

**PLSC 327 W**  
**American Foreign Policy Process**  
Eastern Michigan University  
Department of Political Science  
Winter 2016  
CRN: 23990

Tuesday & Thursday, 2:00-3:15 p.m., 326 Pray-Harrold

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**Course Description**

This course explores the foreign policy of the United States, including the process by which foreign policy is made. The first part of the course examines the historical context of American foreign policy, and provides an overview of the evolution of the international role of the U.S. It also surveys various theories of foreign policy decision-making, and examines the strategies that have been used to pursue the national interest of the United States. Particular attention is given to the constitutional design of the foreign policy process and the roles played by actors within the process. These actors include officials and components of the federal bureaucracy, as well as actors outside of the U.S. government, including citizens, social movements, interest groups, the mass media, foreign governments, and international organizations. The course also examines the relations between the United States and nations in various regions of the world as well as U.S. participation in the United Nations and other international organizations. Finally, the course surveys the contemporary policies of the United States in the broad spheres of international security and defense, the global economy, environmental protection and climate change, human rights, and humanitarian crises.

**Writing Intensive Rationale**

PLSC 327 satisfies the Writing Intensive requirement of the General Education curriculum. The course will provide you with an opportunity to develop and express your ideas using the modes of writing found in the discipline of political science. By participating in in-class exercises and completing the writing assignments, you will become proficient in the forms and conventions of writing in the discipline. The exercises and assignments will help you to strengthen essential research and writing skills, including the formulation of research questions, reading comprehension, review of scholarly literature, identification and analysis of information and data, accurate summarization of complex concepts and information, and argumentation. By

conducting your own research and writing a research paper, you will strengthen your understanding of how social scientists contribute to knowledge of politics and society.

### **Course Objectives**

In this course, you will...

- Acquire knowledge of the historical patterns and directions of U.S. foreign policy from the 18<sup>th</sup> century to the present.
- Understand and explain the domestic factors (events, actors, and institutions) affecting the American foreign policy process.
- Explain how different theories of the policy process lead to different perspectives and interpretations of the content and conduct of American foreign policy.
- Consider the international effects and ethical implications of American foreign policy decisions and outcomes.
- Evaluate the extent to which the United States has contributed to the principles, norms, and organizations that comprise the international system.
- Explore the assumptions and goals underlying American foreign policy in specific historical periods and explain the reasons for change in the content of U.S. foreign policy over time.
- Acquire an understanding of the position of the United States on a range of contemporary issues, such as national security, the development and deployment of military force, missile defense, terrorism, trade, foreign aid, economic sanctions, population growth, global warming, energy, immigration, weapons proliferation, human rights, and the promotion of democracy.
- Develop an awareness of the multiple perspectives underlying current debates about global problems and international conflicts.

You will also...

- Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in political science.
- Use writing strategies that achieve the purposes for writing and addressing the expectations of the different audiences of political science.
- Formulate research questions and employ strategies for researching and responding to those questions.
- Use the specific genres of political science to communicate information.
- Understand the conventions for communicating, disseminating and interpreting information within political science.

## Course Texts

The following texts are required, and can be purchased at one of the campus area bookstores or from online sources such as [www.amazon.com](http://www.amazon.com) or [www.ecampus.com](http://www.ecampus.com):

- Bruce Jentleson, *American Foreign Policy: The Dynamics of Choice in the 21<sup>st</sup> Century*, 5th edition. New York: W.W. Norton, 2014. ISBN: 9780393919431 (pbk). [Note: This text can also be purchased in digital format at [books.wwnorton.com](http://books.wwnorton.com) for \$30.66]
- Gregory M. Scott and Stephen M. Garrison. *The Political Science Student Writer's Manual*, 7<sup>th</sup> edition. Pearson, 2012. ISBN: 9780205830121. [Note: This text can also be purchased in a digital format from Pearson Course Smart, [www.coursesmart.com](http://www.coursesmart.com) ]

In addition, I highly recommend David Sanger's recent book *Confront & Conceal: Obama's Secret Wars and Surprising Use of American Power* (2013), ISBN: 9780307718037. This critically acclaimed New York Times best-seller offers an inside account of the Obama administration's foreign policy.

## Course Requirements

### Students are expected to:

#### Read and think!

The surest route to a good grade in this class (or any class) is to complete the assigned reading. You should complete the reading *before the class* for which it is assigned. The reading will introduce you to basic concepts and theories, challenge you to think critically about current international issues, and encourage you to develop your own reasoned judgments on these issues.

Lectures, discussions, films, and activities in class will reinforce the knowledge you acquire through reading; they cannot serve as a substitute for reading. Your mastery of the readings will be demonstrated in part through your active use of concepts and information from the readings in class discussion, in-class writing exercises, and paper assignments. The final exam for the course will be the primary means of assessing your grasp of course concepts and facts contained in the readings.

#### Attend class and participate in discussion

Class attendance is strongly and positively correlated with performance. Given the centrality of the writing intensive course to your program of study, it is particularly important to attend this course regularly. In-class exercises, both graded and ungraded, will help you to develop your writing and research skills. To encourage you to attend class and participate in discussion, I will award up to **100 points** for attendance and participation.

### Research and write

Because this is a writing intensive course, much of the work for the course will consist of writing exercises and assignments that develop your research skills. In the first half of the semester, there will be seven-eight short, in-class research or writing exercises, of which the 5 highest scores will be kept. Each exercise will be worth **10 points each, for a total of 50 points**.

At the beginning of the semester, you will select a specific aspect or problem of current U.S. foreign policy that interests you. Over the course of the semester, you will conduct research on the topic. The research will be the basis for a 15-25 page paper that you will submit at the end of the term.

The research project and final paper will be worth 625 points. Most of the points (375) for the research paper will be earned for submission of drafts of various components of the paper; the remaining 250 will be earned for submission of the complete, final draft of the paper. You will begin work on the research project early in the semester. The assignment has five distinct components -- a statement of the topic or research question, a review of relevant scholarly literature, research design or plan, written presentation of evidence/data, and assessment of your research findings, and a conclusion. You will have an opportunity to revise and resubmit most of these components after I have reviewed and returned them with comments.

The assignment and its various components can be accessed on the course website (log on to [canvas.emich.edu](https://canvas.emich.edu)). You will submit (upload) your work to the course website, and retrieve graded papers from it as well.

### Present your research

In the last two weeks of the semester, PLSC 327 will become a conference on American foreign policy. You will present the research you have conducted over the semester on a panel addressing a general topic or question. The conference will give you an opportunity to present your findings and engage in dialogue about U.S. foreign policy with your fellow panelists and the audience. I will invite my political science colleagues to the conference, and you can invite friends or family members. Your research presentation will be worth up to **75 points**. You will be encouraged to present your final paper to the 2017 EMU Undergraduate Symposium.

### Take the final exam

Your mastery of course concepts will be assessed through a comprehensive final exam, covering all course readings and lectures and worth up to **150 points**. It will be given on Thursday, April 21 from 1:30-3:00 p.m. A study guide for the final will be distributed two weeks before the end of the term.

### **Grading scale**

The total number of possible points that you can earn on papers, exams, attendance and participation is **1000**. Your final grade in the course will be based on the percentage of the 1000 points that you earn, following the standard grading scale (93-100% = A, 90-92% =A-, 87-89% =B+, etc.).

### **Late Assignments and Makeup Exams**

Deadlines for assignments are absolute: late papers will not be accepted. The only exceptions to this policy will be for cases of serious illness or family emergency, which must be documented. If you cannot turn in a paper on time or take an exam on the scheduled date due to illness or emergency, you must notify me *before* the due date or scheduled exam date and provide documentation immediately.

### **Religious Holidays**

If you will miss class, a paper deadline, or exam due to observance of a religious holiday, you must notify me by email one week in advance in order to arrange an alternate deadline or make up the work or points lost by non-attendance.

### **Writing Support**

I will be available all semester to address any questions you have about the writing assignments. You can contact me by email, visit me during office hours, or schedule appointments.

If you need additional help with assignments, you may wish to turn to one of the university programs dedicated to writing and research. **The University Writing Center** (115 Halle Library; 487-0694) offers one-to-one writing consulting. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. UWC also has several “satellite” locations, including one in Pray Harrold 211 (M-Th, 11-4). Students should bring a draft of the paper they are working on and their

assignment sheet. The **Academic Projects Center** (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. It is open Monday-Thursday, 11 a.m. – 5 p.m. Additional information about the APC can be found at <http://www.emich.edu/apc>.

### **Academic Dishonesty**

Plagiarism, which is the unacknowledged use of the words or ideas of another person as one's own, is forbidden by the EMU Code of Student Conduct. A handout on plagiarism will be distributed in class prior to the first assignment. To help you to use your own words and develop your own writing style, we will use the service Turnitin.com – [www.turnitin.com](http://www.turnitin.com)-- to which EMU has subscribed in order to ensure the originality of paper assignments. You will submit all of your papers to Turnitin before the assigned due dates. It will be up to you to make any necessary corrections, and to ensure that the paper is in your own words and all sources are correctly cited before the paper is submitted to the course canvas website. Any paper that is plagiarized, even in part, will receive a score of zero. Cheating on exams is also forbidden and will similarly result in a zero score. Serious cases of plagiarism or cheating may be referred to Student Judicial Services.

### **Accessibility**

If you believe you may have trouble participating or effectively demonstrating learning in this course due to a disability, please meet with me (with or without an accommodation letter from the Disability Resource Center) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the Disability Resource Center (240 Student Center; 487-2470; [swd\\_office@emich.edu](mailto:swd_office@emich.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about such issues, but it is best if we can talk at least one week prior to the need for any modifications.

### **Classroom Conduct**

As instructor of the course, I am responsible for facilitating a learning environment in which all members of the class are valued and encouraged to develop their knowledge and abilities. The creation of such an environment requires the combined efforts of all members of the class. During class time, it is important to be fully present by paying attention to whomever is speaking or whatever information is being presented. You should take notes during class: note taking helps to focus attention and facilitates mastery of material presented in class. You should also refrain from using electronic devices (cell phones or laptops) for texting or surfing the web. Finally, in order to have an open and fruitful exchange of ideas, we should respect the right of others to express their views. Interruption when another person is speaking, disparagement of

the ideas or views of others, or any other behavior that disrupts the class, is unacceptable. For a complete overview of university policies regarding student conduct, see the [2015-2016 EMU Student Handbook](#).

## **University Policies**

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all University policies, support resources, and students' rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. ***Please note:*** Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, [734.487.0074](tel:734.487.0074), [emu\\_ombuds@emich.edu](mailto:emu_ombuds@emich.edu), or visit the website: [www.emich.edu/ombuds](http://www.emich.edu/ombuds)

To access the University Course Policies, click on this link:

<http://www.emich.edu/studenthandbook/policies/academic.php#univ>

## **Schedule of Course Topics and Readings**

### **Introduction: The Changing International Role and Power of the United States**

January 7 & 12

Jentleson, Chapter 1, "The Strategic Context: Foreign Policy Strategy and the Essence of Choice," pp. 2-25.

Articles by Mearsheimer, Keohane, Kolko, and Smith in Jentleson, pp. 216-233.

### **Research and Writing about Politics**

January 19

Scott and Garrison, Introduction and Ch. 1, pp. 1- 29.

### **Domestic Politics and Foreign Policy, Part I**

January 21

Jentleson, Chapter 2, "The Domestic Context: Foreign Policy Politics and the Process of Choice," pp. 27-53.

Articles by Schlesinger and Allison in Jentlesen, pp. 234-238.

**\*\*\*Research Paper Part I: Introduction due, January 21\*\*\***

**Writing to Learn (& Learning to Write): Finding and Citing Sources of Information**  
January 26

Scott and Garrison, Ch. 2-5

**Domestic Politics and Foreign Policy II**  
January 28

Jentleson, Chapter 3, "The Domestic Context: Interest Groups, Media and Public Opinion," pp. 56-85

Articles by Cooke and Holsti, "Public Opinion and Foreign Policy," in Jentlesen, pp. 239-249.

**Writing about Politics**  
February 2

Scott and Garrison, Ch. 6-8

**Historical Patterns in American Foreign Policy: The Rise of the U.S. as a Great Power**  
February 4

Jentleson, Chapter 4, "The Historical Context: Great Debates in American Foreign Policy, 1789-1945," pp. 89-128.

Articles by Kissinger and LaFeber in Jentlesen, pp. 250-264.

**\*\*\*Research Paper Part II, Literature review due February 2\*\*\***

**The Research Process and Writing from Research**  
February 9

Scott and Garrison, Ch. 9-12, pp. 114-145.

## **Historical Patterns in American Foreign Policy: The Cold War**

February 11

Jentleson, Chapter 5, "The Cold War Context: Origins and First Stages," pp. 131-163.

Articles by Brodie and Kennan in Jentlesen, pp. 265-274.

## **The Cold War, Part II**

February 16

Jentleson, Chapter 6, "The Cold War Context: Lessons and Legacies," pp. 167-212.

Articles by Gelb, Gaddis, and Gorbachev in Jentlesen, pp. 275-284.

## **Current Foreign Policy Strategy of the U.S.**

February 18

Jentleson, Ch. 7, "Grand Strategy for a New Era: (I) Power and Peace," pp. 286-327.

Articles by Lieber, Ikenberry, and Kupchan in Jentlsen, pp. 596-602.

***\*\*\*Research Paper Part III, Research plan/design due February 18\*\*\****

## **Winter Break**

February 22-28

## **The US and the Global Political Economy**

March 1

Jentleson, Ch. 8, "Grand Strategy for a New Era: (II) Prosperity and Principles," pp. 332-380.

Articles by Stiglitz and Mansfield & Snyder in Jentlesen, pp. 603-605 & 611-617.

## **Foreign Policy After the Cold War**

March 3

Jentleson, Ch. 9, "Post-Cold War Foreign Policy Politics: Politics Beyond the Water's Edge," pp. 385-414

National War Powers Commission Report and article by Keck and Sikkink, in Jentlesen, pp. 618-630.

## **The US and Asia**

March 8

Jentleson, Ch. 10, "Asia's Rising Strategic Importance: Relations with China and the Asia-Pacific Region," pp. 419-451

Articles by Lieberthal and the Indian Institute for Defense Studies, in Jentleson, pp. 635-642

**\*\*\*Research Paper Part IV, Outline and notes due, March 8\*\*\***

## **The US and the Middle East**

March 10 & 15

Jentleson, Ch. 11, "War, Peace, Terrorism, Democracy: Old and New Challenges in the Middle East," pp. 455-498.

Articles by Bush, Caldwell, and Lynch, in Jentleson, pp. 643-650.

## **Europe and Russia**

March 17 & 22

Jentleson, Ch. 12, "Old Friends, Old Enemy: Twenty-First-Century Relations with Europe and Russia," pp. 503-538.

Articles by Grevi and Primakov, in Jentleson, pp. 651-656.

**\*\*\*Research Paper Part IV draft due, March 24\*\*\***

## **Latin America and Canada**

March 24 & 29

Jentleson, Ch. 13, "The Americas: Relations with Latin America and Canada," pp. 541-564.

Articles by Sweig, Cardenas, and Birns & Mills, in Jentleson, pp. 657-663.

## **Africa**

March 31

Jentleson, Ch. 14, "Africa: Persisting Old Issues, Pressing New Ones," pp. 567-592.

Articles on U.S. Strategy toward Sub-Saharan Africa and the World Bank, in Jentleson,  
p. 664-672.

***\*\*\*First full draft of research paper (with Part V, conclusion) due, April 5\*\*\****

**EMU Research Conference on American Foreign Policy**  
April 5-19

***\*\*\*Final revised research paper due April 19\*\****

**Final Exam**  
**Thursday April 21, 1:30-3:00 p.m.**