

POLS 281: UNITED STATES FOREIGN POLICY

Spring 2014

Tuesday/Thursday 12:30 – 1:45pm

BSB 385

INSTRUCTOR:

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TEACHING ASSISTANT:

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office hours: Monday 12:30 – 1:30 pm

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. Students will be evaluated on both oral and written presentations.

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% Exams (15% each) – NOT comprehensive

- Exam 1: March 11
- Exam 2: Friday, May 9 (8:00-10:00 AM)

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 teaching assistant (Eliska Schnabel) through the “Messages” link in the “Tools” section of Blackboard. 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 consul generals 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 Ambassador Kelly, 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 MUST DRESS RESPECTFULLY – NO JEANS, NO SHORTS, AND NO SHIRTS WITH SLOGANS/LOGOS, ETC.**

25% Analysis papers (each 5%)

- These papers are meant to encourage students to think deeply about the information communicated by the visiting consul generals.
- 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 may 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.
- 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 showed by the guest, etc.
- 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 23 – 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 18) – Students will submit a 2-3 page, single-spaced memo outlining what country they have selected for their course paper.

The student will also outline a brief history of US foreign policy to that country, highlighting 2 major FP events in the post-WWII era. 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 pass 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 1980s' Soviet occupation of Afghanistan, would have to be selected.
- Events should be presented chronologically
 - Event #1 (Arming Mujahedeen in 1980s)
 - Event #2 (Invasion of Afghanistan in 2001)
- A bibliography of possible sources must also be included. See Turabian 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.

20% FP Presidential decision final paper (May 5 by 3:00 PM) – Paper should be 10-15 pages, double-spaced, and cover two major events between the United States 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.

I. Introduction (~1 paragraph)

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

III. Major Event #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 Event #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 primary consist of the student’s educated evaluation of what’s 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>

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 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.

REQUIRED READINGS:

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

Other readings are available on Blackboard and are listed at the end of this syllabus.

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)

(name) (phone #) (e-mail)

READING SCHEDULE:

| Week | Date | Topic | Reading | Assignments | Location |
|------|---------|--|-------------|--|----------|
| 1 | Jan. 14 | Introduction | Chapter 1 | | |
| | Jan. 16 | The Executive Branch in Foreign Policy | Chapter 5 | | |
| 2 | Jan. 21 | | pp. 95-102; | | |
| | Jan. 23 | Congress and Foreign Policy | Chapter 6 | Region selection for event analysis | |
| | | | Chapter 5 | | |
| | | | pp. 102-116 | | |

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|---------|----------------------------------|--|--------------------------------|---|-----------------------|
| | | | | paper | |
| 3 | Jan. 28 | Ambassador in Residence (Ian Kelly) | | | |
| | Jan. 30 | | | | |
| 4 | Feb. 4 | Early American Foreign Policy | Chapter 3 | Ambassador Kelly Analysis paper due | |
| | Feb. 6 | Latin America/El Salvador | Chapter 9; El Salvador reading | | |
| Feb. 11 | Latin America map quiz | | | | |
| 5 | Feb. 13 | El Salvador (Patricia Maza Pittsford) | | | SCE 613 |
| | Feb. 18 | No class | | | |
| 6 | Feb. 20 | The Cold War | Chapter 4 | El Salvador Analysis paper due | |
| | Feb. 25 | | | | |
| 7 | Feb. 27 | Asia/India | Chapter 11; India readings | | |
| | March 4 | | | East Asia map quiz | |
| 8 | March 6 | India (Dr. Ausaf Sayeed) | | | SCE 613 |
| | March 11 | Exam 1 (including Central Asia map) | | | |
| 9 | March 13 | Africa | Chapter 10 | India Analysis paper due | |
| | March 18 | | | Africa map quiz | |
| 10 | March 20 | Interest groups, media, and public opinion | Chapter 7 | FP Presidential decision summary due | |
| | Spring Break – No classes | | | | |
| 11 | April 1 | Rok Teasley, Peace Corps Recruiter | | | <u>BSB 385</u> |
| | April 3 | | | | |
| 12 | April 8 | Middle East/Israel | Chapter 12; Israel reading | Middle East map quiz | |
| | April 10 | Israel (Roey Gilad) | | Peace Corps Analysis Paper | |
| 13 | April 15 | Afghanistan & Iraq | Chapter 13 | | <u>SCE 713</u> |

| | | Origins | | | |
|-----------|------------------------------|---|-----------------------|---|----------------|
| | April 17 | Europe/United Kingdom | Chapter 8; UK reading | Israel Analysis paper due | |
| | April 22 | | | Europe map quiz | |
| 14 | April 24 | United Kingdom (Stephen Bridges) | | | SCE 613 |
| 15 | April 29 | Afghanistan & Iraq Conclusions | Chapter 14 | | |
| | May 1 | Future of US FP | Chapter 15 | UK Analysis paper due | |
| | Monday, May 5 3:00 PM | | | Final paper due (in Floros' mailbox or office) | |
| | Friday, May 9 8-10 AM | | | Final Exam | |

Non-textbook readings

El Salvador

- Seelke, Clare Ribando. 2013. El Salvador: Political and Economic Conditions and U.S. Relations. Washington, DC: Congressional Research Service.

India

- Miller, Manjari Chatterjee. 2013. "India's Feeble Foreign Policy," *Foreign Affairs* 92(3): 14-19.
- Roemer, Tim. "The Linchpin: Why India needs to be at the center of the US pivot to Asia," *Foreign Policy*, 4 December 2013.

Israel

- Zanutti, Jim. 2013. Israel: Background and US Relations. Washington, DC: Congressional Research Service

United Kingdom

- Mix, Derek E. 2013. The United Kingdom and US-UK Relations. Washington, DC: Congressional Research Service.