

Political Science 4540: American Foreign Policies

Writing Intensive Course

Spring 2018

M/W/F 11:00 to 11:50 am

Naka Hall (Engineering Building West), Room 353

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Course Description

This course takes you through the foundations, formulation, and evaluation of U.S. foreign policy. We will explore the ideas, actors, institutions, and interactions that influence what is in the interests of the United States, and the role they play in decisionmaking and policy execution. Throughout, we will link the core theories and concepts discussed to historical events and current situations facing the United States. By the end of the course you will have a better understanding of the complex world within which U.S. foreign policy decisions are made, and how those decisions affect future policy.

Each week will generally consist of three parts. First, for each topic we will read and discuss the social scientific processes that have been developed to help us understand foreign policy behavior. Second, we will go over a few relevant cases from the history of U.S. foreign policy. We will end each week with a discussion about the research and history, evaluating how well our scientific understanding explains behavior by U.S. foreign policy decision-makers, and how these might help answer current questions in foreign policy.

Course Materials

There is one assigned textbook for this course:

Ralph G. Carter. 2015. *Essentials of U.S. Foreign Policy Making*. Pearson.

The other assigned readings are provided as PDFs on the course Canvas page. They are listed by the last names of the authors and years of publication, and match between those

listed on the syllabus and the files posted to Canvas. I expect you to have completed the readings before the day they appear on the syllabus. Fully reading and understanding the material is essential to doing well on the exams and class discussions.

Canvas

All communication for this course will be conducted via the course's Canvas site and University email. Any supplementary material, assignments, or changes to the course will be made available on this site and announced in class. Each student should ensure that they have access to these materials and are able to receive emails through their student account. Please note that I cannot accept material from, or respond to, student emails that come from a non-university address.

Grading

Exam 1: (20%)

Exam 2: (20%)

Research Paper Proposal: (10%)

Research Paper Rough Draft: (20%)

Research Paper Final Draft: (25%)

Participation: (5%)

Exams

There will be exams held in class **March 9**, and **May 8**. The exams will consist of a mixture of multiple choice, short answer, and/or essay questions that will test your general understanding U.S. foreign policy making. I will provide a study guide prior to each exam, and will set aside time to review in class if the schedule permits. Exams will not be cumulative, but you will need to maintain your basic understanding of social science across exams.

Research Paper

Over the course of the semester, students will develop a research paper on a specific case in U.S. foreign policy. This can be an event, process, decision, or issue that is of interest. The paper is to be an analysis, not an opinion paper. You should answer questions such as “why did this happen?” “how did this happen?” or “what were the results of this?” rather than “what should have happened”. They can be from any period of U.S. policy history, but must be able to be researched with legitimate academic and media sources.

The research paper consists of three stages. First, a 1-2 page (double-spaced, 12pt font, 1in margins) research proposal will be submitted. It should generally outline the topic of your choice and why it is important in U.S. foreign policy history. We will then provide feedback as part of the grade, such as how to focus the course of your research, sources that will point you in the right direction, etc. Second, you will produce a 7-10 page rough draft analyzing

the case you chose. It will be returned with extensive comments and feedback. The final draft of 10-12 pages is to be turned in at the end of the semester.

More detailed information on this project will be given later in the semester.

Participation

To receive full credit for the participation component of the grade, simply come to class after having completed the readings and offer your insights or questions during the class. I will set aside the last fifteen minutes of class on Fridays to devote to discussion. I will also make a discussion section on Canvas available where students can post questions/comments related to that week's course material, and will post some myself. Posting and responding to questions to these sections will count toward the final participation grade, as long as they are original, relevant, and encourage discussion in class. I will also use these questions to help guide discussions during class.

Feel free to come see me in reference to your participation. Always feel free to state your opinion in a way that invites discussion.

Grading Scale

97-100: A+	87-89: B+	77-79: C+	67-69: D+	59 and below: F
94-96: A	84-86: B	74-76: C	64-66: D	
90-93: A-	80-83: B-	70-73: C-	60-63: D-	

Make-up Exams

While I am more than happy to provide make-up exams for those that miss class, I cannot do so without a reason to excuse the absence. I will excuse absences on a case by case basis. Please note that any alternative or make-up exams may be different than those given to the rest of the class.

Information and University Policies

Academic Honesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Classroom Conduct

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Title IX and Mandatory Reporting

University of Missouri policies and federal law prohibit all forms of sex discrimination in education, including discrimination on the basis of sex, gender, gender identity, gender expression, sexual orientation, and pregnancy. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

Because we care about our community, Mizzou employees are required to report all incidents of sex discrimination to the Title IX Office. The Title IX Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or (573) 882-3880, or go to www.title9.missouri.edu. Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for counseling and other support: rsvp@missouri.edu or (573) 882-6638, or go to www.rsvp.missouri.edu. Both the Title IX Office and the RSVP Center can provide accommodations to students who need help with academics, housing, or other issues. The Title IX Office and the RSVP Center will respect your privacy.

Disability Services

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in

case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Copyright on Lecture and Course Materials

Copyright 2018 (Christopher Patane) as to this syllabus and all lectures. During this course, students are prohibited from selling notes or being paid for taking notes by any person or commercial firm without the express written permission of the instructor teaching this course.

Class Outline

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and on the course Canvas site. It is the responsibility of the student to take note of any changes.

Week 1, January 17 & 19: Introduction

Readings:

- Carter, Chapter 1

Week 2, January 22, 24, & 26: Ideas and Foreign Policy I

Readings:

- Carter, Chapter 2
- McDermott (2012), Chapter 2
- Baldwin (1993), Chapter 1

Week 3, January 29, 31 & February 2: Ideas and Foreign Policy II

Readings:

- McDermott (2012), Chapter 3
- Renshon (2008)
- Ikenberry (2017)

February 2: Research Proposals Due

Week 4, February 5, 7, & 9: Domestic Politics and Foreign Policy

Readings:

- Carter, Chapter 3
- Meernik and Waterman (1996)
- James and Hristoulas (1994)

Week 5, February 12, 14, & 16: Domestic Politics and Foreign Policy II

Readings:

- Kreps (2017)
- Bessner and Wertheim (2017)
- Robinson (1999)

Week 6, February 19, 21, & 23: Government Actors

Readings:

- Carter, Chapter 4
- Hermann and Preston (1994)
- Allison (1969)
- Schneider and Macdonald (2017)

Week 7, February 26, 28 & March 2: Individual/Group Actors

Readings:

- Carter, Chapter 5
- Hermann and Hermann (1989)
- Janis (1971)
- Herring (2008), p. 702-710

Week 8, March 5, 7, & 9: Bureaucratic Actors

Readings:

- Carter, Chapter 6
- Newmann (2004)
- Rosenberg (2011)

March 9 Exam 1

Week 9, March 12, 14, & 16: Congressional Actors

Readings:

- Carter and Scott (2009), Chapter 1, 2 (skim), 5

March 16 Research Paper Rough Draft Due

Week 10, March 19, 21, & 23: Public Opinion and Foreign Policy

Readings:

- Carter, Chapter 8
- Baum (2002)
- Drury, Overby, Ang, and Li (2009)

Week 11, March 26, 28, & 30:

No Class, Spring Break

Week 12, April 2, 4, & 6

No Class, ISA 2018 National Convention

Week 13, April 9, 11, & 13: International Actors

Readings:

- Carter, Chapter 9
- Simmons (1998)
- Jacobs and Page (2005)

Week 14, April 16, 18, & 20: Policy Outputs: Economics

Readings:

- Drury (2001)
- Pape (1997)
- Haass (1997)
- Fishman (2017)

Week 15, April 23, 25, & 27: Policy Outputs: Security

Readings:

- Leeds (2003)
- Cha (2009)
- Legvold (2014)
- Baram (2012)
- Newmeyer (2012)

Week 16, April 30, May 2, & 4: Policy Outputs: Democracy and Human Rights

Readings:

- Cingranelli and Pasquarello (1985)
- Dalacoura (2005)

May 4: Research Paper Final Draft Due

Week 17: Finals Week

Final Exam: May 8, 10:00am-12:00pm