INR 4102.0003 American Foreign Policy
Spring 2017 Syllabus

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III
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Office Hours	Tuesday & Thursday 11:30-1:15 PM, Wednesdays 9:00-11:00 AM and Noon – 2:30 PM & by appointment
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Course Information

Course Name	American Foreign Policy
Course ID & Section	INR 4102.0003
Credit Hours	3 credit hours
Class time & location	Tuesday & Thursday 1:30PM - 2:45PM; Psychology 106
Semester/Year	Spring 2017

Course Description: America's foreign policy influences many aspects of our everyday life. Most visibly, it has implication for people who work in the country's military and foreign policy

sectors, but it also has many other implications for us. Where can we travel overseas? Who can travel to the U.S? What foreign companies can do business within the United States and under what terms? How stable are many of the country's chief energy producing partners overseas? Can American firms sell goods freely and fairly in the markets of other countries? Can Washington inhibit the flow into the country of illegal drugs and other goods? All of these questions and many more are affected in by the nature of American foreign policy. In this course, we will attempt to understand the primary factors that contribute to the formation of American foreign policy. Prerequisite: ENC 1102 or POS 2041 or consent of the instructor.

Course Objectives: In terms of substance, this course is designed to give students a better understanding of: 1) the history of American foreign policy and 2) the role played by major bureaucratic and social institutions in the foreign policy process with respect to insights from political science. With regard to skill development, students will have the opportunity to 3) to improve their ability to write, think critically, and apply what they have learned.

Required Text and Materials

- Steven W. Hook. 2011. *U.S. Foreign Policy: The Paradox of World Power*. 4th edition. Sage/CQ Press.

******Important Advice:** You should attend class each day to internalize lecture material and participate in other classroom activities as they come along. As you attempt to internalize the course content, you should come to class having read the material assigned for that day. You should be prepared to be quizzed over any course readings by the day for which that material is assigned. Doing so will set you up to succeed on quizzes and exams. **Read this syllabus and assignments carefully to put yourself in position to succeed.**

Course Requirements

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment average (add grades for each row & ÷ by the # of grades for this task)**	**Assignment Score = column B x column C**	**Due Date**
Class Participation	5			Daily
Quizzes & Information Literacy Tutorial	15			To be announced & Thursday, Mar. 2
Midterm Exam	30			Thurs., Feb. 25
Course paper	15			Tues., April 18
Final Exam	35			Tues., May 2 1:00-3:50 PM
Total	100%	**Add Column D to estimate grade →**		

Very Important Note: Because Canvas' gradebook is incapable of doing the kind of sophisticated weighting scheme I am using, you **should not** rely on gradebook in Canvas for what it reports as your final course grade. Instead you should take the grades for particular assignments and plug them into the grade table on the previous page and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Class Participation: Participating in class means much more than just attending and spectating. It involves asking and answering questions and participating in class discussions.

Quizzes and Information Literacy Tutorial: Quizzes may cover any material from the lecture, readings or other assignments that are made during the course of the semester. Some quizzes will be announced in advance and other evaluations will be pop quizzes. In addition to traditional, individually taken quizzes, some quizzes will be taken in teams of roughly five students to allow for collaboration and discussion. These team quizzes will include questions with more than one correct answer for a question or questions, and you will be graded on your

ability to identify all of the correct answers on those quizzes. On these team quizzes you will be aided by knowing the total number of correct answers for the assignment. Before Thursday, March 2, you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it, which will be counted as a separate quiz. This tutorial, which can be found in Webcourses, should help to improve course paper grades above what they would be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores. At the end of the semester, the lowest quiz grade for each student will be dropped when calculating final course grades.

Midterm Exam and Final Exam: These will be multiple choice exams with each question having only one correct answer. The Final Exam will be cumulative. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester. Warning: Do not assume that these exams will be easy simply because they will take the form of a multiple choice exam. Students who arrive late to an exam will not be allowed to take that version of the exam if another student has already completed the exam and left the room. In such cases, a make-up exam will need to be taken with a 10 point penalty assessed.

Course paper: You will write a research paper that explains a particular event in American foreign policy with reference to a theory presented in class and in the readings (or in conversation with the instructor). Your account should consider historical factors, assesses the political nature of the event, and explain why another theoretical explanation is not as effective. If you choose to discuss a theory such as realism, liberalism or constructivism to explain U.S. foreign policy, you must focus mainly on explaining what foreign policy actor mainly influenced government policy based on that theoretical motivation. Papers should be a) between 5 and 6 pages in length, b) at least 1,000 words in length (more than 1,000 will be necessary to do well), and c) use three academic sources such as academic journal articles or books other than the textbook (some combination of academic articles and books are fine, and you can certainly cite the textbook provided you have 3 other sources beyond it that you use). Include your references and title page as additional pages beyond the 5-6 pages of text. Papers should use 11-point font, double-spacing and 1 inch margins. Be sure to familiarize yourself with the discussion of cheating and plagiarism in this syllabus before starting on this assignment.

This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	40%
Clear and logical analysis (in addressing the 4 tasks of the paper)	30%
Organization of paper	10%
	100%

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically most students lose points on papers for me because of mechanical flaws in

their writing (grammar, punctuation, unclearly worded sentences, etc.) so minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points. Hopefully, these standards will help you to develop sound writing skills that will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, students have a tendency to loose points for failing to use evidence to support their arguments by appropriately citing scholarly sources, so you should consult the section below on academic dishonesty for details on how to avoid plagiarism.

Missed Assignments/Make-Ups/No Extra Credit: Quizzes may not be made-up. However, I do drop each student's lowest quiz grade at the end of the semester. Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral or official UCF excuse. When no such excuse exists students will be allowed to take exams late, but they will be penalized by 10 points "off-the-top" and 20 points for each full day that passes following the exam until the make-up is taken. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please insure that you direct your energies accordingly.

Evaluation and Grading

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Behavior

Disruptions: If circumstances require you to arrive late for class, please do so in as discreet a manner as possible. Please limit distractions in class as much as possible. Such behavior bothers others who are paying good money to learn and it may be distracting to me as I attempt to do my job. Electronic devices can only be used in class with the instructor's approval.

Academic Honesty

Do not cheat as this clearly violates the UCF Golden Rule Student Handbook and violates several aspects of the UCF Creed. You will take the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition") prior to submitting the course paper, so you will be clear about my expectations of you. Unless otherwise specified by the instructor, your work must be your own. Cheating can come in many forms, including plagiarism. Plagiarism is when writers use other people's words or ideas and do not give them credit. Use footnotes or endnotes to give credit for direct quotes, paraphrased quotes, or borrowed ideas. Feel free to discuss readings and ideas with fellow students, but if you use their ideas, please reference them accordingly. If you don't know what footnotes or endnotes are, please ask me. Do not use papers written for previous classes or large sections of such papers, as this constitutes self-plagiarism according to UCF policy. Do not quote or paraphrase without giving credit in footnotes or endnotes. Do not copy or use papers or sections of papers from the web or other sources. I assume that all students in this class could write a better term paper than the junk sold on the Internet and will not resort to such dubious sources for their assignments. In the event that I suspect a paper of being plagiarized, I will use Turnitin.com to help with that determination.

If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. Particular assignments on which unambiguous cheating occurs will be penalized with an F (0 points).

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Academic Support Services

Student Academic Resource Center (SARC) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

UCF Counseling Center (Building #27/ (407) 823-2811): Students experiencing formidable mental health challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help.

Disability Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

University Writing Center: The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Colbourn 105 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/.

Important Dates:

Date	Event
Thursday, Jan. 12, 11:59 P.M.	Drop deadline
Friday, Jan. 13, 11:59 P.M.	Add deadline
Wednesday, March 22, 11:59 P.M.	Withdrawal deadline

Course Schedule

Tuesday, Jan. 10 **Welcome and Lecture**

Thursday, Jan. 12 **Lecture**

Note: Drop/Swap deadline at 11:59 PM on MyUCF (Add deadline at 11:59 PM on 1/15)

Tuesday, Jan. 17 Lecture

Steven W. Hook. 2014. "The United States in a Turbulent World." Chapter 1 in *U.S. Foreign Policy: The Paradox of World Power*, 1-30 (hereafter Hook).

Thursday, Jan. 19 Lecture

Tuesday, Jan. 24 Lecture

Hook. 2014. "Chapter 2: The Expansion of U.S. Power." Chapter 2 in *U.S. Foreign Policy: The Paradox of World Power*, 31-72.

Thursday, Jan. 26 Lecture

Tuesday, Feb. 31 Lecture

Thursday, Feb. 2 Lecture

Hook, Chapter 3: Dynamics of Decision Making, 73-101.

Tuesday, Feb. 7 Lecture

Thursday, Feb. 9 Lecture

Hook. Chapter 4: Presidential Power, 103-135.

Tuesday, Feb. 14 Lecture

Thursday, Feb. 16 Lecture

Hook. Chapter 5: Congress beyond the "Water's Edge," 137-169.

Tuesday, Feb. 21 Lecture

Thursday, Feb. 23 **<u>Midterm Exam</u>**

Tuesday, Feb. 28 **Lecture (NSC)**

Hook. Chapter 6: The Foreign Policy Bureaucracy, 171-209.

Thursday, March 2 **<u>complete the Information Literacy Tutorial by today</u>**

Lecture (Dept. of State) including research lecture;

Tuesday, March 7 **Lecture (Military)**

Thursday, March 9 **Lecture (Intelligence Community)**

March 13-March 16 **Spring Break (Relax, have fun, & be smart)**

Tuesday, March 21 **Lecture, including writing improvement lecture**

Thursday, March 23 **Lecture**

Hook, Chapter 7: Public Opinion at Home and Abroad, 211- 241.

Tuesday, March 28 **Lecture**

Thursday, March 30 **Lecture**

Tuesday, April 4 **Lecture**

Thursday, April 6 **Lecture**

Hook, Chapter 8: The Impact of Mass Communications, 243- 273.

Tuesday, April 11 **Lecture**

Thursday, April 13 **Lecture**

Hook, Chapter 9: Social Movements and Interest Groups, 275-308.

Tuesday, April 18 **Lecture, Course paper due**

Thursday, April 20 **Last class day**

Tuesday, May 2 **Final Exam, 1:00-3:50 PM**