INR 4102.0001 American Foreign Policy
Spring 2019 Syllabus

Course Information

Class time & location	Monday, Wednesday and Friday 11:30 AM -12:20 PM: Psychology Building 106
Credit Hours	3

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III
Office	102A Howard Philips Hall
Office Hours	Monday, Wednesday and Friday 1:00-3:00 PM & by appointment
Phone & E-mail	407-823-2659 & paul.vasquez@ucf.edu

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: I want you to do the best work you can. I will try hard to clearly explain assignments and do what I can within the limits of fairness–without compromising on standards—to help you do your best. 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. For example, you could be quizzed over the material for Chapter 2 on Friday, January 18, or any day afterwards. Take notes when you read and attend class lectures. 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 & Fri., March 8 by 11:59 P.M.
Midterm Exam	30			Mon, Feb. 25
Course paper	15			Mon., April 22
Final Exam	35			Wed., April 24 10:00 AM – noon
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.

Assignments

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 midnight on March 8, 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.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, January 11th or as soon as possible for those who add the course late. Failure to do so could result in a zero for the assignment and a delay in the disbursement of any financial aid (this is a new UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit.

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 uses a theory of foreign policy to best explain a particular event in American foreign policy. Your account should consider historical factors, assesses the political nature of the event, and discuss a theory than explains it well and why. 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 2,000-2,300 words in length (with the word count not including the title page and bibiliograph/work cited page listed on the title page), and b) 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). 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%
Theoretical discussion	30%
Discussion of political-historical context	20%
Proper citation and documentation	20%
Organization & structure	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 be sure to consult the section below on academic dishonesty for details on how to avoid plagiarism.

Missed Assignments/Make-Up Policy: Quizzes are due by dates outlined in the syllabus and may not be made-up unless they are for an officially UCF excused absence, an excused religious holiday or a military deployment. Students who represent the university in an authorized event or activity (for example, student-athletes, intercollegiate debaters, etc) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with

documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy (http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf). Also, you must notify me in advance if you intend to miss class for a religious observance and want latitude for completing assignments. For more information, see the UCF policy (http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf). Finally, if you will be a deployed person who is either on active military duty and/or serving with the National Guard/Reserve personnel and will need an accommodation, you should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. If you don't fall into one of these categories, please keep in mind that my policy of dropping the lowest quiz grade is designed to account for unforeseen problems that might arise and keep you from attending class once.

Make-up exams may be given without penalty in instances mentioned above or when students have a verifiable medical, funeral, excuse or one that is sufficiently verifiable, compelling, significant and unexpected. When no such excuse exists or when a student arrives after a tested student has left the room, the stuent will be allowed to take exams late, but they will be penalized by 10 points "off the top" and by 10 points for every 3 hours that pass from the time an exam began, up to a maximum of 30 points. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not offer extra credit, so 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

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. However, if you email questions that are easily answered within this document, do not be surprised if you get a reply encouraging you to "Keep calm and read your syllabus." ☺ Communicate online with the instructor using either his UCF email address Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly.

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 (for example, web surfing, cell phones, whispering, etc.) 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.

Academic Integrity Expectations: Do not cheat. Students are prohibited from cheating by including, but not limited to: 1) attempting to use unauthorized materials for academic assignments, n of examination or course-related material also constitutes cheating; 2) presenting material obtained through the effort of someone other than the student for the student's assignment credit, 3) selling course materials such as class notes or assigned work to other students; 4) falsifying or misrepresenting one's academic work; and 5) plagiarism (including using another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own or submitting work for more than one class without instructor approval). After taking the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition," you should clearly understand my expectations of you with regards to correctly citing material. Thus, you should do this prior to starting to write your course paper. For more details on academic integrity matters, you are encouraged to consult UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) and UCF's student handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf).

All UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so we must seek to prevent unethical behavior and when necessary respond to academic misconduct. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern, report the violation to the Office of Student Rights and Responsibilities, and assign you a 0 grade for the associated assignment. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the

letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: (http://goldenrule.sdes.ucf.edu/zgrade).

Campus Safety Statement

Campus emergencies are rare, but if one should arise during class, everyone needs to work together. Be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted near the door. Please make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html and learn the evacuation routes from our classroom. If you have a special need that would leave you especially vulnerable during a possible evacuation or emergency, please let me know outside of class.
- If there is a medical emergency during class, you may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- To learn about how to respond to active-shooter situations here, you can view this video: https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

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.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Academic Support Services

Student Academic Resource Center (SARC) (SARC) (Trevor Colbourn Hall, Room 117/ (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.

University Writing Center (UWC) 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 dates 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 Trevor Colburn Hall, Room 109 and can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

UCF Counseling Center (Building #27/ (407) 823-2811 Students experiencing 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. There is absolutely no shame in getting help so that you can attempt to live up to your true potential.

Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Important Dates:

Date	Event
Thursday, Jan. 10, 11:59 P.M.	Drop deadline
Friday, Jan. 11, 11:59 P.M.	Add deadline

Wednesday, March 20, 11:59 P.M.	Withdrawal deadline

Monday, Jan. 7	**Welcome and Lecture**
Wednesday, Jan. 9	**Lecture**
Friday, Jan. 11	**Lecture: Complete Syllabus Quiz by 11:59 PM**
	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).
Monday, Jan. 14	**Class does not meet today: Martin Luther King, Jr. Holiday**
Wednesday, Jan. 16	**Lecture**
Friday, Jan. 18	**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.
Monday, Jan. 21	**Holiday: Martin Luther King, Jr.**
Wednesday, Jan. 23	**Lecture**
Friday, Jan. 25	**Lecture**
Monday, Jan. 28	**Lecture**
Wednesday, Jan. 30	**Lecture**
Friday, Feb. 1	**Lecture**
	Hook, "Chapter 3: Dynamics of Decision Making," 73-101.
Monday, Feb. 4	**Lecture**
Wednesday, Feb. 6	**Lecture**
Friday, Feb. 8	**Guest Lecture: Prof. Kim Marten, Barnard College**
Monday, Feb. 11	**Lecture**
Wednesday, Feb. 13	**Lecture**
	Hook, "Chapter 4: Presidential Power," 103-135.
Friday, Feb. 15	**Lecture**
Monday, Feb. 18	**Lecture**
Wednesday, Feb. 20	**Lecture**
Friday, Feb. 22	**Lecture**
Monday, Feb. 25	**Midterm Exam**

Wednesday, Feb. 27	**Lecture**
	Hook, "Chapter 5: Congress beyond the "Water's Edge," 137-169.
Friday, March 1	**Lecture**
Monday, March 4	**Lecture**
Wednesday, March 6	**Lecture**
	Hook, "Chapter 6: The Foreign Policy Bureaucracy," 171-209.
Friday, March 8	**Lecture: <u>Information Literacy Due by 11:59 PM</u>**
Monday, 3/11 - Friday, 3/15	**Spring Break-Class does not meet**
Monday, March 18	**Lecture**
Wednesday, March 20	**Lecture**
Friday, March 22	**Lecture**
Monday, March 25	**Lecture**
Wednesday, March 27	**Lecture**
Friday, March 29	**Lecture**
	Hook, "Chapter 7: Public Opinion at Home and Abroad," 211- 241.
Monday, April 1	**Lecture**
Wednesday, April 3	**Lecture**
Friday, April 5	**Lecture**
Monday, April 8	**Lecture**
	Hook, "Chapter 8: The Impact of Mass Communications," 243- 273.
Wednesday, April 10	**Lecture**
Friday, April 12	**Lecture**
Monday, April 15	**Lecture**
	Hook, "Chapter 9: Social Movements and Interest Groups," 275-308.
Wednesday, April 17	**Lecture**
Friday, April 19	**Lecture**
Monday, April 22	**Lecture--Last class day: <u>Course Papers Due</u>**
Wednesday, April 24	**<u>Final Exam</u>, 10:00 AM – noon**