

Sierra Nevada College
INTB 365 International Affairs
INTL 350 Foreign Policy
Semester: Spring 2015, January 19 – May 8, 2015

General Information:

Course Codes:	INTB 365 and INTL 350
Course Titles & Credits:	International Affairs and Foreign Policy (3)
Term and Year:	Spring 2015
Faculty:	Mary L. Lewellen, Associate Professor
Phone:	775-849-3721 or 703-585-7454
Office Hours:	M-W 9:45 – 11:00
Office Location:	TCES, Business Department
E-Mail:	mlewellen@sierranevada.edu
Teaching Schedule:	Monday – Wednesday, 8:30 – 9:45, PA 207
Final Exam:	Friday, May 8, 08:00 – 11:00
Credit:	3 hours

Required Text:

Required readings are posted on Moodle. Please ensure that you read all assigned materials as you may be asked to present the day's readings to the class.

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) U.S. National Security Strategy 2010, available on-line
- 4) Terrorism and U.S. Foreign Policy, Paul R. Pillar, ISBN: 0-8157-0004-0
- 5) Great Decisions 2014, Foreign Policy Association, ISBN:
- 6) Great Decisions 2013, Foreign Policy Association, ISBN: 978-0871242419
- 7) Great Decisions 2012, Foreign Policy Association, ISBN: 978-0-87124-238-9
- 8) 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

INTL 350 Foreign Policy

INTB 365 International Affairs

Spring 2015, Lewellen

- ❖ 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>

Grading System:

Your grade will be determined by (1) class preparation assignments (CPAs) or homework and (2) quizzes, class participation, case studies/ presentations, and exams.

<u>Course Grade</u>	<u>Percentage</u>
A	94% and above
A-	90% - 93%
B+	88% - 89%
B	84% - 87%
B-	80% - 83%
C+	78% - 79%
C	74% - 77%
C-	70% - 73%
D+	68% - 69%
D	64% - 67%
D-	60% - 63%
F	59% and below

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 should 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) and must be uploaded to Moodle. 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.

For writing style and reports, student must follow the The Little Brown Compact Handbook, Jane Aaron, 5th Ed., ISBN 0-321-10495-1, Pearson and Longman Pub. In addition, the standard Department of Business writing rubric will be provided to you the second week of class.

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.

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:

INTL 350 Foreign Policy
INTB 365 International Affairs
Spring 2015, Lewellen

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:¹

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 are 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.

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.

¹ The simulation is dependent upon the number of students enrolled in the course and may be deleted from assignments.

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

INTL 350 Foreign Policy

INTB 365 International Affairs

Spring 2015, Lewellen

Sierra Nevada College
INTB 365 International Affairs
INTL 350 Foreign Policy
Semester: Spring 2015, January 19 – May 8, 2015
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>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 13 above15. 4th Estate
Part I:	Laying the Foundation: The Importance, the History, and Competing Theories of American Foreign Policy

January 26	Terms and Definitions and A Hierarchy of Strategies
------------	---

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

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>

Handouts on Deibel and Rochester analytical frameworks

January 28

National Interests and Foreign Policy – Analytical Frameworks

Homework Readings:

U.S. National Security Strategy 2013 and 2010

http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf

“Obama Needs a New National Security Strategy”, by Julianne Smith and Jacob Stokes, March 10, 2014

“Obama Updates Security Strategy for a Changing World”, by Barry Pavel, May 28, 2014

“Navigating America’s Foreign Policy in an Uncertain World”, Video clip, February 9, 2011

Feb 2, 4, 9

International Affairs/Foreign Policy in practice

Film: Thirteen Days--Kennedy and the Cuban Missile Crisis

Homework Reading: Rochester handout, pages 38-55

February 11

Applying the Framework – Simulation Preparation (Dependent upon class size)

Map Quiz (20 minutes)

Simulation Assignments

February 11 – 16

Simulation

February 18

Mid-Term Exam I

February 23

Op-Ed I due

February 23, 25
March 2, 4, 9, 11

The Foreign Policy Making Process and the Instruments of the Foreign Policy Maker

February 23-25

Homework Readings: The Foreign Policy Process

“The U.S. Needs a New Foreign Policy Agenda for 2016”, by William Inboden and Kim Holmes
“Washington’s Foreign Policy Illusions”, by Daniel Larison, October 22, 2014
“The LaBrea tar pit of American foreign policy” by Rep. John B. Larson, October 13, 2014
“America’s Costly Foreign-Policy Follies”, by Robert W. Merry, October 22, 2014
“America’s Grand Strategy Disaster”, by William C. Martel, June 9, 2014
“The Dispensable Nation: American Foreign Policy in Retreat”, by Walter Mead, September/October 2013
“Foreign Affairs Focus: Richard Betts on U.S. Strategy”, by Gideon Rose and Richard Betts, November 11, 2014
“A Translation Guide to Foreign Policy Gibberish”, by Micah Zenko
“A Foreign Policy Flirting with Chaos”, by Richard Haass, April 29, 2014
“U.S. Foreign Policy: In Troubling Disarray” by Richard Haass
“Fixing Our Foreign Policy: 12 Ideas From a Sometimes Critic” by Richard Haass
“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

Foreign Policy Processes – Inside and Outside the Government

March 2-4 The President and the Congress

Homework Readings:

“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), Jonathan Monten, and William Inboden, May 30, 2012, Foreign Affairs, Council on Foreign Relations

“Obama’s Post-Congressional Foreign Policy”, by Joshua Keating, October 20, 2014

“Some Implications of President Obama’s Plans to Sidestep Congress on Iranian Sanctions”, by Jack Goldsmith, October 21, 2014

“Foreign Policy Begins at Home: The Case for Putting America’s House in Order”, by Walter Mead, September/October 2013

“Obama’s ‘Don’t Do Stupid Shit’ Foreign Policy”, by David Rothkopf

“Don’t Go Changing, Mr. President”, by Michael A. Cohen

“Five Republicans Who Will Dominate on Foreign Policy in the Next Congress”, by John Hudson

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

“9 Ways Foreign Policy Will Dominate the Lame-Duck Congress”, by FP News Team

http://www.foreignpolicy.com/articles/2014/11/12/9_ways_foreign_policy_will_dominate_the_lame_duck_113th_congress?wp_id_n=1994775554

“Five Republicans Who Will Dominate on Foreign Policy in the Next Congress”, by John Hudson

“Obama Updates Security Strategy for a Changing World”, by Barry Pavel, May 28, 2014

“Obama Needs a New National Security Strategy”, by Julianne Smith and Jacob Stokes, March 10, 2014

“Foreign Policy and a New Congress”, by Bernard Gwertzman, October 31, 2014

“Obama’s Unclear Foreign Policy Path”, by Richard N. Haass, May 28, 2014

“American Foreign Policy is Already Post-Partisan”, by Joshua Busby, Jonathan Monten, and William Inboden, May 30, 2012

“Rebooting Republican Foreign Policy”, by Daniel Drezner, January/February 2013

“Scoring Obama’s Foreign Policy”, by Martin Indyk, Kenneth Lieberthal, and Michael O’Hanlon, May/June 2012

“What Obama Could Gain From Shaking Up His Foreign Policy Team”, by Stephen Sestanovich, October 10, 2014

“Obama just accidentally explained why his foreign policy hasn’t worked”, by Elliott Abrams, May 28, 2014

March 9 Government Agencies, Economic Issues, and Foreign Policy

INTL 350 Foreign Policy

INTB 365 International Affairs

Spring 2015, Lewellen

Homework Readings:

“Family Planning and U.S. Foreign Policy”, by Isobel Coleman, April 2011 (read executive summary)
“Quarterly Update: Foreign Ownership of U.S. Assets”, by Council on Foreign Relations, November 6, 2014
“The End of the Military-Industrial Complex”, by William J. Lynn III, November/December 2014
“Hyping the Terror Threat”, by Peter Bergen, December 3, 2013
“Changing the landscape of American foreign policy”, by Christ Tabing, October 22, 2014
“Pentagon Signals Security Risks of Climate Change”, by Coral Davenport, October 13, 2014
“Is America Addicted to War”, by Stephen M. Walt
“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 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:

“They Just Stood Watching”, by Colum Lynch

“The Keys to the Foreign-Policy Kingdom”, by Micah Zenko, April 14,
2014

“Evangelicals and American Foreign Policy”, by Walter Mead,
November/December 2013

“Foreign Policy Goes Local”, by Rodrigo Tavares, October 9, 2013

“Silicon Valley Needs a Foreign Policy”, by Ernest J. Wilson III, June 20,
2012

March 11 Research Paper Due

March 16 – 20 Spring Break

U.S. Foreign Policy in Regional Contexts

March 23 The United States and Europe: A Parting of the Ways

Homework Readings:

“The New New World Order,” by Daniel Drezner, March/April 2007,
Foreign Affairs Journal

“Foreign Policy: Can Radek Sikorski Save Europe?”, by Michael Weiss,
April 30, 2014

March 25 The United States and Sub-Saharan Africa

Homework Readings:

“Conflict Alert: Looming Military Offensives in South Sudan”, by
International Crisis Group, October 30, 2014

“How does Nigeria’s Boko Haram affect U.S. foreign policy in the
region?”, by John Campbell, November 25, 2013

March 30, April 1 The United States and Asia: The Coming Clash with China

Homework Readings:

“China’s Shadow Foreign Policy: Parallel Structures Challenge the Established World Order”, by Sebastian Heilman, October 28, 2014
“Russian and Chinese Assertiveness Poses New Foreign Policy Challenges”, by Robert M. Gates, May 21, 2014
“Reconciliation Means Having to Say You’re Sorry”, by Lily Feldman
“India’s Feeble Foreign Policy”, by Manjari Miller, May/June 2013
“How Obama’s Myanmar Policy Has Backfired”, by Joshua Kurlantzick, November 10, 2014

April 1

Op-Ed II Due

April 6, 8

The United States, Israel, and Its Neighbors

Homework Readings:

“The Administration Goes All in on Kobani”, by Kate Brannen.
“Here’s How to Dig Out of This ‘Stupid Sh*t’ U.S. Foreign Policy”, by Leslie H. Gelb
“The \$20 Million Case for Morocco”, by Eliza Barclay and Kristen Chick
“Qatar’s Foreign Policy Adventurism”, by David Roberts, June 25, 2013
“Rouhani’s Foreign Policy”, by Mohsen Milani, June 25, 2013
“Iranian Foreign Policy After the Election”, by Farideh Farhi and Saideh Lotfian, June 13, 2013
“This Is Why You Can’t Have Nice Guns”, by David Kenner

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

INTL 350 Foreign Policy

INTB 365 International Affairs

Spring 2015, Lewellen

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 13

Mid-Term Exam Two

April 15, 20, 22

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

Homework Readings:

To be Determined

April 27

Research Paper Team One
Research Paper Team Two

April 29

Research Paper Team Three
Research Paper Team Four

May 4

Research Team Paper Five
Research Team Paper Six

May 8

Final Exam, Friday, May 8, 08:00 – 11:00

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.	