

POLS 281: UNITED STATES FOREIGN POLICY

Spring 2015

Tuesday/Thursday 12:30 – 1:45pm

BSB 337

INSTRUCTOR:

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COURSE CONTENT:

This course mixes the history of US foreign policy with a discussion of the people and institutions of the United States responsible for the conduct of foreign policy. Due to the unique ability of this class to interact with members of the foreign consular community in Chicago, we will approach the history of US foreign policy both thematically and geographically.

EVALUATION:

10% Map quizzes – It is the instructor's belief that students studying international topics should be familiar with the location of countries throughout the world. Therefore, map quizzes will be given corresponding to the region being discussed in class. Blank maps are available on Blackboard to assist with studying.

30% Take-home Exams (15% each) – NOT comprehensive

- Exam 1: February 16
- Exam 2: May 5 by 1:45 PM

30% Consular Visits

5% Questions – By 6:00 pm on the day BEFORE a consular visit, students are required to submit a question to the TA by email. The question should be one that the student would like to ask the guest if given the opportunity. Questions will be graded on complexity and relevance to class concepts.

- Students should compose respectful questions that get to the heart of US relations with that country or internal events that may affect US relations in the future. The consuls general are guests of the University, so students should always phrase questions in a polite and respectful manner; however, these visits provide a real opportunity to speak with a foreign national about events and policies dealing with his/her home country.
- Questions can cover military, security, economic, or cultural issues. Students can also ask questions of the consul general about his/her route to his/her current position or his/her duties in Chicago.
- For the event with Diplomat in Resident Neus, students should gear their questions to aspects of the US Foreign Service and US diplomacy. Such questions might include

- the education/language skills necessary to join the Foreign Service, what types of careers are open to those interested in a career overseas, etc. Students may also ask about the Ambassador's career or general questions about US foreign policy.
- Students are advised to bring their question on a piece of paper so they are prepared if called upon to ask it.
 - **ATTENDANCE IS MANDATORY AT ALL CONSULAR EVENTS**
 - Students who fail to attend an event will automatically lose 20 points from that event's essay.
 - **STUDENTS MUST DRESS RESPECTFULLY – NO JEANS, NO SHORTS, AND NO SHIRTS WITH SLOGANS/LOGOS, ETC.**

25% Analysis papers (each 5%)

- There will be six speakers during the course of the semester (5 foreign diplomats and the Diplomat in Residence). Students should write all 6 essays with the understanding that the lowest grade will be dropped in calculating the final grade. It is possible that we will have a last minute cancellation of a speaker, and students will not be allowed to 'make up' essays that they neglected to turn in.
- These papers are meant to encourage students to think deeply about the information communicated by the visiting consuls general.
- Within a week of each consular visit, students must turn in a 2-3 page, *single spaced* paper in which they analyze some aspect of the diplomat's talk or responses to audience questions.
- Essays should follow the traditional 5 paragraph format, in which a thesis statement is provided in an introductory paragraph, three paragraphs of argument follow, and a concluding paragraph restates the thesis and illustrates how it was supported by the essay. (See Blackboard for information on argumentative essays.)
- The topic of analysis should be narrow – one statement/response should be enough to serve as a jumping off point for the essay.
- Students may also compare speaker responses in their essays (either compare two responses by the same speaker or compare the response to the same question by different speakers).
- These papers are **not** intended to summarize the event, but rather, they provide the students an opportunity to analyze some aspect of the event, whether the answer to a question, the manner of presentation, the amount of candor shown by the guest, etc.
- Students should not simply present their opinions about something. Rather, they should support their statements with arguments and/or justifications, for example, "I am convinced that Midwest trade is vital to the economy of X *because* the consulate devotes two-thirds of its staff toward building economic partnerships with Midwestern companies, the CG to the Midwest is an ambassador while other CsG in the US do not have that rank, and the CG devoted three-quarters of her remarks to the issue of economics."
- Students may use concepts learned in the class to support/augment their arguments.

- All information that is not original work of the student must be cited using Chicago Style citations. A bibliography is required only if a student cites material from sources other than the class textbook. If only the class textbook is used, a citation is needed but not a bibliography.

30% Case Paper

January 21 – Region selection – The major writing assignment for the semester will be an analysis of two US foreign policy actions toward another country in the post-World War II period. Students will be asked to begin thinking about the final paper early in the semester by selecting the region of the world from which they will choose the country they ultimately write about.

10% FP Presidential decision summary (March 8) – Students will submit a 2-4 page, single-spaced memo outlining the country and a brief history of US foreign policy to the country. They should also discuss two US presidential-level decisions in the post-WWII era that resulted in significant events in that country. Students will also provide an initial bibliography of sources consulted. See additional documentation for an example outline.

- Each event must involve a presidential decision and activity within the executive branch of government. Congressional actions with foreign policy implications are **not** acceptable topics unless the president and executive branch were actively working with Congress to craft and implement the legislation.
 - The 9/11/01 attacks would **not** be an appropriate topic because the US government did not have a decision-making role in that event. However, the decision to invade Afghanistan would be an appropriate event because President Bush had to decide what action to take in the wake of 9/11.
 - The country would be Afghanistan, and a second event, such as the US decision to arm the mujahedeen during the Soviet occupation of Afghanistan in the 1980s, would have to be selected.
- Decisions should be presented chronologically
 - Decision #1 (Arming Mujahedeen in 1980s)
 - Decision #2 (Invasion of Afghanistan in 2001)
- A bibliography of possible sources must also be included. See Turabian or Chicago style manual for citation tips.

The paper may be written in a memo/outline style, though full sentences and paragraphs should be used as appropriate. An abbreviated (sample) outline is available on Blackboard.

- **Blank Outline**
 - Country
 - Brief history with US
 - Decision #1 (including President and date)
 - Government and non-government actors involved in decision-making process (Include heads of major players such as State, Defense, Treasury, CIA, NSA, etc. as appropriate)
 - Disagreements *within* the policy-making community prior to a decision/opponents to the plan
 - What alternatives were provided to the president besides the option he eventually selected?

- What action was actually taken? (Provide details)
- How did the decision affect US/Country relations?
- Decision #2 (including President and date)
 - Government and non-government actors involved in decision-making process (Include heads of major players such as State, Defense, Treasury, CIA, NSA, etc. as appropriate)
 - Disagreements *within* the policy-making community prior to a decision/opponents to the plan
 - What alternatives were provided to the president besides the option he eventually selected?
 - What action was actually taken? (Provide details)
 - How did the decision affect US/Country relations?

20% FP Presidential decision final paper (Tuesday, March 3 by 1:45 PM) – Paper should be 10-15 pages, double-spaced, and cover two major events between the United States (due to a presidential decision) and the selected country as well as the current relationship and an assessment of possible future interactions.

- The final paper represents a detailed expansion of the summary memo and should be written in essay form.
- Students are expected to adhere to the following outline, using headings to break the essay into different sections.
- The discussion of US actors involved in the policy decision process is the **most critical** part of the essay and is worth the largest share of the points. Failure to include a thorough examination of the *process* by which the decision was made may lead students to lose a large quantity of points.

I. Introduction (~1 paragraph)

II. History of US-country relations [up to the first event] (~2 pages)

III. Major Decision #1 (3-4 pages)

A. Context – what was occurring around that time that makes this interaction important

B. US actors involved in foreign policy decision and policy alternatives presented to the president (include any controversy or infighting within the government)

- This is the most critical section of the paper for each event. Be specific and include the names of the actors (not just their titles) and what policy option they advocated. Be sure to present all the options that were in front of the president before he made his decision. The goal is to investigate the *process* by which presidential decisions are made.

C. What did the president ultimately decide to do and what happened as a result of the decision?

- Include a discussion of *why* the president chose the action he did. Was it because he trusted some advisors more than others? What made the discarded options unacceptable?

D. How this decision affected the relationship between the US and the country

IV. Major Decision #2 (3-4 pages)

A. Context – what was occurring around that time that makes this interaction important. If this event followed from the first event covered in the paper, include a brief discussion that explains the connection

- Also touch on the history of interaction between the first and second event

B. US actors involved in foreign policy decision and policy alternatives presented to the president (include any controversy or infighting within the government)

- This is the most critical section of the paper for each event. Be specific and include the names of the actors (not just their titles) and what policy option they advocated. Be sure to present all the options that were in front of the president before he made his decision. The goal is to investigate the *process* by which presidential decisions are made.

C. What did the president ultimately decide to do and what happened as a result of the decision?

- Include a discussion of *why* the president chose the action he did. Was it because he trusted some advisors more than others? What made the discarded options unacceptable?

D. How this decision affected the relationship between the US and the country

V. Current state of US-country relations (1 page)

- Include a brief summary of the history of interactions between the end of the second event and the present

VI. Assessment of future US-country interactions (1 page)

- This should primarily consist of the student's educated evaluation of what is in store for the relationship between the US and the country. Students can also rely on reputable sources for their analysis, but I want students to inject their own ideas into this part of the paper.

GRADES

90-100: A 80-89: B 70-79: C 60-69: D <60: F

GUIDELINES:

1. Late papers: Late papers will be penalized 1 letter grade per day including weekends and holidays, except in the case of a verified emergency or documented medical excuse. In order for the penalty for tardiness to be waived, you must contact me **before** the due date. No exceptions! I WILL NOT accept papers via e-mail.

2. Academic Integrity: The University expects students to fulfill their academic obligations through honest and independent effort. Any of the work you do in this course is expected to be your own and according to university and class rules. Any attempt to gain an advantage not given to all students is considered dishonest whether or not it is successful. Academic dishonesty is considered a serious offense subject to strong disciplinary actions, included but are not limited to failing this course. For additional information, see the Student Code of Conduct at: <http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy%202011-12%20Final-1.pdf>

- There is **NO** instance or circumstance in which cutting and pasting from any material into an assignment is acceptable.
- Citations

- When a student is providing a direct quote from a resource, the author, date, and *page number* of the quote should be included in the citation. The direct quote should also be enclosed in parentheses.
- Paraphrasing involves taking an author’s words and putting them into our own words. Using a thesaurus to change a few words is **NOT** paraphrasing but may constitute plagiarism.
- Class lecture is **NEVER** to be cited. Go back to the readings on which the lecture is based for the citation.

3. Special provisions: Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2183 (voice) or 312-413-0123 (TTY).

4. Grade disputes: Students must wait 24 hours after receiving a grade or graded work before approaching the professor about the grade. If a student cannot understand the comments on a paper or exam, s/he may approach the instructor or TA for clarification; however, if the student desires to challenge the grade, all challenges must be made *in writing* to the professor more than 24 hours after the grade was received. Students must be able to explain *in writing* why the grade deserves to be adjusted. Students should submit the written grade dispute along with the original graded work to the professor. The professor reserves the right to either raise or lower the grade, based on her assessment of the material. The TA should not be bothered with grade disputes.

REQUIRED READINGS:

Ray, James Lee. 2014. *American Foreign Policy and Political Ambition*, 2nd edition. CQ Press.

Other readings are available on Blackboard.

* Indicates readings that are strongly recommended

OTHER STUDENTS IN THE CLASS:

If you have any questions about assignments, deadlines, or other matters in the class, you may wish to contact other students before contacting the instructor or teaching assistant. Use the following space to collect information from other students in the class.

(name)	(phone #)	(e-mail)
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(name)	(phone #)	(e-mail)
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READING SCHEDULE:

Week	Date	Topic	Reading	Assignments	Location
1	Jan. 12	Introduction	Chapter 1		
	Jan. 14	The Executive Branch in Foreign Policy	Chapter 5 pp. 95-102;		
2	Jan. 19			Chapter 6	
	Jan. 21	Congress and Foreign Policy	Chapter 5 pp. 102-116	Region selection for event analysis paper	
3	Jan. 26	Diplomat in Residence (Robert Neus)			BSB 337
	Jan. 28	Decision-making	Rosati and Scott, Ch. 9		
4	Feb. 2	Early American Foreign Policy	Chapter 3	Neus analysis	
	Feb. 4		*Kinzer, Ch. 4		
5	Feb. 9	The Cold War	Chapter 4 *Kinzer, Ch. 9		
	Feb. 11	Europe	Chapter 8	Europe Map Quiz	
	Feb. 16			Exam 1 due	
6	Feb. 18	France			SCE White Oak A&B
	Feb. 23	Rok Teasley, Peace Corps Recruiter	Shriver Hedrick PC fact sheet		BSB 337
8	Feb. 25			France analysis	
	March 1	Middle East	Chapter 12	Extra credit* Peace Corps essay	
	March 3	Israel		MENA Map Quiz	SCE 603
9	Mar. 8	Extra-government actors	Chapter 7	Presidential decision summary	
	Mar. 10	Latin America	Chapter 9	Israel analysis	
Mar. 15				LA Map Quiz	
10	Mar. 17	Venezuela			SCE 713
Spring Break – No classes					
11	Mar. 29	Africa	Chapter 10	Venezuela analysis	
	Mar. 31				
12	April 5	Asia	Chapter 11	Africa Map Quiz	

	April 7	South Africa			SCE White Oak A&B
13	April 12	Asia, cont.	Chapter 11		
	April 14	Iraq/Afghanistan	Chapter 13	South Africa analysis	
14	April 19				Asia Map Quiz
	April 21	Greece			SCE White Oak A&B
15	April 26	Future of US Foreign Policy	Chapter 14		
	April 28			Greece analysis	
	Tuesday, May 3 1:45 pm			Final paper due (in Floros' mailbox or office)	
	Thursday, May 5 1:45 PM			Final Exam due (in Floros' mailbox or office)	