Political Science (POLS) 3400
United States Foreign Policy
Fall 2020

Department of Political Science
Utah State University
Tuesday/Thursday 4:30–5:45 PM
Classroom: Eccles Science Learning Center (ESLC) 046

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Course Description

This course provides an introduction to the study of U.S. foreign policy. Topics include
the role of power, interests, and norms within the international system, interplay among
the various foreign policy arms of the U.S. government; the role of interest groups, public
opinion, and the news media in the making of foreign policy; changing beliefs and ideas
regarding the United States and its place in the world; the U.S. role in forming and man-
aging international institutions; and current debates regarding the future of American
foreign policy.

The course consists of four parts:

➤ Part I introduces basic theoretical concepts and examines various structures and
   processes that impact the making of foreign policy.

➤ Part II places these concepts and theories in historical context by examining Amer-
   ican foreign policy traditions and their impact on policy outcomes.

➤ Part III examines the U.S. role in establishing and maintaining the post-World War
   II economic and security order.

➤ Part IV examines emerging strands of American foreign policy in the post-Cold
   War era.
Course Goals and Learning Objectives

The course lectures, readings, writing assignment, and examinations are intended to achieve three primary objectives:

1. Introduce students to the basic concepts and theoretical approaches that comprise the study of foreign policy
2. Provide students with a basic understanding of U.S. foreign policy past, present, and future
3. Assist students in developing analytical skills such that they can provide thoughtful and coherent arguments in oral and written form

The first and second objectives are necessary for careers in or continued study of foreign policy, while the third is essential to the idea of a university education. All three help to equip students for work as engaged citizens and public servants.

Course Texts

Most course readings are from the following required books, both available at the USU campus store or on reserve at the university library:


Older editions of these books are not suitable. Other supplemental journal articles, news articles, and book sections are available online or on reserve, as noted in the syllabus. Access to certain websites is available only via a USU login and password. The instructor will distribute detailed instructions for finding online journal articles.

Course Requirements

Students are expected to attend every lecture, to complete all of the required readings, and to watch or read any additional material that is posted to Canvas each week. When
additional materials are posted, I will note explicitly whether they are required or merely optional for interested students. Note that lectures will sometimes cover material that is not in the readings, and the readings may contain material that is not covered in the lectures. Both are critical to your success on quizzes and exams.

The course consists of the following graded items:

- Reading Quizzes & Class Participation (25%)
- Midterm Examination (25%)
- Policy Memos (25%)
- Final Examination (25%)

**Lectures**

To succeed in the course, it is essential to attend class and participate in the lectures. Lecture slides will also be posted on Canvas. I recommend that you have the slides in front of you while you’re listening to the lecture so that you can take notes and follow the overall outline of the course material.

**Quizzes**

During the first week, students will take a short quiz based on the content of the syllabus. The quiz is required to access course materials on Canvas and students must receive a 80% or higher to get credit for it. Students will have five percentage points subtracted from your final grade if they do not complete it.

In addition, occasional multiple-choice reading quizzes will be posted on Canvas. The quiz will remain available for a 24-hour period. The quizzes are open-book and open-note but no collaboration between students is permitted. Once you begin the quiz, you will have a limited amount of time to complete it (normally 15 minutes), so you should prepare as if you were taking an in-class quiz.

**Students will be allowed two attempts to complete each quiz. The higher grade of the two will be recorded in the course grade book.**

**Midterm and Final Examinations**

Students will complete a take-home midterm and final examination. Both examinations are open-note and will be submitted electronically to Canvass at the designated date and
time. For both examinations, students can access notes, readings, and other materials, but they must work independently.

The midterm is designed to be completed in approximately 60 minutes and cover material from the first half of the course. Students will receive the prompt on Canvass and will have 24 hours to submit their answers. The final examination is designed to be completed in two house and will cover material from the second half of the course (i.e., it is not cumulative). Students will have 48 hours to access the final exam questions and upload their responses electronically to Canvass. The midterm and final exam will each consist of 25% of students’ final grade.

Both exams will follow the same format, including a combination of short- and long-answer essay questions. Unlike in-class examinations which often quiz students on course ”trivia” (e.g., people, dates, events, and concepts), the exams in this course will concentrate on analysis and application. They will require students to take a theory, concept, or event from the course and apply it to a contemporary problem, question, or policy.

The instructor will provide a brief study guide for both examinations approximately one week before the exam date.

**Policy Memos**

Over the course of the semester, students will write four (1,000-1,200 word) policy memos based on a prompt provided by the instructor. Each memo will ask students to concept concepts, theories, and case studies from the course to a contemporary question or issue in U.S. foreign policy.

The policy memos have three purposes. First, it gives students the opportunity to apply your understanding of theory to an important issue in U.S. foreign policy. Second, it allows them to dive into a foreign policy issue that interests you. Third, it will improve students research and writing skills.

Here are some examples of recent topics that would make ideal policy memo prompts:

- Should the United States …

  - withdraw its support for NATO’s Article 5 if members do not spend 2% of their GDP on defense?
  - use the Magnitsky Act to sanction individuals responsible for China’s repression of the Uighur people?
  - withdraw from the INF treaty? Or work with Russia to extend START II?
  - continue current funding levels for the Global Fund to fight AIDS, Tuberculosis, and Malaria. (Trump’s prior budget proposal called for significant reductions.)
reduce its military aid to Nigeria because of the Nigerian military’s repeated human rights violations?

work for regime change in Iran (or another country)?

reconsider its withdrawal from the Paris Climate Accord, the TPP, or the Iranian nuclear agreement?

Each prompt will present a particular policy issue (e.g., “Should the United States sign the ICC?) and ask students to relate it to more general concepts, theories, and case from the course (e.g., lecture on U.S. foreign policy and human rights treaties.)

In response, the students will write a brief policy memo consisting of four parts:

Describe the Problem (1 paragraph): What is the issue and why is it important to the United States?

Recommendation (3–4 paragraphs): Describe policy recommendation by drawing on concepts and theories from the course. What does the policy entail? Be specific. Then defend it. Detail why a theorist would recommend this policy given their assumptions about international politics. Be sure to link your theoretical discussion to the issue that you are addressing.

Critique (2–3 paragraphs): Describe how the competing theoretical perspective would critique your recommendation: on what basis would realists/liberals disagree, and why? Again, be specific and directly link this discussion to the issue that you are addressing.

Retort (2–3 paragraphs): Defend your recommendation against this critique.

Remember that there are always value trade-offs: every policy has advantages and disadvantages. Do not treat your memo as if it were a lawyer’s brief. Recognize the complexity and competing interests in the design of U.S. foreign policy.

Sometimes applying foreign policy theory to public policy is straight forward (e.g., nuclear deterrence), but oftentimes it is not. Your job is not to recommend the “correct” theoretical position (as often there is not one). Instead, it is to propose and defend a particular policy in theoretical terms. Some proponents of your theory might view the issue differently and that’s perfectly okay. The instructor will assess your memo based on how well you develop and defend a particular theoretical perspective.

Your policy memo should be about 4 pages (approximately 1,000–1,2000 words) not including citations. Memos must be submitted in a serif font (e.g., Times New Roman) of size 12 with 1” margins on all sides and page numbers. The filename of the electronic version must include the name of the student submitting it (e.g., Knuppe-policy-memo.PDF). Your memo must be well written and carefully edited (and will be assessed on content
and style). An indispensable guide is Strunk & White’s *Elements of Style*. You might also consult the [USU Writing Center](#).

The general topics and due dates of the memos are as follows:

- **Policy Memo I (9/22/20)** will present a question relating to theories of foreign policy analysis and/or international relations (including the levels of analysis).

- **Policy Memo II (10/13/20)** will present a question related to organizational culture, the role of bureaucracies, interest groups, or public opinion.

- **Policy Memo III (11/24/20)** will present a current issue and ask students to draw parallels or lessons from the history of U.S. foreign policy during the Cold War (1945–1990).

- **Policy Memo IV (12/8/20)** will pose a question relating to the rise, zenith, and fall of U.S. hegemony and/or the role of international institutions.

### Extra Credit: Book or Film Review

Students often find themselves a percentage point or two shy from their desired final grade (e.g., a 89% but they want to earn an A- for their final grade). To address these concerns—and mitigate any panicked emails at the end of the semester—I offer an optional extra credit assignment that can boost a student’s final grade up to 2% points.

To receive extra credit, students may select a recent book or film addressing a topic relevant to U.S. foreign policy and write a 1,000 word review (approximately 4 double-spaced pages). A high-quality review does more than describe a text or film’s argument or theme. Rather, students should seek to address one or more of the following components:

- engage a relevant question or puzzle covered in the course
- introduce new or relevant information to the discussion
- reference specific course material in one’s analysis (a reading, lecture, etc.)
- provide a substantive rebuttal or challenge to the author’s primary argument, theme, or method

Book or film selections must be pre-approved by the instructor prior to submission. Reviews are due on Canvass by 5 PM MDT on the last full day of class (Thursday, December 10th).
Course Policies

Attendance Policy

I have no formal attendance policy, but active participation in the lectures is an integral component of students’ participation grade. Class attendance will also help students prepare for the midterm and final examinations, as well as the policy memo.

Communication and Office Hours

I primarily use emails and announcements on Canvas to communicate with students. Please check Canvas frequently throughout the semester.

You should feel free to email me with any specific questions about course materials or logistics. Please treat your email as a professional correspondence and be as clear and specific as possible, and please include “PS 3400” somewhere in the subject line. Because of the high enrollments and format of this course, I receive many emails and can only respond effectively if I understand your inquiry. I will hold weekly office hours in Old Main Hall, as indicated at the top of the syllabus. If you are unavailable during this time period, feel free to email me to schedule a separate appointment.

Collaboration With Other Students

In completing the assignments, you are encouraged to interact with your instructor and student colleagues. However, sharing answers to the assignments, including online reading quizzes or exams, is strictly prohibited. If assignments are submitted that look suspiciously similar, they will be investigated for academic misconduct (see below).

Late Assignments

Late assignments will not be accepted, unless a prior extension has been granted by the instructor (Canvas will not accept assignments after the stated deadline on the relevant due dates). For this reason, you are strongly encouraged to start working on your assignments early, and to attend class and office hours to have questions answered promptly.
Technical Problems

It is your responsibility to ensure that you can view lecture videos and other material posted to Canvas, and that you can use the Canvas site to take quizzes and exams, submit papers, etc. We cannot troubleshoot technical problems for all of our students, so you should consult the online Service Desk or contact their phone number at (435)-797-HELP or email servicedesk@usu.edu. If you are having a problem with Canvas, a good first step is to try a different internet browser or computer.

Academic Integrity

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University (Student Conduct) addresses academic integrity and honesty and notes the following:

Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others’ participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

The Honor Pledge

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.

Plagiarism

Plagiarism includes knowingly “representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.
Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn #101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS).

   Students are also encouraged to download the SafeUT App to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

Sexual Harassment

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 address sexual harassment in the workplace and academic setting.

   The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.
Course Schedule and Readings

Please note the page numbers listed below, as only selected pages of certain articles or book sections are assigned.

Part I: Structures and Processes

Tuesday, September 1st  
**Course Introduction**


Thursday, September 3rd  
**Foreign Policy Analysis as Applied Social Science**

- **Complete syllabus quiz**

Tuesday, September 8th  
**International Relations Theory and Levels of Analysis**


Thursday, September 10th  
**The International System as Policy Constraint**

Tuesday, September 15\textsuperscript{nd}  \hspace{1cm} \textbf{Domestic Systems as Policy Constraints}


Thursday, September 17\textsuperscript{th}  \hspace{1cm} \textbf{Constitutional Powers of the President and the Congress}

- \textit{Constitution of the United States of America}. 1787. Read Article I, Section 7-8 and Article II, Section 2-3.

Tuesday, September 22\textsuperscript{nd}  \hspace{1cm} \textbf{The President, the Congress, and the Making of Foreign Policy}

- \textbf{Policy Memo 1 (by 11:59 PM MDT)}

Thursday, September 24\textsuperscript{th}  \hspace{1cm} \textbf{The Executive Branch and the Making of Foreign Policy}

- “Guantanamo Litigation – History,” \textit{Lawfare}.

Tuesday, September 29\textsuperscript{th}  \hspace{1cm} \textbf{Organizational Culture and Bureaucratic Politics}
Thursday, October 1\textsuperscript{st}  

**Bureaucratic Decision-Making and Groupthink**


Tuesday, October 6\textsuperscript{th}  

**Interest Groups and the Making of Foreign Economic Policy**


- Publius (James Madison). 1787. *Federalist 10*.

Thursday, October 8\textsuperscript{th}  

**Interest Groups and the Making of Foreign Security Policy**


Tuesday, October 13\textsuperscript{th}  

**Public Opinion as Domestic Constraint**


**Policy Memo II (by 11:59 PM MDT)**

**Thursday, October 15th**

**The Impact of the News Media**


**Tuesday, October 20th**

**Midterm Examination (submit online by 11:59 PM MDT)**

Study guide provided by instructor

**Part II: Traditions and Ideals**

**Thursday, October 22nd**

**American Exceptionalism**


*Declaration of Independence*. 1776.

**Tuesday, October 27th**

**Unilateralism and Isolationism**


Washington, George. 1796. “Farewell Address.”

**Thursday, October 29th**

**Continental Expansion and Hemispheric Defense**
Tuesday, November 3rd

Progressive Imperialism


- McKinley, William. 1898. “War Message.”

Thursday, November 5th

Liberal Internationalism


- Wilson, Woodrow. 1918. “Fourteen Points.”

Part III: Global Power and International Order

Tuesday, November 10th

The U.N. Charter and the Postwar Security Order


- Charter of the United Nations. 1945. Read Chapters I–VII.

Thursday, November 12th

Origins of the Cold War


**Tuesday, November 17th**  
**The Containment Order**


**Thursday, November 19th**  
**Beyond Containment to Anti-Communism and Roll Back**


Truman, Harry S. 1947. “Address to Congress.”

**Tuesday, November 24th**  
**The Post-War Economic Order**


**Policy Memo III (by 11:59 PM MDT)**

**Thursday, November 26th**  
**Thanksgiving Break – No Class**

**Part IV: The Future of U.S. Foreign Policy**

**Tuesday, December 1st**  
**Post-Cold War U.S. Hegemony**


**Thursday, December 3rd**

**The Role of International Institutions in U.S. Foreign Policy**


**Tuesday, December 8th**

**The End of U.S. Hegemony?**


• **Policy Memo IV (by 11:59 PM MDT)**

**Thursday, December 10th**

**Challenges for the Next Administration (2021–?)**

*Please choose two of the following:*


Tuesday, December 15th

**Final Examination (submit online by 11:59 PM MDT)**

- Study guide provided by instructor
- **Complete online course evaluation to access final grade**