“Objectivity and American exceptionalism were complementary, not contradictory. Disinterestedness and neutrality were the ideology of a liberal Americanism…. Insofar as it got beyond territorial claims in the world system, Americanism was beyond politics.”
Neil Smith, American Empire, p.187

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Instructor: Dr. David Banoub
Email: David.Banoub@dal.ca
Class time: Tuesday and Thursday, 11:35 a.m.-12:55 p.m.
Class Room: Henry Hicks 217
Office: Henry Hicks 360
Office Hours: Tuesday and Thursday, 10:15 a.m.-11:15 a.m., or by appointment

Course Description
This course is an introduction to American foreign policy. Arranged chronologically, it explores key foreign policy issues and events. Moving from the origins of American diplomacy and international relations to contemporary events, the course will trace the establishment of the American empire across the twentieth century, and twenty-first century challenges to that empire. The course also outlines the actors and institutions that shape and constrain American foreign policies, including: politicians and political institutions; the bureaucracy; civil society; security issues; and the economy. Students will also be introduced to theoretical approaches to understanding foreign policy (i.e., realism, idealism, American exceptionalism, isolationism and internationalism), as well as critiques of American foreign policy (i.e., feminist, postcolonial, political economic).

The class is scheduled as two, 80-minute lectures per week. The second class each week will include a seminar based on the assigned readings – readings must be completed in advance of the class seminar. Students are invited to bring their own analyses and interests regarding the assigned readings. Participation marks will be awarded, in part, based on active and constructive contribution to the discussions. Questions on the readings, on the lecture material, or on related personal interests are always welcome.
Course Objectives

Students will be able to identify and explain key issues in and theories of American foreign policy. Students will develop a familiarity with importance of the branches of government, the bureaucracy, and civil society in shaping foreign policy. The course will stress how foreign policies are formed in relation to domestic, cultural, diplomatic, commercial, and military issues. Students will be introduced to a wide range of literature and approaches to examining American foreign policy.

Readings


All other required readings will be available online, either posted on or linked from the class Brightspace.

If you have any problems accessing the posted material, please let me know immediately.

**Note:** In addition to the required seminar readings, essential course information and supplementary content is housed on this course’s Brightspace.

Recommended Readings

The following texts are available online or in the Killam Library. These will provide supplemental information on lectures and course themes. These readings may be used for the research assignment.


**Assignments and Evaluation**

- Participation 10%
- Reading Response 15%
- In-class Test 10%
- Annotated Bibliography 10%
- Research Essay 30%
- Take-home Exam 25%

**Participation (10%)**

Students are encouraged to attend the regular lectures and participate in class discussions. The participation grade will be based on a combination of active and positive contribution to the class, and the student's critical engagement with the course themes and readings. While speaking in class is one way to participate, it is not the only consideration. Posting questions and comments to the Brightspace, emailing questions, coming to office hours, and responding to feedback on assignments are all part of actively participating in the course.

**Critical Reading Response (15%) Due: September 28**

This assignment (3-4 pages) is a reading response to assigned scholarly source. Detailed instructions will be provided in class and posted on Brightspace.

**In-class Test (15%): October 18**

This test will consist of short identification questions. It will cover terms and concepts from the both the readings and the lectures.

**Annotated Bibliography (10%): Due: November 8**

This assignment is the first step for your research essay on a selected topic from the list provided on the course Brightspace. You will need to write a short introduction to your bibliography, identify three research questions that help you define your topic, and then provide a short annotation for each source that explains how it answers one or more of the questions you identified. As for the research paper, students must engage with at least eight sources, at least five of which must be scholarly. Detailed instructions and the list of topics will be provided on the class Brightspace.

**Research Essay (30%): Due: December 4**

This assignment (10-12 pages) is a research paper on an issue in American politics and government. Students must engage with at least eight sources, at least five of which must be scholarly. Detailed instructions and a list of suggested topics will be provided in class.
Final Exam (25%)  **December TBA**  
The term’s final exam will test students’ understanding of course material as a whole. It will include material from the course readings and from the lectures.

All assignments must be double-spaced and in 12pt., Times New Roman font. Sources should be cited consistently and thoroughly, following the student’s preferred style guide.

**Late Penalty and Deadlines**

Late assignments will be deducted one letter grade per day (i.e. A to A-, A- to B+, etc.).

Students requesting special consideration for an assignment or an examination must do so in advance of the relevant deadline. *Except in the case of an exceptional, documented emergency, no extensions will be granted in the 24 hours before an assignment is due.*

**Missed or Late Academic Requirements due to Student Absence**

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

Read more:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf)

The Student Declaration of Absence form can be found at the link below:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf)

**Other Important Dates:**

**October 1:** Last day to withdraw from a Fall term course without a W.

**October 30:** Last day to withdraw from a Fall term course with a W.

[http://www.dal.ca/academics/important_dates.html](http://www.dal.ca/academics/important_dates.html)

* * *

**University Policies, Statements, Guidelines, and Resources for Support**

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:

**Academic Integrity Statement**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Read more:


**Accessibility Statement**

The Advising and Access Services Centre is Dalhousie’s centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Read more:

http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html

**Class Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner — perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Students are expected to behave in a civil manner during lectures and discussion groups, though vigorous discussion and conflicting opinions are very welcome. Personal attacks, disrespectful comments, or sexist, racist, homophobic, transphobic, ableist, or other discriminatory remarks will not be tolerated. Students can be expelled from discussion groups or lectures if their behaviour is deemed to be disruptive or inhibits the ability of others to learn.

Read more:


As a courtesy to other students and the instructor, please turn off all electronic devices other than those used for taking notes, and in all cases, please put devices on silent mode. The use of electronic devices for activities other than taking class notes is very disruptive to others. Out of respect, please save these activities for outside of class.

**Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone
feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more:

http://www.dal.ca/cultureofrespect.html

Recognition of Mi’kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

* * *

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Libraries: http://libraries.dal.ca
- Student Health Services: https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services: https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Aboriginal Student Centre: https://www.dal.ca/campus_life/communities/native.html
- ELearning Website: https://www.dal.ca/dept/elearning.html
- Student Advocacy Services: https://www.dsu.ca/services/community-student-services/student-advocacy-service
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Scent-Free Program
http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

* * *
University Grading Practices: Statement of Principles and Procedures

http://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices.html

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skills (except in programs where a minimum grade of ‘C’ is required).

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**Lecture and Readings Schedule:**

This list is a guide only. The instructor may alter the schedule to accommodate guest lectures, or for other logistical or academic considerations. Changes to this outline will be discussed with the class in advance of alterations, as the course progresses.
September 4, 6:  Introduction / Myths of American Foreign Policy


September 11, 13:  The Foundations of American Diplomacy

Hooks and Spanier, Chapter 1, “The American Approach to Foreign Policy.”


September 18, 20:  The Search for Order


September 25, 27:  The Cold War

Hooks and Spanier, Chapter 2, “From World War to Cold War.”

Hooks and Spanier, Chapter 3, “Containment from Theory to Practice.”


September 28: ***Reading Response Assignment Due***

October 2, 4: The Vietnam War and Other Conflicts

Hooks and Spanier, Chapter 4, “North-South Tensions and the Vietnam War”


October 9, 11: Superpower Rivalries

Hooks and Spanier, Chapter 5, “Détente and World-Order Politics.”

Hooks and Spanier, Chapter 6, “Breakthroughs in Superpower Struggle.”


October 16, 18: The End of History

Hooks and Spanier, Chapter 7, “The End of the Cold War.”

October 18 ***In-Class Test***

October 23, 25: A New American Empire?

Hooks and Spanier, Chapter 8, “Old Tensions in a New Order.”

Hooks and Spanier, Chapter 9, “The Shifting European Landscape.”


October 30, November 1: Terrorism and the National Security

Hooks and Spanier, Chapter 10, “America Under Fire.”


**November 6, 8:** Exporting Democracy

Hooks and Spanier, Chapter 11, “Hot Wars in Afghanistan and Iraq.”

Hooks and Spanier, Chapter 12, “Aftershocks of the Arab Spring.”


**November 8:** *** Annotated Bibliography Due ***

**November 13, 15:** ***STUDY WEEK – No Classes***

**November 20, 22:** Smart Power

Hooks and Spanier, Chapter 13, “The Revival of Power Politics.”


**November 27, 29:** The End of the American Century? / Review

Hooks and Spanier, Chapter 14, “The End of the American Century.”


**December 4:** *** Research Essay is Due ***

No Class (Monday classes are held)