

Course Syllabus

Political Science 371 S1
American Foreign Policy
T-TH 4:00p-5:20p
Carl J. Luna, Ph.D., Visiting Professor

University of San Diego
Fall, 2018
KIPJ 219
3 Units

Course Description (From USD Catalog)

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the twenty-first century. Students examine the historical legacy and internal and external constraints on foreign policy decision-making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

THE FOLLOWING POLITICAL SCIENCE & IR PROGRAM GOALS AND LEARNING OUTCOMES ARE APPLICABLE TO PS371

Goal 1: Engagement in Politics. It is our goal that students are prepared for active citizenship and demonstrate an ongoing interest in national and global politics

- LO1: Political Efficacy and Active Citizenship: Students will demonstrate a sense of political agency and be able to identify the specific ways in which an individual can participate meaningfully in politics.

GOAL 2 – Critical Thinking and Writing Skills: PS students will graduate with the ability to think critically about political concepts and systems. It is our goal that Political Science students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science.

- LO2: Analysis and Expression. Students will demonstrate the ability to construct and evaluate analytical arguments and write clear logical prose.
- LO3: Knowledge. Students will be able to identify the structure and operations of the U.S. and other political systems, and to define and apply concepts and theories in political science.

GOAL 3 - Substantive Knowledge: Political Science students will demonstrate substantive knowledge of institutions, processes and values that shape politics within and among states, and the major theories, concepts, foundations, and methodologies used in the study of politics.

- LO3: Knowledge. Students will be able to identify the structure and operations of the U.S. and other political systems, and to define and apply concepts and theories in political science.

MATERIALS

A. Required Texts. (Available at the USD Bookstore.)

1. Steven W. Hook, *US Foreign Policy: Paradox of World Power*. (5th ed)

B. Supplemental Readings.

1. *The Economist* magazine. (Available online at: <http://www.economist.com/> or through USD Copley Library)
2. *Foreign Affairs* magazine (Available online at: <https://www.foreignaffairs.com> or through USD Copley Library)

EVALUATION

Grading will be based on the following criteria:

1. **Participation.** Class meets three lecture hours/week. Students are expected to arrive on time for every meeting. Students are expected to prepare for each class meeting and take part in all discussions on lectures, assigned readings, and in-class projects. Students will be specifically evaluated on the quality and quantity of participation.
2. **Unit Examinations (75% Total, 25% each)** There will be a **closed-book** in-class exam following the completion of each class unit. Exams will consist of objective completion and essay sections. Exam questions will be taken from a list of study questions handed out prior to the exam. Study questions may include material from previous units.

Make-ups. Make-up exams will only be given to students with approved excuses for their absence. Missing an exam without an excused absence will result in an automatic failing grade. Students should make advanced arrangements to schedule any makeup exams or contact ASAP following a test missed do to an emergency.

3. **Portfolio Assignments (25 % total).** Each student will participate in a group project to develop a Policy Paper (15% of grade) on a major American foreign policy issue. The Policy Paper will consist of both a written (10%) and a group presentation (5%) component for a combined value of 15% of final grade. In addition, each student will complete two 2-3 page short analyses applying course concepts to current news reported in the *Economist* or *Foreign Affairs*. Each analysis will be worth 5% of the final grade for a total of 10%. Details for these projects are included below and will be further discussed in class.
4. **Extra Credit (maximum of +5%).** Students may earn up to an additional 5% towards their grade by completing either a book review or special research project. See if me if you would like to pursue this option. Additional extra credit opportunities may be made available across the semester.

GENERAL INFORMATION

1. Students are expected to have all assignments in on time. Late papers (without approved excuses) or untyped work are automatically lowered 1 grade level. **NO EXCEPTIONS!** If a student is absent the day an assignment is due they may have the paper turned in for them, mail the assignment postmarked prior to the due day or submit the assignment via email providing it is sent **BEFORE** the start of the class period the assignment was due. Students submitting a paper by email must then **TURN IN A HARDCOPY** of the assignment upon their return to class. Failure to do so will result in the assignment not being graded and a grade of zero (F) recorded.

2. Cheating will not be tolerated. Students cheating on exams or papers (i.e., not writing them themselves) will receive a grade of "F" and be referred for discipline pursuant to University policy.
3. Announcements in class (exam dates, schedule/assignment changes, extra-credit opportunities, etc.) will usually be made one time. It is the student's responsibility to obtain this information (preferably from another student) should they miss it in class. Due Dates and Exam Dates given in this syllabus are tentative and subject to change, with notification, as deemed necessary by me. It is the student's responsibility to confirm and adhere to all due dates as given by me,
4. All work submitted by students for evaluation must meet the minimum criterion for college-level work. All papers (except blue books) must be typed, double-spaced, and meet and be consistent with basic style guidelines (MLA, Chicago, Turabian, etc.). All work must meet the basic requirements of grammar and logical structure expected in college writing.
5. Students should always make and retain a copy of any assignment turned in to me. I assume no liability for any materials turned in to me be lost or destroyed.
6. Office hours will be T-TH 2:00pm-2:30pm, 5:30p-6pm and by appointment, KIPJ292. Messages can be sent by e-mail to carlluna@sandiego.edu.

CLASS OUTLINE

UNIT I: THE GLOBAL CONTEXT

DATES

- A. *Key Concepts: International Relations and Foreign Policy*
• Chapter 1

9/6, 11 & 13

- B. *Theories of American Foreign Policy*
• Chapter 3

9/18, 20 & 25

- C. *Making Foreign Policy*
• Chapters 4, 5 6, 7

9/27, 10/2 & 4

Short Analysis 1
EXAM I

10/11
10/9

UNIT II: THE HISTORICAL CONTEXT

- A. *From Isolationism to Internationalism*
• Chapter 2

10/11-23

• “A Short History of American Foreign Policy (State Department)
<https://history.state.gov/departmentshistory/short-history/development>

• “A Short History of American Exceptionalism” (Foreign Policy)
<https://foreignpolicy.com/2012/06/18/american-exceptionalism-a-short-history/>

- B. *The Cold War and Its Consequences*
• Chapter 2

10/25-11/6

• “A Short History of the Cold War” (Atomic Café)
<http://www.atomicarchive.com/History/coldwar/index.shtml>

Short Analysis 2
EXAM II

11/13
11/8

UNIT III: GLOBALIZATION AND ITS DISCONTENTS

DATES

A. *9/11 & the New World Order*

11/13-27

- Chapter 10
- “America’s Forever Wars” *NY Times*

https://www.nytimes.com/2017/10/22/opinion/americas-forever-wars.html?emc=edit_th_20171023&nl=todaysheadlines&nid=49619966

B. *21st Century Foreign Policy*

11/29-12/13

- Chapter 8, 9, 11 & 12
- “5 Big Foreign Policy Challenges for President Elect Trump”

http://wamu.org/news/16/11/12/5_big_foreign_policy_challenges_for_president_elect_trump

- “5 Places Where World War Three Could Break Out”

<https://nationalinterest.org/feature/5-places-where-world-war-three-could-break-out-11487?page=2>

Individual Policy Papers Due:

12/6

Policy Paper Group Presentations:

12/4-12/13

Last Day of Lecture:

12/13

FINAL EXAM (EXAM III) 2p – 4p

12/18

Thanksgiving Break 11/22/18

Last Class TH 12/13

Supplemental Reading: Recommendations for additional readings from *The Economist*, *Foreign Policy*, and other media sources will be made in class on a weekly basis.

American Foreign Policy Semester Portfolio

Each student will be responsible for completing a semester portfolio project. The project will consist of 4 assignments:

1. Policy Paper Project: 15% of semester grade 60% of portfolio.
2. Two Analytical Essays: 10% of semester grade (5% each) 40% of portfolio.

Policy Paper

Each student will be assigned to a policy problem group at the start of the semester (process to be discussed in class.) Each team member will be responsible for drafting an individual 2-3 page policy position addressing the problem and providing recommendations for action. (format examples given below and available at: <http://www.latinamericanstudies.org/cable/cable-7-15-52.htm>). After each team member has completed their paper, the team will work collectively to produce a final, consensus 2-3 page policy paper which will be presented to the class during the last four class sessions. A portion of the final exam will be based on each policy paper presented and discussed in class. 2/3 (10% of final grade) of the assignment's evaluation will be based on the individual student policy paper. 1/3 (5%) will be based on the class presentation of the group policy paper.

The Individual Policy Papers/Group Presentations will be evaluated on the following points:

- (20%) Background/Problem identification
- (20%) Analysis of relevant factors.
- (20%) Breadth, quality and support for Recommendations
- (20%) Breadth and applicability of Appendix
- (20%) Overall Effort & Quality

Analytical Essays

Students will complete 2 short analysis paper (2-3 pages each) due on the dates indicated in the Class Outline. The subject of the analysis will be an article chosen by the student from any current issue of the *Economist* or *Foreign Affairs* magazine (published within the time frame of the class discussion for that topic) relevant to the Policy Problem you have identified and been assigned to for the Policy Paper. The Analytical Essay will demonstrate how the articles relate your Policy Problem as well as identifying course ideas and significant topic(s) in American foreign policy discussed during that Unit. The essays should include full bibliographic citation of the article as well as footnotes and citations of any other referenced sources. Each assignment will be evaluated on the following points:

- Relevance (20%): the news article/book selected for analysis is pertinent to issues and concepts discussed during the course unit and the analyses is directed at such issues and concepts.
- Integration of Course Concepts (40%): The analysis does not simply summarize the news item but, rather, systematically and effectively analyzes it in terms of specific issues and concepts discussed during the unit.
- Overall Effort & Quality (40%): The analysis reflects intelligent and original thought, is written and the collegiate level and is of adequate length.

Sample Policy Paper Structure
*Position Paper Prepared in **IDENTIFY ORGANIZATION/AUTHOR(S)***

DATE

[HQ CITY]

TITLE IDENTIFYING PROBLEM AND SUMMARY OF SOLUTION

BACKGROUND

- Summary of relevant history
- Identification of relevant actors and institutions

PROBLEM

- One sentence statement of problem to be considered by policy maker.

FACTORS

- Factors specific to the targeted population affected by the problem;
- Relevance of problem to the agency/institution/country considering intervention
- Context of problem within ongoing activities by the agency/institution/country
- Costs of non-action
- Costs of action

RECOMMENDATIONS

- Summary of proposed action(s)
- Identification of necessary resources and costs
- Pro/Con analysis
- Timeline
- Additional Options within/external to proposed action(s)

APPENDIX

- Background support citations and annotation
- Problem support citations and annotation
- Factors support citations and annotation
- Recommendations support citations and annotation

Sample Policy Paper
Position Paper Prepared in the Department of State[1]

CONFIDENTIAL
July 15, 1952.

[WASHINGTON,]

**A RECOMMENDED POSITION IN THE EVENT THAT CUBA SHOULD REQUEST THE
DEPARTMENT'S VIEW ON THE SALE OF SUGAR BEHIND THE IRON-CURTAIN**

BACKGROUND

As a result of increased plantings and favorable weather conditions, it is anticipated that Cuba's 1952 sugar crop will be the largest in that nation's history and that there will be a sugar surplus possibly approaching two million Spanish long tons. The Batista administration is extremely concerned about the effect that this surplus and subsequent possible surpluses can have on the price of sugar and about the repercussions that a fall in price could have on the Cuban economy. In accordance with a plan advanced by representatives of the Cuban sugar industry, the Cuban Government intends to take measures to restrict 1953 sugar production to five million Spanish long tons and to dispose of the surplus remaining from the 1952 crop over a period of five years. There is some dissatisfaction with this plan however, on the part of certain elements in the sugar industry and labor groups who would prefer unrestricted future production and the maintenance of the present level of employment.

Cuban Communists have seized this opportunity to initiate a press campaign in favor of Cuban trade with the Soviet bloc. Stressing the point that restriction of the sugar crop would mean "hunger, misery and ruin for labor and for the country," the Communists have suggested that Cuba open extensive commercial relations with China, the Soviet Union, and the "People's Democracies". Markets in these countries have been depicted in glowing terms by the Communist press.

It is believed that few responsible Cubans will entertain illusions about trade behind the "Iron Curtain". It appears probable, however, that every possible outlet for Cuban sugar will be explored. In this connection, Cuban representatives may be expected to request the views 'of the Department regarding the selling by Cuba of sugar behind the "Iron Curtain".

PROBLEM

What should be the position of the Department of State in the event that Cuban representatives request its views on selling by Cuba of sugar behind the "Iron Curtain".

FACTORS

Among the factors which should be brought into a consideration of the problem are the following:

(1) It is the policy, and in the best interest, of the United States to assist Cuba to maintain its economic and political stability and to develop its economy and political system.

(2) A failure by Cuba to dispose of its surplus sugar crop in an orderly manner and at normal prices could severely threaten both the economic and political stability of Cuba.

(3) Sugar is not considered a strategic commodity at the present time by the United States or by other nations of the free world. United States policy does not preclude its sale, or that of other items not included on strategic lists, to the U.S.S.R. and to the Eastern European nations comprising the Soviet bloc. Exports to Communist China and to North Korea, however,

are not permitted by the United States and by many other members of the United Nations.

(4) The U.S.S.R. and the Eastern European countries of the Soviet bloc, according to available recent statistics, are in an export position as far as sugar is concerned. Communist China has a relatively small need for sugar imports, and its area has not furnished in the past a normal market for Cuban sugar. It would seem therefore, that the "Iron Curtain" countries do not constitute a market for Cuban sugar under normal circumstances.

(5) In the light of recent Communist divisive activity in Cuba and elsewhere, however, it would not be unlikely that a Communist country, for purely propagandistic reasons, would make an offer to purchase Cuban sugar. Such an offer probably would not be for a quantity of consequence, but it could have strong propaganda effect. To achieve this, the Communist countries might offer to make payment in dollars-something which the Cubans would probably require. Such payment from Communist China and/or North Korea would almost certainly involve United States banking facilities or Chinese credits in United States banks, either of which would be in contravention of United States Treasury regulations.

(6) The degree of opposition which the United States could express to Cuba's trade with Communist China is limited by the fact that United States policy does not call for special pressure against certain Western European countries such as Great Britain to desist in their "normal" trade in non-strategic commodities with Communist China.

(7) In both the UN and the OAS, Cuba has joined with the United States and the other free nations in measures which, in the former, recommend a strategic embargo against Communist China and North Korea and, in the latter, express agreement to cooperate fully in the adoption of measures of economic defense and security control. The United States would wish Cuba to observe these commitments and, also, to follow with the other nations of the free world as much as possible, the example of the United States in regard to trade behind the "Iron Curtain".

(8) The United States is not in a position to offer Cuba any substantial assistance in disposing of the sugar surplus. A Cuban delegation came recently to Washington to discuss with United States officials on an informal basis the situation in Cuba and to outline the measures being taken to relieve it. The delegation requested United States assistance in the intensification of efforts to reach a new International Sugar Agreement. It also asked that the United States Government consider certain additional measures collateral to the stabilization of the sugar market through an international agreement. It appears that the Cubans will have to be given a predominantly negative reply to the latter requests. The United States, however, already has taken a position in favor of a revised international agreement and will continue to support Cuba in international discussions toward this end.

RECOMMENDATIONS

In the light of the above factors and the present international situation, it is recommended that the Department adopt the following position:

(1) If Cuba should request the views of the Department of State in connection with consideration of a Cuban sale of sugar to the Soviet Union or to the Eastern European countries within the Soviet bloc, it is recommended that the Department point out to Cuba that the United States does not embargo the sale of non-strategic items such as sugar to these countries. The Department should then indicate that a decision to sell sugar to those countries is one for Cuba alone to make. It would be implicit in its reply that the Department has no overriding objection to such a sale.

(2) If views are asked in connection with a possible sale to Communist China or North

Korea, it is recommended that the Department remind Cuba that the United States prohibits all exports to that area and that, accordingly, a Cuban sale of sugar to Communist China or to North Korea would not be viewed with favor. This reply should be accompanied by an expression of sympathy for the Cuban problem and of an appreciation for the Cuban inquiry and for past cooperation in denying the benefit of free world production to that area. If Cuba should refer to the United States attitudes regarding the trade in non-strategic commodities of certain Western European countries with Communist China, it can be pointed out that Cuba, unlike those European nations, has never developed a comparable pattern of trade with Communist China, and it is not in a position to plead the necessity of continuing an established trade. If Cuba, however, should indicate that the terms for the sale would involve an exchange of sugar for some strategic commodity which would add materially to the strength of the free world, it should be informed that this factor would be a consideration that might outweigh objections which would otherwise attach to the transaction.

[1] Drafted by Cedric C. Phillip of the Office of Middle American Affairs; cleared with the Offices of Regional American Affairs, East European Affairs, and Chinese Affairs, the Economic Defense Staff, and the Agricultural Products Staff. Forwarded to Deputy Assistant Secretary Mann, Director of the Office of Regional American Affairs Cale, and Director of the Office of Middle American Affairs Rubottom under cover of a memorandum by Mr. Phillip, dated July 29, 1952. The covering memorandum indicates that Mr. Cale and Mr. Rubottom concurred; it also bears the following handwritten notation, initialed by Mr. Mann: "it is a commendable thing to anticipate problems of this kind and if the question is squarely put up to us this will make it possible to reach a conclusion very quickly. But, lawyer-like, I prefer to pass final judgement when the issue is drawn."

Criteria for evaluating class papers

(adapted from an article in *The Political Science Teacher*, Summer 1989)

NO page-long paragraphs!

A paper:

- Good, clear, complete description of the problem or issue
- Good, clear arguments, each supported by evidence, with plausible examples
- May offer unique arguments, evidence missed by others
- Clear use of two “tools” from the course
- Clear presentation of solution
- Well organized; few errors in sentence structure, spelling, mechanics; good transitions
- Complete and informative reference page; proper citations

B paper:

- Adequate description of problem or issue
- Advances good arguments and tries to supply evidence, examples to back up each one
- Solution is clear, but not as strongly stated as an A paper
- Ambiguous use of course “tools”
- Generally a good job: clearly written with few errors; adequate transitions
- Reference page is adequate; adequate citations

C paper:

- Must have some description of the problem, and argument, evidence, and solution.
- However, a C paper will have one or more of these problems:
- Incomplete description of the problem or issue
- Failure to address the intended audience: assumes the reader knows too much; too much (such as reasons, evidence) is left unstated
- Weak use of course “tools”
- Weak or unclear solution
- Arguments are made, but not clearly stated
- No evidence or examples offered in support of one of more arguments
- Some problems with: articulating ideas, transitions, organization, spelling, mechanics
- Inadequate reference page; inadequate - incomplete citations

D paper:

- Doesn't describe the problem or issue
- Weakly organized, poorly developed ideas, little or no supporting evidence - examples
- Wandering writing; overly repetitive
- Too much quoting other sources
- No use of course “tools”
- No evidence of having read or used reference sources
- Generally sloppy; too many typos, misspelled words, poor articulation, poor transitions
- Inaccurate data; data-dumping with no argument
- No reference page

F paper:

- Didn't do the paper
- Didn't do the paper as assigned
- Plagiarism

TITLE IX

The University of San Diego is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources.