

- *Apply* current events to the concepts and ideas developed in the course.
- *Evaluate* critical problems and propose policy directions for the future.

LANDER UNIVERSITY POLICIES

STUDENTS' CLASSROOM RESPONSIBILITIES:

All Lander students will...

- read and follow their professors' syllabi, including course guidelines and procedures, to be prepared for class
- check their Lander e-mail accounts daily and check Blackboard daily for class announcements, assignments, etc.
- be aware of each professor's absence and tardy policies
- communicate concerns about classes to their professors, including asking for clarification if the student does not understand an assignment or expectations
- be courteous to peers, professors, and the learning environment, avoiding the following disruptive classroom behaviors: sleeping, inappropriate talking, inappropriate laptop use, rudeness, doing homework for other classes, text messaging, or answering cell phones
- not give, use, or receive unauthorized aid in academic activities because these are serious violations of academic integrity
- know and accept the consequences of committing plagiarism, which could include receiving a failing assignment grade, failing the course, or being suspended from the University.

CELL PHONE POLICY: Cell Phones are to be turned off before entering the class and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.

ACADEMIC HONOR CODE AND PLAGIARISM: Lander University is reliant upon all members of its academic community to maintain proper standards of honesty. You are responsible for understanding the possible consequences of violating Lander's Academic Honor Code. I will strongly uphold the Academic Honor Code and any evidence of academic dishonesty or plagiarism will result in my pursuit of the *strongest* punishment—i.e. failing the course—under the guidelines explained in the [Lander University Student Handbook](#).

STUDENTS WITH DISABILITIES: If you have now or develop during this semester a physical or learning disability and you want me to make reasonable accommodations for that, you must contact the Lander University [Student Wellness Center](#) at 388-8885 or studentwellness@lander.edu. Once the Wellness Center has received appropriate documentation, they will inform your instructors. *Students with documented disabilities are required to meet with Dr. McMillan by the third week of the semester to review their requests for accommodation so that both parties can be clear.*

INCLEMENT WEATHER: I encourage you not to risk traveling to campus if weather conditions are hazardous and prevent safe travel. If you miss a class due to travel conditions and the University is not closed you are responsible for all material covered in class during your

absence. Whenever classes are canceled, Lander will inform local TV and radio stations. In addition information will be posted at the [Lander website](#). A recorded message will also be provided at 864-388-8000.

DISCRIMINATION AND TITLE IX STATEMENT: It is the policy of Lander University to prohibit illegal discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran’s status, and genetic information in regard to the administration of all campus programs, services, and activities including athletics, admission, employment, and or sponsored activities and programs as included in Title VII and Title IX.

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Vice President of Student Affairs/Deputy Title IX Coordinator (864-388-8293) or Director of Human Resources/Title IX Coordinator (864-388-8053) for information about campus resources and support services, including confidential counseling services.

Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to Lander University’s site for contact information and further details.
<http://www.lander.edu/Business-Administration/Human-Resources/titleix>

SPECIFIC COURSE INFORMATION

REQUIRED READINGS

- Rosati, Jerel A., & Scott, James M. (2013). *The Politics of United States Foreign Policy*. 6th ed. Belmont, CA: Cengage Learning.
- All assigned articles, book chapters, and essays posted on [Blackboard](#), on reserve in the [Jackson Library](#), or sent to student’s e-mail accounts.
- Regular reading of [The Washington Post](#), [The New York Times](#), or another source.

The [textbook’s course companion website for students](#) is an excellent source for ensuring that you are keeping up with the main ideas of each chapter.

GRADING

- | | |
|--|-----|
| ▪ Online Quizzes | 10% |
| ▪ Exam #1 | 15% |
| ▪ Exam #2 | 20% |
| ▪ National Security Council Simulation | 25% |
| ○ Report on Your Role Paper | 15% |
| ○ Post-Simulation Paper | 5% |
| ○ Participation Grade | 5% |
| ▪ Participation in Class Discussions | 5% |
| ▪ Final Exam | 25% |

Students are graded on the level of understanding they demonstrate. In all written assignments students should answer questions completely, providing facts and evidence, and constructing

sound arguments that provide analysis and show critical thinking. Below is a breakdown of grades by percentage of points earned on assignments:

- **A** 90-100% excellent understanding
- **B** 80-89% good understanding
- **C** 70-79% satisfactory understanding
- **D** 60-69% poor understanding
- **F** below 60% marginal understanding

ASSIGNMENTS

Five **online quizzes** will be given on [Blackboard](#) under the *Quizzes* tab. These will usually consist of five questions covering main topics from assigned readings or class discussions and lectures from the previous week. If a student misses a quiz, a grade of zero is given.

Two exams and a **final exam** will consist of some multiple-choice questions, but primarily be composed of short answer and essay-style questions covering course material. Exams will be cumulative and should display a mastery of information and concepts from assigned readings and class discussions. All students are required to take the Final Exam.

Assignments related to the simulation of the National Security Council:

Students have two writing assignments, a **Report on Your Role Paper** and a **Post-Simulation Paper**, are part of the National Security Council (NSC) simulation activities. These assignments—as well as a participation grade—have different weights.

The *Report on Your Role* aims to get students familiar with their assigned role during the simulation of the NSC. Students will be asked to take on the role of White House and Cabinet-level officials such as the Secretary of State and Secretary of Defense. Information describing your role must include (a) background and experience (b) education (c) political beliefs (d) institutional roles within government and the NSC system (e) relationships with other key NSC members and the president (f) other needed information helping to determine your individual's perceptions. In the *Post-Simulation Paper* you describe what happened during the actual simulation in order to evaluate your own performance, group dynamics, and the performance of others. This is meant to be an analytical exercise because students will have to assess how you interacted with others while simulating government officials. Our Department has adopted the APA citation method for all writing assignments, so you will utilize APA in these papers.

More information about these assignments, such as format details (style, APA citation details) will be provided throughout the semester. Use [Lander's Writing Center](#) for assistance with papers. Its tutors can help proofread your paper and have a copy of the assignment. Visit their website or LC 347 for more information.

CLASS PARTICIPATION & COURSE EXPECTATIONS:

Students are expected to be present for all classes and to complete assigned readings prior to class meetings. Students should come to class prepared to discuss all assigned material and are strongly encouraged to participate in class discussions. Since the course aims to be a *seminar-style class*, it is vital that students actively engage in class discussions because it will help you (and others) better understand course material. Participation across the semester is 5% of your final grade and participation in the NSC simulation is another 5% of the final grade. I reserve the right to add up to *three additional points* to the course average for those students who consistently participate in all discussions and debates.

I prefer to keep this class very interactive, although I will sometimes provide lectures. I encourage students to ask questions about anything I say, particularly if they want to know more about a specific topic. Statements of opinion will be subjected to examination of the facts and evidence by the class and me. In the past, students have led me to focus more on contemporary events in foreign policy, brought new information to share with everyone, and made other contributions that better link course topics and theories with policy and practice.

The design of this course assumes students have a basic understanding of American government institutions and politics. *If you have not taken POLS 101: American National Government, please see me immediately to get recommendations for catching up with supplementary readings.*

Students are also expected to keep up with major foreign policy events through regular reading of [The New York Times](#) or [The Washington Post](#). Other sources are strongly encouraged such as (a) watching a news program, (b) reading news magazines, and/or (c) listening to [National Public Radio \(NPR\)](#). For a global perspective, I recommend [BBC News](#) or [The Economist](#). Other foreign policy resources are available online and at the [Jackson Library](#). I will send e-mails to students' Lander e-mail accounts with reminders about assignments and suggested articles to read, so students should check [Blackboard](#) and their Lander e-mail accounts regularly.

ATTENDANCE

- Class begins promptly at 12:30pm and students are accountable for all learning that takes place. Students are expected to attend all classes and are responsible for all coursework, lectures, announcements, and assignments whether present or not.
- After missing 4 classes or two weeks, a student's final grade will be penalized by a loss of two points off their final grade with each absence thereafter. *Students are responsible for keeping up with their absences.*
- Students who engage in behavior disruptive to the learning process will be asked to leave the classroom. Depending upon the nature of the offense, students may be required to see a member of the student affairs staff before returning to class. Any absence due to the obstruction of academic instruction results in a student being counted *absent*.
- Students with two absences or less may drop their two lowest quiz grades.

LATE POLICY & MAKE-UP ASSIGNMENTS:

- Students are not allowed to take make-up exams *or* turn in assignments late without either (1) an excuse pre-approved by me or (2) an extraordinary circumstance such as an illness or family emergency. Students should make every effort to inform me about such circumstances *before* the day of the scheduled exam or when assignment deadline. In these causes, the burden of proof rests with the student, and the decision to give a make-up exam or accept a late assignment is within my discretion.
- Written assignments will typically be collected in class after the role is called.

SPECIAL EVENTS & SPEAKERS: Lander periodically offers special events and speakers discussing topics on U.S. foreign policy. When events arise, I will make the class aware of them and offer some *extra credit* points for response papers to the topics of discussion.

MY TEACHING PHILOSOPHY

American foreign policy is a fascinating subject constantly in the news, but not always adequately understood. An appreciation for its history and knowledge about the actors and processes involved will build a greater understanding for what foreign policy is and how it works. We will confront foreign policy's challenges and controversies. Therefore, I seek to

create an environment in which students rigorously examine the readings and apply current events to course topics.

While reading assigned material, students should constantly ask themselves these questions:

- *What is the major theme or purpose of this writing?*
- *What is the argument and how compelling is it?*
- *What relevant historical events, concepts and information apply?*
- *How can the readings be related together?*

Lectures will be used to explain complex material and raise questions to consider, but I hope students will generously participate in discussions to provide new insights about how foreign policy works and why various decisions are reached. Active learning can increase our interest and understanding of foreign policy. With class discussions and an NSC simulation, I hope students will leave the course with the ability to think critically about the challenges faced by policymakers and apply course concepts to make policy assessments.

IMPORTANT DATES TO REMEMBER

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|---------------------------------|------------------------------|
| ▪ Quizzes | Announced by the professor |
| ▪ Exam #1 | Tuesday, Sept. 27 |
| ▪ Report on Your Role Paper due | Thursday, Oct. 6 in class |
| ▪ Exam #2 | Thursday, Nov. 3 |
| ▪ NSC Simulation Days | Nov. 15, 17, and 22 |
| ▪ Post-Simulation Paper due | Thursday, Dec. 1 |
| ▪ Final Exam | Thursday, Dec. 8, 11am – 1pm |
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COURSE SCHEDULE

**Subject to change with prior notice by the professor.*

(Bb) = posted on [Blackboard](#)

*The Course Schedule gives an overview of topics we will consider and all assigned readings. Students are expected to have read assigned material and bring questions and examples of how current events relate to the course. Students are divided into **two reading groups** (Groups A and B), so please pay attention to your assigned readings to actively participate in discussions.*

Week 1: Course Introduction and History of U.S. Foreign Relations

Aug. 23 Syllabus Overview and Introduction to the Course

Rosati & Scott - Chapter 1: The Politics of U.S. Foreign Policy, 2-12

Aug. 25 Rosati & Scott - Chapter 2: Historical Context and the Future of U.S. Global Power, 13-53

Group A Reading:

Michael Gerson. 2008. "America's Power Paradox." *The Washington Post*. April 25. (Bb) [[Web](#)]

Group B Reading:

Thomas L. Friedman. 2008. "Imbalances of Power." *The New York Times*. May 21. (Bb) [[Web](#)]

Week 2: American Power and the Presidency

Aug. 30 Rosati & Scott - Chapter 3: Presidential Power and Leadership, 56-74

Sept. 1 Rosati & Scott - Chapter 3: Presidential Power and Leadership, 74-96

Week 3: The Presidency

Sept. 6 Jo Becker and Scott Shane. 2012. "Secret 'Kill List' Proves a Test of Obama's Principles and Will." *The New York Times*. May 29. A1. (Bb) [[Web](#)]
 Michael Gerson. 2014. "In Search of the Obama Doctrine." *The Washington Post*. Mar. 31. (Bb) [[Web](#)]
 Jeffrey Goldberg. 2016. "The Obama Doctrine." *The Atlantic*. April. [[Web](#)]

Sept. 8 Rosati & Scott - Chapter 4: The Bureaucracy, Presidential Management and the National Security Council, 97-1291:

Week 4: The National Security Council

Sept. 13 David J. Rothkopf. 2005. "Inside the Committee that Runs the World." *Foreign Policy* (March/April), 30-40. (Bb) [[Web](#)]
 Karen DeYoung. 2015. "How the Obama White House Runs Foreign Policy." *The Washington Post*. Aug. 4. (Bb) [[Web](#)]
 Be sure to also see the article's [graph](#) of the growth of the NSC.

Sept. 15 Group A Reading:
 Ivo H. Daalder and I.M. Destler. 2009. "In the Shadow of the Oval Office: The Next National Security Adviser." *Foreign Affairs*, Vol. 88, Issue 1 (January/February). 114-130. (Bb) [[Web](#)]

Group B Readings:
 David Ignatius. 2013. "In Obama's New Cabinet, Rivals Out, Loyalists In." *The Washington Post*. Feb. 22. (Bb) [[Web](#)]
 Fred Hiatt. 2014. "Needed: A New Team of Rivals." *The Washington Post*. July 13. (Bb) [[Web](#)]

Week 5: The State Department

Sept. 20 Rosati & Scott - Chapter 5: Understanding Bureaucracy: The State Department at Home and Abroad, 130-159

Sept. 22 Nicholas Confessore and Sheryl Gay Stolberg. 2013. "Well-Trod Path: Political Donor to Ambassador." *The New York Times*, Jan. 19. A1. (Bb) [[Web](#)]
 Thomas L. Friedman. 2009. "Super (Sub) Secretaries." *The New York Times*, Mar. 1. WK10. (Bb) [[Web](#)]

Review for Exam #1

Week 6: The Pentagon and Defense Policy

Sept. 27 **Exam #1**

Sept. 29 Rosati & Scott - Chapter 6: The Military Establishment, 160-198
 Watch YouTube video: Col. Mark Cancian. 2015. "Past, Present, and Future of War Funding." Center for Strategic and International Studies. (Bb) [[Web](#)]

Week 7: The Intelligence Community

Oct. 4 Rosati & Scott - Chapter 7: The Intelligence Community, 199-221

Group A Reading:

David Ignatius. 2011. "The Blurring of CIA and Military." *The Washington Post*, June 1. (Bb) [[Web](#)]

Group B Reading:

Glenn Greenwald and Ewen MacAskill. 2013. "Obama Orders U.S. to Draw Up Overseas Target List for Cyber-Attacks." *The Guardian*, June 7. (Bb). [[Web](#)]

Oct. 6 Rosati & Scott - Chapter 7: The Intelligence Community, 221-236
 William Wan and Peter Finn. 2011. "Global Race On to Match U.S. Drone Capabilities." *The Washington Post*, July 4. (Bb) [[Web](#)]
 Sarah Kreps and Micah Zenko. 2014. "The Next Drone Wars: Preparing for Proliferation." *Foreign Affairs*. Vol. 93, No. 2 (March/April). 68-79. (Bb)
 Barton Gellman. 2013. "NSA Broke Privacy Rules Thousands of Times Per Year, Audit Finds." *The Washington Post*. Aug. 15. A1. (Bb) [[Web](#)]

*****Report on Your Role due on Thursday, Oct. 6, at noon**

Week 8: Foreign Economic Policy and Decision-Making Theories

Oct. 11 Rosati & Scott - Chapter 8: Foreign Economics, The National Economic Council, and the Great Recession, 237-267

James M. McCormick. 2005. "Office of the U.S. Trade Representative." in *American Foreign Policy and Process*. 4th ed. (Belmont, CA: Thomson Wadsworth), 368-371. (Bb)

Oct. 13 Rosati & Scott - Chapter 9: Decisionmaking Theory and Washington Politics, 268-285

Gayle Tzemach Lemmon. 2014. "The White House Must Delegate More National Security, Officials Say." *Defense One*. Aug. 4. (Bb) [[Web](#)]

Week 9: Decision-Making Theories and Congress

Oct. 18 Rosati & Scott - Chapter 9: Decisionmaking Theory and Washington Politics, 285-301

Oct. 20 Rosati & Scott - Chapter 10: Congress and Interbranch Politics, 302-333

Week 10: Congress, Public Opinion, Interest Groups

Oct. 25 Rosati & Scott - Chapter 10: Congress and Interbranch Politics, 333-337
 Mike DeBonis. 2015. "Congress Turns Away from Post-9/11 Law, Retooling U.S. Surveillance Powers." *The Washington Post*. June 2. (Bb) [[Web](#)]

Group A Readings:

Charlie Savage. 2011. "Libya Effort is Called Violation of War Act." *The New York Times*, May 26. A8. (Bb) [[Web](#)]

Charlie Savage. 2011. "2 Top Lawyers Lose Argument on War Power." *The New York Times*, June 18. A1. (Bb) [[Web](#)]

Group B Readings:

- Vicki Divoll. 2009. "Congress's Torture Bubble." *The New York Times*, May 13. A31. (Bb) [[Web](#)]
 George F. Will. 2013. "A Bipartisan Abdication." *The Washington Post*, March 27. (Bb) [[Web](#)]

- Oct. 27 Rosati & Scott - Chapter 12: Political Participation and Group Politics, 374-407
 Catherine Ho. 2015. "A Year After Rocky Merger, Patton Boggs Aims to Reestablish Dominance." *The Washington Post*. July 12. (Bb) [[Web](#)]

Week 11: The Media and Foreign Policy

- Nov. 1 Rosati & Scott - Chapter 13: The Media and the Communications Process, 408-423; 430-441

Group A Reading:

- Nicholas D. Kristof. 2005. "Mr. Bush, Take a Look at MTV." *The New York Times*. April 17. (Bb) [[Web](#)]

Group B Reading:

- Lionel Beehner. 2008. "Send in the Stars: Effective Diplomacy Doesn't Have to Originate at the State Department." *USA Today*. Jan. 30. (Bb) [[Web](#)]

Review for Exam #2

- Nov. 3 **Exam #2**

Week 12: Continuity and Change in the Middle East

- Nov. 8 *Fall Break – no classes* [Election Day]

- Nov. 10 *The Economist*. 2016. "The Clash Within a Civilization." May 14. [[Web](#)]
 This special report on the Middle East has several parts...read them all.
 --"The Clash Within a Civilization" [[Web](#)]
 --"Unintended Consequences"
 --"Mamluks and Maliks"
 --"Black gold, White gold"
 --"The New Strife"
 --"Which Islam?"
 --"From Beirut to Baghdad"
 --"Israel's Villa in the Jungle"
 --"What is the Arabic for Democracy?"

Week 13: Simulation of the National Security Council

- Nov. 15 **Simulation Day #1**

We will meet in the ITS Conference Room, bottom floor of Jackson Library.

- Nov. 17 **Simulation Day #2**

Different group meet in different locations.

Week 14: Simulation of the National Security Council

- Nov. 22 **Simulation Day #3**

We will meet in the ITS Conference Room, bottom floor of Jackson Library.

Nov. 24 *Thanksgiving Holidays—no class*

Week 15: Themes, Big Ideas, and the Future of U.S. Foreign Policy

Nov. 29 Post-Simulation Debriefing and Evaluation

Dec. 1 Evaluating the Obama Presidency; U.S. Interests in the World; What's Next for American Foreign Policy?

What will American foreign policy be in the future?

Rosati & Scott - Chapter 14: Patterns, Change and the Future of U.S. Foreign Policymaking, 444-460

Henry A. Kissinger. 2008. "The Three Revolutions." *The Washington Post*. April 7. (Bb) [[Web](#)]

Thomas L. Friedman. 2014. "Obama's Foreign Policy Book." *The New York Times*. June 1. SR11. (Bb) [[Web](#)]

*****Post-Simulation Papers due**

Final Exam review

FINAL EXAM

Dec. 8 **Final Exam** (*held from 11:00am – 1:00pm*)