INR 4102: AMERICAN FOREIGN POLICY

SCHOOL OF POLITICS, SECURITY AND INTERNATIONAL AFFAIRS
UNIVERSITY OF CENTRAL FLORIDA
FALL 2020

Instructor	Doreen Horschig
Credit Hours	3
Class Modality	Web (W)
Office Hours	Online via Zoom by appointment *(please contact me)*
Email	Via the course page on Webcourses

COURSE DESCRIPTION

This course will focus on U.S. American Policy roughly from 1914 through today. The primary objectives are to provide you with the theoretical and analytical tools to understand the processes involved in U.S. foreign policy decision making, to appreciate the consequences of past policies, and most importantly, to enable you to consider various arguments regarding issues of current and future U.S. foreign policy.

This course aims to provide students with the tools to understand how and why certain policies are made, and to what effect. Our principal concern will be how certain people, procedures, and politics have led to specific foreign policy choices. That is, we will consider how a diverse array of actors – e.g., the international arena, public opinion, Congress – drives this process.

The course will be divided into three sections. The first part will review the theory and history of U.S. foreign policy in the early 20th century evident in today's foreign policies. As part of this we will discuss the roles and interactions of domestic context in influencing foreign policy and the great debates before 1945. Next we will discuss the Cold War and how its legacy is evident in today's foreign policies. The third, and largest section of the course will examine contemporary foreign policy issues, structured by geopolitical areas. Student-led debates will play an integral role in explaining the history and opposing viewpoints of these issues. This is the main focus of the course to provide a first-hand engagement with contemporary foreign policy issues.

This course is suitable for students with a general background in American politics and some familiarity with international affairs and should be of interest to students seeking to improve their understanding of U.S. foreign policy and current external challenges to national security, and of particular utility to students considering careers in national and international security. The course is conducted as part lecture and part interactive undergraduate seminar. Thoughtful and informed participation is required.

STUDENT LEARNING OBJECTIVES

- Develop a basic understanding of the historical debates and competing perspectives inside U.S. foreign policy, paying particular attention to the diverse array of actors that shape the foreign policy process
- Integrate theory and practice through examining current policy arenas and historical cases
- Encourage critical thinking about contemporary policy debates, including the ability to analyze key issues in U.S. foreign policy and offer practical solutions

- Develop an awareness of the cultural, historical, and institutional perspectives that shape the formulation of U.S. foreign policy; cultivate the ability to identify, critically analyze, and trace distinguishing features that have characterized U.S. foreign policy throughout its history, including describing the social, political, and economic forces that influence behavior

Throughout the semester we will address the following questions:

(1) What are the major goals of American foreign policy?
(2) What are the primary means used to achieve these foreign policy goals?
(3) What domestic and international actors influence U.S. foreign policy?
(4) How can the U.S. best achieve its foreign policy objectives in the future?

COURSE REQUIREMENTS

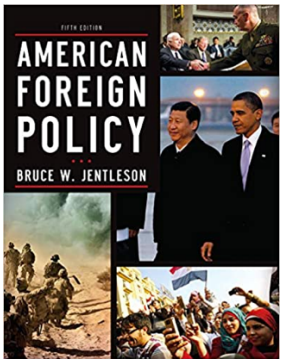
To be successful in this course students will:

- Attend class sessions
- Complete the assigned readings prior to class
- Complete all assignments
- Contribute to class discussions constructively and consistently
- Keep track of deadlines and instructor's announcements on Webcourses
- Keep informed of current events as they pertain to American Foreign Policy (Students should also read at least one daily source of national and foreign news, looking in particular at global issues, such as *The New York Times, The Washington Post, The Financial Times,* or *The Wall Street Journal.* Many outlets offer free daily morning or evening briefings.)

REQUIRED READINGS

There is one required text in addition to other readings drawn from scholarly articles, podcasts, news sources and documentaries:

Jentleson, Bruse. 2013. *American Foreign Policy: The Dynamics of Choice in the 21st Century (Fifth Edition).* W. W. Norton & Company. ISBN: 978-0393919431.



I advise against using a prior version of the book. You may want to look beyond the bookstore to get a significant cheaper version of the book. All other assigned readings are either hyperlinked on the course roadmap (see below) or will be made available through webcourses@UCF/ Files. Course readings and assignments will expose students to an important cross-section of research on foreign policy, while also providing first-hand engagement with historical and contemporary foreign policy materials and issues. In-class lectures, discussions, and activities will complement these materials.

GRADING FORMULA

Assignment	Points	Due Date	✓
Academic Activity: Syllabus & Plagiarism Quiz	-	8-28, 11:59PM	
10% Exam I	10	9-24, 11:59PM	
10% Exam II	10	11-5, 11:59PM	
30% Discussion & Quizzes	30	Various	
30% Short Papers (each 10%, 3/7)	30	Various	
15% Op-Ed	15	12-4, 11:59PM	
5% Op-Ed Peer Reviews (2)	5	12-8, 11:59PM	
TOTAL	**100**		
Optional Exam III to replace Exam I, II or one Short Paper	10	12-10, 11:59PM	

- The following grade scale is applicable in this class: A: 100-94, A-: 93-90, B+: 89-87, B: 86-84, B-: 83-80, C+: 79-77, C: 76-74, C-: 73-70, D+: 69-67, D: 66-60, F: 59-0. Grades are rounded to the nearest integer (e.g., 79.4=79, 79.6=80). Despite rampant grade inflation in U.S. higher education, this course will not be curved.

1. EXAMS (20%)

There will be two exams, none of which will be comprehensive. The exams will be multiple choice, fill-in-the-blanks, and short answers. Exams will draw upon assigned readings and materials in the modules, discussions and quizzes. Be aware that you are responsible for information in the readings. Your study guides are the topics of the modules and content of the modules prior to the Exam. You can replace your grade of Exam I or II by taking the optional Exam III (comprehensive of all class material). If you decide to take Exam III, it MUST replace the lower grade of Exam I or II. Exam III option must also be used in case of absence during Exam I or II.

2. DISCUSSION & QUIZZES (30%)

Discussion posts and quizzes are a major part of this course due to its online format. Both will test your understanding of the material in the modules and readings. Specifically, the discussion will give you an opportunity to think critically about issues of foreign policy and discuss them with your peers. Cumulatively, there will be 11 discussions and quizzes. The lowest grade for each student will be dropped at the end of the semester (please note that the grade book will show this change only at the end of the semester). Discussion posts consist of (1) an initial post that addresses the discussion prompt that is due on Tuesdays and (2) a response post to a classmate that is due on Thursday. Quizzes are always due on Thursdays. Refer to each Module for more information.

I expect that students enrolled in this class have an active interest in American Foreign Policy and will actively engage in class discussions. While the initial weeks of class will be heavy on historical developments as we cover the 20th century, the remainder and majority of the course will rely on discussions and debates of modern case studies.

This class is a forum for personal growth, curious discussion, and lively intellectual debate. It is crucial that the spirit of discussion remains open, honest, and respectful even when we disagree. We will always be polite with each other and recognize that even those with whom we disagree have something to contribute to the conversation.

"Each of us is entitled to [our] own opinion, but not [our] own facts."
Attributed to Former Secretary of Defense James R. Schlesinger (1973)

3. SHORT PAPERS (30%)

Students are required to write 3 short papers throughout the semester. The themes of these papers

correspond with the week's topic in which they are assigned. To give students flexibility in planning their schedule, 7 short paper options are being made available throughout the semester (see syllabus). These papers are always due on their corresponding Fridays at 11:59PM. Each short paper should meet the following requirements:

- Form a cohesive, compelling essay that makes a clear argument addressing the question at hand
- Write no less than 750 and no more than 1000 words (footnotes, endnotes, and bibliography do not count towards word limit)
- Use a proper citations style
- Use direct quotes sparingly
- Include an introduction, a body with logical, well-supported examples for your argument, and a conclusion that is drawn from the evidence you present in the body of the essay
- Use at least 5 sources (they can come from the textbook, other required course readings, recommended readings, or external readings)
- If you use external sources, make sure they are credible

You can replace your grade of one Short Paper by taking the optional Exam III (not comprehensive). If you decide to take Exam III, it MUST replace either the lowest grade of your other Short Papers, Exam I, or Exam II.

4. OP-ED & EXTRA CREDIT (20%)

You will write one Op-Ed (15%) at the end of the semester. The format of this article will be different from other academic papers (and the short papers of this course) that students tend to write in college. You will receive more information on the format of this Op-Ed as well as outlets for publication in Week 12. Each student will be automatically assigned two other students for peer review (5%).

5. EXTRA CREDIT

Students will have the opportunity to earn extra credit points by submitting one additional short paper beyond the minimum requirement of 3 for a maximum of 5 points. Potential other extra credit opportunities (i.e. relevant speaker or career events, surveys, etc.) will be announced separately via Webcourses.

IMPORTANT NOTES

- Late submissions are not accepted. All deadlines are announced far in advance (see Course Roadmap, Assignments, and the Course Summary below). Please plan your schedule accordingly.
- All papers must be submitted as Word document electronically via Webcourses. Papers in other formats (i.e. *Pages*) will not be accepted.
- Make use of all available resources including, but not limited to, the writing center, the library, and my Zoom office hours.
- Do not wait until the week before the semester ends to realize you are struggling in this class. Know that new stuff is often challenging, but with enough time and hard work, this can be mastered.

ABSENCES

Non-submitted assignments can qualify to be excused with a written documentation include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips,

professional conferences), or University sponsored activities such as music performances, athletic competition, or debate. Please contact me if you are unsure whether something counts as such. If you miss Exam I or II due to absence, you may take Exam II to replace that grade.

EMAIL AND COMMUNICATION POLICY

My typical work hours are 8AM – 6PM Mo-Fr. During these regular workdays, I will respond to messages (via the course page on Webcourses) within 24 hours but typically do not respond after 6PM or on weekends and holidays. I will be available to meet with students via Zoom. Please message me for an appointment. Students are always welcome to come discuss class material, assignments, their overall performance in class, or any other concerns they may have. To facilitate conducting business via web courses, please be sure to write your messages professionally and include all relevant information.
All students are responsible to follow my announcements on Webcourses that will keep them updated about the course. All email notifications should be turned on.

ACADEMIC INTEGRITY, PLAGIARISM, AND CHEATING

All work submitted in this course must be original work products. Recycling or reusing papers prepared for other courses, in whole or part, is not permitted. All paper submissions will go through Turnitin and Exams will be using ProctorHub.

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without written permission from the instructor.
7. Helping another violate academic behavior standards.
8.

Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule and Academic Integrity website. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct.
If you are caught cheating or you submit plagiarized work, you will Receive an F on the assignment and an official report will be made to the Office of Student Conduct.
Additional penalties can be suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z.

TITLE IX - NO DISCRIMINATION POLICY

Title IX is a federal law that prohibits discrimination based on the sex (gender) of Employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence. Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the. University's Title IX Coordinator and visit the Let's Be Clear website.

DIVERSITY AND INCLUSION STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UCF records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- I am still in the process of learning about diverse perspectives and identities. If something was said in a discussion forum (by anyone) that made you feel uncomfortable, please talk to me about it. (Anonymous feedback is always an option by contacting other faculty members).

RELIGIOUS OBSERVANCES

Students must notify me in advance if they intend to miss an assignment for a religious observance. However, if you miss Exam I or II, you can replace it with Exam III.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

COURSE 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.

This syllabus is subject to change throughout the semester. I will notify all students of any changes.

OVERVIEW OF THE COURSE SCHEDULE:

Week	**Topic**	**Assignments**	**Due Dates**
Week 1	Introduction	Academic Engagement Quiz Introduction Post	8/28 at 11:59PM 8/28 at 11:59PM
Week 2	The Strategic Context	Quiz 1 Short Paper Option 1	9/3 at 11:59PM 9/4 at 11:59PM
Week 3	The Domestic Context	Discussion 1	Initial Post: 9/8 at 11:59PM Response: 9/10 at 11:59PM
Week 4	The Historical Context	Quiz 2 Short Paper Option 2	9/17 at 11:59PM 9/18 at 11:59PM
Week 5	The New Context	Exam 1	9/24 at 11:59PM
Week 6	Asia	Discussion 2 Short Paper Option 3	I: 9/29 at 11:59PM R: 10/1 at 11:59PM 10/2 at 11:59PM
Week 7	Europe	Quiz 3 Short Paper Option 4	10/8 at 11:59PM 10/9 at 11:59PM
Week 8	Middle East I	Discussion 3	I: 10/13 at 11:59PM R: 10/15 at 11:59PM
Week 9	Middle East II	Quiz 4 Short Paper Option 5	10/22 at 11:59PM 10/23 at 11:59PM
Week 10	The Americas	Discussion 4	I: 10/27 at 11:59PM R: 10/29 at 11:59PM
Week 11	Russia	Exam 2 Short Paper Option 6	11/5 at 11:59PM 11/6 at 11:59PM
Week 12	Election Week	Discussion 5	I: 11/10 at 11:59PM R: 11/12 at 11:59PM
Week 13	Africa	Quiz 5 Short Paper Option 7	11/19 at 11:59PM 11/20 at 11:59PM

Week 14	Transnational Issues I	Happy Thanksgiving	
Week 15	Transnational Issues II	Discussion 6 Op-Ed	I: 12/1 at 11:59PM R: 12/3 at 11:59PM 12/4 at 11:59PM
Week 16	Final Exam Week	Peer-Review of Op-Eds Optional Exam III	12/8 at 11:59PM 12/10 at 11:59PM

All required information, readings and additional details for each assignment are included in the Module for each week in Webcourses.

COURSE ROADMAP

PART I – U.S. FOREIGN POLICY: THEORY & HISTORY

PART II: COLD WAR & POST COLD WAR LEGACY

PART III: CONTEMPORARY CASES