

## **Political Science and International Relations 313-010**

### **American Foreign Policy**

**Spring 2019**

**MWF 12:20-1:10 PM**

**Gore Hall 103**

Instructor: Tobias Lemke  
333 Smith Hall  
18 Amstel Ave  
Newark, DE 19716  
[tlemke@udel.edu](mailto:tlemke@udel.edu)

Office Hours: Brew Haha!  
MW 11:00-12:00 Noon  
or by appointment

### **Course Description**

Who makes U.S. Foreign Policy? Is American conduct in world affairs largely a response to threats from abroad or the product of a domestic struggle over power and influence between Democrats, Republicans, and other public and private-sector actors? Is American Foreign Policy entering a new age with Donald Trump as the Commander-in-Chief and how will the outcome of the 2018 Mid-term elections affect the work of the White House, State Department and Pentagon? This course will provide you with the knowledge and skills needed to answer these questions, while presenting you with a diverse set of issues, theories, and cases in the field of American Foreign Policy since World War II.

We will begin the course with a discussion on the primary institutions of American Foreign Policy making, including the constitutional role of the President, Congress, and the Bureaucracy. We will also examine the policy roles of various societal actors (e.g. the media, private interests, and social movements). In the second part of the course, we will examine several prominent theories used to explain the formation of U.S. foreign policies—such as realism, liberalism, and constructivism. The third part of the course will ask you to apply these insights by analyzing several cases in American Foreign Policy since World War II, including the Korean War, the Vietnam War, and the “War on Terror”. Finally, the course will challenge you to critically assess the validity of diverse sources of information—including social and traditional media outlets—when analyzing contemporary issues in American Foreign Policy, including the United States’ relationship with rising powers such as China and Russia, international trade disputes, and foreign election interference.

### **Student Learning Outcomes**

Upon completing the course:

- You will be able to identify the key actors in the field of U.S. foreign policy and summarize, contrast, and compare their distinct roles in the policy making process.
- You will be able to distinguish between the major theoretical lenses used to explain U.S. foreign policy processes and outcomes and explain how they are different from one another.

- You will acquire a basic understanding of the major U.S. foreign policy developments since World War II, ranging from the Vietnam War to the War on Terror.

## **Required Materials**

- **Hook, Steven W.** 2016. *U.S. Foreign Policy: The Paradox of World Power*. **5<sup>th</sup> Edition** (Washington D.C.: Sage Publications) (You will have digital access to Hook through Canvas bookstore module; there is no need to purchase/rent a print copy).
- **Western, Jon.** 2005. *Selling Intervention & War: The Presidency, the Media, and the American Public*. (Baltimore: The Johns Hopkins University Press).
- Other reading assignments will be available on the course's **Canvas** page and are listed on the syllabus.
- You will also need to bring an **i-Clicker** to class. These will be available for purchase at the UD Bookstore. You are not required to purchase the new i-clicker2 model if you already own the original model. Both will be compatible with our i-clicker use in class.

## **Student Responsibilities**

Students are responsible for regularly attending class. Attendance is **the best way** to process the course content, as our lecture discussion will often go beyond the assigned readings. You should consider the reading assignments the foundation upon which we will build in class. I don't want to use class time to repeat information you already know but rather discuss it with you. Therefore, it is important that you both read the assignments before you come to class. In my experience, lecture slides **are not** a sufficient substitute for reading the assigned material and attending class regularly.

This class requires the completion of all assignments in a timely manner. All deadlines are clearly stated on the syllabus. If you are unable to attend an exam, you must notify me before the class begins, and arrange to make-up the exam. Exams can only be made given extenuating circumstances (hospitalization, family death, etc.) and official documentation will be required. The use of electronic devices of any sort during exams is prohibited. Use of such devices during an exam will result in a zero for the test score. I ask you kindly not put me in that position.

## **Grading**

The final grade will be computed in the following manner:

Exams (3x):	30 %
Policy-issue website (group-based):	20 %
In-class group work (case studies):	20 %
Class participation and quizzes:	20 %
<u>Peer-group feedback</u>	<u>10 %</u>
Final Grade:	100 %

Throughout the course, I will make **grading rubrics** available to you whenever possible. These will guide you in the completion of all the assignments by providing specific examples of what constitutes excellent, average, and below-average work. Grades will be made available on Canvas.

Expect **no extra credit** opportunities for this course. Consider the 20% of your grade that is made up of your in-class participation and peer-feedback as the most direct way you can raise your performance beyond the exams and group work assignments.

### 1. Exams:

There will be **three bluebook exams** in this course. One in the first third of the semester, another during mid-terms and a final exam at the end of the semester. Consider the exams cumulative.

Exams will include a combination of multiple-choice, short-answer and essay questions. You will have 50 minutes to complete each exam. The exams will test information from the class lectures and reading assignments—including the textbooks and alternative material covered in class. You should bring a pen and bluebook to the exam. The dates for the exams are clearly listed in the course outline. The average of your three exam scores will account for 30% of your final grade. A word to the wise: timing and preparation will be the key to success in the exams.

### 3. Policy-issue website design (group-based):

In addition to the exams, 20% of your course grade depends on the final group project. For this purpose, I will separate the class into 7-8 groups (w/approximately 5 members each) at the beginning of the semester. Your primary task is to develop and create a website (yes, you will make this available online) that covers in detail a foreign policy topic/issue of your choice. As part of the assignment, you will need to identify a critical issue/topic/problem/puzzle in contemporary US foreign policy, introduce it to your audience, design a research question around it and attempt to answer that question by using both in class materials and sources that you collect outside of class.

I will ask you to meet with me to discuss your topic/theme suggestion before spring break. **You are responsible for making that appointment with me.** From that point onwards, I expect you to be working on your website. You will receive specific instructions about this assignment—including some technical help regarding web design—during the semester. No prior knowledge of web design is necessary to excel at this assignment. However, I expect you to learn the necessary skills to develop and publish a website using a free web-design tool (e.g. Wix, WordPress etc.). Do not wait until the end of the semester to prepare the assignment. I am giving you the entire semester to prepare for it and I expect a polished and well-developed website from you as the final product.

\*Your group assignment is final, so get to know your group members and start building a positive working relationship with them. You will be working together a lot.

### 4. In-class group work (case studies):

To prepare you for your final group project, you will be working with your assigned group on 5 separate case studies throughout the semester (these are clearly marked on the course calendar below). I will not lecture during these class sessions. Instead, after a brief introduction, you will use the remaining class time to work with your group on a specific problem, question, or puzzle in the form of a case study. The purpose of these case studies is for you to apply the knowledge you picked up in class and apply it to real-world events. I will ask you to upload your final answers as a word document to Canvas (as a group) but be prepared to present your findings to the rest of the course. You will receive specific instructions for these sessions before class and have time to prepare. However, there will not be enough time to do the readings *and* finish the case during class. In my

experience, groups who come prepared (i.e. complete all the reading assignments and started to outline their answer) exceed in the case study assignment. I will also ask you to fill out a short answer quiz before and after the case study to gauge how much these exercises help you process and understand the material. These “quizzes” will be part of your individual grade score including your i-Clicker performance.

### 5. Peer-feedback (case studies):

In the past, students have complained about the issue of “free-riders”. That is just how the cookie crumbles. However, to incentivize group participation I will ask you to rate your group members’ performance after each case study. These ratings will remain confidential, but they will allow me to monitor your group dynamic more closely and intervene if necessary. This peer-feedback will count for 10% of your final grade. Consider this to be your extra-credit line. All you need to do to get full credit here is to be a good sport and contribute to your group. Don’t waste those points!

### 6. Individual class participation and quizzes:

20% of your grade will be based on your in-class participation. We will regularly engage open class discussion and use i-Clicker technology to answer questions related to the assigned reading materials. I also encourage all students to use your social media accounts (e.g. Twitter, Facebook etc.) to collect useful information on topics and themes we discuss in class. You will receive time in class to check your social media feeds regularly and draw our attention to interesting news that relate to our class discussion. If you send me an email before May 1<sup>st</sup> telling me about something that you have learned in this class that either changed the way you look at something related to U.S. foreign policy or confirmed your prior beliefs (no more than 1 paragraph), you will earn +1% toward your final grade.

**\*Student Resource: Oral Communication Consultants Program.** The OCC are undergraduate peer tutors within the Writing Center who help students (one-to-one) with any stage of the public speaking process. This includes: creating an argument, strengthening a visual aid, and rehearsing one's presentation.

To schedule an appointment, visit: [www.writingcenter.udel.edu](http://www.writingcenter.udel.edu) or [www.udel.mywconline.net](http://www.udel.mywconline.net)

### Academic Honesty

Academic dishonesty of any kind will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on assignments, exams, and plagiarism of any kind. If you have questions about what constitutes plagiarism or academic dishonesty, please come and talk to me. Cases of academic dishonesty will be dealt with according to university rules and policies. The penalty for academic dishonesty, as outlined in the Code of Student Conduct, is strict and has lasting negative effects on your academic standing. If you have not done so, please review the Code of Student Conduct here: <http://www1.udel.edu/stuguide/16-17/index.html>. Please pay special attention to the section on academic honesty: <http://www1.udel.edu/stuguide/16-17/code.html#honesty>. Students found guilty of academic dishonesty will fail the related assignment, quiz, or exam in addition to other University imposed sanctions. Again, I ask you kindly to not put me in that position.

## **Students with Disabilities**

If you have any kind of disability (physical, psychiatric, emotional, medical, learning, or other), which will make it difficult for you to meet any course requirement, please notify me, and the Office of Disability Services, as soon as possible to address a solution. All information will be kept strictly confidential. For more information, check out <http://sites.udel.edu/dss/students/forms/>.

## **Ethics**

This class will be a space for us to express and discuss a variety of different thoughts, ideas, and opinions. We will not—and do not have to—agree on everything. In fact, some may argue that politics is about discussing and negotiating those things upon which we do not agree. This certainly seems to be the case in the today's highly contentious and polarized political environment. However, I expect class discussion to remain respectful and courteous always. Listen to your classmates' points of view as you would expect them to listen to yours. If you leave this class with a better understanding of the views and beliefs of someone on the other side of the political spectrum, then you will have taken something important away from the course!

## **Course Outline**

\*Note: The assigned readings are to be completed by the date under which they are listed prior to class. Additional reading assignments may be added throughout the semester. **The course outline is subject to change.**

### **Module 1: Introduction**

Monday, Feb 11: Introductions and Course Syllabus

Read: Course Syllabus

Wednesday, Feb 13: The U.S. in a turbulent world

Read: Hook 1

Friday, Feb 15: Expansion of U.S. Power (Founding to WWII)

Read: Hook 2 pp. 30-46

Monday, Feb 18: Expansion of U.S. Power (Cold War to Present)

Read: Hook 2 pp. 46-74

Wednesday, Feb 20: Case Study#1 Understanding America's role in world politics

Read: Gideon Rose "The Fourth Founding: The United States and the Liberal Order" *Foreign Affairs* (Canvas); [Michael Anton "America and the Liberal International Order" \*American Affairs\*](#)

### **Module 2: U.S. Foreign Policy and the State**

Friday, Feb 22: Case Study#1 Check-out, Quiz#1

Read: OPTIONAL [Adam Serwer "The Nationalist's Delusion" \*The Atlantic\*](#) or [Evan Osnos "Making China Great Again" \*The New Yorker\*](#);

**\*\*\*CS#1 due on Canvas**

Monday, Feb 25: The Presidency I

Read: Hook 4 pp. 110-128

Wednesday, Feb 27: The Presidency II

Read: Hook 4 pp. 128-142

Friday, Mar 1: Congress I

Read: Hook 5 pp. 144-166

Monday, Mar 4: Congress II

Read: Hook 5 pp. 166-179

Wednesday, Mar 6: The Bureaucracy I

Read: Hook 6 pp. 182-205

Friday, Mar 8: The Bureaucracy II

Read: Hook 6 pp. 205-220

Monday, Mar 11: Case Study#2 The Trump Doctrine & Border Wall

Read: [Bob Bauer “What Someone Needs to Explain to Trump About National Emergencies”](#); [John Yoo “The Law Will Be on Trump’s Side If He Declares an Emergency to Fund His Wall”](#) *The National Review*

Wednesday, Mar 13: Case Study#2 Check-out, Quiz#2

Read: OPTIONAL Barry Posen “The Rise of Illiberal Hegemony” *Foreign Affairs* (Canvas)

**\*\*\*CS#2 due on Canvas**

Friday, Mar 15: **EXAM I** Foreign Policy and the State

### **Module 3: Foreign Policy and Civil Society**

Monday, Mar 18: Public Opinion

Read: Hook 7 pp. 224-244

**\*\*\*Website outline due on Canvas**

Wednesday, Mar 20: Public Opinion

Read: Hook 7 pp. 244-255

Friday, Mar 22: Emotional Attachment to the Nation

Read: Richard Herrmann. 2017. “How Attachments to the Nation Shape Beliefs about the World: A Theory of Motivated Reasoning.” *International Organization* 71(1): S61–84 (Canvas)

Monday, Mar 25: Mass Communication

Read: Hook 8 pp. 258-274

Wednesday, Mar 27: Mass Communication

Read: Hook 8 pp. 274-290

Friday, Mar 29: Framing

Read: Robert Entman “Framing: Toward Clarification of A Fractured Paradigm. *Journal of Communication*, 43(4), 51–58 (Canvas); [Sabrina Tavernise “Why the Announcement of a Looming White Minority Makes Demographers Nervous”](#) *The New York Times*

Monday, April 1: **NO CLASS**, Spring Break

Wednesday, April 3: **NO CLASS**, Spring Break

Friday, April 5: **NO CLASS**, Spring Break

Monday, April 8 : Case-Study#3 Navigating America's media landscape

Read: ["One Nation, Under Fox" New York Times](#)

Wednesday, April 10: Case-Study#3 Check-out, Quiz#3

Read: OPTIONAL: Canetti et al. (2016). "Exposure to Violence, Ethos of Conflict, and Support for Compromise: Surveys in Israel, East Jerusalem, West Bank, and Gaza", *Journal of Conflict Resolution*, 61(1), 1–30 (Canvas).

**\*\*\*CS#3 due on Canvas**

Friday, April 12: Russian Disinformation Campaigns

Read: [Senate Minority Report \(Committee on Foreign Relations\): Chapter 3 Old Active Measures and Modern Malign Influence Operations](#), pp. 35-46; [Russian disinformation campaigns in the United Kingdom, France and Germany](#), pp. 116-132.

Monday, April 15: The case against social media and diplomacy

Listen: [Zeynep Tufekci "Why online politics gets so extreme so fast" The Ezra Klein Show](#)

#### **Module 4: Theories of Foreign Policy Making**

Wednesday, April 17: Dynamics of Decision Making

Read: Hook 3

Friday, April 19: Liberal Theory and Foreign Policy

Read: Western 1 pp. 14-25

Monday, April 22: Liberal Theory and Foreign Policy

Read: Western 1 pp. 14-25

Wednesday, April 24: Contrasting Theories

Read: Stephen Kotkin "Realist World" *Foreign Affairs* (Canvas); Daniel Deudney and John Ikenberry "Liberal World" *Foreign Affairs* (Canvas); Amy Chua "Tribal World" *Foreign Affairs* (Canvas)

Friday, April 26: Case Study#4 Contrasting Theories

Read: Continue Wednesday's Readings!

Monday, April 29: Case Study#4 Check-out, Quiz#4

Read: Continue Wednesday's Readings!

**\*\*\*CS#4 due on Canvas**

Wednesday, May 1: **EXAM II** Theories of Foreign Policy and Civil Society

#### **Module 5: U.S. Foreign Policy in History**

Friday, May 3: Vietnam I

Read: Donaldson 5-6 pp. 69-95 (Canvas)

Monday, May 6: Vietnam II

Read: Donaldson 7-8 pp. 98-128 (Canvas)

**\*\*\*Preliminary website links to go online**

Wednesday, May 8: Vietnam III

Read: Review Donaldson

Friday, May 10: Iraq I

Read: Western 6 pp. 175-195

Monday, May 13: Iraq II

Read: Western 6 pp. 195-219

Wednesday, May 15: Economic Statecraft

Read: Hook 11

Friday, May 17: Case Study#5: Free Trade or Trade War?

Read: [Listen to Dani Rodrik and “What economists and politicians get wrong about trade” The Ezra Klein Show](#); TBA

Monday, May 20: Case-Study#5 Check out, Quiz#5

Read:

**\*\*\*CS#5 due on Canvas**

Wednesday May 29: **FINAL EXAM**

Gore 103 1:00PM – 3:00PM

Tuesday, June 4: FINAL GRADES DUE