US Foreign Policy

Class time: Monday and Tuesday 4.10 – 5.25 pm
Name of Faculty: Richard W. Maass
Contact details: rm235@evansville.edu
Office hours: M/T/Th 10:00-12:00, 3:00-4:00

Catalog Description
Introduction to the U.S. foreign policy making process that surveys areas of foreign affairs. Makes comparisons between United States and other developed as well as developing nations. Emphasis on economic, environmental, and security and defence policy. Institutional factors considered include the interaction between the presidency, congress, bureaucracy, and public opinion.

Detailed Description
This course introduces students to U.S. foreign policy by examining several key questions: (1) Who determines the foreign policy of the United States? (2) What are the major foreign policy challenges confronting the United States today? (3) What tools does the United States employ in pursuit of its foreign policy? (4) How does the history of U.S. foreign policy inform and constrain its current operation? (5) How do theories help us understand and explain patterns in U.S. foreign policy over time? After an initial week addressing the first question, the course examines the latter four questions, with each section culminating in a writing assignment and in-class debate.

Credit Hour Policy Statement
This class meets the federal credit hour policy of:
☐ Standard lecture – e.g. 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 hours for each credit.
Learning Objectives

By the conclusion of the semester, students will be able to:

- Identify, Classify, and Describe a wide variety of actors, challenges, policy tools, historical events, and theories of U.S. foreign policy
- Analyze the causes and consequences of key U.S. foreign policy decisions
- Evaluate the strengths and weaknesses of arguments using logic and evidence
- Argue persuasively in favor of the significance of a given issue

Further Information about the Course

Students are expected to attend all classes having read the assigned readings in advance, participate actively in discussion, and complete all assignments with the utmost effort and enthusiasm. As is standard for all 3-credit courses at the University of Evansville, for every hour you spend in class, you are expected to spend a minimum of two hours outside of class reading course material and working on assignments.

Communication

I am more than happy to talk about course material or related matters with you outside of class. That said, I am also a father, husband, researcher, and human being, and each of those other roles demands substantial amounts of time in its own right. If you wish to talk immediately before or after class or during my established office hours (indicated at the top of this syllabus), I will be happy to do so. If you wish to talk outside of those times, I tend to check my email frequently and will make every effort to reply speedily, but chances are high that there is another important demand on my time at the moment, so please be patient. If meeting during my scheduled office hours is impossible because you have other courses at those times, I will be happy to schedule a meeting at another time. When you email me, please include your full name and our course number (PSCI-160) in each email.

Electronic Devices

Before class begins, please make sure to turn off and leave in your bag all electronic devices, including laptops, cell phones, headphones, etc. They are disruptive to your fellow classmates. If your cell phone rings during class or I see you texting or using any non-approved electronic device in any other way, you will be counted as absent for that class and will not receive attendance points. Exceptions to this policy will only be made in cases of physical need, such as hearing aids. As far as laptops go, recent studies have persuasively demonstrated that laptops are not only distracting, they also make you learn less. Although you can type much faster than you can write, students taking notes on laptops tend to record material verbatim instead of summarizing it in their own way, and as a result have a harder time remembering it later. See http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop

Syllabus Changes

This syllabus and the information contained within it may be subject to change. I will distribute any new information as soon as changes are made. Students are expected to keep up-to-date with any changes to the course or calendar changes. If there are any questions or concerns, please contact me as soon as possible.
Schedule of topics

**Classes**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1/15</td>
<td>Class 1: Course Introduction</td>
<td></td>
</tr>
<tr>
<td>Th1/17</td>
<td>Class 2: Agents of U.S. Foreign Policy I</td>
<td></td>
</tr>
<tr>
<td>T1/22</td>
<td>Class 3: Agents of U.S. Foreign Policy II</td>
<td></td>
</tr>
<tr>
<td>Th1/24</td>
<td>Class 4: U.S. Foreign Policy Today</td>
<td></td>
</tr>
</tbody>
</table>

**Part I: Challenges of U.S. Foreign Policy**

*F1/25 (Class 5, makeup for Th2/14): Leading the International System*  
T1/29 (Class 6): Economic Stability and Free Trade  
Th1/31 (Class 7): Nuclear Proliferation and Rogue States  
T2/5 (Class 8): Terrorism and Failed States  
Th2/7 (Class 9): Spreading Democracy and Promoting Human Rights  
T2/12 (Class 10): Debate 1 – Greatest Challenge  
No Class Th2/14

**Part II: Tools of U.S. Foreign Policy**

T2/19 (Class 11): War Fighting and Covert Intervention  
Th2/21 (Class 12): Military Engagement and Deterrence  
T2/26 (Class 13): Economic Sanctions  
Th2/28 (Class 14): Trade and Foreign Aid  
No Class T3/5  
*W3/6 (Class 15, makeup for T2/5) (Class 15): Diplomacy*  
Th3/7 (Class 16): Debate 2 – Most Useful Tool  
No Class T3/9

**Part III: History of U.S. Foreign Policy**

T3/12 (Class 17): American Revolution – War of 1812  
No Class Th3/14  
T3/19 (Class 18): Mexican-American War – Civil War  
*F3/22 (Case Day 20, makeup for Th3/14): Cold War*  
T3/26 (Class 21): 9/11 and the War on Terror  
Th3/28 (Class 22): Debate 3 – Biggest Historical Impact  
No Class T3/30

**Part IV: Theories of U.S. Foreign Policy**

T4/2 (Class 23): Realism  
Th4/4 (Class 24): Ideology  
T4/9 (Class 25): Partisanship  
Th4/11 (Class 26): Interest Groups  
T4/16 (Class 27): Individuals  
Th4/18 (Class 28): Debate 4 – Best Theory  
4/20-4/23: Final Exams

**Assignments**

- Paper/Presentation
- Final Exam

**Teaching Methods**

The following required book is available for purchase at the bookstore and online:


**Note:** This textbook will be available to purchase during Harlaxton orientation with Amazon price match.

Teaching Methods include a combination of lecture, discussion, and in-class presentations.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Description</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>T1/15</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Th1/17</td>
<td>Agents of U.S. Foreign Policy I (33 pp.)</td>
<td>Charles A. Stevenson, <em>America’s Foreign Policy Toolkit: Key Institutions and Processes</em> (Los Angeles, CA: CQ Press, 2013), Chapter 3 (“The President’s Toolkit”), pp. 54-86. (33 pp.)</td>
</tr>
<tr>
<td>Class 3</td>
<td>T1/22</td>
<td>Agents of U.S. Foreign Policy II (33 pp.)</td>
<td>Charles A. Stevenson, <em>America’s Foreign Policy Toolkit: Key Institutions and Processes</em> (Los Angeles, CA: CQ Press, 2013), Chapter 4 (“Congress’ Toolkit”), pp. 86-118. (33 pp.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Part I: Challenges of U.S. Foreign Policy</strong></td>
</tr>
<tr>
<td>Class 5</td>
<td>T1/25</td>
<td>Leading the International System (46 pp.)</td>
<td></td>
</tr>
</tbody>
</table>
| | | | G. John Ikenberry, “The Plot Against American Foreign Policy: Can The Liberal Order Survive?” *Foreign Affairs*, Vol. 96, No. 3 (May/June 2017) [7 pp.]
Class 6 (T1/29): Economic Stability and Free Trade {45 pp.}


Class 7 (Th1/31): Nuclear Proliferation and Rogue States {43 pp.}


Mark Bowden, “How to Deal With North Korea,” *Defense One* (6/21/17)

Class 8 (T2/5): Terrorism and Failed States {49 pp.}


Class 9 (Th2/7): Spreading Democracy and Promoting Human Rights {64 pp.}


Class 10 (T2/12): Debate 1 – Greatest Challenge {0 pp.}

Part II: Tools of U.S. Foreign Policy

Class 11 (T2/19): War Fighting and Covert Intervention {53 pp.}


Class 12 (Th2/21): Military Engagement and Deterrence {50 pp.}


Class 13 (T2/26): Economic Sanctions {46 pp.}


Joy Gordon, “Smart Sanctions Revisited,” Ethics & International Affairs, Vol. 25, No. 3 (Fall 2011), pp. 315-335. {21 pp.}


Class 14 (Th2/28): Trade and Foreign Aid (28 pp.)


Class 15 (*W3/6): Diplomacy {42 pp.}


➢ Class 16 (Th3/7): Debate 2 – Most Useful Tool {0 pp.}
Part III: History of U.S. Foreign Policy

Class 17 (T3/12): American Revolution – War of 1812 {82 pp.}

[FCTS]: Chapters 1, 2 ("The Birth of the Republic" and "The New Republic"), pp. 11-92. {82pp.}

Class 18 (T3/19): Mexican-American War – Civil War {89 pp.}

[FCTS]: Chapters 5, 6 ("Road to Disunion" and "Civil War Diplomacy") pp. 176-264. {89 pp.}


Class 20 (*F3/22): Cold War {112 pp.}

[FCTS]: Chapters 14, 19 ("Cold War" and “End of the Cold War"), pp. 595-650, 861-916. {112 pp.}

Class 21 (T3/26): 9/11 and the War on Terror {48 pp.}

[FCTS]: Chapter 20 ("America as Hyperpower"), pp. 917-64. {48 pp.}

➢ Class 22 (Th3/28): Debate 3 – Biggest Historical Impact {0 pp.}

Part IV: Theories of U.S. Foreign Policy

Class 23 (T4/2): Realism {50 pp.}


Class 24 (Th4/4): Ideology {62 pp.}


Class 25 (T4/9): Partisanship {65 pp.}


---

Part III: History of U.S. Foreign Policy

Class 17 (T3/12): American Revolution – War of 1812 {82 pp.}

[FCTS]: Chapters 1, 2 ("The Birth of the Republic" and "The New Republic"), pp. 11-92. {82pp.}

Class 18 (T3/19): Mexican-American War – Civil War {89 pp.}

[FCTS]: Chapters 5, 6 ("Road to Disunion" and "Civil War Diplomacy") pp. 176-264. {89 pp.}


Class 20 (*F3/22): Cold War {112 pp.}

[FCTS]: Chapters 14, 19 ("Cold War" and “End of the Cold War"), pp. 595-650, 861-916. {112 pp.}

Class 21 (T3/26): 9/11 and the War on Terror {48 pp.}

[FCTS]: Chapter 20 ("America as Hyperpower"), pp. 917-64. {48 pp.}

➢ Class 22 (Th3/28): Debate 3 – Biggest Historical Impact {0 pp.}

Part IV: Theories of U.S. Foreign Policy

Class 23 (T4/2): Realism {50 pp.}


Class 24 (Th4/4): Ideology {62 pp.}


Class 25 (T4/9): Partisanship {65 pp.}


Class 26 (Th4/11): Interest Groups {46 pp.}


Class 27 (T4/16): Individuals {71 pp.}


Class 28 (Th4/18): Debate 4 – Best Theory {0 pp.}

4/20-4/23: Final Exam

Assessment and Grading Criteria

Grades are based on student performance in four written assignments (10% each, 40% total), four in-class debates (5% each, 20% total), a final exam (20%), attendance (10%), and in-class participation (10%).

Writing Assignments and Debates:
Each of the four major sections of the course will culminate in a group writing assignment and in-class debate concerning which of the five subjects covered in that section of the course (challenges, tools, historical periods, or theories) is the most significant. Students will be randomly divided into five groups, with the remaining students forming a panel of judges for the debate. Group members will each contribute to a collaborative essay, due the day of the in-class debate. This essay should thoroughly analyze each of the five subjects covered in that section of the course and persuasively argue why one is the most significant. Further details on each writing assignment and the associated debate will be provided in class. Each essay will count as 10% of the overall course grade.

On debate day, the five groups will debate the merits of their collective arguments and counterarguments before a panel of their peers. Their performance in each of these debates will count as 5% of the overall course grade. At the conclusion of each debate, the judges will give their opinions, the clarity and substance of which will count as their 5%. Judges will then write a summary of the major arguments of the debate leading to an overall verdict, which will be due the Monday following the debate and count for their 10% in place of an essay. These papers and in-class debates are designed to assess your ability to argue persuasively in writing and speech about U.S. foreign policy issues, and to evaluate the strengths and weaknesses of alternative arguments.

Final Exam:
This course has a final exam scheduled on Tuesday, December 12, at 8:00AM, consisting of 75 multiple-choice questions. The final exam is cumulative—designed to assess your ability to identify, classify, describe, and analyze U.S. foreign policy-related phenomena covered throughout the entire course—and it accounts for 20% of the overall course grade.

Attendance
It is always in your interest to attend all classes given the amount of material we cover. In class, I will emphasize certain parts of the material found in course readings and occasionally introduce new material not found in course
readings, all of which will be included in the exam. A sign-in sheet will be used to record attendance for each class. If you forget to sign in, you will be counted as absent for that class, so it is your responsibility to sign in each day.

Each class is worth 3.7 points, totaling a possible 99.9 points for the semester for attending all 27 classes. However, each student begins the semester with 7.1 bonus points, raising the possible attendance grade to 107 points. This means that you can miss two classes for any reason without penalty, and that you have the opportunity to keep those bonus points for perfect attendance throughout the semester. Excused absences do not count against your attendance grade: authorized by the Office of Academic Affairs or the Dean of Students, or illnesses documented by a medical professional (including date+time of visit and statement that you were unable to attend class for medical reasons; a note saying that you visited the Health Center is not sufficient). The attendance grade accounts for 10% of the overall course grade.

Tardiness is unprofessional and disruptive to your fellow classmates. If you are more than five minutes late for class, you will not be allowed to sign the attendance sheet, and will be counted as absent for that class. Leaving class early is equally disruptive, so please avoid it except under exceptional circumstances. I also respect your time: if I am late to class, you will receive 5 bonus points towards your attendance grade if you are in attendance that day.

**Participation**
The final 10% of your overall course grade reflects your participation in class discussions. Political science is the study of politics; it is natural that we will have many diverse views, and it is productive to share, compare, and update those views based on the arguments and evidence others provide. But civility must rule the day. Mid-1990s U.S. Presidential Candidate Ross Perot once colorfully criticized the American political process by saying, “War has rules. Mud-wrestling has rules. Politics has no rules.”¹ He was exaggerating, but it is important that we remain committed to an open and honest exchange of ideas, and that we respect the right of others to disagree with our own opinions.

**Grading**
I believe that good work should be rewarded regardless of peer performance. As a result, there is no curve to grades in this course. Excellent work will receive an A; competent work a B; flawed work a C; severely flawed work a D; and incompetent or nonexistent work an F. I want you all to do stellar work, and I will strive to explain assignments clearly in advance to ensure that you are well-prepared, to be available during office hours every single weekday to discuss course material when desired, and also to provide constructive feedback that helps you develop your knowledge and skills. That said, the quality of your work is ultimately your responsibility; I urge you to commit the effort to complete the readings thoroughly, take notes in class attentively, and perform at the high level of which I know you are capable.

**Grading Scale**
I use the following formula and grading scale to calculate overall course grades:

\[
\text{Overall Numerical Grade (\#)} = (\text{Paper 1} \times 0.10) + (\text{Debate 1} \times 0.05) + (\text{Paper 2} \times 0.10) + (\text{Debate 2} \times 0.05) + (\text{Paper 3} \times 0.10) + (\text{Debate 3} \times 0.05) + (\text{Paper 4} \times 0.10) + (\text{Debate 4} \times 0.05) + (\text{Final Exam} \times 0.20) + (\text{Attendance} \times 0.10) + (\text{In-class Participation} \times 0.10)
\]

**Overall Letter Grade:**

- **B+:** 87 ≤ \# < 90
- **C+:** 77 ≤ \# < 80
- **D+:** 67 ≤ \# < 70
- **A:** 93 ≤ \#
- **B:** 83 ≤ \# < 87
- **C:** 73 ≤ \# < 77
- **D:** 63 ≤ \# < 67
- **F:** \# < 60
- **A-:** 90 ≤ \# < 93
- **B-:** 80 ≤ \# < 83
- **C-:** 70 ≤ \# < 73
- **D-:** 60 ≤ \# < 63

### Late Assignments
Budgeting your time and getting work done before established deadlines is a skill that you have hopefully already developed. If not, start now; it will be important in any career you choose.

**All assignments must be completed by the deadlines established in this syllabus; if not, the grades they receive will be reduced by three points per day late** (e.g., within 24 hours of the deadline loses 3 points, 24-48 hours late loses 6 points, 48-72 hours late loses 9 points, etc.).

### Attendance Policy
Harlaxton College operates a mandatory attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets during a week. This means that for courses which meet three times a week students are allowed a maximum of three unexcused absences during the semester without attracting penalty points, for courses meeting twice a week two such absences are permitted and for courses meeting just once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty of 2.5 points off of your Attendance grade.

Students are responsible for the academic consequences of their failure to attend class. If any assessment (e.g. in-class test, exam, paper, presentation, etc.) is missed, there is no expectation or requirement that a faculty member will accept the work after it is due, provide an extension to a deadline, or offer an alternative assessment opportunity for a student with an unexcused absence.

### Drop/Add and Withdrawal Policy
There is normally about a 10 day period at the beginning of semester when a student may drop and class and/or add a class. The deadline date is published in the Semester Guidance handbook. Drop/Add forms are available from the library and completed forms should be returned to the same place. Faculty signatures are required for all classes being added.

Students may withdraw from a class, with the exception of British Studies, for a longer period of time. Again the deadline date is published in the Semester Guidance handbook. Forms are available from the College Secretary, to whom completed forms should be returned. Forms must be signed by the faculty member of the class being withdrawn from and the Principal.

**All students must register for, and be continuously enrolled in, 12 credit hours of study to be eligible to study at Harlaxton and remain in the United Kingdom.**

### Disability Policy
It is the policy of the University of Evansville (Harlaxton College) to make reasonable accommodations for students with properly documented disabilities. University of Evansville students should contact the Office of Counselling and Health Education to seek help with this. Students from Partner Universities/Colleges should contact their own relevant student support office. For assistance whilst at Harlaxton students should contact the College Secretary whose office is located adjacent to the Principal’s office.

Written notification to faculty from the College Secretary is required for academic accommodations to be implemented.

### Honor Code
All students at the University of Evansville (Harlaxton College) agree to and are bound by the principles and practice of the honor code:

‘I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.’

The full Honor Code is available online: https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf