INR 6108: Seminar in American Foreign Policy

Course is Online Only

University Course Catalog Description. Domestic and international factors influencing the development of selected foreign policy issues..

Course Overview. To understand American foreign policy, its behaviors in world politics and the motivations behind these behaviors.

Learning Outcomes. Achieve an accurate and in-depth understanding of American foreign policy, including the diversity of views seeking to explain it and the comparative historical veracities of these views. Students will be able to think originally, logically, and knowledgeably about U.S. foreign policy and its role in the world, and have the skills to research and write about it. Students will develop their on line presentation skills**.**

Credits: 3
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3

Class Meets: Online Course.

Instructor: Dr. Michael Mousseau. **Learn How I Travel Through Time and Space!**

Office Hours: Office hours are on line and open-ended. Appointments available on Zoom upon request.

Communications: Email me at Michael.Mousseau@ucf.edu. I normally respond within 24 hours. Please communicate from your UCF knights email account. For any questions that are relevant for the whole class, I encourage using the **Course Discussion Page**.

Books Recommended to Purchase or Rent (most chapters are assigned):

- Colin D. Moore. *American Imperialism and the State, 1893–1921*. Cambridge University Press, 2017.
- Ed Conway. *The Summit Bretton Woods 1944: J. M. Keynes and the Reshaping of the Global Economy*. Pegasus Books. 2015.
- Rachel Bronson. *Thicker Than Oil: America's Uneasy Partnership with Saudi Arabia*. Oxford University Press, 2008.
- Stephen M. Walt. *The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of U.S. Primacy*. Farrar, Straus, and Giroux, 2018.

Supplemental Texts (only a chapter or three are assigned):

- Stephen Kinzer, *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. Times Books, 2006.
- George F. Kennan. *American Diplomacy*. Sixtieth-Anniversary Expanded Edition. University of Chicago Press, 2012.
- Dean Acheson, *Present at the Creation: A Life in the Cold War*. Oxford University Press, 2009.
- John J. Mearsheimer, *The Tragedy of Great Power Politics*. W. W. Norton, 2001.
- Daniel Yergin, *The Prize: The Epic Quest for Oil, Money, and Power*. Free Press, 2008.
- James M. McCormick, *The Domestic Sources of American Foreign Policy: Insights and Evidence* 6th Edition. Rowan and Littlefield, 2012.

Academic Activity Quiz to be completed by the first **Friday of the semester before 11:59pm**

Evaluation

- 9 Short Essays (one for each module), 45%
- Participation, 27%
- Course Paper, 22%
- Book Review, 6%

Module Essays

Each module will open with one or more prompt questions. After you have read the materials, write two short essays seeking to answer two or more of the prompts. The maximum size of each essay is 500 words.

Submit your two essays to your peers on the Module chat no later than 11:59pm on the Sunday before the module discussion is due. Your peers then have a chance to offer constructive criticisms, ask questions, etc., until the chat closes 48 hours later on Tuesday at 11:59pm. Your task then is to select what appears to be the stronger essay and revise it for submission 72 hours later on Friday at 11:59pm. During this time you are expected to substantially revise your essay drawing heavily on your peers' feedback. For each module, you cannot see other students' submissions until you have submitted your first essay. For your second essay you should be careful not to duplicate other submissions.

Modules open at least one week prior to the participation due date. Thus, for each module:

- Opens in a Wednesday
- The two essays are due the following Sunday at 11:59pm

- From Monday to Tuesday at 11:59pm everyone has 48 hours to contribute constructive criticisms of the essays
- One Friday at 11:59pm the student submits the module essay

Participation

For each module students make a minimum of five constructive criticisms of their peers' essays (or in the last week of the seminar, their peers' paper presentations). Try to spread your feedback around two or more of your peers.

Your grade is assessed according to originality and quality of participation, with consideration also of quantity and timeliness. Good feedback is clear, persuasive, helpful, and demonstrates a firm grasp of the material.

Students can begin participating as soon as they have access to the submitted essays. Essays are due on Sundays and modules close on Tuesdays, so the most reliable period to participate is the 48 hours between Sunday at 11:59pm and Tuesday at 11:59 pm.

Course Paper

Why Does the U.S. Act as it Does? Develop what you think and support it with additional research. What you think may be one of the arguments discussed in class, or an argument in the literature not discussed in class. Do not develop your own theory of U.S. foreign policy. Make your thesis convincing by addressing counter-arguments in the literature covered in class. If a theoretically-driven paper is new to you, the articles in the journal *International Security* in module 9 can serve as model styles (though please use the parenthetical citation style). Paper should be revised after feed back from peers in the last week of seminar. Expected length: 2,500 to 5,000 words.

Book Review

Select a book on U.S. foreign policy published in the last five years that is not a textbook. Write a book review no longer than 1000 words. Book reviews summarize the content of a book while critiquing it. Reviews can be negative, positive, or a little of both. Examples can be found in any disciplinary political science journal.

Paper Presentation

Present a 3-5 minute video of your paper to your peers. Narrate a Powerpoint and convert it to video. See technical instructions for the conversion here (Links to an external site.).

Course Policies

Late Paper Policy: 1% drop in grade for every hour late. If for some technical reason you find that you cannot submit, you can keep a record of your time of completion by (in Word) going to "file" and then "info". Take a picture of the time of the last modification of your document, and I can use that as your submission time

Make-up Policy: Since this is an online course and anything can be submitted before the due dates, late submissions are not allowed except with extremely unusual circumstances.

Letter/Grade Equivalencies:

94	-	100	A
90	-	94	A-
87	-	90	B+
84	-	87	B
80	-	84	B-
77	-	80	C+
74	-	77	C
70	-	74	C-
67	-	70	D+
64	-	67	D
61	-	64	D-
0	-	61	F

Curve Policy: There is no curve.

Method of Grade Reporting: Webcourses@UCF.

Final exam date: No Final Exam.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

****Note: Improper citation indicates plagiarism and can result in a zero grade.** Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guideLinks to an external site..

2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813Links to an external site.. And, free software that helps you manage citations for various styles are found here: http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/Links to an external site..

UCF Official Syllabus Addendum

This section contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

Academic Integrity. The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://www.academicintegrity.org/icai/assets/FVProject.pdf (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)+> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, 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. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/Links to an external site..

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording. Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Course Accessibility Statement. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons, 7F, Room 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.

Campus Safety Statement. Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site. (click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students. If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances