

American Foreign Policy (PSCI 3327) Course Syllabus
The University of Texas at Dallas -- Fall 2009
Tues and Thurs 11:30 – 12:45PM; SOM 1.102

Instructor: Richard Laird
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Office Hours Tuesdays 1:30 – 3:00 PM

Course Description:

This course examines the ways in which the policy making process structures the premises, concepts, and objectives of U.S. foreign policy. It analyzes the factors which motivate and shape the U.S. government's role in international politics, and its interaction with other countries.

Student Learning Objectives/Outcomes:

Students will gain new understanding of the theories, actors, and instruments involved in the United States' foreign policy decision making. These factors will be examined in the context of domestic and international influences. Students will observe how the U.S. foreign policy process has evolved through an historical overview of the critical events that have shaped our current behavior. Students will also gain insight into the current and future challenges that the U.S. faces in its foreign policy decisions. In addition, students will develop an appreciation for critical thinking and objective analysis in their evaluation of foreign policy decisions.

Required Textbook:

Jentleson, Bruce W. 2007. *American Foreign Policy: The Dynamics of Choice in the 21st Century*. New York: W.W. Norton and Co.
(Additional book will be required for you to review; to be chosen from list on page 8)

Supplemental articles: (available on elearning)

Jervis, Robert. 1968. Hypothesis on Misperception. *World Politics* 20(3):454-479.

Kahneman, Daniel, and Jon Renshon. 2007. Why Hawks Win. *Foreign Policy* 158: 34-38.

Krasner, Stephen D. 1972. Are Bureaucracies Important? (Or Allison Wonderland). *Foreign Policy* 7:159-179.

Long, Jane C. 2008. A Blind Man's Guide to Energy Policy. *Issues in Science and Technology* 24(2):51-56.

Rosecrance, Richard, and Peter Thompson. 2003. Trade, Foreign Investment, and Security. *Annual Review of Political Science* 6:377-398.

Also, maintain a current events perspective on foreign policy through a weekly news magazine or other notable publications such as *Foreign Affairs*, *Foreign Policy*, and *Worldpress.org*.

Class Schedule:

Part One: Theories, Actors, Influences

1. Aug. 20: Introduction to Course
2. Aug. 25: Realism and International Institutionalism (Jentleson pgs 1-13, articles 1.1 and 1.2)
3. Aug. 27: Capitalism and Democratic Idealism (Jentleson pgs 13-23, articles 1.3 and 1.4)
4. Sep. 1: The President and Congress (Jentleson pgs 25-35, article 2.1; Constitution Article I: Sections 7 and 8, Article II: Section 2) (*Last Day to Drop Class without "W"*)
5. Sep. 3: Rational choice, bureaucratic politics, or leader's values? (Jentleson pgs 35-40, article 2.2, and Krasner article)
6. Sep. 8: Interest groups, media and public opinion (Jentleson pgs 40-58, article 2.3)
7. Sep. 10: Learning (or not?) from past policies and strategies (Jentleson pgs 61-89)
8. Sep. 15: Perceptions, personality, and social psychology (Jervis article, Kahneman and Renshon article); Review for exam
9. Sep. 17: *Part One Exam*

Part Two: Historical overview and evolution

10. Sep. 22: 1789-1945: The pendulum of (so-called) Isolationism and World Power (articles 3.1 and 3.2)
11. Sep. 24: Origins of the Cold War and Deterrence (Jentleson 92-108, article 4.1)
12. Sep. 29: The Cold War: Communist Containment, and the Middle East (Jentleson pgs 108-124, articles 4.2 and 4.3)
13. Oct. 1: The Cold War: Vietnam War, Détente, and the Middle East (Jentleson pgs 128-151, articles 5.1 and 5.2)
14. Oct. 6: Carter, Reagan, and end of Cold War (Jentleson pgs 155-172, articles 5.3 and 5.4)
15. Oct. 8: Post Cold War: Changing strategies (Jentleson pgs 258-280, article 6.1)
(*Essays on foreign policy issue due*)
16. Oct. 13: Post Cold War strategies continued (Jentleson pgs 280-303, article 6.2)
(*Mid-term grades available Oct. 14*)
17. Oct. 15: Post Cold War: Changing relationships (Jentleson pgs 308-353, articles 7.1 and 7.2)

18. Oct. 20: Discussion of essays on foreign policy issues. Review for exam.

19. Oct. 22: *Part Two Exam*
(*Last Day to Drop with “WP” or “WF”*)

Part Three: Current challenges and looking ahead

20. Oct. 27: 9/11 and Terrorism (Jentleson pgs 359-373, articles 8.1 and 8.2)

21. Oct. 29: Iraq War and the Middle East (Jentleson pgs 374-415, article 8.3)

22. Nov. 3: Humanitarian Intervention (Jentleson pgs 421-455, article 9.1)

23. Nov. 5: Economic globalization and security (Jentleson pgs 461-478, Rosecrance article)

24. Nov. 10: Oil and Energy (Long article, Rogoff article)

25. Nov. 12: Poverty, Health, and Sustainable Development (Jentleson pgs 479-491, article 10.1)

26. Nov. 17: Global Warming and NGO's (Jentleson pgs 491-504, articles 10.2 and 10.3)

27. Nov. 19: A Democratic World? (Jentleson pgs 507-531, article 11.1); (*Book reviews due*)

28. Nov. 24: Democratization, human rights, sanctions (Jentleson pgs 531-551, articles 11.2 & 11.3)

Thanksgiving Holiday – Nov. 26-27

29. Dec. 1: Summaries of book reviews.

30. Dec. 3: Finish book summaries. Review session for final exam

Final Exam: Tuesday, December 15, 11:00 AM – 1:45 PM
(Grades available online – December 23)

Final Grading:

Part One exam:	20%
Part Two exam:	15%
Essay:	10%
Book review:	15%
Reading quizzes:	10%
Final Examination:	25%
<u>Attendance/participation:</u>	<u>5%</u>
Total	100%

Mid-term grading:

Part One Exam:	40%
Essay:	25%
Reading quizzes (all):	25%
<u>Attendance/participation:</u>	<u>10%</u>
Total	100%

Exams:

Mid-term exams will consist of multiple choice, fill-in-the-blank, true/false, and short answer questions. The short answer will require a paragraph summary that best answers the question given. The final exam will include essay questions as well, which would be four to five paragraphs of a more in-depth answer. The Final will cover the entire course, in that theories and history would be used to inform and analyze current foreign policy challenges. A review sheet will be provided prior to each exam to narrow the study focus.

Essay:

Pick an issue or incident in a foreign country which has occurred this year; one that is of interest to U.S. foreign policy (other than Iraq or Afghanistan). First, briefly summarize the issue using credible news reports. Then, analyze the U.S.'s foreign policy response (or lack of response) to this issue *using the theories, actors, and influences discussed in Part I* of the course. Your 1000 word essay (as close to 3 pages as possible) will be double-spaced, one-inch margins, with #12 font Times New Roman; thus your editing skills will be a factor. Provide references (foot-notes or end-notes) for direct quotations; noting that direct quotations should be used sparingly. The references for your analysis will be Jentleson, the supplemental readings, and class notes. Include a fourth page bibliography citing what sources you used in your summary and analysis. Examples of how to structure your references – whether book or article – are provided on page one of the syllabus. Essays will be discussed in class if schedule permits.

Book review:

Same length and format as the essay; choose from attached book list. Suggested structure as follows:

Introduction: A clear description of the book's intent and author's motivations for writing it.

A brief summary or overview of the book: A chapter by chapter review is not necessary; but crystallizing what you think are the important points the author covers.

Conclusion: Did the author keep you interested (how)? Were his arguments or analyses useful or convincing? What was the primary point you took from the book and how did it enhance your knowledge or understanding of the subject? What criticisms might you have?

Reading quizzes:

There will be 7 reading quizzes (typically 5 questions, multiple choice) given randomly throughout the semester. The two lowest grades will be dropped, leaving the five highest grades for computing the quiz portion of your total course grade. The quizzes will be given immediately at the beginning of class, thus tardiness would result in missing that quiz.

Attendance, Preparation, and Participation

Students are expected to attend all classes. Attendance will be taken regularly throughout the semester, via student sign-in. All students should prepare adequately for class discussions by reading the necessary material before class. Participation in class discussions is useful for demonstrating such preparation. E-learning will be available as an online discussion area, and posting of assignments.

Make-up Exams & Grade Appeals

Make-up exams will be rarely granted, only if prior arrangements have been made with the professor or in case of extreme emergency (proven through documentation). Anyone missing the midterm exam for any unexcused reason may choose to take a zero or replace that zero with the grade from the final exam. Any student who wishes to challenge a grade on any written assignment in the course may challenge the grade by writing a memo specifying the grade you think you deserve and the logic supporting your request. Address that memo to me, and include the original assignment and evaluation. Appeals must be made within one week of receiving the graded assignment.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will occasionally use the resources of turnitin.com, which searches the web for possible plagiarism.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the

Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6: 30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

Book List:

- Bacevich, Andrew. 2009. *The Limits of Power: The End of American Exceptionalism*.
- Carter, Jimmy. 2006. *Palestine: Peace not Apartheid*. New York: Simon and Schuster.
- Daalder, Ivo, and James Lindsay. 2005. *America Unbound: The Bush Revolution in Foreign Policy*
- Haas, Richard. 2009. *War of Necessity, War of Choice*.
- Heinrichs, Waldo. 1990. *Threshold of War: Franklin D. Roosevelt and American Entry into World War II*
- Herring, George. 1996. *America's Longest War: The United States and Vietnam, 1950-1975*. (or, Halberstam's *The Best and the Brightest*, 1972)
- Hoopes, Townsend, and Douglas Brinkley. 1997. *FDR and the Creation of the U.N.*
- Judis, John B. 2004. *The Folly of Empire: What George W. Bush could Learn from Theodore Roosevelt and Woodrow Wilson*
- Kinzer, Stephen. 2003. *All the Shah's Men: An American Coup and the Roots of Middle East Terror*.
- Knock, Thomas J. 1995. *To End All Wars: Woodrow Wilson and the Quest for a New World Order*.
- Rabe, Stephen. 1988. *Eisenhower and Latin America: The Foreign Policy of Anti-communism*.
- Wise, David, and Thomas Ross. 1962. *The U-2 Affair*. (or, Beschloss's *Mayday*, 1986)