

- **Aug 28**  
  **Course introduction and Discussion of the Present**  

- **Sept 4**  
  **Labor Day (no class)**

- **Sept 11**  
  **Conceptual Foundations of US Foreign Policy**  
  Quiz on foreign policy figures  
  Weekly reading quiz begins  

- **Sept 18**  
  **Domestic Sources of Foreign Policy**  

- **Sept 25**  
  **Foreign Policy during the Cold War**  
  Ms Rebecca Hyde, Research & Instruction Librarian and Associate Professor, will visit class  
Oct 2

Foreign Policy after the Cold War


Oct 9

Understanding Trump’s Foreign Policy


Oct 16

International Cooperation, Institutions, and NGOs


Oct 23

Fall Break (no class)
Security Policy in the Age of Upheaval


Economic and Energy Policy in the Age of Globalization


Cyber Security


US Policy toward East Asia

Nov 27  US Policy toward South Asia and the Middle East

Dec 4  US Policy toward Russia and Europe

Dec 11  Student paper presentations
Final research paper is due at noon.