

PSC 434
American Foreign Policy
MSSU, Spring 2019
TR 11:00 AM - 12:15 PM

1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Webster Hall 226-B and Taylor 210
- ⇒ **Phone:** (417) 625-9572¹
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesday and Thursday 1:00 - 2:15 PM
- ⇒ **Room:** Webster Hall 223
- ⇒ **Office Hours:** Mondays from 11:00 AM 2:00 PM (3 hours) will be in my Webster Hall 226-B Office. Wednesdays from 11:00 AM 2:00 PM (3 hours) will be in the Taylor 210 Honors Office. (Office Door is Always Open, Please Stop By)

2 Course Description

American Foreign Policy is an extremely complex subject. In order to understand how American Foreign Policy (AFP) is constructed we need take a very complex process, involving millions of people, and distill it down into what we think are the most important factors contributing to policy formulation. The mechanisms we use to simplify AFP are called theoretical models. According to the author of your textbook, “theoretical approaches provide differing sets of lenses... through which we will proceed to analyze events, trends, and patterns in American Foreign Policy” (Ray, 2014). A theoretical model is defined as a body of assumptions or logically consistent statements about how the world works. In other words, theories are logically plausible stories about what we think is going on.

The primary focus of this class is to introduce students to the various theoretical models used to explain AFP. Your textbook will place a strong emphasis on what Ray (2014) calls *rational political ambition theory*. The primary assumptions of this theory are as follows: (1) Political leaders of states want primarily to stay in power; (2) To stay in power, those leaders must deal with internal and external competitors; (3) Which (domestic and foreign) policies they choose to pursue depends fundamentally on the domestic political system; and (4) Accountability of the leader to public opinion and other special interest groups that can keep him or her in power is primary. However, we will also cover many other political models such as Realism, Liberalism, Marxist/Radical Approaches,

¹If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

and others. Each of these models will emphasize a different set of factors (or independent variables) that theorists claim are the most important for AFP decisions.

Once we have covered the various theoretical approaches we will use these theories to explain AFP during several international relations contexts including the Cold War, Vietnam, Terrorism, Relations with China, Relations with the Middle East, Globalization, the Afghanistan and Iraq Wars, and the Post Cold War World.

American Foreign Policy is an interesting and important subject as U.S. foreign policy decisions affect the lives of U.S. citizens in many ways (e.g. trade, war, civil liberties restrictions, etc.). When the class is finished, students will be able to analyze foreign policy decisions from a number of theoretical perspectives and be aware of important issues regarding contemporary international relations.

3 Objectives

1. Students will demonstrate written communication skills by writing summaries of the assigned readings and by writing several short research papers.
2. Students will improve in their verbal communication skills by orally discussing issues raised by the assigned readings and by presenting the findings of their research to the class for critique
3. Students will analyze selected topics and issues in American Foreign Policy from a historical and contemporary perspective
4. Students will demonstrate the ability to recognize that political issues arise because of conflicts between competing groups with different value systems.
5. Students will demonstrate the ability to recognize the values that shape framing issues and developing solutions to political problems.
6. Students will demonstrate the ability to describe the interrelationship between social, political and governmental institutions in resolving foreign policy issues.
7. Students will develop skills in utilizing historical and contemporary political science sources and techniques to gain a better understanding of American Foreign Policy

4 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* online software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late. Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point and other times they can be worth up to 3 points (see the Grading section for point worth). The number of points the quizzes are worth is not predestined - thus it is important to be on time and limit class absences. Please give the class and I the courtesy of refraining from perpetual late arrivals.

All exams are online via Blackboard and must be completed by the due date on the syllabus. There are no makeups for exams. Since these exams are taken online, students can complete them at their leisure anytime up to the due date. All examinations are timed. However, since the exams are timed it will be difficult to search through study materials and complete the exam before the time expires. Students are forbidden from using the Internet to conduct online searches during the Exams. You will still need to study prior to taking the exam. **There are absolutely no makeups for examinations or pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, Snapchatting, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the *Top Hat* software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window (outside of holidays and weekends). *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

5 Time on Task Statement

For every one credit hour in which you are enrolled, you will spend approximately two to three hours outside of class studying. Therefore, to help determine the course load most appropriate for you, use the formula: 3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week.

6 Library Materials

There a vast array of resources on this topic that can be found using the MSSU Spiva Library search tools. Please visit the Library website to search through relevant materials.

6.1 Inclement Weather and Course Cancellation Policy

If inclement weather occurs during Finals Week resulting in a closing, the printed and online versions of the Schedule of Classes contain information about a contingency plan for finals. If the professor cancels class for any reason during the semester, an alternative online assignment (Top Hat or Blackboard) will be posted. ²

7 Required Texts

- ◇ Ray, James Lee. (2014). *American Foreign Policy and Political Ambition, 2nd Edition*. CQ Press. ISBN-13: 9781608716807.
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “†” indicates that the reading is posted on Blackboard. A “∨” indicates that the reading is in the physical Course Reserve in the MSSU library.
- ◇ I reserve the right to add readings at any time during the semester.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

7.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicoletti-n@mssu.edu

From: Your Email Address Here

Subject: Always Include a Subject Line with Your Class Title and Time of Day

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

In addition to your message, you should also include the class you are enrolled in and the time that class meets.

²***Note:** Professor Nicoletti is the Coach of the Mock Trial Team. There may be times where classes need to be canceled due to competitions. Please be aware, if the schedule changes an announcement will be placed on Blackboard and sent to student email.

Thank you (Or Other Valediction),
Jane/John Doe Student

8 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 30 points can be earned from the Midterm and Final examinations. Up to 10 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Up to 15 points can be earned from the Article Presentations and Response Papers. Finally, up to 30 points can be earned from the two Simulation Assignments. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simple divide 41 by 50 ($\frac{41}{50} = 82$). This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could possibly be earned in the course. Thus, if you earned 75 points out of 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- * D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
- * Article Presentations and Response Papers, worth 5% each, for a total of 15% of the Final Grade.
- * Simulation 1, worth 15% of the Final Grade.
- * Simulation 2, Worth 15% of the Final Grade.
- * Midterm and Final Examinations each worth 15% of the Final Grade, for a Total of 30% of the Final Grade.
- * Participation: 10%.

9 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

10 Academic Integrity Statement

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the Tot Hat software. Students using electronic devices during quizzes for anything other than Top Hat will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

11 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in

learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

12 Disability Accommodation Statement (ADA)

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

13 Non-Discrimination Statement

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

14 Basic Needs Statement

Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417.625.9392 or studentaffairs@mssu.edu) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

15 Academic Impact for University-Sponsored Academic and Athletic Absences

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event.

Students who are unable to participate or have not been cleared to play should attend class.

16 Copyright Statement

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork. Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course, however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events. MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

17 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

17.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$20 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

18 Article Presentations with Short Response Papers

During the semester, each student will complete 3 short article presentations (2 minutes or less) combined with a short response paper (250 words). At the beginning of each class, 3 to 4 students will bring a recent article with them to class. Prior to class, each student presenting an article will write a 250 word response paper applying something we have learned in class to the article they have chosen. Each combined paper and presentation is worth 5 points. The presentation will be approximately 2 minutes in length telling the class: (1) What the article was about and (2) How the article relates to something we are learning. The Response Paper must cover the same two objectives. On the day the presentation is due, the student will upload the 250 word response paper to the Drop-Box on Blackboard. Be sure to include a FULL citation (not a stand alone link) to the article in a references section at the end of the response paper. The professor would also like a hard copy of the article to be handed in on the day of the presentation.

The article must be from the last two weeks and come from an accredited news source (e.g. Wall Street Journal, The New York Times, USA Today, Times Magazine, The Joplin Globe, The Washington Post, The Atlantic Magazine, Newsweek, etc.). The articles cannot come from blogs - even if the blog is posted on an accredited news website. However, published editorials are allowed. These assignments are designed to integrate current events into the course and help students realize just how much of the material we learn applies to what happens on a daily basis. Assignments will be graded based upon how well the student is able to apply course concepts to the new article. This assignment is not designed to be hard! You can acquire thousands of news articles for free on a daily basis from hundreds of news websites. If you are even remotely paying attention, you will be able to link the article to course material. There will be a sign-in sheet that will be passed around the first week of classes. Each student is required to choose three dates from the list. Once you have selected a date, you must present and hand-in your assignment on that date. Failure to do so will result in the forfeiture of all points for that assignment. To alter your assignment date you must do so at least a week prior to your presentation. Under emergency circumstances (you will absent from class for some unforeseen reason), I will allow students to reschedule, as long as they have the proper proof of absence.

19 Course Schedule

19.1 Week 1: January 14 — 20, 2019

19.1.1 ⇒ Tuesday, January 15: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Textbook.
- ★ Acquire Access to Top Hat Monocle Online Participation Account.

19.1.2 ⇒ Thursday, January 17: Foundations of American Foreign Policy, and a Brief Discussion of Theory

- ★ Ray, Chapter 1: The Impacts of American Foreign Policy (pp. 1-11).
- ★ **Syllabus Acknowledgment Quiz on Blackboard in Course Home is due.**

20 Part One: Theoretical Approaches and The History of American Foreign Policy

20.1 Week 2: January 21 — January 27, 2019

20.1.1 ⇒ Tuesday, January 22: Introduction to Theoretical Models

- ★ Ray, Chapter 2: Analyzing Modern American Foreign Policy, Competing Approaches (pp. 12-36).
- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 1: Introduction (pp. 1-22) †.
- α January 23 - Drop/Add Fees & Late Registration Fees Begin.

20.1.2 ⇒ January 24: Focusing on Theories of IR

- ★ Mearsheimer, John J. (2010). "The Tragedy of Great Power Politics." In Russell Bova, Ed. *Readings on How the World Works*. New York, NY: Longman. pp. 2-17.†
- ★ Russett, Bruce, and John Oneal. (2010). "International Systems: Vicious Circles and Virtuous Circles." In Russell Bova, Ed. *Readings on How the World Works*. New York, NY: Longman. pp. 17-29.†
- ★ Wendt, Alexander. (2010). "Constructing International Politics." In Russell Bova, Ed. *Readings on How the World Works*. New York, NY: Longman. pp.† 30-36.
- α January 25 - Last Day for a Full Refund of Fees

20.2 Week 3: January 28 — February 3, 2019

20.2.1 ⇒ Tuesday, January 29: Historical Foundations and Policy Tools

- ★ Ray, Chapter 3: The Past as Prologue, American Foreign Policy from the American Revolution through World War II (pp.38-59).
- ★ Shimko, Keith. (2017). "Chapter 4: Tools." *The Foreign Policy Puzzle: Interests, Threats, and Tools*. New York, NUY: Oxford University Press. (pp. 93-130)†.

20.2.2 ⇒ Thursday, January 31: More Theoretical Models

- ★ Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Bureaucraticus (pp. 23-42) †.

- * Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Sociologicus (pp. 43-61) †.

20.3 Week 4: February 4 — 10, 2019

⇒ Tuesday, February 5: More Theoretical Models

- * Houghton, David Patrick. (2013). *The Decision Point: Six Cases in U.S. Foreign Policy Decision Making*. Oxford University Press. Chapter 2: Homo Psychologicus (pp. 62-84) †.

⇒ Thursday, February 7: The Cold War

- * Ray, Chapter 4: The Cold War (pp. 60-82).
- * Kennan, George (Mr. X). (1947). "The Sources of Containment." In *Perspectives of American Foreign Policy*. (pp. 125-129). .
- α February 6 - Withdrawal after this Date-No Refund of Fees.

20.4 Week 5: February 11 — 17, 2019

20.4.1 ⇒ Tuesday, February 12: The Cold War Continued

- * Ray, Chapter 4: The Cold War (pp. 82-92).
- * Jentleson, Bruce W. (2000). "Cold War Lessons and Legacies: Americanizing the Vietnam War." In *Perspectives of American Foreign Policy*. (pp. 134-158). .

21 Part Two: Impacting Foreign Policy - Institutions, Domestic Politics, and the International Order

21.0.2 ⇒ Thursday, February 14: U.S. Institutions and AFP

- * Ray, Chapter 5: The President and Congress (pp. 93-116).

21.1 Week 6: February 18 — 24, 2019

21.1.1 ⇒ Tuesday, February 19: Government Agencies, Economic Issues, and Foreign Policy

- * Ray, Chapter 6: Government Agencies, Economic Issues, and Foreign Policy (pp. 118-139).

21.1.2 ⇒ Thursday, February 21: Government Agencies, Economic Issues, and Foreign Policy

- ★ Ray, Chapter 6: Government Agencies, Economic Issues, and Foreign Policy (pp. 139-151).
- ★ Coughlin, Cletus C. (2002). "The Controversy over Free Trade: The Gap Between Economists and the General Public." *The Federal Reserve Bank of St. Louis Review*. 84(1): pp. 1-21†.

21.2 Week 7: February 25 — March 3, 2019

21.2.1 ⇒ Tuesday, February 26: Class Simulation

- ★ Class Simulation 1.

21.2.2 ⇒ February 28: Class Simulation

- ★ Class Simulation 1.

21.3 Week 8: March 4 — 10, 2019

21.3.1 ⇒ Tuesday, March 5: Nongovernmental Influences on AFP

- ★ Ray, Chapter 7: The Impact of Extragovernmental Factors on American Foreign Policy: Political Parties, Interest Groups, the Mass Media, and Public Opinion (pp. 153-167).
- ★ Gelpi, Christopher, Jason Reifler, and Peter D. Fever . (2007). "Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casualty Tolerance." *Political Behavior* 29(2), 151-174.†

21.3.2 ⇒ Thursday, March 7: Nongovernmental Influences on AFP

- ★ Ray, Chapter 7: The Impact of Extragovernmental Factors on American Foreign Policy: Political Parties, Interest Groups, the Mass Media, and Public Opinion (pp. 167-182).
- ★ Berinsky, Adam. (2007). "Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict." *The Journal of Politics*, 69(4), 975-997.†

22 Part Three: The United States and the Rest of the World - Molding the International Order

22.1 Week 9: March 11 — 17, 2018

22.1.1 ⇒ Tuesday, March 12: U.S.-Europe Relations

★ Ray, Chapter 8: The United States and Europe: A Parting of the Ways? (pp. 184-213).

22.1.2 ⇒ Thursday, March 14: Inter-American Relations

★ Ray, Chapter 9: Inter-American Relations (pp. 214-229).

22.2 Week 10: March 18 — 24, 2019

22.2.1 ⇒ Tuesday, March 19: No Class, SPRING BREAK

★ SPRING BREAK, NO CLASS

22.2.2 ⇒ Thursday, Thursday, March 21:: No Class, SPRING BREAK

★ SPRING BREAK, NO CLASS

22.3 Week 11: March 25 — 31, 2019

22.3.1 ⇒ Tuesday, March 26: Inter-American Relations

★ Ray, Chapter 9: Inter-American Relations (pp. 229-243).

22.3.2 ⇒ Thursday, March 28: NO CLASS, MODEL EU

★ NO CLASS, PROFESSOR AT MIDWEST MODEL EU SIMULATION.

22.4 Week 12: April 1 — 7, 2019

22.4.1 ⇒ Tuesday, April 2: Sub-Saharan-U.S. Relations

★ Ray, Chapter 10: The United States and Sub-Saharan Africa (pp. 244-275).

α April 5 - Last Day to Withdraw from a Class with a "W."

22.4.2 ⇒ Thursday, April 4: NO CLASS, PROFESSOR AT CONFERENCE

★ NO CLASS, PROFESSOR PRESENTING AT MPSA CONFERENCE.

22.5 Week 13 April 8 — 14, 2019

22.5.1 ⇒ Tuesday, April 9: The Coming Clash and Power Transition Theory

- * Ray, Chapter 11: The United States in Asia: The Coming Clash (pp. 276-304).

22.5.2 ⇒ Thursday, April 11: Israel and its Neighbors

- * Ray, Chapter 12: The United States, Israel, and its Neighbors (pp. 306-223).

22.6 Week 14: April 15 — 21, 2019

22.6.1 ⇒ Tuesday, April 16: Israel and its Neighbors

- * Ray, Chapter 12: The United States, Israel, and its Neighbors (pp. 323-335).

22.6.2 ⇒ Thursday, April 18: The Origins of the Wars in Iraq and Afghanistan

- * Ray, Chapter 13: The U.S. Wars in Afghanistan and Iraq: Their Origins and Legality (pp. 336-349).

22.7 Week 15: April 22 — 28, 2019

22.7.1 ⇒ Tuesday, April 23: More on Iraq and Afghanistan

- * Ray, Chapter 13: The U.S. Wars in Afghanistan and Iraq: Their Origins and Legality (pp. 349-363).
- * Ray, Chapter 14: The Evolution and Conclusion of the Wars in Afghanistan and Iraq (pp. 364-382)

22.7.2 ⇒ Thursday, April 25: The Foreign Policy of President Trump

- * Trump, Donald. (2017). "Inaugural Address: Trumps Full Speech." *CNN*. Link: Inaugural address: Trump's full speech.
- * Mead, Walter Russell. (January 20, 2017). "The Jacksonian Revolt." *Foreign Affairs*. 92(2). Link: The Jacksonian Revolt†.
- * Kagan, Robert. (2017). "The Twilight of the Liberal World Order." *Brookings Institution*. Link: The Twilight of the Liberal World Order.
- * McFaul, Michael. (2017). "How Trump Can Play Nice With Russia, Without Selling Out America." *Foreign Policy*. Link: How Trump Can Play Nice With Russia, Without Selling Out America
- * Fukuyama, Francis. (2017). "US against the World? Trump's America and the New Global Order." *Financial Times*. Link: US against the World? Trump's America and the New Global Order†.

- ★ Shimko, Keith. (2017). "Chapter 5: Putting the Puzzle Together Competing Visions for U.S. Foreign Policy." *The Foreign Policy Puzzle: Interests, Threats, and Tools*. New York, NUY: Oxford University Press. (pp. 93-130)†.

22.8 Week 16: April 29 — May 5, 2019

22.8.1 ⇒ Tuesday, April 30: Class Simulation

- ★ Class Simulation 2.
- α April 29 - Last Day for Complete Withdrawal with all "W's."

22.8.2 ⇒ Thursday, May 2: Class Simulation

- ★ Class Simulation 2.

22.9 Week 17: May 6 — 12, 2019

22.9.1 ⇒ Final Exam Week

- ★ **Official Final Exam Time:** Tuesday, May 6, 2019 from 1:00 PM - 3:00 PM. Final Exam must be completed by 3:00 PM on this date.

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- Berinsky, Adam. 2007. "Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict." *Journal of Politics* 69(4):975–997.
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- Trump, Donald. 2017. "Inaugural Address: Trump's Full Speech." *CNN* .
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