

US Foreign Policy
POLS2820
McGannon Hall 121
MWF 1:10pm-2:00pm
Spring 2019

Instructor: Dr. Eric Royer
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Office: McGannon Hall 138
Office Hours: 3:30-5:30pm MW,

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COURSE ASSESSMENTS

Your grade is based on the following: Participation/Attendance (5%); Policy Memo (15%); Exercises/Labs(20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%).

Participation/Attendance (25 points)

contact me in advance and present proper documentation excusing your absence (vacations are not excused absences). Furthermore makeup exams must be scheduled within one week of an exam being administered.

GRADING

Your overall grade for the course is comprised of the following:

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Labs	100 points
Policy Memo	75 points
Participation/Attendance	<u>25 points</u>
Total Points	500 points

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Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late (e.g., two letter grades (20%) are automatically deducted from an assignment if it is turned in on Monday but turned in on Wednesday). All assignments must be handed in on time unless you provide a University accepted excuse. If you suspect that you might have a problem submitting an assignment on time, please let me know!

Lectures

This course utilizes a mixture of lectures, class discussions, and class labs. Typically, I will lecture on a topic first and then use a class lab or discussion to allow you to think about important concepts or topics in a more informal and personal way. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must stop, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will help you to take notes more efficiently and follow lecture more effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with assigned readings before the class meeting for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you try to keep up with the assigned readings. The lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings beyond our class discussions, which may not do justice to the main arguments, data, or results/findings in them. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for educational purposes (e.g., games, web browsing, Facebook, Twitter, texting, etc.) during class (it's pretty obvious if you're doing so). Also, please turn your cell phone either off or on silent before class starts. Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission. Failure to abide by these rules may be grounds for removal from class. I reserve the right to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class.

Academic Integrity:

misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, Room 366, akratky@slu.edu, 314.977.3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources.php>

Student Learning & Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning ability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- ! Courselevel support (e.g., faculty member, department resources, etc.) by asking your course instructor.
- ! University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success

Disability Services Academic Accommodations

Students who believe that, due to a disability, they

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, discussion topics, readings, and assignments are bolded.

Module 1: Historical & Theoretical Context of US Foreign Policy

Topic 1 (1/14-1/23): **Setting the Stage The American Approach to Foreign Policy, Key Dilemmas of Foreign Policy, Choice, the PostCold War International System, & Bold Predictions about the Future Nature & Shape of World Politics**

This week introduces you to the course and is structured to allow you to think more rigorously about foreign policy in general and US foreign policy in particular, going beyond the Cable News (The Rachel Maddow Show/Hardball with Chris Mathews or Tucker Carlson Tonight/Hannity) **source**,

Read: Kagan, "Cowboy Nation" (Bb); Feber, "The American "New Empire" (Bb);

building? What's the track record? In what cases has the US undermined democratic processes as a consequence of competing strategic goals?

Read: Hook and Spanier, Ch. 1; Mansfield & Snyder, "Democratization and the Danger of War" (Bb); LaFeber, "The Tension between Democracy & Capitalism during the American Century" (Bb); Allen-Ebrahimian, "64 Years Later, CIA Finally Releases Details of Iranian Coup" (Bb); "An Apology for a Guatemalan Coup, 57 Years Later" (Bb)

Topic 2 (3/4-3/8): Humanitarian Intervention, R2P, & International Human Rights

Closely linked to our discussion on democracy, the second topic this module focuses on human rights and humanitarian intervention as goals in US foreign policy. Why is R2P, and where does the US stand on R2P? What about humanitarian intervention? Should we have intervened to stop ethnic cleansing in Kosovo? What about Rwanda? What about Syria? What does the failure to become a party to the Rome Statute, which has created a permanent Nuremberg Trials type International Criminal Court say about US foreign policy on human rights?

Read: Hook and Spanier, Ch. 8 (skim); Forsythe, "Human Rights in US Foreign Policy: Retrospect and Prospect" (Bb); Power, "Bystanders to Genocide" (Bb); Hale, "Why the US Can No Longer Ignore the ICC" (Bb); PBS, "With Trump's American First Policy, Where Do Human Rights Rank?" (Bb)

March 11-15, 2019- No class-- Spring Break

Topic 3 (3/18-3/22): ABC Proliferation

Our third topic this module examines ABC (atomic, biological, and chemical) nonproliferation as a critical US foreign policy goal. To do so, we will link our discussion to the current predicaments associated with nuclear pro(i) 5.3 (t) 5.3 () 9 (ua) 9 21 () -1i5(a) -1liat

Read: Drezner, "The Irony of Global Economic Governance" (Bb); Zoffer, "The Bully Pulpit and US Economic Policy" (Bb); Peek, "Trump's America First Policy Scores a Big Win with the New NAFTA Deal" (Bb)

Exam 2 (100 points)

- ! 4/1 Review Session
- ! 4/3 Exam 2

Module 3: Contemporary Issues in American Foreign Policy: Is the Trump Administration Redefining America's Place in the World?

Topic 1 (4/5-4/10): The Rise of China & US Foreign Policy

To kick off Module 3, we will expand on the last topic in Module 2 by focusing on the deepening (and possible resolution of) trade war between the United States and China. What's causing the tariffs? What are these tariffs targeting, and who shoulders the costs of tariffs? Our discussion will also expand to the rise of China (and decline of the US) in general. As part of this, we will: (1) discuss whether China's rise is a threat or opportunity to contemporary American foreign policy; (2) discuss whether the US should continue to engage China on key economic, territorial, and political issues; and (3) discuss whether the US should try to contain the rise of China in East Asia through alliances as well as other economic and political tools.

Read: Hook and Spanier (pp. 34-51); CFR, "US-China Trade War: How We Got Here" (Bb); Mearsheimer, "Can China Rise Peacefully?" (Bb); Friedburg, "Bucking Beijing: An Alternative US China Policy" (Bb); CFR, "Trump's Looming Hard Line on China" (Bb)

Topic 2 (4/12-4/14): The Shifting European Landscape & US Foreign Policy

Our second topic explores the historical, yet increasingly complex US-European relations with a focus on security through NATO and economic ties between the US and the EU. Both represent areas in which the Trump administration is actively seeking to upset the status quo in order to reshape and better serve American national interests. We will also examine the reemergence of Russia as an increasingly bellicose actor on the international stage as part of our discussion, which is tied to NATO's expansion and possibly a fraying in US-European relations. This discussion might also provide interesting insight into who currently is the champion of the "liberal" world order established by the US after World War II.

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