

POL 131
Analysis of US Foreign Policy

Course Meetings: Tues, Wed and Thurs, 2:10-3:50pm, Hoagland Hall 113

Instructor: Jaime Jackson

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Office Hours: Tuesday 12-1pm; Thursday 12-1pm, or by appointment

Course Objectives

This course is designed to be an investigation into the causes, processes, and outcomes that undergird US foreign policy. The course will help students understand the actors involved in the making of US foreign policy, the interests they must balance while making it, and the foreign policy tools available to them. Additionally, the course will introduce students into how research on US foreign policy is conducted. Students will be asked to apply their knowledge of US foreign policy to a contemporary US foreign policy issue of their choosing. By the end of the course, students should be able to do the following: (1) Understand the relationship between international relations theory and the study of foreign policy (2) Understand the role of major US foreign policy actors (3) Recognize competing visions of the national interest and the dilemmas they pose (4) Identify common foreign policy tools and critique their effects and (5) Integrate knowledge of the US foreign policy process with cases.

Required Readings

There is no required book for this class. All required material (i.e. academic articles, foreign policy documents, and podcasts) will be made available to students on Canvas. Students are expected to have the material required for each day covered BEFORE arriving to class.

Grading

Your grade for my course will be based on four elements: Participation, Quizzes, and Policy Briefs. The grade breakdown is as follows:

Class Participation (30%) - Participation in my class includes class discussion questions, in-class group policy debates, and attendance. Attendance to class is mandatory as is

participation in class discussion. Opportunities will be provided to participate through oral or written discussion so that everyone feels comfortable participating.

- Discussion Questions - every Thursday I will post three discussion questions covering the previous week's material. Students will be asked to write up a short response to one of the three questions and post it on our Canvas discussion board on the Monday before our next class. These responses will guide an in-class group discussion. (10%)
- Policy Debates - students will be randomly assigned to a group during the first week of class. Starting week 2, we will have a policy debate each Thursday where students will have to evaluate and debate a US foreign policy issue in the classroom. Debates will be 30 minutes long and break down as follows: 5 min each side opening arguments; 5 min each side rebuttal; 10 min class discussion. Detailed debate topics and instructions can be found on canvas. (20%)

Quizzes (20%) - There will be two quizzes administered at random times during the summer session that will assess your knowledge and comprehension of course readings and lectures. One extra credit question will be available on each quiz to put towards your policy brief grade.

Policy Briefs (50%) - During the course you will complete two policy briefs. These briefs will be two pages in length and will address a foreign policy issue chosen from a provided list. These briefs are designed to help you apply what you've learned in the course to a practical current foreign policy topic. Detailed policy brief requirements as well as policy brief templates are available on Canvas. These briefs will be due on **Friday, July 12th and Thursday, August 1st.**

All written work must reflect your own scholarship, in line with the UC Davis Code of Academic Conduct. For guidelines avoiding plagiarism see the SJA at <http://sja.ucdavis.edu/>. You are expected to be aware of these guidelines, ignorance of guidelines does not excuse a violation.

Course Policies

Late Assignments: Late assignments will be docked 10% or one full letter grade for each day they are late, starting immediately after the time of the due date. After three days, I will no longer accept the assignment and the student will be given a zero for that assignment.

E-mail and Office Hours: Guidelines for e-mail correspondence with the instructor: (1) include the course in the subject line along with subject; (2) 24-hour response time during the week, 48-hour response time over the weekend; (3) please use the e-mail you would like your response to come to; (4) include any attachments you wish to have reviewed or that you have referred to in

the body of the text; (5) check the discussion board on Canvas prior to submitting e-mail questions; (6) consider posting to the discussion board on Canvas if you have a general question; (7) create a prioritized list of your questions for office hours visits.

Attendance, Participation, and Weekly Readings: Class attendance and the corresponding assignments are mandatory. All students should come prepared to participate in class discussion.

Grade Appeals: Students will have one week from when grades are posted to appeal their grade. All appeals must include a typed, double spaced statement explaining why you are requesting a grade appeal, and you must justify with evidence from your exam, paper, or summaries. If you choose to appeal your grade, the instructor reserves the right to increase or decrease the existing Grade.

Academic Honesty

As a University of California student, you have agreed to abide by the University's academic honesty policy. Cheating and other violations of academic honesty are serious offenses. Students are expected to work independently on all graded assignments. Please refer to the UC Davis policy on integrity of scholarship for further details. Students who engage in cheating will earn an F (no pass) grade.

Students with Disabilities

Any student who, because of a disability, may require some special arrangements in order to meet any of the course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UC Davis will make every attempt to accommodate all qualified students with disabilities.

Laptops and tablets are permitted in-class for note-taking and in-class activities only. Please do not disrupt your classmates by surfing the web or engaging in other activities.

Course Outline

PART ONE: MAJOR THEORIES AND NATIONAL INTEREST

June 25th - Course Introduction and Debate Group Assignments

June 26th - IR Theory

Reading: Walt, Stephen M. 1998. "International Relations: One World, Many Theories," *Foreign Policy*, 110, 29-46.

June 27th - Power and Order

Reading: Morgenthau, Hans J. 1950. "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions," *The American Political Science Review*, 44(4), 833-854.

July 2nd - Economic Prosperity

Reading: Gowa, Joanne. 1989. "Bipolarity, Multipolarity, and Free Trade," *The American Political Science Review*, 83(4): 1245-1256.

July 3rd - Principles or Values

Reading: Steven C. Poe, Sabine C. Carey, and Tanya C. Vazquez. 2001. "How are These Pictures Different? A Quantitative Comparison of the US State Department and Amnesty International Human Rights Reports, 1976-1995," *Human Rights Quarterly*, 650-677.

DEBATE 1: Interests vs Values - What shapes foreign policy?

PART TWO: ACTORS

July 9th - The President

Reading: "Checking the President" from the podcast No Jargon. Available here: <https://scholars.org/podcast/checking-president>

July 10th - Congress

Reading: Johnson, Toni. 2013. "Congress and US Foreign Policy," *Council on Foreign Relations*, 1-8.

July 11th - Public and Interest Groups

Reading: NO READING. A Look at Lobbies

DEBATE 2: People vs Govt. - Debating the classic "chicken and egg" problem of who informs foreign policy.

July 12th - POLICY BRIEF ONE DUE BY 6PM

July 16th - Media

Reading: Kumar, Deepa. 2006. "Media, War, and Propaganda: Strategies of Information Management During the 2003 Iraq War," *Communication and Critical/Cultural Studies*, 3(1): 48-69.

July 17th - Who Prevails?

Reading: Jacobs, Lawrence R. and Page, Benjamin. 2005. "Who Influences U.S. Foreign Policy?" *American Political Science Review* 99(1), 107-123.

PART THREE: TOOLS

July 18th - Sanctions

Reading: "Sanctions 101: Parts One and Two" from the podcast The World Unpacked.

Part One:

<https://media.simplecast.com/episodes/audio/237532/513463617-diplopod-sanctions-101-how-sanctions-work.mp3>

Part Two:

<https://media.simplecast.com/episodes/audio/237529/514831656-diplopod-sanctions-101-how-powerful-are-sanctions-really.mp3>

DEBATE 3: When to report or not to report? The role of the media in foreign policy.

July 22nd - Military Force

Reading: Dube, Oeindrila and Naidu Suresh. 2015. "Bases, Bullets, and Ballots: The Effect of US Military Aid on Political Conflict in Colombia," *The Journal of Politics*, 77(1): 249-267.

July 23rd - Soft Power and Engagement

Reading: Nincic, Miroslav. 2010. "Getting What You Want: Positive Inducements in International Relations," *International Security*, 35(1), 138-183.

PART FOUR: ISSUES

July 24th - Climate Change

Reading: Byrne, John, Kristen Hughes, Wilson Rickerson and Lado Kurdgelashvili. 2007. "American policy conflict in the greenhouse: Divergent trends in federal, regional, state, and local green energy and climate change policy," *Energy Policy*, 35(2007): 4555-4573.

DEBATE 4: Soft vs Hard Power - What tools are more effective?

July 30 - Foreign Aid

Reading: "Episode 115: Foreign Aid," from podcast Civics 101. Available here:
<https://www.civics101podcast.org/civics-101-episodes/ep115>

July 31 - Humanitarian Intervention

Reading: Aslam, Rabia. 2010. "U.S. Military Interventions and the Risk of Civil Conflict,"
Studies in Conflict & Terrorism, 33(3), 246-267.

August 1 - US Exceptionalism?

Reading: NO READING. A look at the future of US power abroad.

POLICY BRIEF TWO DUE BY 6PM.

DEBATE 5: Hands On vs Hands Off - Examining the US role in the international community.