



U.S. Foreign Policy

INTL 4250

T - Th. 12:30 - 1:45, Psychology 111.

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**Course Description:** The students participating in this course will study the evolution of, and motivations for, the different institutions that affect the United States' foreign policy. Which branch of government has the most influence over the policymaking process? How do voters affect foreign policy if at all? How do interest-groups and non-state actors affect foreign policy? When are economic actors more or less likely to seek foreign trade? Why do some actors prefer war over peace in times of tension? Do sanctions and foreign aid work or are they largely policy failures? The class will examine how the answers to these and other questions of foreign policy have changed over time, across actors, and produced different consequences.

**Course Objectives:** At the completion of this course, students will be able to identify and critically apply contemporary political science theories related to the institutions that create U.S. foreign policy. Students will be expected to recognize the various actors in the foreign policymaking process. The students in this course will be required to produce a paper (explained in detail below) that provides an examination of a specific example of U.S. foreign policy, evaluating the policy in terms of the era, institutions, and process that gave rise to it.

**Text(s):** *The Politics of United States Foreign Policy*, 6th ed. (2014) **Author(s):** Rosati, Jerel and James Scott (**R&S**) ISBN-13: 978-1-133-60215-6

**Grade Distribution:**

Attendance Quizzes	10%
Participation Papers	20%
Midterm Exam	25%
Final Exam	25%
Group Project	20%

## Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

## Course Policies:

### • Attendance

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

### • Academic Honesty

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: [www.honesty.uga.edu](http://www.honesty.uga.edu).

### • Classroom Conduct

- The students in this class will be respectful of others. I welcome diverse opinions and encourage my classes to do the same. I invite you to review the University of Georgia's Code of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom.
- If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's Reporting Guidelines in the following documents:
  - \* Equal Opportunity and Discriminatory Harassment: <https://eoo.uga.edu/policies/NDAH-Policy.html>
  - \* Sexual Misconduct: <https://eoo.uga.edu/policies/student-sexual-misconduct-policy>
  - \* ADA: <https://eoo.uga.edu/policies/notice-provision-applicability-americans-disabilities-act-rehabilitation-act>

- **Disability Services**

- The University of Georgia is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Disability Resource Center. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please visit:

(<https://drc.uga.edu/>)

- **Writing Support**

- Tutors in the University’s Writing Centers are available to help you with your written work. A good deal of your grade in this course will rely on your ability to communicate ideas through the written word. Do take advantage of this resource if you feel (or I suggest) that it could be vital to your grade. Visit: <https://www.english.uga.edu/writing-center-locations> for more information.

### Assignments:

- **Group Project**

- Students will be divided into four equally proportioned groups for the purpose of producing a white paper and presentation advocating for or against a specific foreign policy the group feels the United States should or should not adopt.
- Groups will be paired based on their conflicting stances regarding the topic for the purpose of a debate.
- **The white paper (due NOVEMBER 1!)** should be approx.12 pages in length (double spaced with 12point font, with a standard citation style<sup>1</sup>) and address three key components of the policy issue:
  - \* The problem the group seeks to redress.
  - \* The solution the group is advocating for or against.
  - \* The institutions by which this group would approach this issue.
- **The presentation** should be approximately 5 minutes in length and explain to the audience each of the three components as addressed in the white paper.
- After each of the opposing groups present the floor will be opened to a town hall debate in which non-participating members of the audience will be able to ask questions of either side.
- Each group, too, will be able to respond and redress their opposition’s views and arguments.
- Overt and measurable individual performance is highly encouraged (*i.e.* shared presentation responsibilities and shared speaking time during the Q&A / debate portion).

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<sup>1</sup>A resource for citations: [https:// owl.english.purdue.edu/owl/resource/585/2/](https://owl.english.purdue.edu/owl/resource/585/2/)

- **Attendance**

- Students are expected to be in class for each scheduled meeting. Although a few absences will not necessarily doom a student's grade, chronic absenteeism can. See Course Policies section on attendance above.
- Although I do not take daily attendance I reserve the right to administer unscheduled (pop) quizzes to encourage your attending.

- **Participation**

- This class is **NOT** meant to be a lecture, but a discussion of U.S. foreign policy topics, creation, and the actors involved in the process. Students should not only feel free to speak in class, but are obligated to do so. Ask questions, raise a point, and apply the concepts of policy and decision making.
- Students will be required to submit 4 participation papers in which they choose a case, assigned reading, etcetera we will be addressing in class that particular week. The paper (approximately 2-3 pages, 12point font double spaced) is a chance for students to ask a question of the readings or topic of a certain week, to point out a contradiction in one issue area as compared to others, and to ultimately demonstrate the student's ability to critically think of foreign policy in the terms, time, and processes that it exists in.

- **Midterm & Final Exam**

- Exams will be a mix of multiple choice, true-false, and essay questions (typically 20 of the former two types, then three of the latter with the student choosing two to answer). Students will have the class period to complete the exam.

### **Tentative Course Outline:**

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: August 14 & 16**

- Introduction & An (Incomplete) History of U.S. Foreign Policy
- **Reading: R&S - Introduction, Chapter 2**
- **Reading: Washington's Farewell Address**

- **Week 2: August 21 & 23**

- The U.S. Presidency & Foreign Policy
- **Reading: R&S - Chapter 3**

- **Week 3: August 28 & 30**

- The U.S. Presidency & Foreign Policy, Cont'd: Ship of Theseus
- **Walker, et al, 1999**
- **Gallagher & Allen, 2010**

- **Week 4: September 4 & 6**

- **NO CLASS SEPTEMBER 3, LABOR DAY**
  - The U.S. Presidency and Foreign Policy, Cont'd: Executive Agencies
  - **Reading: R&S - Chapter 4**
- **Week 5: September 11 & 13**
  - The U.S. Congress
  - **Reading: R&S Chapter 10; C&S - Chapter 2**
- **Week 6: September 18 & 20**
  - The U.S. Department of Defense: Hard Power Approaches.
  - **Reading: R&S Chapter 6; C&S Chapter 4**
  - **Baldwin, 1971**
- **Week 7: September 25 & 27**
  - The U.S. Department of State: Soft Power Approaches.
  - **Reading: R&S Chapter 5**
  - **Davidson & Shambaugh, Chapter 3; Poe & Meernik, 1995**
- **Week 8: October 2 & 4**
  - Dimensions of Foreign Policy: National Security
  - **Reading: R&S Chapters 7**
  - **Kennan's "Long Telegram"; Interview with Kennan.**
- **Week 9: October 9 & 11**
  - **MIDTERM EXAMINATION, OCTOBER 11**
  - Finish discussing Dimensions of Foreign Policy: National Security
- **Week 10: October 16 & 18**
  - Dimensions of Foreign Policy: Economics
  - **Reading: R&S Chapter 8**
- **Week 11: October 23 & 25**
- **NO CLASS OCTOBER 27: Fall Break**
  - Policymaking: Cognitive and Structural Arguments
  - **Reading: R&S Chapter 9**
  - **Reading: Allison, "Conceptual Models and the Cuban Missile Crisis", Polk, Diary Entry**
- **Week 12: October 30 & November 1**

- *GROUP PAPERS DUE 11/1 - Will post to Commons*
  - Policymaking: Voters
  - **Reading: R&S Chapter 11**
- **Week 13: November 6 & 8**
  - Policymaking: Interest Groups
  - **Reading: R&S Chapter 12**
- **Week 14: November 13 & 15**
  - Policymaking: The Media and Information Asymmetries
  - **Reading: R&S Chapter 13**
  - **Gadarian, 2010**
  - Colbert Article & PolsComm Article
- **Week 0: November 20 & 22**
- **NO CLASS: Thanksgiving**
- **Week 15: November 27 & 29**
  - **Group Presentations 11/27 & 11/29**
- **Week 16: December 4**
  - REVIEW FOR FINAL
- **FINAL: December 6, 12p - 3p**