

# POLS 445-06: AMERICAN FOREIGN POLICY

Fall 2020

Tuesdays and Thursdays, 11:00-12:15 in LC 372 and online

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**Office Hours:** Tuesdays 1:45-3:15pm and by appointment in MS Teams, Bb Collaborate, or by phone

*I am happy to make appointments to talk. You should always feel free to ask me questions about assignments and expectations. If you want to learn more about me, check out my [faculty website](#).*



## COURSE DESCRIPTION

This course provides description and analysis of American foreign policy. The primary focus is upon how foreign policy is made, including the roles of the president, executive departments, Congress, intelligence community, public opinion, and the media. The course includes coverage of diplomatic, military, and foreign economic policy tools, and encourages evaluation of America's role in the world. Junior/senior status recommended. Prerequisite: C or better in POLS 103. *Three credit hours.*

## RATIONALE FOR THE COURSE

You may be taking this course for one or more of these reasons:

- as a core course for the major in international studies or political science
- as a course for the minor in homeland security, international studies, or political science
- to learn about foreign policy, engage as a citizen, and/or develop your personal orientation toward politics.

## 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.

## HOW THIS COURSE WILL WORK

- The course will meet each Tuesday and Thursday from 11am-12:15pm in LC 372. Sessions will be recorded and be posted in Blackboard as Collaborate sessions or as Echo360 lecture capture links. This will enable you watch a recorded class if you are not able to attend in person.
- Due to classroom capacity restrictions and practicing social distancing, students will be broken up into Groups A and B. Your group will function in several ways: (1) as your "reading group" in the Course Schedule, your "simulation group" for Simulations 1 and 2, and (3) for encouraging you to form relationships and study partners. This strategy will enable students grouped together to attend class together, learn virtually together, and come to me with questions. Students who do not attend a class in a face-to-face session, will complete writing assignments like "Discussion Board posts" in order to remain active in course discussions.

*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](#).*

- Recording sessions in the classroom will include both lecture, discussion, and activities. I may also record some lectures separately so that there is easily flow on some topics. As you'll see your course materials include texts (readings), podcasts, videos, and websites. I will provide lectures, and we (as a class) will have discussions.
- Some virtual learning can be asynchronous (meaning not "live"), but synchronous learning is strongly encouraged and provided via Blackboard Collaborate or Echo360 tools in Blackboard. Synchronous learning is *required* on test days (mid-term and final exam) and on simulation days.
- Quizzes and exams will be taken on Blackboard and writing assignments will be uploaded to it.
- This hi-flex plan is therefore enable me to: (1) preserve face-to-face teaching in the classroom; (2) enable you to stay engaged with the course even if you are not physically present in the classroom; (3) enable the course to continue forward even if University or government restrictions require the course to have less face-to-face teaching this fall.

## 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 talk with Dr. McMillan by the third week of the course to review requests for accommodation.*

**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>

**POLICY AND SCOPE ON COURSE-RELATED RECORDINGS:** Audio/video recordings of class meetings, course-related instruction, and discussion are allowed in order to accommodate instructors and students in teaching and learning of a specific course. Any recordings created by the instructor will be made available to only those students registered for that particular class.

**USE AND DISTRIBUTION OF COURSE-RELATED RECORDINGS:** No audio/video recordings of class meetings, course-related instruction, and discussion shall be downloaded (reproduced), shared or published by any person or organization not actively registered to teach or take the specific course. Instructors or students who wish to use the audio/video recordings beyond the scope of a particular course must receive prior written consent from the instructor of record and the Provost. No course-related audio/video recordings may be shared with third-parties without prior approval/authorization from the Provost, the instructor, and any identifiable students within the recording subject to FERPA guidelines.

**UNAUTHORIZED RELEASE OF AUDIO/VIDEO RECORDINGS:** Unauthorized release of course-related audio/video recordings, whether to parties internal or external to the University, may lead to

disciplinary action up to and including termination or disciplinary action pursuant to the student code of conduct. Breaches of confidentiality, unauthorized, misuse or disclosure of recordings may violate federal and state privacy laws and may also result in civil and/or criminal prosecution, penalties, or legal action. Any violation (unintentional or otherwise) must be reported immediately to the Provost.

## SPECIFIC COURSE INFORMATION

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### REQUIRED READINGS & MATERIALS

- Articles, book chapters, essays, podcasts, videos, and websites posted on [Blackboard](#).
- Regular reading of [The New York Times](#) (free to all Lander students) or another national news source that covers the foreign policy processes and analysis of it.

### GRADING

▪ Reflective Writing Assignment	2.5%
▪ Quizzes	10%
▪ Mid-Term Exam	15%
▪ General Participation, particularly on Discussion days	10%
▪ Report on Your Role Paper	20%
▪ Participation in an NSC Simulation	10%
▪ Post-Simulation Paper	10%
▪ Final Exam	22.5%

**NOTE: All quizzes and exams will be taken on Blackboard and writing assignments will be submitted via Blackboard.**

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

A **reflective writing assignment** asks you to write a 2-3 page essay that explains your primary interests in American foreign policy and to discuss at least one policy area of interest (e.g. environmental, economic, security) and one geographic area of interest (Europe, Middle East, Africa). This will better allow me to know you and to provide feedback on your writing early on in the course.

Five to seven **online quizzes** will be given on [Blackboard](#). These will usually consist of 5-10 questions covering main topics from assigned readings, lectures, and discussions from the previous week. If you do not take a quiz within the proscribed time period (48 hours or more), a grade of 0 is earned.

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 the simulations of the National Security Council (NSC):**

There are two types of writing assignments: a *Report on Your Role Paper* (research paper) and a *Post-Simulation Paper* (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 your NSC simulation. You will be asked to take on the role of a Cabinet-level official 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 a ***Post-Simulation Paper***, you will describe what happened during the simulation that you participated in to evaluate their own performance, group dynamics, and the performance of others. This paper is 3-4 pages of double-spaced text. This assignment is an analytical exercise because you will have to assess how you interacted with others while simulating government officials.

***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.

***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.

**COURSE EXPECTATIONS AND ENGAGEMENT**

You are expected to be fully engaged in learning each week—whether in the classroom or online through activities on Blackboard. You should always be prepared to discuss all assigned material—whether that takes place in person, via a Blackboard Collaborate Chat, or on a Discussion Board in Blackboard. Since the course aims to be a *seminar-style course*, 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 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.

The pre-req for this course is **POLS 103: Introduction to World Politics**. However, much of this course also assumes a 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*.

### **ENGAGEMENT IN THE CLASSROOM AND ONLINE**

- You are accountable for all learning that takes place within the classroom or online. You are responsible for all coursework, lectures, announcements, and assignments that are provided in class (and seen via recordings) or posted on Blackboard.
- Everyone is expected to participate in discussions. If you are in the classroom, this will be oral participation. If you are online, you would participate in the Discussion Board in Blackboard or through Blackboard Collaborate.
- After two weeks of inactivity in the course (measured in class attendance or in Blackboard activity), a loss of two points off your final grade with each absence thereafter.
- 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*.

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

- Written assignments are required to be uploaded on Blackboard.
- 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.

**SPECIAL EVENTS & SPEAKERS:** This fall the College of Behavioral and Social Sciences is sponsoring a ***Race and Identity Dialogue*** series. This will serve as a way to earn 100 points of extra credit that can be added into your Quizzes total. More information will be provided later on Blackboard.

### **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 Blackboard    |
| ▪ Reflection Paper due          | Sept. 1 at 11am                             |
| ▪ Mid-Term Exam                 | Sept. 29 from 11:00-12:15 on Blackboard     |
| ▪ Report on Your Role Paper due | Oct. 8 at 11am                              |
| ▪ NSC Simulation Days           | Nov. 10; Nov. 12, and Nov. 17 (in MS Teams) |
| ▪ Post-Simulation Paper due     | Nov. 24 at 11am                             |
| ▪ Final Exam                    | Dec. 1 from 11:00am-1:00pm on Blackboard    |

**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. 18 Syllabus Overview and Introduction to the Course**

- Syllabus (read through this document and be ready to ask me any questions you have)
- Rosati, Jerel A. and James M. Scott. 2013. "The Politics of U.S. Foreign Policy" In *The Politics of United States Foreign Policy*. 5th ed. Belmont, CA: Cengage. 2-12. (Bb)
- PPT slides on Foundations of U.S. Foreign Policy

Recommended: The President's Inbox podcast. 2020. "The History of U.S. Foreign Policy with Amb. Robert Zoellick." Aug. 11. [\[Web\]](#) (32 min)

**Aug. 20 A World of Many, Many Actors**

- Mathews, Jessica T. 1997. "Power Shift: The Rise of Global Civil Society." *Foreign Affairs*. Vol. 76 (Jan/Feb). 50-66. (Bb)
- Gerson, Michael. 2008. "America's Power Paradox." *The Washington Post*. April 25. (Bb)
- Gentry, Caron. 2020. "International Relations in the Twenty-First Century." *The Chronicle: University of St. Andrews Alumni Magazine*. (Bb)
- Freedom House. 2020. "Freedom In the World: A Leaderless Struggle for Democracy." [Web] (A)
- Council on Foreign Relations, "Global Conflict Tracker" (interactive). [Web] (B)

Recommended: *BBC's In Our Time* podcast. 2016. "Sovereignty." June 30. [Web] (47 min)

**Discussion:** *Why must we consider the domestic politics, governmental/policymaking, and global power contexts to analyze foreign policy? Why are nation-states not the only important actors today? What is civil society and how does it make creating foreign policy more complicated?*

**Week 2: The Global Environment Today and the American Presidency**

**Aug. 25 Actors Within and Beyond the Nation-State**

- 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)
- Fund for Peace. 2020. "Fragile States Index Annual Report 2020." [Web] (A)
- Friedman, Thomas L. 2011. "Tribes With Flags." *The New York Times*, Mar. 23. A27. (Bb) (B) [Web]
- 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) (B)

**Aug. 27 Presidential Power over U.S. Foreign Policy grows since the 1960s**

- Rosati, Jerel A. and James M. Scott. 2013. "Presidential Power and Leadership" In *The Politics of United States Foreign Policy*. 5th ed. Belmont, CA: Cengage. 56-93. (Bb)
- PPT slides on Presidential Power

**Discussion:** *What are the pros and cons of presidents having more control over foreign policy?*

**Week 3: Presidential Power and the National Security Council**

**Sept. 1 The President, National Security Advisor, and NSC**

- Rothkopf, David J. 2005. "Inside the Committee that Runs the World." *Foreign Policy* (March/April), 30-40. (Bb)
- McFadden, Robert D. 2020. "Brent Scowcroft, a Force on Foreign Policy for 40 Years, Dies at 95." *The New York Times*. Aug. 8. B12. [Web] (Bb)
- Rosati & Scott - Chapter 4: The Bureaucracy, Presidential Management and the National Security Council, 95-125 (Bb)
- PPT slides on the White House and NSC

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)

**\*\*\*Reflection Paper due on Blackboard**



**Discussion:** *What is the Scowcroft formula for success as a national security advisor? How does this apply in general to presidential management of the bureaucracy? What are the functions of the NSC and is it working today—why or why not?*

**Sept. 3 The Over-Inflated Presidency since 1945**

- Rosen, Jeffrey. 2016. "The Over-Inflated Presidency." *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)**

**Discussion:** *What are the pros and cons of more presidential power? How and why has the National Security Council worked and not worked?*

**Week 4: The State Department and American Diplomacy**

**Sept. 8 The State Department**

- University of California Los Angeles. 2019. "Ralph Bunche's Legacy: In His Own Words." Aug. 6. [\[Web\]](#) (read the webpage and watch the 4 min video)
- PPT slides on the State Department
- Women Rule Podcast. 2020. "Foreign Policy isn't just for White Men, with Amb. Gina Abercrombie-Winstanley." [\[Web\]](#) (26 min)

**Sept. 10 The U.S. Foreign Service and Diplomacy in a Globalized World**

- Burns, William J. 2019. *The Back Channel: A Memoir of American Diplomacy and the Case for its Renewal*. New York: Random House. 3-13 and 388-423. (Bb)
- A conversation by Dr. McMillan with Noah Woodiwiss, Foreign Service Officer, U.S. Embassy to the Republic of Korea. (Bb)

**Discussion:** *How does a U.S. embassy work? What challenges do diplomats face in the 21st century?*

**Week 5: The Department of Defense**

**Sept. 15 The Pentagon during times of Superpower, Vietnam, and Counter-Terrorism**

- PPT slides on the U.S. Department of Defense
- The President's Inbox podcast. 2018. "The Lessons of the Vietnam War, with Dr. Fredrik Logevall." Mar. 1. [\[Web\]](#) (42 min) **(A)**
- The President's Inbox Podcast. 2020. "The Changing Landscape Domestic Terrorism, with Dr. Bruce Hoffman." June 16. [\[Web\]](#) (31 min) **(B)**

Recommended: Gewen, Barry. 2020. "The Book that Shaped Foreign Policy for a Generation has More to Say." *The New York Times*. July 5. Book Review p. 16. [\[Web\]](#)

**Sept. 17 The Revolution in Military Affairs & Debates on Using the U.S. Military**

- Ignatius, David. 2011. "The Blurring of CIA and Military." *The Washington Post*, June 1. (Bb)
- Kreps, Sarah, and Micah Zenko. 2014. "The Next Drone Wars: Preparing for Proliferation." *Foreign Affairs*. 93(2): 68-79. (Bb)

**Discussion:** *How has technology changed defense policy and U.S. strategies?*

**Week 6: The Intelligence Community and National Security State**

**Sept. 22 The Intelligence Community**

- 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)

**Sept. 24 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." *New York Review of Books*. Feb. 9. (Bb)

**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

**Week 7: Decision-Making Theories**

**Sept. 29 Mid-Term Exam** online from 11am-12:15pm

**Oct. 1 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. 259-289. (Bb)
- PPT slides on Decision-Making Theories

**Week 8: Decision-Making Theories, Part II**

**Oct. 6 Dynamics of Decision-Making**

- HBO History Makers Series. 2007. Interview with Former National Security Adviser Brent Scowcroft. [[Web](#)] (video of 1 hour)
- Allison, Graham. 2012. "The Cuban Missile Crisis at 50: Lessons for U.S. Foreign Policy Today." *Foreign Affairs*. 91(4): 11-16. (Bb) **(A)**
- 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?*

**Oct. 8 Analyzing what Decision-Making Models have been used by Presidents**

**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 paper due** on Blackboard

**Week 9: Public Opinion, Media, Lobbies, and Interest Groups**

**Oct. 13 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)

- 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](#) (browse several reports to read)
- PPT Slides on the Media and Foreign Policy

**Oct. 15            Lobbies, Interest Groups, and 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)**

**Discussion:** *How does the media influence foreign policy and how has that changed with global telecommunications? What lobbies and interest groups have the most influence on policy?*

**Week 10:        Congress and the Policy-Making Process**

**Oct. 20            Ways Congress Can and Cannot Control U.S. Foreign Policy**

- PPT slides on Congress and Foreign Policy

**Discussion:** *How does Congress affect foreign policy? How has this changed over time? What examples of this did you see in the 2020 impeachment hearings about the conduct of U.S. foreign policy? What other contemporary examples can you see since 2000?*

**Oct. 22            A Bipartisan Abdication Over Time**

- 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*, Mar. 27. (Bb) **(A)**
- DeBonis, Mike. 2015. “Congress Turns Away from Post-9/11 Law, Retooling U.S. Surveillance Powers.” *The Washington Post*. June 2. (Bb) **(B)**

**Discussion:** *Why do some constitutional scholars agree with Will’s assertion of an abdication of power by Congress? Does this vary on different aspects of foreign policy?*

**Week 11: Foreign Economic Policy**

**Oct. 27            The Office of the U.S. Trade Representative and Foreign Economic Policy**

- PPT slides on Foreign Economic 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](#)

**Oct. 29            Debates about Globalization**

- Peterson Institute for International Economics, “What is Globalization? And How Has the Global Economy Shaped the United States?” (interactive). [[Web](#)]

- Haass, Richard N. 2020. "Deglobalization and its Discontents." *Project Syndicate*. May 12. [[Web](#)] (Bb)
- Helberg, Jacob. 2020. "In the New Cold War, Deindustrialization Means Disarmament." *Foreign Policy*. Aug. 12. [[Web](#)] (Bb)

**Discussion:** *How is the United States tied to the global economy? Will the United States become more isolationist or globalist in economic policy orientation in the future? Why or why not?*

**Week 12: The Middle East, National Security Policy, and Grant Strategy**

**Nov. 3** Fall Break – no classes and Election Day

**Nov. 5 Overview of the Middle East**

- *The Economist*. 2016. "The Clash Within a Civilization." May 14. (This special report on the Middle East has several parts...read them all.)
  - "The Clash Within a Civilization"
  - "Unintended Consequences"
  - "Mamluks and Maliks"
  - "Black gold, White gold"
  - "The New Strife"
  - "Which Islam?"
  - "From Beirut to Baghdad"
  - "Israel's Villa in the Jungle"
  - "What is the Arabic for Democracy?"
- PPT slides about the Middle East

Recommended: BBC News on the Middle East [[Web](#)]

**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? What do you think this week's presidential election means for foreign policy?*

**Week 13: Simulations on Foreign Policy Challenges: Climate Change and Cybersecurity**

**Nov. 10 Simulation 1: Global Climate Change**

- Friedman, Thomas L. 2008. *Hot, Flat, and Crowded: Why we Need a Green Revolution and how it can Renew America*. New York: Farrar, Straus, and Giroux. 13-25. (Bb)
- The President's Inbox podcast. "The Coming Climate Disruption, with Alice C. Hill" (31 min.) [[Web](#)].
- Other simulation readings (TBD)

**Nov. 12 Completing Simulation 1 and Starting Simulation 2**

**Simulation 1: Global Climate Change**

- Other simulation readings (TBD)

**Simulation 2: Cybersecurity**

- Sanger, David E. 2012. "Obama Order Sped Up Wave of Cyberattacks Against Iran," *The New York Times*, June 1. A1. [[Web](#)]
- Other simulation readings (TBD)

**Week 14: Analysis of Decision-Making Theories Applied and U.S. Power Today**

**Nov. 17            Simulation 2: Cybersecurity**

- Other simulation readings (TBD)

**Nov. 19            Post-Simulation Discussions on Simulation 1 vs. 2**

**Week 15: Course Themes and the Future of U.S. Foreign Policy**

**Nov. 24            Analyzing Foreign Policy Today and What's Next?**

- Kissinger, Henry A. 2008. "The Three Revolutions." *The Washington Post*. April 7. (Bb) **(A)**
- Keohane, Robert O. 2012. "Hegemony and After: Knowns and Unknowns in the Debate Over Decline." *Foreign Affairs*. 91(4): 114-118. **(B)**
- Haass, Richard. 2019. "How a World Order Ends," *Foreign Affairs* (Jan/Feb). 22-30. (Bb)
- Burns, Nicholas, Joseph S. Nye, and Stephen M. Walt. 2020. "How the World will Look after the Coronavirus Pandemic." Belfter Center, Harvard University. Mar. 20. [[Web](#)] (Bb)

Final Exam review

**\*\*\*Post-Simulation Paper due** on Blackboard

**Nov. 26            Thanksgiving Holidays — no classes**

**FINAL EXAM**

**Dec. 1            Final Exam (held on Blackboard from 11:00am-1:00pm)**