

INR 4102/5105: American Foreign Policy

Fall 2017 (Sections 82308, 82531, 82532)

4:00-5:15, TR 11/122

Office Phone: 474-3008

Office and Office Hours: Bldg 50/Rm 126, MW 1:30-2:30, TR 1:30-3:30 or by appointment

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"God created war so that Americans would learn geography." – Mark Twain

"Critics say that America is a lie because its reality falls so far short of its ideas. They are wrong. America is not a lie; it is a disappointment. But it can be a disappointment only because it is a hope."

- Samuel Huntington

Americans seek to change the world and remain distinct from it. They energetically export their religious views, yet they officially support secularism. Americans denounce imperialism and coercion, yet they are accused of building a global empire and wielding astounding military power. And above all these tensions, Americans exert unparalleled influence and power in a globalized, increasingly democratic world that they helped create, yet they fret about relative decline and entertain plans for retrenchment and isolation. This course, therefore, seeks to analyze how Americans view and pursue their relationship with the world as well as the foundations and conduct of their foreign policy. It considers the institutions and offices, interests and political culture, and international challenges (including security, economic and humanitarian issues) that shape American foreign policy outcomes. To understand these influences, our readings, lecture and discussion will combine scholarly theories and policy perspectives. We will especially focus on debates regarding America's role as a global leader. Students will complete two exams as well as a series of assignments that culminate in a final paper.

Student Learning Outcomes

- Students will evaluate the major theories and schools of thought regarding the origins and outcomes of US foreign policy.
- In small groups, students will identify and share multiple perspectives on key readings.
- Students will complete four homework assignments focused on formulating a topic, identifying sources and organizing analysis for a research paper.
- Students will demonstrate communication skills through written assignments and class presentations.

Graduate Section SLOs

- Students will select and assemble primary documents related to the foreign policy process.
- Students will monitor course discussions, dissect causal assumptions, and relate these to applied policies.

Topics

- The US progression from marginal state with limited international goals to a classic great power.
- Leading theories and frameworks seeking to explain processes and outcomes.
- The issues and regions that dominate the debates and decisions surrounding US foreign policy.
- A detailed focus on the GW Bush and Obama administrations' approaches to grand strategy and foreign policy.

Course Materials

- Glenn P. Hastedt (2017) *American Foreign Policy: Past, Present, and Future* Rowman and Littlefield. ISBN: 978-1442270053
- Joseph M. Siracusa and Aiden Warren (2016) *Presidential Doctrines: U.S. National Security from George Washington to Barack Obama* Rowman and Littlefield. ISBN: 978-1442267480
- Assorted articles distributed through eLearning or available elsewhere online.

Additional Grad Text

- Walter Russell Mead (2002) *Special Providence* Routledge. ISBN: 978-0415935364

COURSE GRADES: Undergrad

Quizzes (total)	40%	Exam 1	20%
Participation	15%	Exam 2	25%

COURSE GRADES: Graduate

Participation & Reading	Exam 1	20%	Final Paper	35%
Discussions	Exam 2	25%	NOTE: Quizzes not required.	

94% or better	A	87% to 89%	B+	77% to 79%	C+	63% to 69%	D
90% to 94%	A-	83% to 86%	B	73% to 76%	C	60% to 62%	D-
		80% to 82%	B-	70% to 72%	C-	59% or less	F

*You MUST turn in your exams or you may receive a failing grade for the course. Plagiarism and/or academic dishonesty may also result in a failing grade for the assignment and the course.

COURSE REQUIREMENTS***Participation and Attendance***

In-class contributions and discussion comprise an important portion of this course. I prioritize considered, thoughtful contributions over many contributions. When in doubt, though, try to speak up once a week in addition to written work. You will be graded on materials you submit, your overall contributions to class and your attendance record.

Attendance: Undergraduates may miss two class meetings with no penalty but will lose 3% from your final participation grade for each missed period after that. Absences due to illness, religious observance, emergency or university-sponsored activities will be excused with proper documentation. No need to contact me about missing class unless you have already missed two class periods and/or have documentation to present.

NOTE: Regular attendance will be recorded and is required to receive financial aid. I will circulate an attendance sheet for you to sign most class meetings.

Online Discussions GRAD STUDENTS only. Read the assigned articles and book as set out in the Course Schedule. Then, follow these two steps:

- 1) Respond to the prompts and discuss with each other on the discussion forum.
- 2) The next week, turn in a one-page memo that includes
 - a. Short summary of the reading.

- b. Short summary of the online discussion. Did peoples' views converge or diverge? What were the various interpretations and/or points of disagreement?
- c. Overall: treat this as a summary for a boss. The experts (you, believe it or not) debated and now your boss wants to know the material and the discussion.

Quizzes

There is one multiple choice quiz most weeks. It will be on eLearning, and the questions will be drawn from that week's textbook readings. Graduate students: you will be writing a paper rather than taking weekly quizzes.

Exams

Both midterm and final involve take-home essay questions. The final is not strictly cumulative, but it will draw upon major concepts developed in the first half of the course. Instructions will be distributed one week before the exam. *Only students with documentation (such as a physician's note) of emergencies or other uncontrollable circumstances should contact me about make-up exams.*

Paper

This assignment is for graduate students only. See end of this syllabus for details.

If you are struggling with your paper or feel unsure about how to improve your work, feel free to contact me or the University Writing Lab: <http://uwf.edu/writelab/>.

Academic Conduct

PLAGIARISM and ACADEMIC DISHONESTY involve adding others' words to your text as if they were your own and will not be tolerated. For University policies on plagiarism and other misconduct, see the Student Code of Conduct: <http://uwf.edu/osrr/documents/BOTApprovedStudentCodeofConduct-2010edition.pdf>.

Assistance for Students with Special Needs

If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC) at <http://uwf.edu/sdrc/internal/>, which requires documented needs of the individual. For information, e-mail sdrc@uwf.edu or call 850.474.2387.

Your Major

If you are interested in but not yet a major in **Political Science, Pre-Law, or International Studies** you should contact **The Department of Government at 474-2929**. If you are undecided about you major you should contact your academic advisor or the Career Center at 850-474-2254.

COURSE SCHEDULE

*Readings not in assigned texts will appear in PDF form in eLearning > Course Materials>Content
Some dates and assignments may be changed. I will announce these by email and in class.

<u>Week 1</u> Aug 29 Aug 31	<u>Introduction</u> - Jentleson, "The Four P's Framework" (see eLearning PDF) - S&W, ch 1
<u>Week 2</u> Sept 5 Sep 7	Traditions and Trajectories <u>Early Themes, Great Power</u> - S&W, ch 2 - Hastedt, ch 1 GRAD: Mead chapters 1-3. Discussion due Friday, 5:00PM
<u>Week 3</u> Sep 12 Sep 14	<u>Global Power</u> - S&W, ch 3 - S&W, ch 4 GRAD: Turn in discussion summary.
<u>Week 4</u> Sep 19 Sep 21	<u>The Idea of American Foreign Policy</u> - Hastedt, ch 3 - Hastedt. ch 7 GRAD: Mead chapters 4-7. Discussion due Friday, 5:00PM
<u>Week 5</u> Sep 26 Sep 28	Inputs <u>Institutions and Individuals</u> - Hastedt, ch 8 - Hastedt, ch 9 GRAD: Turn in discussion summary.
<u>Week 6</u> Oct 3 Oct 5	<u>Domestic Politics</u> - Hastedt, ch 6 - Abrams, "The Prince of the White House"
<u>Week 7</u> Oct 10 Oct 12	<u>International System</u> - Hastedt, ch 2 - S&W, ch 6 GRAD: Walter Lippmann <i>Shield of the Republic</i> (1943). Discussion due Friday, 5:00PM
<u>Week 8</u> Oct 17 Oct 19	<u>Cold War Transition</u> - Hastedt, ch 5 GRAD: Turn in discussion summary.
<u>Week 9</u> Oct 24 Oct 26	Catch-up and Review (No Quiz this week) MIDTERM EXAM DUE to eLearning dropbox by end of class time

<u>Week 10</u>	Instruments
Oct 31	<u>Security</u>
Nov 2	- Hastadt, ch 12
	- Hastadt, ch 13
	GRAD: Discussion due Friday, 5:00PM
	- Andrew J. Bacevich "The Realist Persuasion" (2005)
	- Henry Nau <i>Traditions of the Eagle</i> Introduction (2013)
<u>Week 11</u>	<u>Diplomacy and Economics</u>
Nov 7	- Hastadt, ch 10
Nov 9	- Hastadt, ch 11
	GRAD: Turn in discussion summary.
<u>Week 12</u>	Analysis
Nov 14	<u>Administration: George W. Bush</u>
	- S&W, ch 7
Nov 16	- George W. Bush, "Address to the Nation" George W. Bush, 2003
	GRAD:
	- Adam Garfinkle "An Innocent Abroad" (2010)
	- Jacob Shively "Pragmatic Internationalism" (2016)
<u>Week 13</u>	
Nov 21	No Quiz this week
Nov 23	NO CLASS, Thanksgiving
<u>Week 14</u>	<u>Administration: Barack Obama</u>
Nov 28	- S&W, ch 8
Nov 30	- Barack Obama Nobel Lecture, 2009
	- Barack Obama, Address to the UN, 2013
	- Barack Obama, Interview with Vox, 2015
<u>Week 15</u>	
Dec 5	<u>Administration: Donald Trump</u>
	- Readings TBA
Nov 7	GRAD STUDENTS: Final Papers DUE by Midnight
<u>Week 16</u>	
Dec 4	FINAL EXAMS DUE by 4:30

Final Paper Assignment: Graduate Students

Papers are to be no fewer than 15 pages.

For your topic, choose one of the following...

1. Policy or Issue Analysis and Prescription: Analyzing a current policy or issue using a specific theory or rubric and, based upon that analysis, developing recommendations for action.
2. Origins of a Policy or Decision-making Outcome: Identifying a foreign policy or foreign policy decision and determining which theory, if any, best explains that outcome.
3. Research Collection and Analysis: Collaborate with your instructor on his ongoing research. This will involve gathering and analyzing materials on a specific topic.

OPTION 1:

- a) identify and describe a current, long-running or looming challenge in US foreign policy and then describe current US policy regarding that issue;
 - a. Use primary documents and/or data to review this challenge.
- b) Identify a theory or framework that sets out a standard for evaluating foreign policy;
 - a. This can be from a scholarly or professional (i.e., government or think tank) source
- c) based upon that theory or framework, evaluate what the US *is* doing and what the US *should* do regarding that issue.
 - a. Along the way, you need to demonstrate how and why you reach that conclusion and why other options are less desirable.

OPTION 2

- a) identify a puzzling, controversial or otherwise noteworthy foreign policy and/or foreign policy decision;
 - a. Use primary documents for this research.
- b) identify at least two different theories regarding why that type of decision might occur (or why that specific decision did occur);
- c) develop a case study that traces the origins and implementation of the decision or policy
 - a. Your goal is to test which theory offers the strongest explanation.

OPTION 3: Collaborate with me on an ongoing research project. Your work will include ...

- a) gathering primary and secondary sources related to the project and then
- b) synthesizing and analyzing that material as it relates to a specific theory or framework that we'll discuss.
- c) **See me or email me ASAP if you're interested in this option.**

Final Paper Requirements

SOURCES Because the homework assignments analyze and develop your sources, there is no minimum number of sources required for options 1 and 2; however, you must include some scholarly sources as well as a justification for the sources you use. In other words, rather than being graded on meeting a set number sources and source types, you will be graded on the quality of your sources, your explanation for their use, and their application in the research. (For example, Wikipedia is not a strong source and will not help your grade.)

(cont'd, next page)

FORMATTING Title and works cited pages do not count towards this total. Papers should be double-spaced, Times New Roman 12 point font or Calibri 11 point font with 1 inch margins all around. You may choose your citation style, but you must use that style consistently throughout. To cite a document retrieved online, use a standard format, do not simply copy and paste the browser link. See the document “Shively Paper Grading Rubric” for detailed break-down.

LATE PAPERS will lose 5 points immediately and 5 more for each subsequent 24 hours.

GRADING I will be considering how well you followed directions as well as focused tightly on your given topic; the quality of your sources; how clear and accurate is your argument; the paper’s overall structure and logic; overall clarity and grammar.