

# RPOS 383: American Foreign Policy

3 Credits

University at Albany, SUNY

**Instructor:**

Keith A. Preble, PhD Candidate

**Class Meeting Location:**

Humanities (HU) 133

**Class Meeting Time:**

Mondays and Wednesdays,  
2:45 PM – 4:05 PM

**Semester:**

Fall 2019

**Office Location:**

Uptown Campus, Humanities B-16 Contact Office

**Office Hours:**

Mondays and Wednesdays,  
1:00PM-2:00 PM, 4:15-5:15PM,  
and by appointment

## Course Details

### Description

The United States is (still) arguably the most powerful country in the world. Because of its dominant position in the international system, the United States takes on a larger role than most other countries and must navigate a complex international environment. U.S. foreign policymakers face an inordinate number of competing foreign policy demands in many issue areas, such as defense, environment, proliferation, terrorism, trade, and climate change (to name just a few). What's a policymaker to do when faced with so many demands and constraints? We will learn **what the United States wants and where its preferences come from, how the United States makes decisions about foreign policy, and what the United States does to realize those preferences.** Using these tools of foreign policy analysis, we will study past and present cases to explain and predict U.S. foreign policy.

### Learning Objectives

By the end of the course, all students should be able to: 1) Identify key concepts in readings and describe the steps of an argument, 2) Critically evaluate common readings in discussions with instructor and fellow students, 3) Ask incisive questions of texts as well as of fellow class participants, 4) Speak and write effectively about course topics, 5) Apply and discuss theories of foreign policy and foreign policy decision-making broadly to past and current cases.

### Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please go here:

<http://www.albany.edu/disability/current.shtml>

You can arrange for an academic accommodation letter to be sent to me. If you wish to discuss academic accommodations for this course, please also inform me as soon as possible.

## Academic Integrity

No cheating or plagiarism will be tolerated in this course. **All students are required to complete the library's "Plagiarism 101" module during the first two weeks of class** (you can find the link on Blackboard) and **have the certificate of completion emailed to me** (at the completion of the tutorial, there's an option to send your instructor a copy of the certificate). If you have done this plagiarism module for another course within the last year, you can forward me the certificate if you have it. Otherwise, you must retake it and have the certificate forwarded to me.

If you are struggling with the course, please email me or come see me so I can help you. Please note that all assignments submitted through Blackboard (take-home quizzes, final paper, and take-home midterm) will go through the SafeAssign Plagiarism check.

For a good survey of potential dangers, see [http://www.albany.edu/elt/academic\\_integrity.php](http://www.albany.edu/elt/academic_integrity.php). All violations are reported to the Office of Community Standards regardless of the penalty imposed.

## Attendance

Attendance **is mandatory** for this course and is an integral part of your grade. I do understand that "life happens," and students are permitted **two unexcused absences** throughout the semester. Students with more than two unexcused absences shall lose points on their class participation for each unexcused absence beyond the two. Students who plan to miss a class session are requested to email me and let me know.

A student who misses a significant number of classes will find it impossible to get an "A." If you need to be absent or plan to be absent, please let me know as soon as possible. Religious holidays, medical excuses, and other life events do not count toward your two unexcused absences.

If something happens during the semester that impedes your ability to attend class, come talk to me or email me – always keep the lines of communications open.

## Electronics/Cell Phones in Class

Please refrain from using your smartphone/cell phone during class. Tablets and computers are permitted for notetaking **only**. Students found using their cell phones/tablets/computers for anything other than class work will be asked to put their devices away for the duration of the class.

## Email Etiquette

Treat email as a formal means of communication and not as a text message. This means using proper salutations and closings (don't put your entire email in the subject line), having a proper subject line (so I know what your email is about), and being respectful. I will respond to emails when I am able. If you do not hear from me in 24 hours, and I have not indicated that I am traveling or out of town, then please email me again.

## Office Hours

Office Hours are **open appointments** for you, the student, to meet with me about the course, material we are covering, help with assignments, and other matters. **Please come see me to talk about anything related to the course, especially if you are having difficulties or problems.** Perhaps you do not understand a reading? Some portion of the lecture? Do you have a question how to do research or use the library? If you cannot meet during that time, you can email me and make an appointment. My office is in **HU-16**, in the Undergraduate Contact Office in the Basement of the Humanities Building. Office hours are listed at the top of the syllabus and on Blackboard.

## Religious Holidays

As you know, UAlbany changed the way it puts together its academic calendar, and UAlbany no longer closes for religious holidays as it did in previous academic years. New York State Education Law (Section 224-a) states that all campuses are required to excuse, without penalty, individual students absent because of religious beliefs, and to provide equivalent opportunities for make-up examinations, study, or work requirements missed because of such absences.

According to UAlbany, "It shall be the student's responsibility to provide sufficient documentation to support any request (In this context, it should be noted that fraudulent excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties)."

Please note that students are still required to complete all readings and assignments in the syllabus. If a quiz or exam takes place during a religious holiday to which you have an exemption, please let me know in advance so we can work out alternative arrangements to make-up the missed assessment. No student will be penalized for absences due to religious holidays.

## Title IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities.

The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the following:

Counseling Center (518-442-5800, [https://www.albany.edu/counseling\\_center/](https://www.albany.edu/counseling_center/))

University Health Center (518-442-5454, [https://www.albany.edu/health\\_center/](https://www.albany.edu/health_center/))

Interfaith Center (518-489-8573, <https://www.albany.edu/spirituality/onCampus.shtml>)

Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, <https://www.albany.edu/advocacycenter/>).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117) and/or the University Police Department (518-442-3131, <http://police.albany.edu/>).

*Please note that faculty members are considered "responsible employees" at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University's Title IX Coordinator, including names of anyone involved or present, date, time, and location.*

In case of an emergency, please call 911.

## Syllabus Changes

I reserve the right to make adjustments to the syllabus at any time (including assessments) during the semester, and I promise to do so in a timely manner in accordance with university policies.

## Assignments and Guidelines

This course has a fair amount of reading to help give you an understanding of how foreign policy is made, so it is important to keep up with the reading each week. Weekly reading should also help you discover a topic for the final paper, so it is vital that you do as much of it as you can each week. The take-home midterm and quizzes throughout the semester will test your comprehension of the reading and lectures. Your grade for the course will be determined as follows:

<i>Attendance and Class Participation</i>	<b>10%</b>
<i>(Pop) Quizzes</i>	<b>30%</b>
<i>Midterm</i>	<b>30%</b>
<i>Final Paper</i>	<b>30%</b>
<i>Research Question: 5%</i>	
<i>Argument and Bibliography: 5%</i>	
<i>Final Paper: 20%</i>	
	<b>Total: 100%</b>

## Readings

All the readings for the course are stored in a secure folder in Dropbox. The link to the folder will be on our Blackboard site. If you use Dropbox and want to sync the readings to your personal computer, send me your Dropbox email address, and I will send you an invitation to add the folder to your own Dropbox (You will only have read access; no will not be able to add/rename/delete files). If you do not use Dropbox, you can use the link on Blackboard and visit each week to download the readings – either way is permissible. I will email updates to the class if I add/subtract readings.

\*\*\*Readings that start with **Req\_** are required readings for each week and must be read before the class meeting. Readings without this designation are optional (they may be useful for the final paper); you will not be tested through the midterm or quizzes on optional readings.

## Blackboard

Blackboard is to be used for submission of the take-home midterm, the research question assignment, your argument and bibliography for your paper, and the final paper. No emailed assignments will be accepted.

The Blackboard site for the course also contains a PDF copy of the syllabus as well as access to e-reserves (for access to some readings) and the link to Dropbox for the course readings.

## Assignments

*Please note that all assignments for this course are individual assignments.* They should be completed solely by the student.

### 1) Attendance and Class Participation: 10%

Attendance and class participation are necessary components for the course. Students who miss more than two absences without prior approval, medical excuse, or other life event will lose points on their final grade.

\*\*\*\*As part of the attendance and class participation grade, students will be responsible for providing 2-3 discussion questions *before* the start of class to help guide discussion of the readings and lectures. A sign-up sheet will be passed out after the Add/Drop period closes.

There will be **two writing workshops** to help you with your research paper; these sessions are mandatory, and no unexcused absences are permitted on either these two days. They take place on October 23 and November 6 – please mark your calendars accordingly.

#### 2) (Pop) Quizzes: **30%**

There will be three **announced quizzes** on **October 9, November 25, and December 9**. There may be additional unannounced pop quizzes throughout the semester. Attendance, grades on previous quizzes, and class participation shall determine the frequency of pop quizzes.

#### 3) Midterm: **30%**

There will be a take-home midterm distributed on October 9 and due October 21.

#### 4) Final Paper: **30%**

Students will choose a U.S. foreign policy event, U.S. foreign policy related problem/issue, foreign policy tool used by the U.S., or some other appropriate topic and write a case study that builds off course concepts we have discussed throughout the semester. The paper will be an **empirical one** and will be completed in a series of steps; each step contributes to the final grade of your paper:

##### 4a. **Choose your foreign policy topic and submit a research question** -- Due **October 21 - 5%**

Briefly (1-2 paragraphs) discuss what you intend to write for your paper and end with a research question. Consult the handout on constructing good research questions, which I uploaded to E-Reserves. We'll do a workshop in class on **October 23** on how construct good research questions and review your submissions as a group. **Attendance is required on October 23.**

##### 4b. **Construct an argument or proposition (with bibliography)** – Due **November 5 – 5%**

After your research question is approved, begin with some preliminary research. Your argument should *provide an answer to* your research question along with a preliminary introduction to your paper. Your answer does not have to be correct but should be your best educated guess based on the information you have available and researched up to this point. Include a bibliography of at least 6 peer-reviewed/academically acceptable sources; at least 2 of your sources should be a book (I don't expect you to have read all the book but a quick read of the introduction and/or book reviews about the book can be helpful so you know what the book is about). **We will do a workshop in class on November 6 about constructing theories, hypotheses, and what it means to do empirical work, and attendance is required on November 6.** *Students will have the opportunity to revise their argument and proposition.*

##### 4c. **Final Paper** -- 3000 word minimum (approximately 12 pages) – **20%**

The final paper should be no less than 12 pages and should include an introduction/argument (1 page), a brief literature review (3 pages), your theory/hypotheses for your case (3 pages), evidence to support your answer to the research question (4), conclusion (1 page), and a properly formatted bibliography (Note: the bibliography **does not count** toward the 12 page limit or word count). Students should have at least 15 sources for their paper. Half of your sources should come from peer-reviewed sources, such as journal articles and books. Wikipedia may not be cited or used in your bibliography. Some blogs and

open source content might be permissible with permission of the instructor (ask before using). **The final paper is due: Tuesday, December 17 by 11:59 PM via Blackboard.**

## Citations and Citation Style

All students are requested to use APSA Citation style based off the Chicago Style (the style guide is on Blackboard) for the take-home midterm and final paper. A guide on using this citation format is on Blackboard. I recommend using a citation manager (such as Zotero). For sources with page numbers, students must indicate the page number (Author-Year citations are not permitted except for those sources that lack page numbers – such as web sites or newspaper articles online).

## Grading

The course will be assessed on the University's A-E scale: A (93-100), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D+ (69-67), D (66-63), D- (62-60), E (less than 60).

## Grade Appeals

Grade appeals are permitted within 1 week of receipt of the grade. Appeals must be in writing (we can meet in office hours, but the decision is based on your written rationale) and provide an explanation for the change. You should submit this preferably via e-mail. A grade appeal may result in the grade being raised, lowered, or left unaltered. After one week, grade appeals will not be considered unless there are extenuating circumstances (such as a serious illness).

## Late Penalties

For the take-home midterm, final paper (and its components), and any potential short take-home quizzes, students **will be penalized 7 points for each day late**. Late penalty begins 15 minutes after 11:59 PM. No late assignments will be accepted after the end of the third day, and the student will receive a zero for that assignment.

## Required Textbooks<sup>1</sup>

I suggest renting or purchasing used copies of books/textbooks to save money. All books/textbooks are available from the bookstore, Amazon.com, or other online retailer. You can also utilize the library's Interlibrary Loan Service, too. For those students who do not wish to purchase copies of the books, I have placed one copy of each on reserve (please do not write in them as some of them are my personal copies). If you buy the books from a vendor other than the UAlbany Bookstore, please be sure to buy the correct edition.

- **Beach**, Derek. 2012. *Analyzing Foreign Policy*. ISBN: 9780230237391
- **Hastedt**, Glenn. 2018, 2<sup>nd</sup> Edition. *Readings in American Foreign Policy*. ISBN: 9781538100806
- **Kaufman**, Joyce. 2017. 4<sup>th</sup> Edition. *A Concise History of U.S. Foreign Policy*. ISBN: 9781442270442<sup>2</sup>
- **Yetiv**, Steve A. 2011. 2<sup>nd</sup> edition. *Explaining Foreign Policy: U.S. Decision-Making in the Gulf Wars*. ISBN: 9780801898945

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<sup>1</sup> Students looking for a broader historical perspective can purchase Andrew Preston's *American Foreign Relations: A Very Short Introduction*, which is available in the bookstore (if you have already purchased it, you can return it for a refund during the first week of classes). The Preston text is *optional*.

<sup>2</sup> I've assigned all the chapters in Kaufman EXCEPT for chapters 2 and 3, which talk about pre-WWII U.S. foreign policy. If this area interests you, you are more than welcome to read it. I suggest reading as much of Kaufman as you can to get ideas for your final paper. We'll spend only a short amount of time in class talking about pre-WWII foreign policy.

## Optional Textbooks

You are not required to buy these textbooks (they are \$\$), however you might find them helpful for doing the assignments in the course (all three titles are on reserve in the uptown library; selected chapters of both have been scanned and placed on Blackboard):

- *American Foreign Policy: Theoretical Essays*. 2014. ISBN: 9780199350834
- *American Foreign Relations: A Very Short Introduction* (available from UAlbany Book Store)
- *Empirical Research and Writing: A Political Science Student's Practical Guide*. 2015. 97781483369631 (this book is on reserves and e-reserves in Blackboard)
- *Routledge Handbook of American Foreign Policy*. 2011. ISBN: 9780415800884

## Reading Effectively

Many students feel that they must read every single word and page of assigned readings. Focus on making sure you understand: 1) the author's **argument**, 2) know the **question(s)** they are asking and answering, 3) the answer(s) to the question(s), and 4) hypotheses (if they have them) and 5) the evidence provided to support their answer and argument. I'll try to strike a balance with readings whenever possible (with heavier reading on Monday sessions than Wednesday sessions).

**Read Amelia Hoover Green's piece (2013), "How to read political science: a guide in four steps," on Dropbox or Burke's blog post (2006) "How to read in college" for tips on managing reading.**

## Recommended Reading

The folders on Dropbox contain additional readings. These are optional and may be useful for your research papers. These readings are not required, and you will not be quizzed/tested on these readings although if they are discussed in a lecture, the lecture material may be on a quiz or the midterm. Only readings with the preface **Req\_** in the Dropbox need to be read for class (in addition to the reading in the textbooks, which are not in Dropbox).

## Schedule of Lectures and Readings

### **PART 1: THEORIES AND FRAMEWORKS OF AFP**

*Part 1 of the course examines theories of foreign policy and the place of foreign policy analysis within the subfield of international relations.*

### Monday, August 26

*Introductions, review of the syllabus, how to read effectively.*

*Authors names **in bold** are required textbooks for the course.*

*All required textbooks are on reserve at the library, too.*

**Complete the plagiarism module (you can find the link on Blackboard).**

*Reading:*

- **\*\*Kaufman**: *A Concise History of U.S. Foreign Policy*, Chapter 1, pp. 1-30. (on Reserve)  
*(I don't expect anyone to do this reading before the first day of class but do read by the end of the first week.)*

## Wednesday, August 28

*What is foreign policy and how do we study American foreign policy?*

Required (42 pages):

- **Beach**, Introduction: pp. 1-26
- **Hastedt**: Chapter 1, pp. 5-9; Chapter 5: World-Wide Threat Assessment, pp. 55-68
- Hoover Green, Amelia. 2013. "How to read political science: a guide in four steps." (in **Dropbox**)

NO CLASS – Monday, September 2 -- Labor Day

## Wednesday, September 4

*Theories of foreign policy: System Level Theories*

Required (60 pages):

- *American Foreign Policy: Past, Present, and Future*: Chapter 2, The Global Context, pp. 27-48 (in **Dropbox**)
- **Beach**: pp. 31-61
- Snyder, Jack. 2004. "One World, Rival Theories." *Foreign Policy*. (in **Dropbox**)

## Monday, September 9

*Theories of foreign policy: Domestic Factors*

Reading (62 pages):

- **Beach**: pp. 62-87
- **Hastedt**: Chapter 11, pp. 107-115; Chapter 12, pp. 116-124; Chapter 13, pp. 125-131
- Ripsman, Norrin. 2011. "Neoclassical Realism," pp. 1-15. (in **Dropbox**)

## Wednesday, September 11

*Why are there so few women in the room? Feminist Theories of Foreign Policy and International Relations (with a brief discussion of 9/11)*

Reading (44 pages + web links):

- Brechenmacher, Saskia. 2017. "Here's why closing the foreign policy gender gap matters." *Carnegie Endowment for International Peace*. <https://carnegieendowment.org/2017/03/16/here-s-why-closing-foreign-policy-gender-gap-matters-pub-68325>
- Busby, Joshua and Heather Hultburt. 2017. "Do women matter to national security? The men who lead U.S. foreign policy don't think so." *Washington Post/Monkey Cage*: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/02/02/do-women-matter-to-national-security-the-men-who-lead-u-s-foreign-policy-dont-think-so/?postshare=21486062523301>
- Hamilton, LaTreshia. 2019. "In Search of Peace, the U.S. Must Not Sacrifice the Rights of Afghan Women." *Diplomatic Courier*. <https://www.diplomaticcourier.com/in-search-of-peace-the-u-s-must-not-sacrifice-the-rights-of-afghan-women/>
- **\*\*Kaufman**: *A Concise History of U.S. Foreign Policy*, Chapter 4, pp. 79-113.
- Maret, Fenohasina Rakotondrazaka and Sarra Souid. 2017. "Are international women's issues being devalued in US foreign policy?" [https://www.urban.org/urban-wire/are-international-womens-issues-being-devalued-us-foreign-policy70\(2\)](https://www.urban.org/urban-wire/are-international-womens-issues-being-devalued-us-foreign-policy70(2))
- Saiya, Nilay, Tasneem Zaihra, and Joshua Fidler. 2017. "Testing the Hillary Doctrine: Women's Rights and Anti-American Terrorism." *Political Research Quarterly*, pp. 421-432. (in **Dropbox**)

## PART 2: DOMESTIC SOURCES OF FOREIGN POLICY

Monday, September 16

*Doctrines and Grand Strategies in U.S. Foreign Policy*

*It seems like a lot of reading, but the web links are short.*

Required Reading (55 pages + web links)

- **READ THE PIECE BY NINA SILOVE FIRST TO GET A SENSE OF WHAT GRAND STRATEGY IS:** *Silove, Nina. 2018. "Beyond the buzzword: The Three Meanings of 'Grand Strategy'" Security Studies 27(1): 27-57. (in Dropbox)*
- **THEN READ HENRY NAU'S CHAPTER:** Nau, Henry. 2018. "America's Foreign Policy Traditions," in *Oxford Handbook of National Security*, Ch. 1, pp. 17-31. **(in Dropbox)**

*Doctrines (these are all short pieces):*

- **Monroe** Doctrine: [http://avalon.law.yale.edu/19th\\_century/monroe.asp](http://avalon.law.yale.edu/19th_century/monroe.asp)
- **Truman** Doctrine: [http://avalon.law.yale.edu/20th\\_century/trudoc.asp](http://avalon.law.yale.edu/20th_century/trudoc.asp)
- **Carter** Doctrine: <https://www.presidency.ucsb.edu/documents/the-state-the-union-address-delivered-before-joint-session-the-congress>
- **Reagan** Doctrine: <https://www.presidency.ucsb.edu/documents/address-before-joint-session-the-congress-the-state-the-union-5>
- **Bush** Doctrine:
  - State of the Union, 2002: <https://www.presidency.ucsb.edu/documents/address-before-joint-session-the-congress-the-state-the-union-22>;
  - U.S. Military Academy Commencement, June 2002: <https://www.presidency.ucsb.edu/documents/commencement-address-the-united-states-military-academy-west-point-new-york-1>;
- **Obama** Doctrine:
  - Drezner, Dan. 2011. "Does Obama have a Grand Strategy?" *Foreign Affairs*, pp. 57-68. <https://www.foreignaffairs.com/articles/2011-06-17/does-obama-have-grand-strategy><sup>3</sup> **(in Dropbox)**
  - National Public Radio. 216. "The Obama Doctrine: Examining White House Foreign Policy." *Listen to the interview at NPR:* <https://www.npr.org/2016/03/10/469897727/examining-obamas-foreign-policy> (it's about 5 minutes)
- **Trump** Doctrine:
  - "We're America, Bitch!" *The Atlantic*. June 2018. Retrieved from: <https://www.theatlantic.com/politics/archive/2018/06/a-senior-white-house-official-defines-the-trump-doctrine-were-america-bitch/562511/>
  - Trump's Foreign Policy is Discernible: <https://www.politico.com/magazine/story/2016/01/donald-trump-foreign-policy-213546>

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<sup>3</sup> If you don't like the Drezner piece, there's an article by Hal Brands from 2017 published in *Washington Quarterly* that I placed in the folder.

- Brands, Hal and Patrick Porter. 2015. "Why Grand Strategy Still Matters in a World of Chaos." *National Interest*, December 10. <https://nationalinterest.org/feature/why-grand-strategy-still-matters-world-chaos-14568>

### Wednesday, September 18

#### *Presidency and Foreign Policy*

##### Reading (41 pages):

- Armacost, Michael. 2015. *Ballots, Bullets, and Bargains. American Foreign Policy and Presidential Elections*, pp. 165-219. **(in Dropbox)**
- *American Foreign Policy: Past, Present, and Future: Chapter 7: The Presidency*, pp. 163-187 **(in Dropbox)**

### Monday, September 23

#### *Foreign Policy Bureaucracy*

##### Reading (58 pages):

- **Hastedt**, Chapter 17: "Trump Foreign Policy Transition," pp. 158-175
- Hook, Steven. 2015. *U.S. Foreign Policy: Paradox of World Power*, Chapter 6 – Foreign Policy Bureaucracy, pp. 182-223 (in **Dropbox**).
- Biggart, Nicole W. 1984. "A Sociological Analysis of Presidential Staff." *The Sociological Quarterly* 25(1): 27-43. (in **Dropbox**)

### Wednesday, September 25

#### *Congress*

##### Reading (59 pages + web links):

- Baker, Peter. 2015. "G.O.P. Senators' Letter to Iran About Nuclear Deal Angers White House." *New York Times*. <https://www.nytimes.com/2015/03/10/world/asia/white-house-faults-gop-senators-letter-to-irans-leaders.html>
- Carter, Ralph G. and James M. Scott. 2004. "Taking the Lead: Congressional Foreign Policy Entrepreneurs in US Foreign Policy." *Politics and Policy* 32(1): 34-70. **(in Dropbox)**
- **Kaufman**: *A Concise History of U.S. Foreign Policy*, Chapter 5, pp. 117-140. (on **Reserve**)
- Masters, Jonathan. 2017. "U.S. Foreign Policy Powers: Congress and the President." Council on Foreign Relations: <https://www.cfr.org/backgrounder/us-foreign-policy-powers-congress-and-president>
- *New York Times*. 1973. "House and Senate Override Veto by Nixon on Curb of War Powers." (in **Dropbox**)

### Monday, September 30

#### *Media, Agenda Setting, and Public Opinion: Does the Public Care About Foreign Policy?*

##### Reading (55 pages):

- Gadarian, Shana. 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes." *Journal of Politics* 72(2): 469-483. **(in Dropbox)**
- Knecht, Thomas. *Paying attention to foreign affairs*, Chapter 1, pp. 13-36. (in **Dropbox**)
- Mermin, Jonathan. 1997. "Television news and American intervention in Somalia: the myth of a media-driven foreign policy." *Political Science Quarterly* 112(3): 385-403. **(in Dropbox)**

## Wednesday, October 2

### *Interest Groups and Foreign Policy*

Reading (36 pages):

- Houghton, David Patrick. 2014. *A Citizens' Guide to American Foreign Policy: "Special Interests: How Special Are They?"*, pp. 74-91 **(in Dropbox)**
- Mearsheimer and Walt. *The Israel Lobby and U.S. Foreign Policy*. Introduction. pp. 3-22 **(in Dropbox)**

### **PART 3: FOREIGN POLICY DECISION MAKING (FPDM)**

*To study FPDM, we will explore the First and Second Persian Gulf Wars and then look at the Suez Crisis and the Cuban Missile Crisis.*

## Monday, October 7: Introduction to FPDM and Rational Actor Model

*Part 3 starts our discussion of foreign policy decision making (FPDM); because there's a lot to cover, there's slightly more reading for this class.*

Reading (75 pages):

- **Beach**: 97-116
- **Yetiv**: Introduction, Chapter 1, Chapter 2 (pp. 1-57)

Recommended:

- Hurst, Steven. 2009. *The United States and Iraq since 1979*. Chapters 1-2. **(in Dropbox)**

## Wednesday, October 9: Cognitive Model

**A QUIZ WILL BE GIVEN ON THE PREVIOUS LECTURE'S READINGS OR THE READINGS BELOW.**

**TAKE HOME MIDTERM WILL BE DISTRIBUTED IN CLASS.**

Reading (48 pages):

- **Beach**: pp. 117-131
- **Yetiv**: Chapter 3

Monday, October 14

**NO CLASSES – FALL BREAK**

## Wednesday, October 16: Domestic Politics Model

Reading (69 pages):

- **Beach**: pp. 132-150
- **Kaufman**: *A Concise History of U.S. Foreign Policy*, Chapter 6, pp. 141-162. (on Reserve)
- **Yetiv**: Chapter 4

## Monday, October 21: Groupthink and Government Politics Model

**TAKE HOME MIDTERM DUE VIA BLACKBOARD BY 11:59 PM.**

Reading (42 pages):

- **Hastedt**: Chapter 4, pp. 41-50
- **Yetiv**: Chapter 5-6, pp. 104-137

### Wednesday, October 23: Research Question Workshop

Bring your research question with you to class AND upload it to Blackboard. We'll go over them, I will provide feedback and answer questions. **No unexcused absences are permitted for this session.**

Reading:

- Powner, Leanne. 2015. *Empirical Research and Writing*. Chapter 1: From Research Topic to Research Question, pp. 1-20. **(on Reserve and e-Reserves)**

Optional for this class, but required for November 9:

- Powner, Leanne. 2015. *Empirical Research and Writing*. Chapter 2: From Research Question to Theory to Hypothesis, pp. 21-54. [This chapter will be helpful for the next part of the paper assignment, so I recommend reading it.]

Between October 23 and November 9, be sure you are working on the next part of the research project, which is developing your argument and coming up with a selection of sources. We'll have another workshop on November 9 where we'll review each other's arguments/theories and talk about ways to improve them. Students have the option of revising and resubmitting their argument and bibliography over the weekend.

### Monday, October 28: Invasion of Iraq (and was it worth it?)

Reading (61 pages + web links):

- Gordon, Michael R. 2003. "Powell's Trademark: Overwhelm Them." *New York Times*, February 6. **(in Dropbox)** [this is a short article]
- Kaufman: *A Concise History of U.S. Foreign Policy*, Chapter 7, pp. 163-188.
- Mahnken, Tom. 2011. "The Gulf War in Retrospect." *Foreign Policy*.  
<https://foreignpolicy.com/2011/01/20/the-gulf-war-in-retrospect/> **(in Dropbox)**
- Yetiv: Chapter 11, pp. 214-250

### Wednesday, October 30: Suez Crisis – Keeping the Oil Flowing

Reading (37 pages):

- *Optional*: Laron, Guy. 2013. *The Suez Crisis*, Chapter 5: Killing the Aswan Dam. **(in Dropbox)**
- U.S. Energy Information Administration. 2017. "World Oil Transit Checkpoints." **(in Dropbox)**
- Zeliknow, Philip and Ernst May. 2018. *Suez Reconsidered*, pp. 11-28, 271-291. **(in Dropbox)**

### Monday, November 4: Cuban Missile Crisis – Superpower on the brink

Reading (59 pages):

- Miller Center at UVA. "JFK and the Cuban Missile Crisis." <https://millercenter.org/the-presidency/educational-resources/jfk-and-cuban-missile-crisis>
- Allison Graham. 2012. "The Cuban Missile Crisis at 50." *Foreign Affairs*. **(in Dropbox)**
- Allison, Graham and Philip Zeliknow. *Essence of Decision: Explaining the Cuban Missile Crisis*, Chapter 2: pp. 77-129 [Focus mainly on this reading] **(in Dropbox)**
- Office of the Historian, U.S. Department of State. "Cuban Missile Crisis." <https://history.state.gov/milestones/1961-1968/cuban-missile-crisis>

### Wednesday, November 6: Doing Empirical Research

Bring your argument and bibliography with you to class AND upload it to Blackboard. We'll go over them, I will provide feedback and answer questions. **No unexcused absences are permitted for this session.**

- Powner, Leanne. 2015. *Empirical Research and Writing*. Chapter 2: From Research Question to Theory to Hypothesis, pp. 21-54. **(on Reserve and e-Reserves)**

*Focus more on the first reading; read the second one as you prepare your paper. Come see me if you need help doing the literature review or need to see some good examples.*

- Powner, Leanne. 2015. *Empirical Research and Writing*. Chapter 3: Doing Pre-Research, pp. 55-80. **(on Reserve and e-Reserves)**

## PART 4: TOOLS OF STATECRAFT

### Monday, November 11: Tools of Statecraft I: Diplomacy

#### Climate Change and U.S. Foreign Policy: A Looming National Security Threat?

Reading [54 pages + web links]

- **Beach:** pp. 172-184
- Busby, Joshua. 2018. "Warming World: Why Climate Change Matters More Than Anything Else." *Foreign Affairs*. **(in Dropbox)**
- Hale, Green, and Jeff Colgan. 2018. "The climate is changing. Here's how politics will also change." *Monkey Cage, Washington Post*. <https://www.washingtonpost.com/news/monkey-cage/wp/2018/10/08/the-climate-is-changing-heres-how-politics-will-also-change>
- **Kaufman:** *A Concise History of U.S. Foreign Policy*, Chapter 8, pp. 185-198.
- Rick, Duke. 2019. "Leaving the Paris Agreement Is a Bad Deal for the United States." *Foreign Policy*. **(in Dropbox)**
- Romm, Joseph. 2018. "Climate Change: What Everyone Needs to Know, Ch. 5: Climate Politics and Policies, pp. 175-198. **(in Dropbox)**

### Wednesday, November 13: Tools of Statecraft II: Economic

#### Foreign Aid, Sanctions, Tariffs, and Trade

Reading (50 pages + web links):

- **Beach:** pp. 185-197
- Early, Bryan R. 2015. *Busted Sanctions: Why Economic Sanctions Fail*. Introduction, pp. 1-16. **(in Dropbox)**
- Froman, Michael B. 2014. "The Strategic Logic of Trade." *Foreign Affairs*. **(in Dropbox)**
- **Hastedt:** Chapter 6, pp. 69-74; Chapter 19, pp. 187-193
- Irwin, Douglas. 2018. "Trade Under Trump: What He's Done So Far—and What He'll Do Next." *Foreign Affairs*. **(in Dropbox)**
- Lektzian, David and Mark Souva. 2011. "Economic Sanctions." From *Routledge Handbook of American Foreign Policy*, pp. 333-345. **(in Dropbox)**
- Reuters. 2019. Explainer: Trump's China Tariffs Paid for by U.S. Importers, Not China. <https://www.reuters.com/article/us-usa-trade-china-tariffs-explainer/explainer-trumps-china-tariffs-paid-by-u-s-importers-not-by-china-idUSKCN1UR5YZ>

Monday, November 18: Tools of Statecraft III: Military  
Iran, Proliferation, and the (demise of the) JCPOA

Reading (64 pages + web links):

- **Beach:** pp. 151-171
- Golderg, Ilan. 2019. "What a war with Iran would look like." *Foreign Affairs* (3 pages). **(in Dropbox)**
- JCPOA at a Glance, *Arms Control Association*, <https://www.armscontrol.org/factsheets/JCPOA-at-a-glance>
- **Optional:** Pillar, Paul. 2013. "The Role of Villain: Iran and U.S. Foreign Policy." *Political Science Quarterly* 128(2): 211-231. **(in Dropbox)**
- Tarock, Adam. 2016. "The Iran Deal: winning a little, losing a lot." *Third World Quarterly* 37(8): 1408-1424. **(in Dropbox)**
- Wiseman, Geoffrey. 2015. *Isolate or Engage*. Stanford, Stanford University Press, Chapter 1, pp. 1-23. **(in Dropbox)**

**PART 5: CURRENT CHALLENGES IN U.S. FOREIGN POLICY**

Wednesday, November 20: North Korea: Is there a limit to U.S. power?

Reading (68 pages):

- Cha, Victor. 2018. *Nuclear North Korea*, Chapter 1, pp. 13-40.<sup>4</sup> **(in Dropbox)**
- Kang, David C. 2018. *Nuclear North Korea*, Chapter 2, pp. 41-69 **(in Dropbox)**
- Jervis, Robert and Mira Rapp-Hopper. 2018. "Perception and Misperception on the Korean Peninsula: How Unwanted Wars Begin." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/north-korea/2018-04-05/perception-and-misperception-korean-peninsula> **(in Dropbox)** (13 pages)

Monday, November 25: U.S.-Chinese Relations in the Trump Era: The End of Unipolarity?

**A QUIZ WILL BE GIVEN ON THE READINGS BELOW.**

Reading (69 pages):

- Allison, Graham. *Destined for War: Can America and China Escape Thucydides's Trap*, Chapter 1: "The Biggest Player in the History of the World," pp. 3-26. **(in Dropbox)**
- Christensen, Thomas. *The China Challenge*. Chapter 3, pp. 63-94. **(in Dropbox)**
- **Hastedt:** Chapter 7: "A Framework for U.S. Foreign Policy toward China," pp. 75-82; Chapter 21: "A Tale of Two Trade Deals," pp. 204-210.

Monday, November 27-Sunday, December 1

**THANKSGIVING BREAK – NO CLASS**

<sup>4</sup> The Cha and Kang readings are two debates about North Korea, similar to the debate over nuclear weapons between Kenneth Waltz and Scott Sagan. Cha and Kang each take a different side in the debate. Be sure you read both so you can get a sense of the challenges/ideas facing policymakers.

## Monday, December 2: Understanding and Combatting Terrorism: Does U.S. foreign policy really make us safer?

Reading (63 pages + web links):

- Alexander, Richard J. "Terrorism does increase with immigration — but only homegrown, right-wing terrorism." *Monkey Cage*, Washington Post: <https://www.washingtonpost.com/politics/2019/07/19/immigration-does-lead-more-terrorism-by-far-right-killers-who-oppose-immigration>
- Congressional Research Service. 2013. "Terrorism and Transnational Crime," pp. 1-30. <https://fas.org/sgp/crs/terror/R41004.pdf> (in Dropbox)
- Eckert, Susan. 2008. "The US Regulatory Approach to Terrorist Financing," pp. 209-233. (in Dropbox)
- Hastedt: Chapter 9, pp. 89-94; Chapter 15, pp. 143-148
- Business Insider, "The War on Terror Has Cost the U.S. nearly 6 trillion dollars": <https://www.businessinsider.com/the-war-on-terror-has-cost-the-us-nearly-6-trillion-2018-11>

## Wednesday, December 4: Solving the unsolvable: Israel, Palestine, and the elusive Middle East Peace

Reading (43 pages + web links):

- Congressional Research Service. 2019. "In Focus: The Palestinians: Overview and Key Issues for U.S. Policy." <https://fas.org/sgp/crs/mideast/IF10644.pdf> (2 pages) (in Dropbox)
- Congressional Research Service. 2019. "Background and U.S. Relations in Brief," pp. 1-21 <https://fas.org/sgp/crs/mideast/R44245.pdf> (in Dropbox)
- Telhami, Shibley. 2019. "How Trump's approach to the Middle East ignores the past, the future, and the human condition." Brookings: <https://www.brookings.edu/blog/order-from-chaos/2019/05/20/how-trumps-approach-to-the-middle-east-ignores-the-past-the-future-and-the-human-condition/> (provides a good overview of current administration's efforts)
- Waxman, Dov. 2019. The Israeli-Palestinian Conflict: What Everyone Needs to Know, pp. 133-154 (in Dropbox) (good background on the conflict and U.S. involvement in mediating it)

## LAST CLASS – Monday, December 9: Future of American Foreign Policy

**A QUIZ WILL BE GIVEN ON THE READINGS BELOW.**

Reading (40 pages):

- Drezner, Dan. 2019. "The Time is Different: Why U.S. Foreign Policy Will Never Recover." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/2019-04-16/time-different> (in Dropbox)
- Hastedt: **Chapter 28**, pp. 283-292.
- Starrs, Sean. 2013. "American Economic Power Hasn't Declined—It Globalized! Summoning the Data and Taking Globalization Seriously." *ISQ* 57(4): 817-830. (in Dropbox)
- Walt, Stephen. 2011. "End of an American Era." *The National Interest*, pp. 6-16. (in Dropbox)

Final Paper Due -- **December 17 at 11:59 PM**

**Submit on Blackboard!**