

# POLS 445-03: AMERICAN FOREIGN POLICY

Fall 2019 semester

MWF 9:00-9:50 in Carnell Learning Center 354

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Professor: Dr. Lucas McMillan  
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Office Hours: Monday, Wednesday, and Friday, 9:50-10:50, or by appointment

*I am very happy to make appointments, either set up with me or by contacting my assistant, Ms. Donna Knight, at 388-8176 or [dknight@lander.edu](mailto:dknight@lander.edu). Feel free to ask me questions about assignments and expectations. Students should bring the syllabus, readings, and notes to each class. If you want to learn more about me, you're welcome to check out my [faculty website](#).*



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## **COURSE DESCRIPTION**

This course provides description and analysis of American foreign policy. The primary focus is upon the debate over how the U.S. government and American people should relate to governments and peoples in the rest of the world, including both the developed and developing worlds. The course includes how foreign policy is made—including the roles of the president, Congress, and public opinion—as well as how to conduct analysis of current events and evaluate foreign policy problems.

*\*fulfills global issues/non-western studies general education requirement*

## **RATIONALE FOR THE COURSE**

You may be taking this course for one of four reasons:

- as a core course for the major in political science
- as a course for the minor in political science or international studies
- to complete the three hour General Education requirement in global issues
- to learn about American foreign policy, engage as a citizen, and/or develop your personal orientation toward politics.

This course is part of Lander's General Education program, designed to expose you to a wide variety of course content. The goals are for you to develop:

- university-level knowledge and comprehension shown specifically through identifying key officials, individuals, groups, organizations, and/or events in the making of American foreign policy; understanding foreign policy decision-making theories; and recognizing important chronology of events in American foreign policy.
- the ability to apply the information to specific situations and policy problems;
- the ability to analyze the information in comparative situations; and,
- the ability to communicate effectively and appropriately about the information.

## **COURSE OBJECTIVES**

After taking this course, you will be able to:

- *Describe* the history and basic facts about American foreign policy.
- *Explain* and *understand* the forces and political processes that form foreign policy.
- *Apply* current events to the concepts and ideas developed in the course.
- *Evaluate* critical problems and propose policy directions for the future.

*The mission of the Department of Government, Criminology, & Sociology is to inspire scholarship, citizenship, advocacy, and productive careers. The mission and vision of the College of Behavioral and Social Sciences is [here](#).*

## LANDER UNIVERSITY POLICIES

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### **STUDENTS' CLASSROOM RESPONSIBILITIES:**

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

**CELL PHONE POLICY:** Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

**ACADEMIC HONOR CODE AND PLAGIARISM:** Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

**STUDENTS WITH DISABILITIES:** If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review requests for accommodation so that both parties can be clear.*

**INCLEMENT WEATHER:** I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

**DISCRIMINATION AND TITLE IX STATEMENT:** It is the policy of Lander University to prohibit illegal discrimination on the basis of sex, gender, age, color, disability, national origin, race, pregnancy, religion, veteran’s status, and genetic information in regard to the administration of all campus programs, services, and activities including athletics, admission, employment, and/or other sponsored activities and programs.

- I. Students who believe they have been harassed, discriminated against, or involved in sexual misconduct should contact the primary Title IX Coordinator (864-388-8055) or the Deputy Title IX Coordinator for Students (864-388-8905). The assigned coordinator will provide details specific to filing a complaint, accessing campus resources/support services, and obtaining confidential counseling services.
- II. Consistent with the requirements as set forth by law, faculty and staff are legally obligated to share information with the University’s Title IX Coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed. These disclosures include, but are not limited to, reports of sexual harassment, sexual assault, intimate partner violence, and stalking. *\*Counselors and nurses in the Wellness Center are exempt from this requirement.*
- III. Please refer to the Lander University website for full policy disclosure, coordinator contact information, and access to the complaint form at <https://www.lander.edu/about/title-ix>

## SPECIFIC COURSE INFORMATION

### **REQUIRED READINGS**

- All assigned articles, book chapters, and essays posted on [Blackboard](#), on reserve in the [Jackson Library](#), or sent to student’s e-mail accounts.
- Regular reading of [The Washington Post](#), [The New York Times](#), or another national news source that covers the foreign policy process and analysis of it.

### **GRADING**

- |   |     |
|---|-----|
| ▪ 5 Online Quizzes on Blackboard                                      | 10% |
| ▪ Mid-Term Exam   | 15% |
| ▪ General Participation, particularly on Discussion days              | 10% |
| ▪ Report on Your Role Paper   | 20% |
| ▪ Participation in 2 NSC Simulations (choose 1, 1 is your major role) | 10% |
| ▪ 2 Post-Simulation Papers (choose 1, 1 is your major role)           | 10% |
| ▪ Final Exam  | 25% |

You are graded on the level of understanding they demonstrate. In all written assignments, you should answer questions completely, providing facts and evidence, and constructing sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

- |            |           |                            |
|------------|-----------|----------------------------|
| ▪ <b>A</b> | 90-100%   | excellent understanding    |
| ▪ <b>B</b> | 80-89%    | good understanding         |
| ▪ <b>C</b> | 70-79%    | satisfactory understanding |
| ▪ <b>D</b> | 60-69%    | poor understanding         |
| ▪ <b>F</b> | below 60% | marginal understanding     |

### **ASSIGNMENTS**

Five **online quizzes** will be given on [Blackboard](#) under the *Quizzes* tab. These will usually consist of five questions covering main topics from assigned readings or class discussions and lectures from the previous week. If you miss a quiz, a grade of zero is given.

A **mid-term exam** and a **final exam** will consist of some multiple-choice questions, but primarily be composed of short answer and essay-style questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. Everyone is required to take the Final Exam.

**Assignments related to 3 simulations of the National Security Council (NSC):**

There are two types of writing assignments: a *Report on Your Role Paper* (research paper) and two *Post-Simulation Papers* (reflection and analysis papers).

The ***Report on Your Role*** of 6-8 pages of double-spaced text and a separate References page aims to get you familiar with your assigned role during NSC simulations. You will be asked to take on the role of Cabinet-level officials such as the Secretary of State and Secretary of Defense. Information describing your role must include (a) background and experience needed (b) education needed (c) political beliefs that might matter (d) institutional roles within government and the NSC system (e) relationships with other key NSC members and the President (f) other needed information helping to determine your individual's perceptions. The paper must also profile one occupant of the position (your choice) as well as one foreign policy crisis that the individual dealt with while in this particular position.

*You will rank-order your choices between 8 possible NSC positions, and I will assign you a position that will determine this paper.*

In ***two Post-Simulation Papers***, you will describe what happened during the actual simulation in order to evaluate their own performance, group dynamics, and the performance of others. These papers are 3-4 pages of text each. *One of these papers must be a simulation in which you played a major role* as the Cabinet-level official. This assignment is an analytical exercise because you will have to assess how you interacted with others while simulating government officials.

*I will assign you to serve as a major player in one simulation and as a minor player in the other two. As an example, if you are the Secretary of State, then you are that position in one simulation and a Deputy Secretary of Assistant Secretary during the other two simulations.*

***Participation in NSC simulations*** is based upon a rubric that measures your professionalism, oral communication skills, and ability to integrate relevant course content and utilize materials to decipher the best policy advice for the President. In other words, you will be graded on their ability to convince the President to make a certain policy choice. Specifically, the participation rubric measures attire, enthusiasm and role-playing, oral communication skills, eye contact and posture, content, and audience participation (how the individual relates to other participants). This is a very important ingredient to the course, so you should always take the simulations and role-playing seriously.

*Your participation is most important when you are a major player.*

***Detailed information about these assignments, such as format details (style, APA citation details) will be provided in class and shared on Blackboard.*** You should use [Lander's Writing Center](#) in LC 347 for assistance with papers and its tutors can help proofread your paper. The Center has a copy of the assignments.

**CLASS PARTICIPATION & COURSE EXPECTATIONS:**

You are expected to be present for all classes and to complete assigned readings prior to class meetings. You should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. Since the course aims to be a *seminar-style*

*class*, it is vital that you actively engage in class discussions because it will help you and others better understand course material.

I prefer to keep this class very interactive, although I will sometimes provide lectures. I encourage you to ask questions about anything I say, particularly if you want to know more about a specific topic. Statements of opinion will be subjected to examination of the facts and evidence by the class and me. In the past, students have led me to focus more on contemporary events in foreign policy, brought new information to share with everyone, and made other contributions that better link course topics and theories with policy and practice.

This course assumes that you have basic understanding of U.S. government institutions and politics. *If you have not taken **POLS 101: American National Government**, please see me immediately to get recommendations for catching up with supplementary readings.*

You are also expected to keep up with major U.S. foreign policy events through regular reading of [The New York Times](#) or [The Washington Post](#). Other sources are strongly encouraged such as (a) watching a news program, (b) reading news magazines, and/or (c) listening to [National Public Radio \(NPR\)](#). For a global perspective, I recommend [BBC News](#) or [The Economist](#). Other foreign policy resources are available online and at the [Jackson Library](#). I will send e-mails to students' Lander e-mail accounts with reminders about assignments and suggested articles to read, so students should check [Blackboard](#) and their Lander e-mail accounts *regularly*.

### **ATTENDANCE**

- Class begins promptly at 9am. You are accountable for all learning that takes place. Unless authorized by me, you are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 6 classes, you are penalized by a loss of two points off your final grade with each absence thereafter. *You are responsible for keeping up with your absences.*
- If you engage in behavior disruptive to the learning process, you will be asked to leave the classroom. Depending upon the nature of the offense, you may be required to see a member of the Student Affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in you being counted *absent*.
- If you have two absences or less, you may drop your two lowest quiz grades.

### **LATE POLICY & MAKE-UP ASSIGNMENTS:**

- You are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by me or (2) an extraordinary circumstance such as an illness or family emergency. You should make every effort to inform me about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with you, and the decision to give a make-up exam or accept a late assignment is within my discretion.
- Written assignments will typically be collected in class after the role is called.

**SPECIAL EVENTS & SPEAKERS:** The College of Behavioral & Social Sciences sponsors events that are connected to politics and international affairs from time to time, so I will make the class aware of them and *may* offer *extra credit* points for response papers.

### **MY TEACHING PHILOSOPHY**

American foreign policy is a fascinating subject constantly in the news, but not always adequately understood. An appreciation for its history and knowledge about the actors and

processes involved will build a greater understanding for what foreign policy is and how it works. We will confront foreign policy's challenges and controversies. Therefore, I seek to create an environment in which all students rigorously examine the readings and apply current events to course topics.

While reading assigned material, you should constantly ask these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain complex material and raise questions to consider, but I hope you will generously participate in discussions to provide new insights about how foreign policy works and why various decisions are reached. Active learning can increase our interest and understanding of foreign policy. With class discussions and an NSC simulation, I hope you will leave the course with the ability to think critically about the challenges faced by policymakers and apply course concepts to make policy assessments.

### **IMPORTANT DATES TO REMEMBER**

- |                                     |  |
|-------------------------------------|--|
| ▪ Quizzes                           | To be announced in class & on Bb                 |
| ▪ Mid-Term Exam                     | Sept. 27   |
| ▪ Report on Your Role Paper due     | Oct. 7   |
| ▪ Discussion & Post-Simulation Days | Sept. 4 & 25; Oct. 4, 7, & 25; Nov. 1, 11, & 22  |
| ▪ NSC Simulation Days               | Oct. 21 & 23; Oct. 28 & 30; Nov. 15, 18, & 20    |
| ▪ Post-Simulation Papers due        | Oct. 25, Nov. 4, and Nov. 25 ( <i>choose 2</i> ) |
| ▪ Final Exam                        | Thursday, Dec. 4, 8:00-10:00am                   |

### **COURSE SCHEDULE** *\*Subject to change with prior notice by the professor.*

(Bb) = posted on [Blackboard](#)

*The Course Schedule gives an overview of topics we will consider and all assigned readings. You are expected to have read assigned material and bring questions and examples of how current events relate to the course. Students are divided into **two reading groups**, Groups A and B noted as **(A)** and **(B)** on the schedule below.*

*Simulation readings will include memos, letters, and intelligence reports made up by me for the purposes of analytical exercises to simulate foreign policy decision-making.*

#### **Week 1: Course Introduction and Thinking Analytically about Foreign Policy**

- Aug. 19      **Syllabus Overview and Introduction to the Course**  
 Rosati & Scott - Chapter 1: The Politics of U.S. Foreign Policy, 2-12  
 PPT slides
- Aug. 21      **The Global Environment: Not just Nation-States**  
 Mathews, Jessica T. 1997. "Power Shift: The Rise of Global Civil Society." *Foreign Affairs*. Vol. 76 (January/February). 50-66. (Bb)  
 Gerson, Michael. 2008. "America's Power Paradox." *The Washington Post*. April 25. (Bb) [[Web](#)]  
 Scruton, Roger. 2017. "The Case for Nations." *The Wall Street Journal*. June 3. C1. (Bb)

- Friedman, Thomas L.. 2008. "Imbalances of Power." *The New York Times*.  
 May 21. (Bb) [[Web](#)] (A)  
 Friedman, Thomas L. 2011. "Tribes With Flags." *The New York Times*, Mar. 23.  
 A27. (Bb) (B)

- Aug. 23 **Within the Nation-State: Not Just National Government Officials**  
 Neack, Laura. 2008. "The New Foreign Policy" In *The New Foreign Policy: Power Seeking in a Globalized Era*. 2nd ed. Lanham: Rowman and Littlefield. 6-12. (Bb)  
 McMillan, Samuel Lucas. 2012. "Conclusions and Future Research" In *The Involvement of State Governments in U.S. Foreign Relations*. New York: Palgrave Macmillan. 187-201. (Bb)

**Week 2: The American Presidency**

- Aug. 26 **Presidential Power over Foreign Policy grows since the 1960s**  
 Rosati & Scott - Chapter 3: Presidential Power and Leadership, 56-93  
 PPT slides on Presidential Power

- Aug. 28 **National Security Council and National Security Adviser**  
 Rothkopf, David J. 2005. "Inside the Committee that Runs the World." *Foreign Policy* (March/April), 30-40. [[Web](#)] (Bb)

Recommended:

Daalder, Ivo H., and I.M. Destler. 2009. "In the Shadow of the Oval Office: The Next National Security Adviser." *Foreign Affairs*. 88(1): 114-130. [[Web](#)] (Bb)

- Aug. 30 *Class is online (Dr. McMillan is at a foundation meeting)*

- National Security Council and National Security Adviser**  
 Rosati & Scott - Chapter 4: The Bureaucracy, Presidential Management and the National Security Council, 95-125 (Bb)  
 PPT slides on the NSC and Presidential Power  
 Rosen, Jeffrey. 2016. "The Over-Inflated Presidency." *The Wall Street Journal*. Dec. 17. C1. (Bb) (A)  
 Goldgeier, James, and Elizabeth N. Saunders. 2018. "The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump." *Foreign Affairs*. 97(5): 144-156. (Bb) (B)

**Week 3: Presidential Power and the State Department**

- Sept. 2 Labor Day – no classes

- Sept. 4 **Discussion:** *What are the pros and cons of presidents having more control over American foreign policy?*

- Sept. 6 **The State Department**  
 PPT slides on the State Department  
 Burns, William J. 2019. "Prologue" In *The Back Channel: A Memoir of American Diplomacy and the Case for its Renewal*. New York: Random House. 3-13. (Bb)

**Week 4: The Departments of State and Defense**

Sept. 9 **Diplomacy: Classic, Contemporary, and Messy**

Burns, William J. 2019. "Apprenticeship: The Education of a Diplomat" In *The Back Channel: A Memoir of American Diplomacy and the Case for its Renewal*. New York: Random House. 15-42. (Bb)

Sept. 11 **Diplomacy in a Globalized World**

Burns, William J. 2019. "Pivotal Power: Restoring America's Tool of First Resort" In *The Back Channel: A Memoir of American Diplomacy and the Case for its Renewal*. New York: Random House. 388-423. (Bb)

Sept. 13 **The Pentagon**

PPT slides on the U.S. Department of Defense

**Week 5: The Pentagon and the Intelligence Community**

Sept. 16 **Debates on how to use the U.S. Military**

Flournoy, Michele, and Janine Davidson. 2012. "Obama's New Global Posture: The Logic of U.S. Foreign Deployments." *Foreign Affairs*. 91(4): 54-63. (Bb)

Sept. 18 **The Revolution in Military Affairs and Drones**

Kreps, Sarah, and Micah Zenko. 2014. "The Next Drone Wars: Preparing for Proliferation." *Foreign Affairs*. 93(2): 68-79. (Bb)

Sept. 20 **The Intelligence Community**

Ignatius, David. 2011. "The Blurring of CIA and Military." *The Washington Post*, June 1. (Bb) [[Web](#)]

PPT slides on the U.S. Intelligence Community

Gellman, Barton. 2013. "NSA Broke Privacy Rules Thousands of Times Per Year, Audit Finds." *The Washington Post*. Aug. 15. A1. (Bb) [[Web](#)]

**Week 6: The National Security State**

Sept. 23 **Intelligence Agencies, the Pentagon, Congress, and Secrecy**

Divoll, Vicki. 2009. "Congress's Torture Bubble." *The New York Times*, May 13. A31. (Bb) [[Web](#)]

Coll, Steve. 2012. "Our Secret American Security State." *The New York Review of Books*. Feb. 9. (Bb)

Sept. 25 **Discussion:** *What are the connections between the Pentagon and the intelligence community? How has this contributed to the decline of the State Department?*

Review for the Mid-Term Exam

Sept. 27 **Mid-Term Exam**

**Week 7: Decision-Making Theories**

Sept. 30 **Decision-Making Theories and Policy-Making Models**

Rosati, Jerel A. and James M. Scott. 2013. "Decisionmaking Theory and Foreign Policymaking" In *The Politics of United States Foreign Policy*. 5th ed. Belmont, CA: Cengage Learning. 259-289. (Bb)

PPT slides on Decision-Making Theories



Oct. 2 **Dynamics of Decision-Making**  
Allison, Graham. 2012. "The Cuban Missile Crisis at 50: Lessons for U.S. Foreign Policy Today." *Foreign Affairs*. 91(4): 11-16. (Bb) (A)

Oct. 4 **Dynamics of Decision-Making**  
Kahneman, Daniel, and Jonathan Renshon. 2007. "Why Hawks Win." *Foreign Policy*. 158 (Jan/Feb): 34-38. (Bb) (B)  
**Discussion:** What are the pros and cons of each decision-making theory and each policy-making model? Which ones do you think are mostly likely used and why?

**Week 8: Contemporary Foreign Policy, Public Opinion, and the Media**

Oct. 7 **Discussion:** Given what we now have learned, how do we explain the foreign policy of the Trump presidency? What decision-making and policy-making models are used? What parts of government are strong? Which parts are weak?

**\*\*\*Report on Your Role papers due** (in class and on Bb)

Oct. 9 **Public Opinion and the Media**  
Neack, Laura. 2008. "Public Opinion and Media" In *The New Foreign Policy: Power Seeking in a Globalized Era*. 2nd ed. Lanham: Rowman and Littlefield. 111-128. (Bb)

Oct. 11 **Public Opinion and the Media**  
Kristof, Nicholas D. 2005. "Mr. Bush, Take a Look at MTV." *The New York Times*. April 17. (Bb) [Web]  
Beehner, Lionel. 2008. "Send in the Stars: Effective Diplomacy Doesn't Have to Originate at the State Department." *USA Today*. Jan. 30. (Bb) [Web]  
[Pew Research Center: Journalism and Media](#) (students choose reports to read)

**Week 9: Economic Policy, Lobbies, and Think Tanks**

Oct. 14 Fall Break – no classes

Oct. 16 **Foreign Economic Policy, particularly Trade Policy**  
McCormick, James M. 2005. "Office of the U.S. Trade Representative." in *American Foreign Policy and Process*. 4th ed. (Belmont, CA: Thomson Wadsworth), 368-371. (Bb)  
[Council on Foreign Relations, Trade website](#)  
PPT slides on Foreign Economic Policy

Oct. 18 **Lobbies, Interest Groups, the "Revolving Door"**  
PPT slides on Interest Groups, Lobbies, and Think Tanks  
[Council on Foreign Relations](#) – browse their issues and topics  
The George Washington University, "[Career Field: Think Tanks and Research Centers](#)" (browse this website) (A)  
Ho, Catherine. 2015. "A Year After Rocky Merger, Patton Boggs Aims to Reestablish Dominance." *The Washington Post*. July 12. (Bb) [Web] (B)

**Week 10: Africa, Dirty Wars, and Humanitarian Disasters**

Oct. 21 **Simulation #1: Africa, Humanitarian Disasters, and Warfare**  
**Meet in ITS Conference Room, bottom floor of Jackson Library**

Gettleman, Jeffrey. 2012. "Africa's Dirty Wars." *The New York Review of Books*. Mar. 8. (BB) [[Web](#)]  
 Walker, Andrew. 2012. "What is Boko Haram?" *The United States Institute of Peace Special Report*. Special Report 308. May 30. 1-16. (BB) [[Web](#)]  
 \*\*\*Simulation-related readings

Oct. 23 **Simulation #1 continues**  
**Meet in LC 360 Conference Room**

\*\*\*Simulation-related readings

Oct. 25 **Post-Simulation De-Briefing and Evaluation on Simulation #1**

\*\*\***Post-Simulation Papers due**

**Week 11: Afghanistan & Pakistan; Congress in U.S. Foreign Policy-Making**

Oct. 28 **Simulation #2: Afghanistan & Pakistan: Public Health & Terrorism**  
**Meet in ITS Conference Room, bottom floor of Jackson Library**

Baker, Aryn. 2011. "Frenemies: Why We're Stuck With Pakistan." *Time*. May 12. 36-42. (BB) [[Web](#)]  
 Packer, George. 2019. "The Longest Wars: Richard Holbrooke and the Decline of American Power." *Foreign Affairs* (May/June): 46-68. (Bb)  
 \*\*\*Simulation-related readings

Oct. 30 **Simulation #2 continues**  
**Meet in LC 360 Conference Room**

Selected readings from the Council on Foreign Relations, Public Health Threats and Pandemics [[Web](#)]  
 \*\*\*Simulation-related readings

Nov. 1 **Post-Simulation De-Briefing and Evaluation on Simulation #2**

**Week 12: Congress and Foreign Policy; Continuity & Change in the Middle East**

Nov. 4 **Congress and American Foreign Policy**

PPT slides on Congress and Foreign Policy  
 Savage, Charlie. 2011. "Libya Effort is Called Violation of War Act." *The New York Times*, May 26. A8. (Bb) [[Web](#)]  
 Savage, Charlie. 2011. "2 Top Lawyers Lose Argument on War Power." *The New York Times*, June 18. A1. (Bb) [[Web](#)]  
 Will, George F. 2013. "A Bipartisan Abdication." *The Washington Post*, March 27. (Bb) [[Web](#)] (A)  
 DeBonis, Mike. 2015. "Congress Turns Away from Post-9/11 Law, Retooling U.S. Surveillance Powers." *The Washington Post*. June 2. (Bb) [[Web](#)] (B)

\*\*\***Post-Simulation Papers due**

Nov. 6 *Class is online (Dr. McMillan is at a state agency meeting)*

**Overview of the Middle East**

PPT slides about the Middle East

*The Economist*. 2016. "The Clash Within a Civilization." May 14. [Web]

This special report on the Middle East has several parts...read them all.

--"The Clash Within a Civilization" [Web]

--"Unintended Consequences"

--"Mamluks and Maliks"

--"Black gold, White gold"

--"The New Strife"

--"Which Islam?"

Nov. 8

**The Middle East Today**

*The Economist*. 2016. "The Clash Within a Civilization." May 14. [Web]

This special report on the Middle East has several parts...read them all.

--"From Beirut to Baghdad"

--"Israel's Villa in the Jungle"

--"What is the Arabic for Democracy?"

Laub, Zachary. 2017. "What to watch for in Post-ISIS Iraq and Syria." Council on Foreign Relations. Oct. 19. [Web]

**Week 13: The Middle East; National Security Policy, and Grand Strategy**

Nov. 11

**Discussion:** *Who or what are the Middle East's major actors, political narratives, economic system(s), and demographics? How would you rank-order the challenges that U.S. foreign policy has in the region?*

Nov. 13

**Intelligence and National Security**

Zenko, Micah, and Michael A. Cohen. 2012. "Clear and Present Safety: The United States is More Secure than Washington Thinks." *Foreign Affairs*. 91(2): 79-93.

Nov. 15

**Simulation #3: China, U.S. Trade Policy, and American Grand Strategy**  
**Meet in ITS Conference Room, bottom floor of Jackson Library**

Hart, James E. and Mark Owen Lombardi, eds. 2009. "Issue 20: Will China be the Next Superpower?" in *Taking Sides: Clashing Views on Global Issues*. 5th ed. Boston: McGraw-Hill. 377-388. (BB)

Yardley, Jim. 2008. "After 30 Years, Economic Perils on China's Path." *The New York Times*. Dec. 19. A1. (BB) [Web]

**Week 14: China's Role in the World; U.S.-Chinese Relations**

Nov. 18

**Simulation #3** continues

**Meet in ITS Conference Room, bottom floor of Jackson Library**

Ignatius, David. 2013. "A Power Test for the U.S. and China." *The Washington Post*. May 31. (BB) [Web]

Zakaria, Fareed. 2013. "China is Not the World's Other Superpower." *The Washington Post*. June 5. (BB) [Web]

Den Boer, Andrea and Valerie M. Hudson. 2014. "The Security Risks of China's Abnormal Demographics." *The Washington Post*. April 30. (BB) [Web]

\*\*\*Simulation-related readings

Nov. 20 **Simulation #3** continues  
**Meet in LC 360 Conference Room**

Cohen, Jerome A. 2019. "The Crisis in Hong Kong: What to Know." Council on Foreign Relations. Aug. 13. [[Web](#)]  
\*\*\*Simulation-related readings

Nov. 22 **Post-Simulation De-Briefing and Evaluation on Simulation #3**

**Week 15: Power Politics of today's Global Environment**

Nov. 25 **American Power in the World**

Keohane, Robert O. 2012. "Hegemony and After: Knowns and Unknowns in the Debate Over Decline." *Foreign Affairs*. 91(4): 114-118.

\*\*\***Post-Simulation Papers due**

Nov. 27 Thanksgiving Holidays — *no classes*

Nov. 29 Thanksgiving Holidays — *no classes*

**Week 16: Course Themes and the Future of U.S. Foreign Policy**

Dec. 2 Evaluating the Trump Presidency; U.S. Interests in the World; What's Next for American Foreign Policy? What will American foreign policy be in the future?  
Kissinger, Henry A. 2008. "The Three Revolutions." *The Washington Post*. April 7. (Bb) [[Web](#)]

Final Exam review

Dec. 3 **Reading Day**

Dec. 4 **Final Exam** (*held from 8:00-10:00am*)