Syllabus: Fall 2015 POLS-7015-OLA

Foreign Policy Process

Instructor Information

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Purpose of the course

The purpose of this course is to introduce students to the process through which US foreign policy is made and implemented. Many actors both governmental and public are involved, and each foreign policy issue is both separate in its purpose and related in the overall foreign positions of the United States. Different levels of importance, publicity, priority and crisis make US foreign policy a rapidly changing, complicated, and somewhat volatile subject to study (but this is also what makes it so interesting). In this course we will talk both about the general process and enable you to study a particular foreign policy issue of interest in a research project.

Course Goals

Theoretical application (Understanding the Foreign Policy Process)
To explore the varying theoretical bases in which the US foreign policy process can be understood.

Research (Applying the Foreign Policy Process to real-world events)
To enable students to apply the foreign policy decision-making process to an issue of specific interest

Critical discussion (Understanding the Foreign Policy Process)
To enable critical discussion of the decision-making processes of various Presidential administrations.
History (Understanding the Foreign Policy Process)
To understand the history and evolution of US Foreign Policy.

Process (Understanding the Foreign Policy Process)
To understand the process in which political actors make US foreign policy decisions and implement them.

Analysis and critical discussion (Applying the Foreign Policy Process to real-world events)
To apply theory and process to real-life issues in US Foreign Policy in order to understand and explain the context in which they are made.

Course requirements

Analysis papers (100 pts): papers are worth 20 points apiece, 5 papers total, none can be dropped (requirements are explained in detail below).

Discussion board (100 pts): discussions for each of five learning modules are worth 20 pts each (requirements are explained in detail below).

Research paper (110 pts): a 20-25 page research paper on an issue of student interest. Paper topic proposal (2 pts), Annotated bibliography (5 pts), outline (3 pts), Final paper (100 pts). Paper requirements can be submitted early if the student so chooses; instructions for each assignment are included within the Learning Modules (and below).

Calendar -- the Calendar tab outlines the time frame of each Learning Module, due dates, etc. Please check it often!

Reading -- Readings are not graded, nor are there due dates as to when they should be completed. Keep in mind that discussion board postings and analysis papers cannot be satisfactorily completed unless you spend time on the reading; this means thinking about what you read and integrating it into the course as we move forward. The discussion board helps this process, so read early in each Module, and post early too!

Required reading

There are a number of required readings for this course. Many are attached to the assignments in the learning modules online, but there are several texts each student must purchase on his/her own. They are as follows:

This is the foundational text for the course which introduces many of the important issues and concepts and is a springboard for the more specific additional articles and books assigned. It is used consistently in each module. YOU ARE ALLOWED TO USE OLDER VERSIONS OR USED COPIES AT REDUCED COST.


Before we think about current US Foreign Policy, we must understand and analyze the past. How can the history of US Foreign Relations be characterized? Mead has a unique and interesting theory.


A key government bureaucrat for more than four decades, Robert Gates most recently served as Secretary of Defense for George W. Bush and Barack Obama. The first in history to serve two Presidents, and also from two different parties, this memoir discusses Gates' tenure as Secretary of Defense during the Iraq and Afghan wars and his dealings with the Executive and Legislative branches of government, the military and intelligence community. A fascinating insight into USFP making.

OPTIONAL

Elder statesman of USFP, Kissinger's World Order is a broad analysis of the direction of USFP in the 21st century, discussing future needs, threats, and national interests in policy making for future US leaders based upon the decades of experience Kissinger possesses.


The most commonly used case study for students of USFP, the Cuban missile crisis is the backdrop for a theoretical construct which has remained influential for decades. These theories are discussed in detail within the Rosati/Scott text, but in Essence of Decision are discussed in their entirety; a must for doctoral level study in USFP.
Course grading policy

(A) Exceptional: 90-100%
(B) Very good: 80-89%
(C) Unsatisfactory: 70-79%
(D) Poor: 60-69%
(F) Failure to complete sufficient assignments: 59% and below

The student should make sure they have read the policies regarding the MAIA in International Affairs and the standards for satisfactory progress in the degree.

A grade of (C) is in general considered insufficient and denotes an unacceptable performance in this course.

course outline

Learning modules/dates (see D2L drop boxes for assignment due dates):

Introduction: Course Introduction and Syllabus

MODULE 1 RUNS THE WEEK OF AUGUST 17 (1 WEEK)

Module 1. History of US Foreign Policy

MODULE 1 RUNS FROM MONDAY AUGUST 24 TO SUNDAY SEPTEMBER 13 (3 WEEKS)

Read Mead (all), Rosati/Scott chapters 1 & 2

Analysis paper 1; Discussion 1

Module 2. The President as Primary Decision-Maker

MODULE 2 RUNS FROM MONDAY SEPT 14 TO SUNDAY OCTOBER 4 (3 WEEKS)

Read Rosati/Scott chapters 3 & 4

Analysis paper 2; Discussion 2
Module 3. Decision-Making Theory and USFP

MODULE 3 RUNS FROM MONDAY OCTOBER 5 TO SUNDAY OCTOBER 18 (TWO WEEKS)

Read Rosati/Scott chapter 9

Research proposal due; Analysis paper 3; Discussion 3

Module 4. The State Department, Military, and Intelligence Communities

MODULE 4 RUNS FROM MONDAY OCTOBER 19 TO SUNDAY NOVEMBER 8 (THREE WEEKS)

Read Gates (all), Rosati/Scott chapters 5, 6, 7

Analysis paper 4; Discussion 4

Module 5. Congress, Special Interest Lobbies, the Media, and the American citizen

MODULE 5 RUNS FROM MONDAY NOVEMBER 9 TO SUNDAY NOVEMBER 29 (THREE WEEKS)

Read Rosati/Scott chapters 10, 11, 12, 13

Analysis paper 5; Discussion 5

Annotated bibliography; Paper outline, Final paper due December 2ND

The analysis paper is in many ways the centerpiece of this course. As a graduate student you are expected to be truly interested in the course material and enthusiastic about reading and absorbing as much as possible and thinking critically about what you read.

The analysis papers have several goals:

1. To show me you have read and understood the material.
2. To show me you have thought critically about the material.
3. To develop skills of effective critical writing and expression.
Key tips/further instructions:

1. This is a critical thinking paper in which you must analyze the reading and make an argument that answers the questions asked. You may answer the questions asked in any order/format you like; be creative, just be sure to build your essay around the questions asked.

2. Any summary of the reading that does not address the questions asked is superfluous and will work against your grade. I have read the assigned materials and am interested in your critical analysis, not a summary.

3. Your paper should be no more than 5 double-spaced pages, and must be 12 point, Times New Roman font.

4. Do not do outside research on these analysis papers. Use only the readings and our discussions as evidence.

5. Cite your references as follows (author, page). Do not do footnotes, endnotes, or any other citation style. As your analysis comes only from the assigned readings all that is needed is a reference to those sources.

6. THESE ARE SHORT PAPERS; BE CONCISE, ANALYTICAL, AND DO NOT SUMMARIZE THE READINGS!!

Discussion board policies

Discussion Board Assignment and Rubric

Class participation is an essential activity in this course. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module’s discussion EACH week throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Posting retroactively to prior discussion boards is a detriment to class discussion and is not allowed.

Evaluation of Assignment:

- Participation on each of the 5 discussion boards is required (there is 1 board for each of 5 learning modules) and grades for each discussion board will be given at the end of each learning module. Discussion board #1 is for introductory purposes and will not be graded.
- Each posting will be evaluated generally on the following: 1) overall quality, and 2) the degree it promotes course learning through class discussion.
- At a minimum, students must post by end of midnight Wednesday and Friday. Posting on weekends is allowed, but I encourage you to utilize the weekdays for discussions.
Each student must post at least 7 times per learning module. I encourage you to post as often as you wish, but your entries should add to the discussion, not reiterate earlier postings or other students’ ideas.

At least 1 of the postings must initiate a new discussion topic.

The remaining postings can be in response to another student’s posting or your own. Please post often.

Postings should be concise, intentional and present your ideas clearly and coherently. Remember, this is the discussion component of an in-class course we are trying to create online.

You must cite your sources each time you post. For example, at the end of a post on the constitutional basis for Presidential power which you read in the textbook you would note that source as (Rosati/Scott p. 70). Your citations must be specific and anything you quote or paraphrase must be cited.

Posting “I agree” or extemporaneous and random thoughts will receive no points and directly affect your discussion board evaluation if it is one of your seven required postings.

Profanity, inordinately disagreeable or inappropriate comments will result in an automatic zero for the discussion board.

Make sure you read and understand the rubric. Please ask questions.

I do not expect you to immediately understand what constitutes an excellent posting, but you must put forth your best effort and adjust as we go.

Each posting will be graded as I read it and facilitate overall discussion. I will take the scores from the best 7 of your posts, add them up and divide them by 4 (each post is scored from 0-4) to arrive at your average, which will then be your grade for the discussion board for that module.

### Objective/Criteria

<table>
<thead>
<tr>
<th>Excellent (A)</th>
<th>Very Good (B)</th>
<th>Average (C)</th>
<th>Minimal (D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 points)</td>
<td>(3 points)</td>
<td>(2 points)</td>
<td>(1 points)</td>
<td>(0 points)</td>
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**Posting is**

1) original, 2) relevant, 3) accurately cited, 4) is of very good quality. A three point posting which is well written. Makes a significant contribution to our understanding of the issue being discussed.

**Interpretation**

- Four point postings add substantial teaching presence to the discussion. Postings which are poorly cited often.
- The posting presents little or no new information. However, one point postings may provide important social presence.
- The posting lacks at least one of the above qualities, but is of very good quality. A three point posting which is well written. Makes a significant contribution to our understanding of the issue being discussed.
- The posting lacks two or three of the required qualities. Postings which are based upon personal opinion, or are poorly cited often.
- The posting adds no value to the new discussion, or was not completed at all.
RESEARCH PAPER: Choose an issue in US Foreign Policy that you would like to analyze this semester.

The purpose of this research project is to understand 1) what the US foreign policy is on that specific issue, 2) who the main players in making that policy are, 3) how that policy was made (and/or continues to evolve), and 4) whether the policy will ultimately be (or was) successful or not.

You can choose a current event in USFP or a historical one that has already concluded. The advantages of a current issue of interest are sometimes outweighed by the lack of definitive information on that topic – sometimes an historical topic is easier to research, so choose wisely!

The paper assignment requires that you use one or more of the theories of USFP making that we discussed this semester to analyze your topic; while diplomatic history is an important part of International Affairs, it is the application of theory to gain a broader understanding of a given issue which sets it apart from other disciplines.

Theories can be from the following list, and any theory we come across this semester (or you may suggest others you find interesting from the discipline of political science or other fields of study):

- Rational Actor Theory
- Organizational Process Theory
- Bureaucratic Politics Theory
- Neustadt’s Theory of Presidential Power
- Cognition in USFP

PAPER PROPOSAL (2 pts): write a 2 page research topic proposal explaining what issue in US Foreign Policy you want to study, why you want to study it, what you already know about it, and what you think the current US foreign policy might be.

You do not need to do outside research at this point, just explain why you are interested in the particular topic. Your topic can be current or historical; just be sure it is of interest, and that you can find enough information on it to write a paper. I am here to assist in this process, as I will be throughout the semester as we work on these papers.
ANNOTATED BIBLIOGRAPHY (5 pts): Your annotated bibliography must have 15 academic sources (journals, books, peer-reviewed articles) and can have as many non-academic sources as you like.

Check the Web Links tab for some detailed instructions on writing an annotated bibliography:

OUTLINE (3 pts): The paper outline should be a detailed, bullet-point or numbered outline of each of your major points, your arguments, and the evidence you will be using to advance them.

It should be at least one single-spaced page, and be detailed enough so that I can evaluate your plan of attack for the research paper.

You may turn this in as early as you like, and I will provide feedback on multiple outlines if you wish.

FINAL PAPER (100 pts): Your final paper should be 20-25 pages, including a title page, abstract, a bibliography page, and use APA citation style with in-text citations.

The paper project in total is worth 110 points.

Make-up assignments

You are allowed one late assignment submission OR one late-pass for discussion board posting. I realize that many of you have careers, families and other commitments, so some flexibility is warranted.

If you contact me in advance, I am much more amenable to extensions. In general, as long as you contact me with a valid and substantiated excuse within 48 of the due date I will do my best to accommodate your request. Please be aware that it is unfair to give a student several extensions when only one is awarded to each in the syllabus.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.
Academic Integrity Policy

Honor Code: “On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do” (2013-2014 Undergraduate Catalogue, Academic Information section, Academic Integrity subsection).

To avoid plagiarism, you must give credit whenever you use

- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- Quotations of another person's actual spoken or written words; or
- Paraphrase of another person’s spoken or written words.

Plagiarism also includes the repeated use of a student’s work from another assignment or class. In other words, a student cannot “recycle” his/her own work from another assignment in the class or any other class and re-use it. Citing prior work also does not get around plagiarism; each assignment must be original.

If the professor concludes that a violation of the Academic Integrity policy has occurred, the professor can (1) penalize the student and file an incident report with the Academic Integrity Council or (2) refer the matter directly to the Academic Integrity Council. If an incident report is filed, the professor will review the completed report with the student and will request that the student sign the report as an indication that the student is aware of its contents.

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University Academic Policies – UNG academic policies are found at the following link: http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php