

**PSPA 4510-01: Formulation and Conduct of American Foreign Policy  
Fall 2011—Oxendine 3246**

**Instructor:** Dr. Kevin S. Freeman  
**Office:** Oxendine 1309  
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**Class Hours:** MWF 9:05-9:55 AM  
**Office Hours:** MWF 1:30-3:30 PM  
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**Course Description:** This course is designed to examine how United States foreign policy is both created and conducted. This will be done by characterizing American foreign policy in general, by looking at how government institutions act and interact with one another concerning foreign policy issues, and by discussing the position of (some would argue diminishing) power that the United States holds in world politics. In doing this, we can get a good idea as to how effective American policy actually is.

The format for class meetings will consist of lectures and extensive opportunities for discussion and debate. The instructor will make every effort to relate course concepts to the developments taking place in current events.

**Course Objectives:**

1. To examine the roles that American institutions play in formulating foreign policy
2. To examine the roles that American institutions play in conducting foreign policy
3. To see how institutions interact with one another in the foreign policy process
4. To analyze critically the effectiveness and success, or lack thereof, of American foreign policy decisions

**Text:** There are two required texts for this course: *U.S. Foreign Policy: The Paradox of World Power (3<sup>rd</sup> Ed.)* by Steven W. Hook and *U.S. Foreign Policy Today: American Renewal?* by Hook and Scott.. It also important that the student keep up with current events related to and associated with American foreign policy around the world. Thus keeping up with current political events via newspapers, magazines and/or television is a necessity. I recommend subscribing to *The Economist*, but it is not required. I reserve the right to assign additional readings as necessary. This course will be much more enjoyable (and informative) for both you and your instructor if you are prepared for class discussion.

**Attendance:** Attendance is expected in this class. It will be very difficult to make a decent grade in this class without regular attendance--many of the test questions will be directly from lecture material and may not necessarily be found in your text.

Students are allowed two absences per semester as religious holidays. If you are observing a religious holiday that falls on an examination day, please notify me **ahead of time** so we can make arrangements. Posthumous notification of absence due to religious observance will result in a grade of zero on said exam.

**Tardiness:** Do not make it a habit of arriving into my class late. I will keep track of late arrivals, and two tardies will count the same as one absence for the purpose of attendance grades. This policy is instituted to discourage chronic tardiness which has become increasingly prevalent in recent semesters.

**Classroom Etiquette:** While as a whole I have minimal in-classroom requirements, I do expect some degree of respect to be shown in the classroom environment. This includes having your cell phone OFF or on VIBRATE when in class, not bringing your breakfast or lunch into class, not studying for another test while in my class, and not talking when others are. Systematic violations of this can result in a reduction of grade and/or a dismissal from the classroom. This is a university-level class, and you will be treated as adults. As such, you will be expected to act like adults.

**Office Visits:** You are more than welcome to meet with me at any time that is mutually convenient. My office hours are listed at the top of this syllabus. If these times are not convenient to you, we can easily arrange some other time. Do not assume that office visits are only to address problems you might be having in class. I'm happy to talk about whatever you like.

**Students with Disabilities:** Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester as possible. All discussions will remain confidential. Please contact DSS at 521-6695. This syllabus is also available in alternative formats upon request. Please call the aforementioned number if you desire this. Do not spring this on me on the day of a test, as you will take the test with the same rules as everyone else.

**Grading:** There will be two tests—one midterm and one final exam—during the semester. The tests will consist entirely of essays. The final exam (**scheduled for Wednesday, December 7 at 8:00 AM**) will NOT be comprehensive. You also will be given five multiple-choice quizzes scattered throughout the semester. Of these, I will drop your lowest grade. Finally, You will have three short writing assignments that address particular foreign policy issues. I will drop your lowest paper grade as well.

Midterm .....	100 points
Final Exam.....	100 points
4 Multiple Choice Quizzes (20 points each).....	80 points
2 Writing Assignments (60 points each).....	120 points
Participation.....	100 points
<b>TOTAL .....</b>	<b>500 points</b>

Grading Scale: 465-500=A; 450-464=A-; 435-449=B+; 415-434=B; 400-414=B-; 385-399=C+; 365-384=C; 350-364=C-; 335-349=D+; 315-334=D; 300-314=D-; < 300=F.

**Extra Credit:** I do give opportunities for extra credit throughout the semester. However, these opportunities are planned and given by me. Please do not ask for extra credit outside of what I offer to the course as a whole. I may also offer other opportunities as they present themselves.

<b>Date</b>	<b>Event</b>	<b>Extra Credit Points</b>
September 29, 7:30PM	Distinguished Speaker: <i>Corey Booker</i>	10

**Make-up Policy:** All graded assignment dates are clearly indicated on this syllabus. If these dates do not fit into your schedule, you should consider dropping this course or taking a different section. **As such, no make-up exams will be given except in cases of serious, documented emergencies or official university-sanctioned events.** The documentation must have contact information that allows me to call and verify your story. Vacations, birthdays, oversleeping, eye doctor appointments, and/or hangovers do not qualify as emergencies. Note that what qualifies as a valid excuse is at the discretion of the instructor.

**Academic Dishonesty:** Academic dishonesty of any variety will not be tolerated. Academic dishonesty includes but is not limited to, cheating on an exam, unauthorized collaboration on an assignment, and plagiarism. Any instance coming to the attention of the instructor will result in the assignment of an “F” grade for the course, and notification of appropriate Deans. In order to ensure that you understand what constitutes plagiarism and academic dishonesty, please read the complete description of the UNCP policy on academic dishonesty, which is available in the student handbook and online at <http://www.uncp.edu/studentconduct/honor/>.

**Disclaimer:** We all know how boring long, droning lectures can be. Teachers can learn a few things from class discussion, too. But above all, I want this class to be both FUN and INTERESTING for all of us!

**It is your responsibility to keep up with when assignments are due and when tests and quizzes might be given. Just because I don't announce a test or quiz ahead of time does not mean that I am going to push it back. To be safe, check your syllabus regularly.**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Aug 17	Introduction and Syllabus Discussion	---
Aug 19-22	The United States in a Turbulent World	PWP Ch. 1, AR Ch. 1
Aug 24-26	American Political Culture	---
Aug 29-Sept 2	American Foreign Policy: A Historical Context	PWP Ch. 2
<b>Sept 5</b>	<b>No Class: Labor Day Holiday</b>	---
Sept 7-9	The Dynamics of Decision-Making	PWP Ch. 3
Sept 12-16	Actors: The President	PWP Ch. 4, AR Ch. 2
Sept 19-23	Actors: Congress	PWP Ch. 5, AR Ch. 3
Sept 28-Oct 3	Actors: The Bureaucracy	PWP Ch. 6
Oct 5-10	Actors: The Public	PWP Ch. 7, AR Ch. 4
<b>Oct 12</b>	<b>Midterm Examination</b>	---
<b>Oct 14</b>	<b>No Class: Fall Break</b>	---
Oct 17-21	Actors: The Media	PWP Ch. 8
Oct 24-28	Actors: The Military and Intelligence Community	AR Ch. 8-9
Nov 2-7	Actors: Interest Groups and Social Movements	PWP Ch. 9
Nov 7-11	National Security and Defense Policy	PWP Ch. 10, AR Ch. 6
Nov 9-16	Economic Statecraft	PWP Ch. 11, AR Ch. 11
<b>Nov 18</b>	<b>No Class: Instructor Out of Town</b>	---
Nov 21	Transnational Policy Problems	PWP Ch. 12, AR Chs. 10, 12
<b>Nov 23-25</b>	<b>No Class: Thanksgiving Holiday</b>	---
Nov 28-Dec 2	Transnational Policy Problems	PWP Ch. 12, AR Chs. 10, 12

Here are the dates for the assigned quizzes. They will be given at the end of class and should take no longer than 10 minutes each. They will consist of 20 multiple-choice questions each.

**September 7**

**September 28**

**October 19**

**November 7**

**November 28**

The three writing assignments will be handed out on the days listed below. You will have three weeks to work on each assignment. Paper guidelines are listed and discussed in the next pages.

**August 31**

**October 5**

**November 2**

## Paper Guidelines

As mentioned earlier, there will be three short writing assignments given to you at various points during the semester. Of these three, only your two highest graded will count towards your final semester grade. Each of these papers should ROUGHLY be approximately 3-5 pages (about 1200-1500 words), NOT including bibliographies, footnotes, graphs, or any other supplemental materials. Each of these papers counts 60 points.

Late submissions of any of these paper components will be docked **TEN POINTS PER DAY** that they are late, beginning with when I begin lecturing for that day. In other words, if I have begun class on September 24th, and you come in late that day with your paper, it counts as being late. There will be no exceptions to this—if you are worried, turn it in early.

The topic of each paper will be given to you on the day it is handed out to you. It will be partially subjective, partially objective, but should be firmly based in political theory and facts regardless.

**Composition:** Papers are to be typed, double-spaced, and with 1" margins all around. You must use either Arial or Times New Roman font, 12 point. A separate title page is not necessary. Your pages must also be numbered. Failure to abide by these rules will result in a 10-point deduction.

**Citations:** As this is a research paper, I expect you to use citations in your work. To avoid plagiarism, do not paraphrase or cite passages from published works or ideas of people other than yourself without giving full credit to them. When quoting verbatim, use quotation marks and cite the exact page number. If an instance comes up where you are unsure whether or not you should cite, play it safe and cite.

There are three separate ways to cite, and I am not particular of which one you use so long as you are consistent and follow one of the accepted manuals of style. You can use formal footnotes, which appear at the bottom of each page; you can use formal footnotes but put all of them at the end of the paper; or you can parenthetical citations. If you are unsure about proper citations or do not know what a manual of style is, I would advise seeing me or the Writing Center immediately. In all cases, a formal bibliography is required at the end of your paper.

Failure to cite properly can result in penalties ranging from ten points to an automatic zero, depending on the severity of the violation.

### Rubrics

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

### The Superior Paper (A/A-)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### **The "Needs Help" Paper (C/C-)**

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### **The Failing Paper**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.