

# RPOS 383: American Foreign Policy

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University at Albany, SUNY

Spring 2021: February 1 - May 5, 2021

**Class Mode:** f2f or online synchronous *only*

**Class Schedule:** M-W-F

**Office Hours:** M & W, 2pm-3pm

**E-mail:** [kpreble@albany.edu](mailto:kpreble@albany.edu)

**Classroom:** LC 1

**Class Time:** 10:35 AM-11:30 AM

**Office:** Virtual Office on Zoom

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## Course Description

How do U.S. officials *create* U.S. foreign policy? What goes into the calculus that leads to the outcomes that we see in U.S. foreign policy? Throughout this course, we will seek to understand how decisions are made and why the decisions we see get made by studying a variety of inputs from both the international system and the domestic political environment. We will also look at what tools policymakers have at their disposal by looking broadly at economic sanctions, projection of US military power, and the use of diplomacy. The course will be hands-on with weekly foreign policy simulations where students will engage in "policymaking" by practicing the concepts and ideas learned in the course through group activities on Slack.

## Classroom Health & Safety

At the University at Albany, supporting the health and safety of all members of our campus community is a top priority. **During the COVID-19 pandemic, we are following federal, state, and local public health guidelines, and these guidelines apply to all campus community members across all University spaces.** To ensure that each of us has a healthy and safe learning experience within courses that involve in-person contact, all students, faculty members, staff, and visitors are required to adhere to the expectations outlined on the University's COVID-19 website:

- <https://www.albany.edu/covid-19/planning-fall-2020/health-safety>
- In class, please be sure that you enter the classroom wearing your face covering and keep it on for the entire class period.
- It is important to observe the social distancing markers in the classroom at all times, including when you enter and exit the classroom.
- Follow the posted classroom cleaning protocols upon entering/exiting the classroom.

## Course Objectives

Students, after completing this course, should be able to

- identify key concepts related to foreign policy from the readings and describes the steps of the arguments made by the author(s) read
- critically evaluate common readings in discussions with the instructor and classmates on Slack
- “speak” (I understand this is harder to do in an online class, but I consider the “chatting” done through Slack as a form of speech) and write effectively about course topics as we encounter them
- apply and discuss theories of foreign policy and foreign policy decision-making broadly to past, current, and hypothetical cases.

## Course Expectations

Our class meets three days a week over fourteen weeks during the Spring 2021 Semester.

**On Mondays**, we will meet in person *once* a week only for a lecture that will introduce students to the material being covered that week from 10:35 AM - 11:30 AM. Students may attend the lecture in person (face to face (f2f)) or via Zoom. *If you choose the Zoom/online lecture, you must register for that lecture. Please note that once you select the Zoom option, you will not be able to attend in person for the remainder of the semester.* Face-to-face students are expected to be in person in LC 1. However, face-to-face students may attend on Zoom with prior permission due to illness or other extenuating circumstance.

**On Wednesdays**, students and the instructor will meet *online* on our course’s Slack workspace to engage in foreign policy simulations and exercises. These sessions - which will meet during our class time from 10:35 AM - 11:30 AM - are a critical part of your class participation grade and final grade. Students will be graded on the output from these activities both individually and as a group. **Attendance at Slack Sessions is mandatory.** We will do 10 Slack Sessions over the course of the 14 weeks. *Please note that the first couple of Wednesdays at the start of the semester will be in-person/Zoom lectures; Slack activities will not take place until Week 3 (February 17).*

**On Fridays**, the course will be asynchronous; there will be no in person class or sessions on Fridays during the semester. Students will watch a short lecture or complete a short reading on a foreign policy topic related to the course in some way. *For 5 of the 14 weeks in the semester, students must complete a graded “Foreign Policy in the Real World” activity.* For the other 9 weeks, all you need to do is watch the lecture and/or complete the reading.

## Required Textbooks

Students will need to purchase just one book for the course:

- Zucker, Christoph. 2009. *The Post-Soviet Wars*. New York: NYU Press. ISBN: 9780814797242.

This is the only book that students will be required to purchase; the remainder of the readings will be provided by the instructor via Dropbox. The book has a price of \$27, but you can purchase an electronic copy on Amazon.com for \$9.99. The book should also be available through the university bookstore. **You will need this book to complete the course's policy memo assignment and for the final exam.**

## Additional Reading

While we will read a lot from the textbook, there will be additional readings to supplement the textbook for the four modules that we will cover. You can find these readings on **Dropbox**:

<https://www.dropbox.com/sh/aq1zwpnm0fsoxcg/AACJSjVPp9zYw0efVmxDI6uJa?dl=0>

## Grading Policy

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).

## Course Assessments

**Slack Synchronous Discussions:** 30%

Slack Sessions are required for the course and give students an opportunity to practice what they have learned about foreign policy and engage in policymaking in their assigned groups on Slack. **Think of your assigned group as a policy team**, which is common in government. To receive an "A" in this assessment, students must earn at least 950 points (out of 1000). There are 10 sessions over the course of the semester, and each session will be worth a particular number of points. Attendance is required each week. Students are permitted **one unexcused absence** (no questions asked). Additional unexcused absences beyond the first will result in penalties.

**Foreign Policy in the "Real World":** 20% (4% each)

Most Wednesdays or Thursdays over 11 weeks of the semester, I will post a weekly activity called **Foreign Policy in the "Real World"** to Blackboard. Students must complete **five** of the written portion of these activities over the course of the semester. These activities should take no more than an hour or two and are *always* due every Monday *before* class begins at 10:35 AM when assigned. *These activities take the place of our Friday meetings* and are meant to help you think about issues, ideas, and concepts in U.S. foreign policy. On weeks where you choose not to do the written portion for credit, you must still do the reading or watch the lecture video assigned on your own time.

*No late submissions will be accepted – please plan your semester and keep track of your submissions.* Exceptions will be made only for illness with doctor's note or religious holiday. If you miss a deadline, just do the next week's activity. Activities may involve watching a short video, listening to a brief lecture/podcast, or reading a short newspaper/magazine article and responding to a short prompt.

**Course Project – Policy Memo:** *Policy Memo Draft 15%, Final Version 10%*

The course's final project will involve writing a 3-4 page **single-spaced** policy memo based on the recent conflict between Armenia and Azerbaijan. Students will spend the first-half of the semester reading about these two countries (the only required textbook for the course). The memo will be completed incrementally over the semester with a *completed* rough draft is due in March, which students will *substantially* revise (as needed) and resubmit for a final grade in April.

The complete **policy memo draft** is due on **March 21** by 11:59 PM.

The **final version** of the memo is due **April 18** by 11:59 PM..

**Final Exam:** 25%

There will be a two-part final exam at the end of the course: an online final exam on Blackboard during the final exam period and a 2-3 page comprehensive essay on a topic or problem related to the course. Each part of the final counts for 50% of your final exam grade (12.5% each). The essay will be assigned the last two weeks of class and be due by the end of the final exam period.

## Schedule of Lectures and Readings

Readings and coursework will utilize a "front-loaded" approach; we'll start off with slightly more reading at the start of the course and then taper off as we move toward the end of the semester (where you will likely have less time as you work on your other courses). This approach, I hope, will help alleviate some of the pressure at least from one class (this one). *All readings are located in our Dropbox folder, which is organized by weeks.*

### What's the difference between "Read" and "Review"?

As you read through the syllabus, you'll see the word **Read** and the word **Review** for each week. When it says **Read**, make sure you read the item in question. Some of the items are not necessarily "readable" in the traditional sense. In this case, just **Review** the web site I have pointed out, which often contains charts, graphs, and/or tables.

### Week 1 (2/1-2/6): Introduction to the Course – What is foreign policy?

Monday, February 1: **In-person or live on Zoom lecture**

Wednesday, February 3: **in-person or live on Zoom lecture**

Friday, February 5: **Asynchronous activity**

- **Read:** Joyce Kaufman (2019), *Concise History of U.S. Foreign Policy*, "Chapter 1: Setting the Stage for Understanding U.S. Foreign Policy," pp. 1-28.
- **Read:** Kathleen Hicks (2020), "Could the Pandemic Reshape World Order, American Security, and National Defense?" *COVID-19 and World Order* (eds. Hal Brands and Francis J. Gavin), pp. 348-362, <https://jhupbooks.press.jhu.edu/title/covid-19-and-world-order>. (Chapter on Dropbox; the whole book is open-access so if you are interested in learning more about the "world order" and how the pandemic is changing that, other chapters in the book are pretty helpful!)
- **Skim/Review:** Daniel R. Coats (2019), "Statement for the Record: Worldwide Threat Assessment of the US Intelligence Community," <https://www.dni.gov/files/ODNI/documents/2019-ATA-SFR---SSCI.pdf>, pp. 5-42. (on Dropbox)

For the policy memo, please read the following:

- **Read:** Thomas De Waal (2020): "Opinion: Great Power Politics Is Back – Russia and Turkey brokered an end to the conflict in Nagorno-Karabakh. But they don't have the region's best interests at heart," *New York Times*. (On Dropbox)
- **Read:** Christof Zucker (2009), *Post-Soviet Wars*, NYU Press, Chapter 1 (Introduction).

### Weeks 2 and 3 (2/7-2/20): Neoclassical Realism - A Theory of Foreign Policy?

Week 2:

Monday, February 8: **In-person or live on Zoom lecture**

Wednesday, February 10: **in-person or live on Zoom lecture**

Friday, February 12: **Asynchronous activity**

- **Read:** Norman Ripsman et al. (2016), *Neoclassical Realist Theory of International Relations*, Chapter 2 (26 pages)
- **Read:** Norman Ripsman et al. (2016), *Neoclassical Realist Theory of International Relations*, Chapter 3 (24 pages)

Week 3:

Monday, February 15: **In-person or live on Zoom lecture**

Wednesday, February 17: **Slack Session 1** – please make sure you are signed up for Slack!

Friday, February 19: **Asynchronous activity**

- **Read:** Norman Ripsman et al. (2016), *Neoclassical Realist Theory of International Relations*, Chapter 4 (19 pages)
- **Read:** Richard Rosecrance and Arthur Stein (1993), *Domestic Bases of Grand Strategy*, Chapter 1 (Beyond Realism: The Study of Grand Strategy), pp. 3-21.

For the policy memo:

- *For the Policy Memo* – **Read:** Zurcher (2015), Chapter 2.

## **Week 4 (2/21-2/27): Intermestic Divide: Presidents and Other Actors in the Foreign Policy Environment**

Monday, February 22: **In-person or live on Zoom lecture**

Wednesday, February 24: **Slack Session 2**

Friday, February 26: **Asynchronous activity**

- **Read\*:** Elizabeth Saunders (2018), "Is Trump A Normal Foreign-Policy President? What We Know After One Year," *Foreign Affairs*. (On Dropbox)
- **Read:** Kelebogile Zvobgo and Meredith Loken (2020), "Why Race Matters in International Relations," *Foreign Policy*. (in Dropbox) *This article was published a few months ago, and it has received a lot of press and attention in academic circles. Race and racial superiority play a big role in US foreign policy, and over the course of the semester, we will explore how this shapes and impacts US policies throughout the world.*
- **Read:** Julien Zarifian (2014), "The Armenian-American Lobby and Its Impact on U.S. Foreign Policy," *Society* 51, 503-512. (On Dropbox)
- **Read:** Hal Brands, Peter Feaver, and William Inboden (2020). "Defense of the Blob," *Foreign Affairs*, pp. 1-6. (On Dropbox)
- **Read:** Sarah Burns (2020), "Presidents Were Never Meant to Have Unilateral War Powers," *Foreign Affairs*, <https://www.foreignaffairs.com/articles/united-states/2020-11-11/presidents-were-never-meant-have-unilateral-war-powers>
- **Read:** Mara Oliva (2020), "The Foreign Policy Legacy that Donald Trump Leaves Joe Biden," *The Conversation*, <https://theconversation.com/the-foreign-policy-legacy-that-donald-trump-leaves-joe-biden-148573>

- **Read\***: Joseph Biden, Jr. (2020): "Why American Must Lead Again: Rescuing U.S. Foreign Policy After Trump," *Foreign Affairs*, pp. 64-76. (On Dropbox)

For the policy memo:

- For the Policy Memo – **Read**: Zurcher (2015), Chapter 3.

## Week 5 (2/28- 3/6): Tools of Economic Statecraft

We will spend a lot of time this semester talking about economic sanctions, but there are other tools in the "statecraft tool belt," namely military and diplomatic tools. We will talk about these other tools as we explore cases on Russia, Iran, Iraq, China, and North Korea as well as in our discussion of climate change and cooperation.

Monday, March 1: **In-person or live on Zoom lecture**

Wednesday, March 3: **NO CLASS!**

Friday, March 5: **TAKE A BREAK, catch up on your week, and/or do this week's activity!**

Even though we do not have a Slack Session this week, please make sure you do the reading as it will be very relevant for next week's (Week 6's) Slack Session.

- **Read**: Bryan R. Early and Keith A. Preble (2021), (*Forthcoming*). "Economic statecraft." *Oxford Handbook of Grand Strategy*. Oxford: Oxford University Press. [Do not share this reading outside of the class as it hasn't been published yet and is not the final version of the chapter]
- **Read**: Bryan R. Early and Keith A. Preble (2020), "Enforcing Economic Sanctions: Why Whale Hunting Works," *The Washington Quarterly*, pp. 159-175.
- **Read**: Susan H. Allen and David J. Lektzian (2013), "Economic Sanctions: A Blunt Instrument?" *Journal of Peace Research*, 50(1): 121-34. (On Dropbox)
- **Review**: Gary Hufbauer, Jeffrey Schott, Kimberly A. Elliott, and Barbara Oegg (2008), "Summary of Economic Sanctions Episodes, 1914-2006," *Peterson Institute for International Economics*, <https://www.piie.com/summary-economic-sanctions-episodes-1914-2006>. See also the Case Studies Index: <https://www.piie.com/commentary/speeches-papers/case-studies-economic-sanctions-and-terrorism>.

For the policy memo:

- For the Policy Memo – **Read**: Zurcher (2015), Chapter 6.

## Weeks 6 and 7 (3/7 - 3/20): Foreign Policy Decision-Making: How Leaders Make Decisions

Week 6: Monday, March 8: **In-person or live Zoom lecture**

Wednesday, March 10: **Slack Session 3**

Friday, March 12: **Asynchronous activity**

- **Read**: Nikolas Gvosdev, Jessica Blankshain, and David Cooper (2019), *Decision-Making in American Foreign Policy: Translating Theory into Practice*, Chapter 1 (Unitary Actor Perspective), pp. 52-88

- **Read:** Nikolas Gvosdev, Jessica Blankshain, and David Cooper (2019), *Decision-Making in American Foreign Policy: Translating Theory into Practice*, Chapter 7 (Palace Politics Perspective), 192-238

Week 7:

Monday, March 15: In-person or live Zoom lecture

Wednesday, March 17: **Slack Session 4**

Friday, March 19: **Asynchronous Activities**

- **Read:** Nikolas Gvosdev, Jessica Blankshain, and David Cooper (2019), *Decision-Making in American Foreign Policy: Translating Theory into Practice*, Chapter 9 (Domestic Politics Perspective), pp. 284-333.
- **Read:** Jeffrey W. Taliaferro (2019), *Defending Frenemies*, "Introduction," pp. 1-32 (on Dropbox) (read only indicated pages; a good deal of the text is footnotes; read to get a sense of the variation in how the US pursues nonproliferation in its foreign policy)

### **Week 8 (3/21 - 3/27): Success with Sanctions : The Iranian Case**

Monday, March 22: **In-person or live on Zoom lecture**

Wednesday, March 24: **Slack Session 5**

Friday, March 26: **Asynchronous activity**

- **Review:** Council on Foreign Relations (2020), "U.S. Relations with Iran," <https://www.cfr.org/timeline/us-relations-iran-1953-2020>
- **Read:** Elisa Catalano Ewers, Ilan Goldenberg, and Kaleigh Thomas (2020), "On Iran, the Next Administration Must Break With the Past," *Foreign Affairs*, <https://www.foreignaffairs.com/articles/middle-east/2020-10-01/iran-next-administration-must-break-past>
- **Read:** Kenneth Katzman, Kathleen J. McInnis, and Clayton Thomas (2020), "U.S.-Iran Conflict and Implications for U.S. Policy," *Congressional Research Service* (R45795), pp. 1-20.
- **Read:** Adam Tarock (2016), "The Iran nuclear deal: winning a little, losing a lot," *Third World Quarterly*, pp. 1408-1424.
- **Read:** Donette Murray (2009), *US Foreign Policy and Iran: American-Iranian Relations Since the Islamic Revolution*, "Introduction: The Iran Syndrome." (11 pages)
- **Read:** Zachary Laub and Kali Robinson (2020). "Backgrounder: What is the status of the Iran Nuclear Agreement?" *Council on Foreign Relations*, <https://www.cfr.org/backgrounder/what-status-iran-nuclear-agreement>

### **Week 9 (3/28 - 4/3): Why Sanctioning Is Hard To Do: The North Korea Case**

Monday, March 29: **In-person or live on Zoom lecture**

Wednesday, March 31: **Slack Session 6**

Friday, April 2: **Asynchronous activity**

- **Read:** Van Jackson (2019), *On the Brink*, Chapter 1, pp. 14-34.



- **Read:** Jung H. Pak (2020), *Becoming Kim Jong Un*, Chapter 12, pp. 86-104 (*This chapter provides social and political context on N. Korea; as you read it, think about how these developments affect or could affect North Korea's relationship with the United States.*)
- **Watch:** Soo Kim (2020), "The Future of the North Korean Regime," *RAND Corporation*, <https://www.rand.org/multimedia/video/2020/04/28/the-future-of-the-north-korean-regime.html> (it's about 2 minutes).
- **Read:** Elizabeth Rosenberg and Neil Bhatiya (2020), "Busting North Korea's Sanctions Evasion," *Center for a New American Security*, <https://www.cnas.org/publications/commentary/busting-north-koreas-sanctions-evasion>
- **Read:** Financial Crimes Enforcement Network (FinCen) (2017), "Advisory on North Korea's Use of the International Financial System," Washington, DC. (on Dropbox)
- **Read:** BuzzFeed News (2020), "FinCen Files," <https://www.buzzfeednews.com/article/jasonleopold/fincen-files-financial-scandal-criminal-networks>

### **Week 10 (4/4 - 4/10): Russia – Friend or Foe?**

Monday, April 5: **In-person or live on Zoom lecture**

Wednesday, April 7: **NO CLASS**

Friday, April 9: **Asynchronous activity**

- **Read:** Cyrus Newlin, Heather A. Conley, Natalia Viakhireva, and Ivan Timofeev (2020), "U.S.-Russia Relations at a Crossroads," *Center for Strategic and International Studies*, pp. 1-9 (on Blackboard)
- **Read:** Richard Connolly (2018), *Russia's Response to Sanctions: How Western Economic Statecraft is Reshaping Political Economy in Russia*, Chapter 3, pp. 56-77.
- **Read:** Richard Sakwa (2017), *Russia Against the Rest*, Chapter 8 (America and Global Leadership), pp.216-249 (on Dropbox)

### **Week 11 (4/11-4/17): Climate Change and (a lack of) International Cooperation**

Monday, April 12: **In-person or live on Zoom lecture**

Wednesday, April 14: **Slack Session 7!**

Friday, April 16: **NO CLASS/NO ACTIVITY**

- **Read:** Kirsten L. Taylor and Richard W. Mansbach (2016), *Contemporary American Foreign Policy*, Chapter 8 (Energy and Environment), pp. 233-266.
- **Read:** Elizabeth L. Chalecki (2009), "Exceptionalism as Foreign Policy: US Climate Change Policy and an Emerging Norm of Compliance," *Climate Change and Foreign Policy*, pp. 190-98. (on Dropbox) - *For those students interested in climate change policy, the editor of this edited work, Paul Harris, has written some great works on this topic: <https://paulharris.net/articles/>.*

- **Read:** Bryan Bender (2013), "Chief of US Pacific forces calls climate biggest worry," *Boston Globe*, <https://www.bostonglobe.com/news/nation/2013/03/09/admiral-samuel-locklear-commander-pacific-forces-warns-that-climate-change-top-threat/BHdPVCLrWEMxRe9IXJZcHL/story.html> (on Dropbox)
- **Read:** Jason Bordoff (2020), "It's Time to Put Climate Action at the Center of U.S. Foreign Policy," *Foreign Policy*, <https://foreignpolicy.com/2020/07/27/climate-change-foreign-policy/>.
- **Watch:** Senator Jim Inhofe (R-OK), "Senator Jim Inhofe (R-OK) Throws a Snowball on the Senate Floor," [https://www.youtube.com/watch?v=Vs\\_myg-Q8fk](https://www.youtube.com/watch?v=Vs_myg-Q8fk). *Just watch the first 5-7 minutes or so.*
- **Watch:** Senator Sheldon Whitehouse (D-RI), "You Can Believe the Senator with a Snowball or Every Major American Scientific Society," <https://www.youtube.com/watch?v=oTdpdFUTyqs>.

## Week 12 (4/18-4/24): China and the Thucydides' Trap

Monday, April 19: **In-person or live on Zoom lecture**

Wednesday, April 21: **Slack Session 8**

Friday, April 23: **Asynchronous activity**

- **Review:** Council on Foreign Relations (2020), "U.S. Relations with China," <https://www.cfr.org/timeline/us-relations-china> - *This is an important timeline; be sure to read it carefully as it profiles the difficulties between the US-Chinese relationship.*
- **Read:** Elizabeth Economy (2018), *The Third Revolution: Xi Jinping and the New Chinese State*, Oxford: Oxford University Press, pp. 1-18. (on Dropbox).
- **Read:** Catherine Trautwein (2019), "How China Has Changed Since Tiananmen Square," *Frontline*, <https://www.pbs.org/wgbh/frontline/article/tiananmen-square-tank-man-china/>
- **Read:** Graham Allison (2017), "The Thucydides Trap," *Foreign Policy*, <https://foreignpolicy.com/2017/06/09/the-thucydides-trap/>
- **Read:** Alex Ward (2020), "5 Real Steps the US Could Take to Help Uighurs in China," *Vox.com*, <https://www.vox.com/2020/7/28/21337081/china-uighurs-muslims-trump-forced-labor-help>
- **Read:** Susan V. Lawrence et al. (2019), "U.S.-China Relations," *Congressional Research Service*, R45898, <https://fas.org/sgp/crs/row/R45898.pdf>. *Focus on pp. 1-11, 17-19, 31-34, 36-39.*
- **Read:** Paul Gerwitz (2020), "No one knows: How the unknowable consequences of COVID-19 affect thinking about foreign policy and US-China relations," *Brookings Institution*, <https://www.brookings.edu/opinions/no-one-knows-how-the-unknowable-consequences-of-covid-19-affect-thinking-about-foreign-policy-and-u-s-china-relations/>

## Week 13 (4/25-5/1): Foreign Policy in a Cyber World

Monday, April 26: **In-person or live on Zoom lecture**

Wednesday, April 28: **Slack Session 9**

Friday, April 30: **Asynchronous activity**

- **Read:** Peter Singer and Allan Friedman (2014), *Cybersecurity and Cyberwar: What Everyone Needs to Know*, Oxford University Press. Please read three short sections from this book: "What do we mean by "security" anyway?"; "What are threats?"; and "One Phish, Two Phish, Red Phish, Cyber Phish: What Are Vulnerabilities?"
- **Read:** Anne Gearan, Karoun Demirjian, Mike Debonis, and Annie Linskey (2020), "Biden and lawmakers raise alarms over cybersecurity breach amid Trump's silence," *The Washington Post*, [https://www.washingtonpost.com/politics/russia-hacking-politics/2020/12/17/1c5708c6-40a4-11eb-8db8-395dedaaa036\\_story.html](https://www.washingtonpost.com/politics/russia-hacking-politics/2020/12/17/1c5708c6-40a4-11eb-8db8-395dedaaa036_story.html)
- **Read:** Simran R. Maker (2017), "New Frontiers in Defense: Cyberspace and U.S. Foreign Policy," *National Committee on American Foreign Policy*, <https://www.ncafp.org/2016/wp-content/uploads/2017/05/Cyberspace-and-US-Foreign-Policy-Report-May-17.pdf>. (Read pages indicated only)
- **Read:** Emma Ashford and Katthew Kroenig (2020), "Is the cyberattack big news—or just a footnote in a year like no other?" *Foreign Policy*, <https://foreignpolicy.com/2020/12/18/is-the-cyberattack-big-news-or-just-a-footnote-in-a-year-like-no-other/#> (also on Dropbox)
- **Read:** "Guidance on North Korean Cyber Threat," (2020), DPRK Cyber Threat Advisory, [https://us-cert.cisa.gov/sites/default/files/2020-04/DPRK\\_Cyber\\_Threat\\_Advisory\\_04152020\\_S508C.pdf](https://us-cert.cisa.gov/sites/default/files/2020-04/DPRK_Cyber_Threat_Advisory_04152020_S508C.pdf)

## Week 14 (5/2-5/8): Future of U.S. foreign policy

Monday, May 3: **In-person lecture**

Wednesday, May 5: **Slack Session 10**

Friday, May 7: **Asynchronous activity**

- **Read:** Stephen M. Walt (2018), *The Hell of Good Intentions*, Introduction, pp. 3-20. (on Dropbox)
- **Read:** Dan Drezner (2019), "This Time Is Different: Why U.S. Foreign Policy Will Never Recover," *Foreign Affairs*, <https://www.foreignaffairs.com/articles/2019-04-16/time-different> (on Dropbox)

## Week 15 (5/9-5/15): Wrapping Up!

Monday, May 11: **Review Session on Zoom**

## Key Dates

- **Monday, February 1:** Semester starts
- **Every Monday at the start of class starting Week 2:** "Foreign Policy in the Real World" Assignments are due! Remember, you just have to do *just* five over the course of the semester - don't wait until the last minute! I'll send out periodic reminders to complete these tasks, but **you are responsible** for completing them.
- **Most Wednesdays (as indicated in the syllabus):** Slack Sessions take place online from 10:35-11:30 AM; there will be 10 sessions over the 14 weeks
- **Sunday, March 21 (by 11:59 PM):** *Completed* memo rough draft due on Blackboard
- **Sunday, April 18 (by 11:59 PM):** Final Draft of Policy Memo due on Blackboard
- **Wednesday, May 12 - Saturday, May 15:** Students may take the online 2-hour final exam during this 72-hour period. Two hours are required to complete the exam; the latest that students can start the exam and finish it would be 9:59 PM on Saturday, May 15.

## Course Policies

### Academic Accommodation

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 and Honesty

I have no tolerance for cheating or plagiarism; all instances will be reported to the Office of Community Standards. For a good survey of potential dangers, visit this page: [https://www.albany.edu/undergraduateeducation/academic\\_integrity.php](https://www.albany.edu/undergraduateeducation/academic_integrity.php).

#### *Practicing Academic Integrity Site*

This site, [library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity), provides access to concise and engaging educational resources that will help students navigate through the complexities surrounding information use and creation in today's digital environment. Acknowledging the work of others through citation (and its flip side, plagiarism), copyright, the ethics of sharing information in different formats, and the importance of contributing one's own voice to academic conversations are all highlighted. Students should consult syllabi, their instructors, and in relevant circumstances their advisors for information about specific policies on academic integrity.

#### *Citation Tools*

The University Libraries offers a wide variety of citation tools which may be found at <https://libguides.library.albany.edu/citationhelp>. These resources include citation generators and more extensive citation management tools, such as Zotero, Citation generators are websites or mobile apps that automatically format citations and bibliographies Also available is Citation-Fox, an extensive resource developed by UAlbany librarians that provides citation guidance and examples for both the MLA and APA style.

### Attendance Policy

While no official attendance will be taken on Mondays during the live/in-person session of the course, attendance at online Slack Discussions is **required** for the course. **Credit is awarded only to students who are present and participating through the entire 55-minute session.**

It will be impossible to pass the course without committing to the Slack Discussions over the course of the 14 weeks. One unexcused absence (no questions asked) from a Slack session will be permitted. No make-ups will be provided for Slack Sessions without reasonable excuse (like

a doctor's note or religious holiday) along with discussion with the instructor about your situation). If you miss the live version of the course either in person or on Zoom, you should catch yourself up on YouTube, where I will post all lectures.

### **Courtesy and Etiquette**

Please use respect and courtesy when communicating with the instructor. 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. Since a number of activities will be conducted on Slack with your peers, please also treat your colleagues with similar respect.

### **Grade Appeals**

If you feel you have been assessed unfairly, please contact me within 1 week of receiving your grade. I will advise on how to go about doing the grade appeal. No appeals on grades will be entertained after the 1 week expires. All appeals must be expressed in writing and must refer to specific actions on my part with respect to your grading. Appeals for "effort" or "hard work" will not be entertained as I have no way of quantifying this or verifying this. I assume that all work you do for the course will involve significant effort and hard work on your part. *Please note that I do not negotiate final grades with students; the grade you receive is based on the grades you receive on your assessments.*

### **Incomplete Grades (from the Undergraduate Bulletin)**

No graduation credit. A temporary grade requested by the student and assigned by the instructor *only* when the student has nearly completed the course requirements. However, because of circumstances beyond the student's control, the work is not completed.

The incomplete should only be assigned on the basis of an agreement between the instructor and the student specifying the work to be completed and establishing a general timeline in which the work will be completed. Incompletes may *not* be resolved by auditing or registering again for a subsequent offering of the course. The date for the completion of the work may not be longer than one month before the end of the semester following that in which the incomplete is received. Once the work is completed, the instructor assigns the appropriate academic grade. The instructor may extend an incomplete for a maximum of one semester beyond the original deadline providing that the student has made contact with the instructor to request the extension. Additional extensions are *not* permitted. Any grade of "I" existing after the stated deadline shall be automatically changed to E or U according to whether or not the student is enrolled for A-E or S/U grading. Except for extenuating circumstances approved by the Office of the Vice Provost for Undergraduate Education, these converted grades may not be later changed.

### **Late Penalties and Make Ups**

**For the policy memo rough draft and final draft:** There is a standard 7-point penalty per day. The penalty activates 15 minutes after the due date and every 24 hours after the penalty was

assessed for up to three days. After the third day passes, the assignment will be marked a zero.

**Foreign Policy in the Real World** assignments: These are weekly activities for which you must do five. No late assignments are permitted. If you forget to submit during a week, just do the next week's assignment. Exceptions made for doctor's notes and religious holidays *only*; documentation will be required.

**Slack Sessions:** Slack Sessions cannot be made up without permission of the instructor. Students will receive one unexcused absence. If you miss a session because of a documented illness or a religious holiday, a make-up assignment may be permitted with prior notice. Make-ups will not be provided for routine absences.

### **Make-Up Policy and Religious Holidays**

If you have life events that impact your studies (illnesses that can be documented with a note that will keep you out of class/away from your computer for a significant period of time) or will be celebrating religious holidays, please advise me in case they interfere with due dates and assessments for the course.

Religious holidays are your right – just let me know when they occur and what I can do to help facilitate new due dates. If you become sick or plan to miss more than a week of class, you should contact me right away so I can advise you. Please see the policy above this one (**Late Penalties and Make Ups** for specific guidance on each assessment).

### **Office Hours**

Office hours are Mondays after class on Zoom or by appointment. You can find the meeting link to Zoom office hours on Blackboard.

## University Policies

### 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:

Title IX Coordinator within The Office for Equity and Compliance



(518-442-3800, <https://www.albany.edu/equity-compliance/>, Building 25, Room 117)

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.