

Sierra Nevada College
INTB 365 International Affairs
INTL 350 Foreign Policy
Semester: Spring 2014, January 21 – May 8, 2014

General Information:

Course Codes:	INTB 365 and INTL 350
Course Titles & Credits:	International Affairs and Foreign Policy (3)
CRN(s):	10056 and 10064
Term and Year:	Spring 2014
Faculty:	Mary L. Lewellen, Associate Professor
Phone:	775-849-3721 or 703-585-7454
Office Hours:	Wednesday, 8:00 am – 2:00 pm and Tuesdays-Thursdays as requested
Office Location:	TCES, Business Department
E-Mail:	mlewellen@sierranevada.edu
Teaching Schedule:	Tuesday – Thursday 11:30 am – 12:45 pm; Final Exam, Tuesday, May 13, 2014 from 11:30 am – 14:30 pm
Classroom:	Patterson 207
Credit:	3 hours

Required Text:

American Foreign Policy and Political Ambition, Second Edition, by James Lee Ray, ISBN: 978-1-6087-1680-7

Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade, 5th edition, by Ralph G. Carter, Editor, ISBN: 978-1-4522-4154-8

Suggested Readings and Reference Materials:

- 1) Foreign Affairs Strategy, Logic for American Statecraft by Terry L. Deibel, ISBN: 980521692779, Cambridge Press, 2007.
- 2) US Foreign Policy in the 21st Century by J. Martin Rochester, ISBN 9780813343693, Westview Press, 2008.
- 3) The American Era, Power and Strategy for the 21st Century by Robert J. Lieber, ISBN: 9780521697385, Cambridge Press, 2005.
- 4) U.S. National Security Strategy 2010, available on-line
- 5) Terrorism and U.S. Foreign Policy, Paul R. Pillar, ISBN: 0-8157-0004-0
- 6) Great Decisions 2014, Foreign Policy Association, ISBN:
- 7) Great Decisions 2013, Foreign Policy Association, ISBN: 978-0871242419
- 8) Great Decisions 2012, Foreign Policy Association, ISBN: 978-0-87124-238-9
- 9) Great Decisions 2011, Foreign Policy Association, ISBN: 978-0-87124-235-8

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Course Description:

This course discusses how nations, nation states, and countries define and implement their foreign policies, including trade, finance, and political direction based on national interests. This course explores how they decide what those interests are and how they go about addressing those interests with other governments, non-governmental organizations, international organizations, businesses, civil society, etc. Students prepare and present case studies on specific governments outlining their national interests in comparison with what the U.S. believes its national interests in that country/region are. Students discuss how the differences in perspective are addressed and how these differences can impact political and economic stability, investment, and migration.

This course will cover historical and current U.S. national security, economic and foreign policy interests in our constantly changing world and its regions (Middle East, Europe, Latin America, Sub-Saharan Africa, East Asia, Southeast Asia, South Asia, etc.). Students will study the U.S. National Security Policy applicable to the region(s) as well as the instruments, tools and analytical framework(s) of the national security policy maker, including diplomacy, defense, and development that influence U.S. national security interests and engagement.

This course is a basic introduction and overview of how sovereign nations and international organizations conduct international relations and foreign policy in the bilateral and multilateral arenas. The roles of nongovernmental organizations and public opinion are also addressed.

Course Objectives:

Through lectures, readings, research, problem-solving, simulations, and role-playing, students will develop an understanding of the complexity of operating and managing the national security interests and decisions of the U.S. government in a changing geo-political environment. Specifically, students will learn and discuss U.S. national security, economic and foreign policy interests as well as compare the U.S.'s interests vis a vis other regions' national security, economic and foreign policy interests using the "Deibel" model.

Instructional Strategies:

This class will use lectures, reading assignments, case studies, reports, class discussions, simulations, and role-playing exercises to teach course concepts and materials.

In general, the class will include:

- ❖ 10 - 20 minutes for discussion of a current international event or foreign policy reported in the news or for a pop quiz of the day's assigned readings (the professor may call upon a student to lead the discussion at the beginning of class).
- ❖ Students are expected to bring to class at least two questions referencing the day's assigned readings, a current event, etc. Failure to bring such questions or be prepared to ask questions will adversely impact your grade for attendance and participation.
- ❖ 30 - 50 minutes for lecture/discussion/questions of assigned text/readings
- ❖ 30 minutes to present paper if one is due. The Professor and the group presenting will lead the discussion of the assigned topic (students should be prepared to identify probing questions that should be debated and discussed within the classroom. Note: All students should be prepared to discuss the pros/cons of the assigned topic. If you are not prepared for the day's discussion, you will lose points for your participation.)

Summary of Class Requirements:

The achievement of course objectives will be assessed as follows:

Attendance, In-class Participation and Attitude	= 100 points
Simulation(s)	= 100 points
Op-Eds (2)	= 200 points
Quizzes/Homework Assignments	= 100 points
Mid-Terms (2)	= 200 points
Map Test	= 100 points
Final Exam	= 100 points
Group Research Paper/Presentation	= 300 points*
Total Available Points	<u>1200 points</u>

Approximate Timetable and Schedule of Class Activities:

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on schedule with the syllabus. However, the professor reserves the right to make changes in the syllabus as the seminar progresses and the particular needs of the seminar emerge. These changes will be announced in class. It is the responsibility of the individual student to stay informed about any changes in topic order, tests dates, etc.

***Group Reports/Presentations (Individual and/or Group):**

There is ONE group assignment. Students will be required to present a research paper on a topic of significant international or foreign policy interest. These assignments are discussed in more depth below.

Please note that this is a group assignment and students should carefully select their team members as you will receive a group grade.

***Research Paper:**

Students will be required to present one research topic (12-15 pages) as part of a group. Alternatively, a student may elect to present the topic individually. For those presenting group papers, you will receive two grades. Each student will receive an individual grade for the oral presentation (100 points) and a group grade for the written paper (200 points).

The research topics will be presented in class. The research topics will build on materials and readings that will be presented in class and will lead to a greater understanding of the US's national security, economic, and foreign policy interests and policies in the region, the country, or the respective transnational issue.

Students are encouraged to include short video clips in their presentation that elaborate or further describe information relevant to the topic. Teams should be **creative** in their presentations and are expected to seek outside information on the topic being studied through Internet or library-based research. Note: Wikipedia is NOT considered a reliable source of information for research purposes.

Note: It is important that each team provide copies of its background or reference materials to their fellow students at least one week prior to the team's presentation in order for everyone to be prepared for class. **Failure to provide such background materials to the class as required will result in a twenty point penalty for each team member.**

All students are required to work collaboratively together to complete assigned studies. Each team is required to present a report of the research topic in class on the scheduled due date. The time assigned for the presentation is 30 minutes (excluding the Q and A session). Every member of the team is required to participate in the team presentation and team members will be graded individually on their presentation. Presentations are expected to be professional and of the quality that would be given in a work environment to the National Security Advisor or the EXCOM.

All written reports, regardless of the presentation date, will be submitted on March 14. All submissions must be typed and of professional quality (in a folder). Reports that include typos and grammatical errors will be marked down. The SNC Common Rubric for Written Assignments will be used to grade your paper. Please ensure that your team has read this scoring rubric as your grade will be dependent upon ensuring you have addressed not only the substance of the topic, but also you have presented the materials in a professional way.

The written report should include the following information/content:

1. Cover page (team member names, ID number, Research Topic, course number/title, etc.)
2. Executive Summary
3. Body of the Text (see list of suggested questions that you may wish to consider in your research paper. Note: these are only suggestions and the researcher is expected to present his/her report in accordance with good writing precepts.)
 - a. Background (includes your thesis)
 - b. Analysis and findings

- i. Level of national interest
 - ii. Domestic and international environment and importance,
 - iii. Threats or opportunities
 - iv. Means or tactics that could be used to address the issue or problem,
 - v. Power and influence, i.e., constituencies affected by the problem, positively and/or negatively;
 - vi. Relationship to USG or other country's national security, defense, and development strategy
 - vii. End state desired – how will you link the means with your end state?
- c. Strengths, weaknesses, opportunities, problems that may need to be addressed
- 4. Conclusions and Future Outlook
- 5. Appendix
 - a. Copies of handouts, power point presentation, transparencies, etc.
 - b. Copies of any other materials used in the presentation
 - c. Listing of research sources utilized to analyze and prepare research topic

Your paper should use Rochester's, Deibel's, the U.S. Army's , Nuechterlein's or other analytical models discussed in class to (1) assess the strategic environment (international and domestic), (2) identify assumptions, (3) analyze your national interests, threats, opportunities, power and influence, (4) identify and plan the instruments of state power that you believe your country can use effectively, (5) link ends and means, and (6) evaluate the various courses of actions that you could take.

For group papers, each group member should write one paragraph on what he or she contributed to the paper and a one paragraph objective analysis of each teammate's contribution. This should be attached as an appendix to the paper. Failure to include a substantive analysis of your and your colleague's contributions will result in the deduction of 25 points for this assignment. You will be given a "Team Project" contract that you will be expected to complete and file with your professor by February 6. Upon completion of this assignment, team members will be expected to objectively and substantively evaluate the participation of each team member.

Reminder: The paper is worth **200 points**. This assignment is more demanding than students tend to believe, so I encourage you to get started early. The oral presentation is worth **100 points**. As noted above, each team member will receive the same grade for the paper (unless your evaluation reflects that you did not participate fully in its preparation) and an individual grade for your oral presentation.

As noted above, your paper will be graded using the SNC Common Rubric for Written Assignments. You will be expected to submit an electronic copy of your paper to Turnitin.com as well as a hard copy for grading by your professor.

Prim Library Resources :

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this

course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Map Test:

Americans in the 18-to-24 age group came next to last in a nine-nation survey of geographic literacy conducted by the National Geographic Society. This course aims to tackle this problem by encouraging students' awareness of, and familiarity with, major world countries and geographical features. The map test is worth **100 points**. A list of the countries that you will be required to identify is attached to this syllabus. The instructor will select a minimum of 50 of the countries/geographical features that you must be able to identify on the map test.

Op-ed piece:

In order to develop your skill in constructing concise arguments about international topics, you will write an imaginary "op-ed piece" for a major media outlet on a topic of contemporary international foreign policy significance. Op-eds should be 800-1,000 words, or three-to-four pages. Each op-ed assignment is worth **100 points**. Additional information on this assignment is attached to this syllabus. You may be asked to orally present your op-ed to the class. You will receive ten points extra credit for your presentation.

Examinations and Quizzes:

All quizzes and examinations will be held on assigned readings from the textbook, outside readings, in-class exercises and discussions, and any other material covered in class. The quizzes/examinations will consist of a combination of multiple choice, fill-in-the blanks, matching, definition, and/or short essay questions or straight short essay. **To the extent that take-home exams are given, you are expected to abide by the SNC Honor Code. Students are encouraged to debate and discuss the questions together, but your exam answers must reflect your original thought and work. There should be no duplicative work submitted as the professor would consider such work to be cheating and/or plagiarism.**

Simulation:

A **Simulation** is the imitation of the operation of a real-world process or system over time. Simulations can be used to show the eventual real effects of alternative conditions and courses of action.

You will participate in a foreign policy simulation (decisions of an EXCOM) in this class. Prior to the simulation, you will have the opportunity to view the film "Thirteen Days in October". In this movie, you will see the EXCOM in action as they make recommendations to President Kennedy. In your simulation, you will be required to prepare an "issues paper" (short one page document that lays out for the President your perspective on the situation, possible options, recommendations and the pros/cons of each. You may wish to summarize your issues paper in a short power point presentation so that both the President and the rest of the EXCOM clearly understand your position and recommendations.

This assignment is worth **100 points** so it is important that you take it seriously. Your issues

paper and presentation to the President/EXCOM as well as your engagement in the simulation will be evaluated. You will be expected to be prepared to challenge and/or support the recommendations of your fellow EXCOM members as the simulation evolves.

Attendance, Participation, and Attitude:

Attendance, participation, and positive attitude in class are required and contribute to your grade. Absence from the class does NOT excuse any student from due assignments, quizzes, in-class exercises, projects, or exams scheduled during the missed class period. As noted earlier, we will start each class with a discussion of current events in the news. Accordingly, students should read, listen, and/or watch the news on a daily basis. You will be called upon at random to highlight a current event topic (international affairs, foreign policy, terrorism, global event) for your classmates. If you are not prepared, you will receive a -0- for that day's participation and quiz.

In-Class Distractions:

Students must turn-off their cell phones and computers in class. During the lectures or presentations, students must show respect to the lecturers and/or presenters by not talking amongst themselves or working on their computers. Students who do not adhere to these requirements may, at the discretion of the professor, be asked to leave the classroom, and/or receive a grade penalty.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining

from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

Students are encouraged to collaborate and work together on assignments. However, all submissions must be the original work of the individual student and should not be duplicative of another's student's work.

ADA Accommodations:

In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations.

Possible accommodations for disabilities include extended testing time, test-taking in isolation, computer use for test taking, tape recorders in class, study skills counseling, and share note-taking in classes. If a student wishes to request an accommodation in one of his or her classes, the student should contact the Director of Academic Support Services, Henry Conover, at (775) 831 1314 x7475, hconover@sierranevada.edu or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

The SNC E-Mail System:

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

RESEARCH PAPER

Questions that Should be Considered by the Researcher

Note: This is an *illustrative* list of questions that the researcher should consider. The researcher is expected to follow the SNC Common Rubric for Written Assignments and good writing principles in their paper.

(For writing style and reports, student should follow the The Little Brown Compact Handbook, Jane Aaron, 5th Ed., ISBN 0-321-10495-1, Pearson and Longman Publisher.)

1. What is the background of the particular topic?
2. How does the topic relate to the U.S.'s National Security interests/strategy? Defense Strategy? Development Strategy?
3. Why is the USG interested in the country or policy?
4. Have our interests changed or evolved over time? Is there a historical context?
5. Why is this particular topic of interest to the G-8?
6. What changes has the USG made to its national security policy/strategy because of our interests?
7. Why is this region of importance at this time?
8. Who, other than the US, may be involved in the country/region or topic at this time? Who within the USG political or economic structure cares about the country/region or topic? How does their engagement affect the USG's role and responsibilities or involvement in the country?
9. Can this particular activity/program make a sustained difference to what is happening in the continent or country?
10. What are the strengths of the USG's policies/strategies toward the country/region or topic?
11. What are the weaknesses of the USG's policies/strategies toward the country/region or topic?
12. What opportunities exist for USG engagement? Changes in policies? Changes in Strategies?
13. What challenges confront USG engagement? Changes in policies? Changes in Strategies?
14. What do you perceive as the future for the country? Region? US engagement? US policies? What lessons do you think the US may have learned from our engagement or the engagement of others?

INTB 365: International Affairs and INTL 350: Foreign Policy

Requirements for the Map Quiz

The quiz tests knowledge of some politically and economically significant and “insignificant” countries. You will be given a blank map, and you will be required to place the following countries on the map in their correct locations. For most of you, I hope this should be an easy assignment. For the geographically challenged, start researching!

- | | |
|--------------------------------------|------------------------------|
| 1. Afghanistan | 37. Malaysia |
| 2. Argentina | 38. Mexico |
| 3. Austria | 39. Namibia |
| 4. Azerbaijan | 40. Nepal |
| 5. Belgium | 41. Netherlands |
| 6. Bhutan | 42. New Zealand |
| 7. Brazil | 43. Nicaragua |
| 8. Burma | 44. Nigeria |
| 9. China | 45. North Korea |
| 10. Colombia | 46. Pakistan |
| 11. Czech Republic | 47. Peru |
| 12. Democratic Republic of the Congo | 48. Poland |
| 13. Denmark | 49. Portugal |
| 14. Djibouti | 50. Qatar |
| 15. Egypt | 51. Russia |
| 16. Estonia | 52. Rwanda |
| 17. Ethiopia | 53. Saudi Arabia |
| 18. Finland | 54. Sierra Leone |
| 19. France | 55. Somalia |
| 20. Georgia | 56. South Africa |
| 21. Germany | 57. Spain |
| 22. Ghana | 58. Sudan |
| 23. Greece | 59. Sweden |
| 24. Hungary | 60. Tajikistan |
| 25. India | 61. Taiwan |
| 26. Indonesia | 62. Timor Leste (East Timor) |
| 27. Iran | 63. Turkey |
| 28. Iraq | 64. Ukraine |
| 29. Israel | 65. United Arab Emirate |
| 30. Italy | 66. United Kingdom |
| 31. Japan | 67. United States |
| 32. Kenya | 68. West Bank/Gaza |
| 33. Latvia | 69. Yemen |
| 34. Liberia | 70. Zimbabwe |
| 35. Libya | |
| 36. Lithuania | |

Sierra Nevada College
INTB 365 International Affairs
INTL 350 Foreign Policy
Semester: Spring 2014, January 21 – May 8, 2014
Syllabus

Date	Topic
January 21	<p>Review of the Syllabus Course Organization Team Formation – Team Member Names are due on February 3</p> <p>Homework Reading: Excerpt from US National Security: Policymakers, Processes & Politics https://www.rienner.com/uploads/47e148fd47a65.pdf</p> <p>Chapter 1: The Impacts of American Foreign Policy, Ray Textbook</p> <p>Homework Assignment: Define or discuss the following terms</p> <ol style="list-style-type: none">1. National Interest2. National Security3. Foreign Policy4. US vital national interests5. US critical national interests6. National security strategy7. Domestic Policy8. EXCOM9. UN Security Council10. US Intelligence Community11. JCS12. Think Tanks13. Identify the current Secretary of State, Secretary of Defense, National Security Advisor, President, Vice-President, Director of National Intelligence, Chairman, Joint Chief of Staff, White House Chief of Staff, White House Counselor, and Director of Homeland Security14. Identify the roles and responsibilities of the positions listed in 12 above15. 4th Estate

Part I: Laying the Foundation: The Importance, the History, and Competing Theories of American Foreign Policy

January 23	<p>Terms and Definitions and A Hierarchy of Strategies</p> <p>Homework Readings: “Why We Fight Over Foreign Policy,” by Henry R. Nau, Hoover Institution, April 1, 2007 “Redefining the National Interest,” by Joseph Nye, Jr., July/August 1999, Foreign Affairs Journal</p> <p>The U.S. Army War College Methodology for Determining Interests and Levels of Intensity by H. Richard Yarger and George F. Barber http://www.au.af.mil/au/awc/awcgate/army-usawc/natinte.htm</p> <p>U.S. National Security Strategy 2010 http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf</p> <p>Handouts on Deibel and Rochester analytical frameworks</p>
January 28	<p>National Interests and Foreign Policy – Analytical Frameworks continued</p> <p>Homework Readings: Chapter 2: Analyzing Modern American Foreign Policy: Competing Approaches, Ray Textbook Chapter 3: The Past as Prologue: American Foreign Policy from the American Revolution through World War II, Ray Textbook</p>
Jan 30 – Feb 4, 6	<p>International Affairs/Foreign Policy in practice Film: Thirteen Days--Kennedy and the Cuban Missile Crisis Homework Reading: Rochester handout, pages 38-55 Chapter 4: The Cold War, Ray Textbook</p>
February 11	<p>Applying the Framework – Simulation Preparation Map Quiz (20 minutes) Simulation Assignments</p>
February 13 – 18	<p>Simulation</p>
February 20	<p>Mid-Term Exam I</p>
February 27	<p>Op-Ed I due</p>
<p>Part II: The Foreign Policy Making Process and the Instruments of the Foreign Policy Maker</p>	
February 27	<p>Homework Readings: The Foreign Policy Process</p>

“How America Should Lead”, Policy Review #114, August 1, 2002, by Kori Schake
 “Foreign Policy Immaculately Conceived,” by Adam Garfinkle, August 1, 2003, Hoover Institution,
 “Clear and Present Safety,” by Micah Zenko and Michael Cohen, March/April 2012, Foreign Affairs Journal
 “National Insecurity,” by Paul Miller, Micah Zenko, and Michael Cohen, July/August 2012, Foreign Affairs Journal
 “The Wisdom of Retrenchment,” by Joseph Parent and Paul MacDonald, November/December 2011, Foreign Affairs Journal
 “Blind Into Baghdad,” by James Fallows, The Atlantic

March 4 The President and the Congress

Homework Readings:

Chapter 5, The President and the Congress, Ray Textbook
 National Security Surveillance: Unchecked or Limited Presidential Power, Case 13, Case Textbook
 “Obama’s Foreign Policy,” by David Shorr, December 1, 2012, Policy Review #176, Hoover Institution
 “The Accommodator: Obama’s Foreign Policy,” by Colin Dueck, October 1, 2011, Policy Review #169, Hoover Institution
 Executive Decisions and Preventive War: Strategies of Intervention and Withdrawal in Iraq (2003 – 2011), Case 3, Carter Casebook
 “American Foreign Policy is Already Post-Partisan,” by Joshua Busby, Jonathan Monten, and William Inboden, May 30, 2012, Foreign Affairs, Council on Foreign Relations

Suggested Readings:

President – “Does Obama Have a Grand Strategy,” by Daniel Drezner, July/August 2011, Foreign Affairs Journal
 “All the Presidents’ Men,” by Michael Fullilove, March/April 2005, Foreign Affairs Journal
 “For Obama, Steep Learning Curve as Chief in War,” by Peter Baker, August 28, 2010, The New York Times

 Congress – “Congress Wants to See Obama’s “License to Kill””, by Adam Serwer, Mother Jones, July 31, 2012
 “Beyond the Water’s Edge,” by Grover Norquist, April 2011, American Spectator

March 6 Government Agencies, Economic Issues, and Foreign Policy

Homework Readings:

Chapter 6, Government Agencies, Economic Issues, and Foreign Policy,
Ray Textbook
Assassinating bin Laden: Right or Wrong?, Case 2, Carter Casebook
Military – “Calling the Shots: Should Politicians or Generals Run Our
Wars?”, by Lawrence Friedman, September/October 2002, Foreign Affairs
Journal
“We Have Met the Enemy and He Is PowerPoint,” by Elisabeth Bumiller,
April 26, 2010, The New York Times
“Strategy in a Time of Austerity,” by Andrew Krepinevich, Jr.,
November/December 2012, Foreign Affairs Journal

Public Diplomacy – “Public Diplomacy: Lessons from King and
Mandela”, by Brian Rosen and Charles Wolf Jr., Hoover Institution,
October 1, 2005

Suggested Readings:

Foreign Aid – “The One Percent Solution”, by Richard N. Gardner,
July/August 2000, Foreign Affairs Journal
“A Poor Case for Quitting: Mistaking Incompetence for Interventionism,”
by Chester Crocker, January/February 2000, Foreign Affairs Journal

Think Tanks – “The Role of Think Tanks in US Foreign Policy,”
Department of State, November 2002

Economic – “America’s Coming Retrenchment,” by Michael Mandelbaum,
August 9, 2011, Foreign Affairs, Council on Foreign Relations

Soft Power – “The Decline of America’s Soft Power,” by Joseph Nye, Jr.,
May/June 2004, Foreign Affairs Journal

Intelligence – “The Vanishing Case for War,” by Thomas Powers,
December 4, 2003, New York Review of Books
“The Stovepipe,” by Seymour Hersh, October 27, 2003, The New Yorker
“Spies, Lies, and Weapons: What Went Wrong,” by Kenneth M. Pollack,
January/February 2004, The Atlantic Monthly

Diplomacy – “Blind Into Baghdad,” by James Fallows, The Atlantic
“Foreign Affairs LIVE: State Building in Theory and Practice,” Video
Clip, March 22, 2010, Foreign Affairs, Council on Foreign Relations

March 11 – 13 The Impact of Extragovernmental Factors on American Foreign Policy:
Political Parties, Interest Groups, the Mass Media, and Public Opinion
Film: Path to War

Homework Readings:

Chapter 7, Ray Textbook

March 13 Research Paper Due

March 17 – 21 Spring Break

Part III: U.S. Foreign Policy in Regional Contexts

March 25 The United States and Europe: A Parting of the Ways

Homework Readings:

Chapter 8, The United States and Europe, Ray Textbook
Hitting the Russian Reset Button, Why Is Cooperation So Hard? Case 7,
Case Textbook
“The New New World Order,” by Daniel Drezner, March/April 2007,
Foreign Affairs Journal

March 27 The United States and Sub-Saharan Africa

Homework Readings:

The United States and Sub-Saharan Africa, Chapter 10, Ray Textbook

April 1 The United States and Asia: The Coming Clash with China

Homework Readings:

Chapter 11, Ray Textbook
The United States and North Korea: Avoiding a Worst Case Scenario,
Case 5, Case Textbook
Sino-American Trade Relations: Privatizing Foreign Policy, Case 11,
Case Textbook
Chen Guangcheng: The Case of the Blind Dissident and US-China
Relations, Case 9, Case Textbook

April 3 Op-Ed II Due

April 3, 8 The United States, Israel, and Its Neighbors

Homework Readings:

Chapter 12, The United States, Israel, and Its Neighbors, Ray Textbook
The Nuclear Standoff between the United States and Iran: Muscular
Diplomacy and the Ticking Clock, Case 4, Case Textbook
Friendly Tyrants? The Arab Spring and the Egyptian Revolution, Case 8,
Case Textbook

Suggested Readings: Middle East

1. “Beyond Moderates and Militants,” September/October 2010, by
Robert Malley and Peter Harling, Foreign Affairs Journal

2. "What the Cuban Missile Crisis Teaches Us About Iran", by Matthew Waxman, CNN
3. "Blind Man's Bluff," by Biulal Saab, March 30, 2010, Foreign Policy
4. "What Happens After Israel Attacks Iran," by Ehud Eiran, February 23, 2012, Foreign Affairs, Council on Foreign Relations
5. "Getting to Yes with Iran," by Robert Jervis, January/February 2013, Foreign Affairs Journal
6. "The Promise of the Arab Spring," by Sheri Berman, January/February 2013, Foreign Affairs Journal
7. "The Mirage of the Arab Spring," by Seth Jones, January/February 2013, Foreign Affairs Journal

Readings: Africa

1. "Africa Unleashed", by Edward Miguel, November/December 2011, Foreign Affairs Journal
2. "Missing in Africa," by Todd Moss, October 2, 2012, Foreign Affairs, Council on Foreign Relations

Readings: Europe

1. "Who's Afraid of the Big Bad Pivot?", by Pawel Swieboda, December 4, 2012, Foreign Affairs, Council on Foreign Relations

Readings: China and Asia

1. "The Life of the Party" by Eric X Li, January/February 2013, Foreign Affairs Journal
2. "Democratize or Die?" by Yasheng Huang, January/February 2013, Foreign Affairs Journal

April 10

Mid-Term Exam Two

April 15,17, 22

Iraq, Afghanistan, Pakistan, and Beyond
Great Decisions Clip: Exit from Iraq and Afghanistan

Homework Readings:

Chapters 13-14, The U.S. Wars in Afghanistan and Iraq and The Evolution of the Wars in Afghanistan and Iraq, Ray Textbook
The United States versus Terrorism, Case 1, Case Textbook
The Rights of Detainees: Determining the Limits of Law, Case 14, Case Textbook

April 24

Research Paper Team One
Research Paper Team Two

April 29

Research Paper Team Three
Research Paper Team Four

May 6

Research Team Paper Five

Research Team Paper Six

May 13

Final Exam, May 13, 2014, 11:30 am – 2:30 pm

Note: All students are expected to attend class during the final exam period. Failure to attend class on this date will result in the student receiving a failing grade on their final exam.

Foreign Policy/International Affairs

Op-ed Assignment

What is an Op-ed?

Op-ed stands for “opposite the editorials.” Op-eds are opinion pieces, generally about 800-1,000 words, on important topics of local, national, or international concern. Although we describe op-eds as opinion pieces, they should be rigorously argued, your argument supported by convincing evidence. Op-eds tend to be less scholarly than academic works, though, and aimed at a general audience.

Op-eds are generally run daily in most newspapers (and via internet media, too), though some days’ op-eds are more equal than others. In *The Washington Post*, for example, the premium op-eds are generally published in Sunday’s “Outlook” section. It would probably improve your final product if you examined a number of op-eds to determine for yourself what makes a successful piece (I happen to be a sucker for catchy openings with a tight peg to a current news event). Good places to find op-eds on issues of international affairs are: *The Washington Post*, *The New York Times*, *The Los Angeles Times*, *Foreign Policy Journal*, and *The Wall Street Journal*.

Op-ed pieces tend to be tied to current issues or on-going problems and often there is an “agenda” attached to them: approve this policy, disallow that one, recognize this emerging and problematic trend .

Experts usually write op-eds on topics about which they are extremely knowledgeable. Since you all are future experts well-on-your-way, you might as well start your op-ed writing career sooner rather than later! Be sure to include concrete data/evidence to support your points. Generalizations will not suffice to persuade the audience that your point of view is the correct one.

What is this assignment—exactly?

Your assignment is to **write an op-ed on an issue relevant to contemporary international affairs or foreign policy**. With your op-ed, you should also submit the name of the publication for which the piece is written (even if you don’t choose to submit it). One topic students might wish to explore is to advise the president on how to handle or think about an evolving foreign policy problem, e.g., Syria, new Israeli settlements, Russia’s recent adoption policy change, etc. This can be done as an “open letter” op-ed.

You are free to gear your op-ed toward any publication and write on any issue you choose. Keep in mind that timeliness is an important quality of op-eds. Also, keep in mind the type of publication that might be interested in an op-ed of the type that you write (sometimes smaller or specialist publications might be more willing to accept your piece than one of the

biggies!). Also, be sensitive to the audience for which you are writing. You probably need to write for a general readership, explaining people, events, theories in a way that a general reader can understand (I often pretend that I am writing for my Mom).

Op-eds do not use footnotes, so indicate your sources by making statements such as "According to the United Nations Development Program," or "As the Sierra Club stated."

You are free to run ideas past me and talk over prospective arguments.

Good luck and try to have fun with the assignment!

Group Research Paper
INTL 350/INTB 365

Group Members	Topic
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	