COURSE DESCRIPTION: It is a fascinating time to be students of American foreign policy. We are rapidly approaching the end of the second term of our nation’s first African-American chief executive, and have witnessed a changing of the guard with respect to his top foreign policy advisors. The challenges confronting the second Obama administration have been formidable. Even with the end of American combat operations in Afghanistan and Iraq, there remain a number of hard choices related to how the U.S. can best insure Afghan and Iraqi security and its own interests in the region. President Obama and Secretary of State Kerry continue to struggle with establishing a viable path to peace in the Middle East, and thwarting the nuclear aspirations of Iran and North Korea. Indeed, it has been difficult thus far for the President to convince Congress, allies, and the American people that a deal on limiting Iran’s nuclear program is in the long-term interests of the United States. A rising China has also complicated American diplomatic, strategic, and economic calculations. The situation in Syria highlights the nature of the international environment in which the U.S. must navigate and what means are appropriate to stop ongoing conflict it that troubled country. This rise, reach, and influence of the so-called Islamic State has complicated and clouded U.S. relationships with a number of countries in the region. On the economic front, the recent devaluation of the RMB by China and the recent “Brexit” vote in the UK have had the effect of roiling global markets, and highlighting the fragility of the tentative recovery from the international financial crisis. Looming negotiations with the UK and its EU partners also have both domestic and international implications for the United States. And, of course, massive “dumps” of State Department documents via WikiLeaks (and trial and conviction of Private Bradley/Chelsey Manning) raises a number of very interesting questions., relating not only to the substance of the documents and the process of U.S. diplomacy, but to the “right” of the public to access information that the government has deemed confidential and vital to American national interests and security. Finally, revelations of the National Security Agency’s “meta data” collection efforts and an NSA contractor’s (Edward Snowden) involvement in calling public attention to them has generated bilateral headaches with a number of allies and adversaries, and has engendered a lively debate about the nature and limits of intelligence gathering in the post 9/11 era. Of course, American institutions and corporations have not been immune to cyber-attacks by China, Russia, and even North Korea. Thus, stating the obvious, the foreign policy agenda for the President and his advisors is dense, complex, and immensely challenging.

And let’s not talk about this Presidential election cycle! Well, maybe we will, given the significant foreign policy implications of Donald Trump and Hillary Clinton’s stated positions on a variety of international issues.

Given the times in which we live, it is a propitious moment to (re)consider a number of important questions regarding the nature of American foreign policy in the post-World War II, the post-Cold War, and post-September 11th eras. For example, what are American “national interests,” and how should they be pursued? Who is (or should be) responsible for formulating and implementing foreign policy? How are foreign policy decisions made? And finally, how should the United States respond to an international environment in a state of continual transformation? I’m sure each of you will agree that under the present circumstances, these questions are more salient than ever, and it will be the purpose of this course to grapple with them.

ORGANIZATION AND ADMINISTRATION: Class will meet three (3) times a week on Monday, Wednesday, and Friday, from 11:30 a.m.-12:30 p.m. in JH 101. My office hours are 2:30-3:30 p.m. MF, or by appointment. My office is 111B in the Political Science suite in Johns Hall. My office phone is 294-3185, and I can also be reached via E-mail (cleve fraser).

READINGS: Two textbooks are required for the course:


Additional required readings (denoted by asterisks) have been assigned for some topics. They will be made available to you either in “hard copy,” or electronically via our Moodle portal. I will provide handouts (archived on Moodle) for some topics as well.
Let me put in a plug for two of the most important venues for debate over the course of U.S. foreign policy among practitioners and observers: *Foreign Affairs*, and *Foreign Policy*. Finally, although this is not a course in current events, you encouraged to keep up with current problems and issues in American foreign policy by perusing high-quality news sources such as *The New York Times*, the *Christian Science Monitor*, or *The Economist*.

A final plug: the Department of State has its own webpage (www.state.gov). While it is not the “coolest” site ever designed, it is very useful for getting a better sense of the personalities, policies, and job opportunities associated with this most important organization. In addition, if you want to get a better sense of the foreign diplomatic presence in Washington, D.C., check out the Electronic Embassy page (www.embassy.org). Along the way, we will visit other sites of interest/relevance; also, if you have come across interesting sites that relate to American foreign policy, please let me know.

**METHOD OF EVALUATION:** Your term grade will be based on your performance on four examinations. They are scheduled and weighted as follows:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam I</td>
<td>Wednesday, September 28</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>Wednesday, October 26</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam II</td>
<td>Monday, November 14</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Monday, December 12</td>
<td>30%</td>
</tr>
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All exams will be short-answer/essay. The last two exams will be cumulative, although questions will be skewed toward material not covered on previous exams.

The Reflection Paper will entail your reflections on, and critique of, the arguments put forward in *Superpower*, a work by an astute observer of American foreign policy, Ian Bremmer. More specific information related to this assignment will follow shortly.

**ELECTRONICS IN THE CLASSROOM:** I am a technophile by nature, but a traditionalist (perhaps even a Luddite) when it comes to technology in the classroom. With respect to cell phones, I will require that they not be used/accessed during our time together. Ideally, your devices should be turned off and stowed in a purse or backpack; at the very least, your device should be muted and placed out of your line of sight during our class period. If your phone rings in class, and/or if you can’t resist the urge to text or check email during class time, I will deduct five (5) points off the most proximate assignment.

With respect to the use of computers for note taking, let me point you to a summary of a recent study which may assist in making an informed decision on whether or not using computers improves a student’s classroom performance. Again, my preference is for old school pen and paper notation, but I recognize that there are valid reasons for employing computers and tablets to record information in this type of setting.

**COURSE GRADE:** Your written examinations will be assigned both a numeric and alphabetic grade (out of 100 points). Here is the scale: 100-98=A+; 97-92=A; 91-90=A-; 89-88=B+; 87-82=B; 81-80+B-; 79-78=C+; 77-72=C; 71-70=C-; 69-68=D+; 67-62=D; 61-60=D-; 59 and below=F.

Your final grade will be determined by (a) converting your letter grades into the following numerical scale: A+=12; A=11; A-=10; B+=9; B=8; B-=7; C+=6; C=5; C-=4; D+=3; D=2; D-=1; F=0; (b) weighting each score by the percentage that each assignment counts toward your final grade, and then (c) summing the weighted values to arrive at a final score, which ranges from 12 (A+) to 0 (F).

Students with disabilities who need academic accommodations should contact the Student Office for Accessibility Resources in a timely manner prior to contacting me during my office hours. The number is 294-2322.

**COURSE OUTLINE:** It will be your responsibility to utilize the time between our sessions to insure that you read and reflect on the material before the date which it will be considered. (Note: the instructor reserves the right to add or delete topics/readings at his discretion):
August 24: Course Introduction

August 26: American Foreign Policy in Context(s): Global Continuity and Change

Readings: Hook, chapter 1
Bremmer, chapter 1
*Outline via Moodle

August 29: American Foreign Policy in Context(s): Source(s) Continuity and Change

Readings: Hook, chapter 2
Bremmer, chapter 2
*Outline via Moodle

August 31: Societal Bases of American Foreign Policy

Readings: *Outline via Moodle

September 2: Societal Bases of American Foreign Policy

Readings: Outline via Moodle

September 5: Labor Day (no class)

September 7: Definitions of the National Interest

Readings: Hook, chapter 2

September 9: Cold War Doctrines: The Truman Doctrine and the Cold War Consensus

Readings: *Kennan ("X"), “The Sources of Soviet Conduct” FOREIGN AFFAIRS (July 1947)
*YouTube Video Playlist via Moodle

September 12: Cold War Doctrines, Kennedy(?), Johnson, and Nixon

Readings: *YouTube Video Playlist via Moodle

September 14: Cold War Doctrines: Ford(?), Carter, and Reagan

Readings: *YouTube Video Playlist via Moodle

September 16: Post-Cold War Doctrines: G.H.W Bush and Clinton

Readings: *YouTube Video Playlist via Moodle


Readings: *YouTube Video Playlist via Moodle

September 21: Post 9/11 Doctrines, Part 2: Barrack Obama

Readings: *YouTube Video Playlist via Moodle

September 23: Choices and Foreign Policy

Readings: Bremmer, chapters 3-5

September 26: Choices and Foreign Policy
Readings: Bremmer, chapter 6 and conclusion

September 28: Midterm Examination I

September 30: Judicial Interpretation of Presidential Powers

Readings: Hook, chapter 4
*Case Law outline via Moodle

October 3: “Political Questions,” the President as “Sole Organ,” Recognition and War Powers

Readings: *Case Law outline via Moodle

October 5: The President as Commander-in-Chief (The War on Terror), Part I

Readings: *Case Law outline via Moodle

October 7: The President as Commander-in-Chief (the War on Terror), Part II

Readings: *Case Law outline via Moodle

October 10: The President’s Treaty Power

Readings: *Case Law outline via Moodle

October 12: Presidential Character/Style

Readings: Hook, chapter 4

October 14: Congressional “Moods”

Readings: Hook, chapter 5
*Congress outline via Moodle

October 17: Fall Break (no class)

October 19: Congressional Powers (Amendments and Legislation)

Readings: Hook, chapter 5, Appendix B (War Powers Resolution)

October 21: Congressional Powers (Treaty Ratification/Joint Resolutions)

Readings: Hook, chapter 5
*Congress outline via Moodle

October 24: Congressional Powers (Oversight/Appointment/Other)

Readings: Hook, chapter 5
*Congress outline via Moodle

October 26: Governmental Actors/Reflection Papers Due

October 28: The Department of State

Readings: Hook, chapter 6 (pp. 182-195)
October 31: The Department of Defense

Readings: Hook, chapter 6 (pp. 195-205)

November 2: The Intelligence Community

Readings: Hook, chapter 6 (pp. 205-215)

November 4: The National Security Council

Readings: *Inside Management” versus “Outside Leadership” (Outline via Moodle)

November 7: The Department of Homeland Security and other Domestic Bureaucracies

Readings: Hook, chapter 6

November 9: Societal Actors: Interest Groups

Readings: Hook, chapter 9

November 11: Societal Actors: The Media and Public Opinion

Readings: Hook, chapters 7 and 8

November 14: Midterm Examination II

November 16: National Security and Defense Policy

Readings: Hook, chapter 10

November 28: Economic Policy

Readings: Hook, chapter 11

November 21: “Transnational Issues”

Readings: Hook, chapter 12

November 23: Thanksgiving Holiday (no class)

November 25: Thanksgiving Holiday (no class)

November 28: Models of Decision-making

Readings: Hook, chapter 3
*Outline via Moodle

November 30: Models of Decision-making


December 2: Models of Decision-making

Readings: *Janis, Groupthink (1983)
*Lindbloom, “Science and Muddling Through” PUBLIC ADMINISTRATION REVIEW (1959)
December 5: Models of Decision-making

Readings: *Gladwell, Blink (2005)

December 12: Final Exam (12:00-2:30 p.m.)