



Class Time: **Wednesdays & Fridays, 11:35 – 12:55pm**
Classroom: LSC C338
Instructor: **Prof. Brian Bow** brian.bow@dal.ca
Office hours: Wednesdays, 1:30-4:00pm, HHAAB 343 (902-494-6629)

Introduction

We often hear that Donald Trump has had a profound impact on American foreign policy: his supporters say he has gotten it (back) on track, and his critics say he's sent it off the rails. One of the core purposes of this course is to try to figure out what's new, what's not, and why it matters. In keeping with the theme of reinvention, the course has been totally torn down and rebuilt from scratch, moving away from the traditional "history + themes" structure, and instead focusing on a set of enduring (?) problems/puzzles. The focus on contemporary debates means that we will not be covering a lot of historical background, and the past episodes/problems we will cover are sometimes not properly placed in historical context. Students are therefore encouraged to do some background reading on their own, and I've provided some suggestions in the "Resources" section, below.

The format of the course is "lecture/discussion," which means that I will present a structured lecture in most class meetings, but will break things up a bit with some discussion sections and other participatory exercises (small-group discussions, simulation exercises, etc.). Lectures will focus on working through core themes in a fairly straightforward, summarizing way, and required readings have been chosen to highlight a particular author's take on those themes, representing a specific perspective (e.g., neocon vs libertarian views on military interventions). I've also provided some recommended readings for each section of the course, to provide more background info and a wider range of views on the week's themes.

Participation and evaluation for this course are a mix of experimental and traditional methods. There are a number of small "pop-up" exercises mixed into the lectures, and a big simulation exercise near the end of the term, but there is also a term paper and a good old-fashioned final exam. There are quite a few different assessments in the course, so you'll be kept busy, but there is also variety and the number of assessments means that not doing well on one specific thing won't necessarily sink your grade. Students who are not comfortable with participating in the simulation exercise will have the option to do an alternative, written assignment instead (see below). The key to success in this class is to keep up with readings through the term, take notes during lecture segments, prepare carefully and participate actively in the simulation, and get an early start on the term paper. Assessments are outlined below.

If you have questions or concerns about any aspect of the course, please send me an email (brian.bow@dal.ca). If it's something simple, I'll get back to you by email ASAP (not necessarily the same day...). If it's something more complicated, we can make an appointment to meet at my office. Office hours will be Wednesday afternoons.

Resources

This course syllabus is your go-to reference for the basic structure, requirements, and policies of the course. The next few sections of the course outline the basic structure of the course (i.e., core resources, assessments, general policies). That's followed by the course schedule and lists of required readings for each section. And then the remaining pages work through more specific course policies, university policies, and relevant university resources.

Since the course is organized around a set of theoretical and political debates or “problems” for US foreign policy, rather than chronologically, students who don't already have some basic background in US or world history may find it difficult to put what they are reading/hearing/discussing into historical context. Below is a list of general histories of US foreign policy, which you may wish to refer to. These are recommended readings, not required.

- Department of State, “A Short History of the Department of State” (series discontinued in 2016). <https://history.state.gov/departmenthistory/short-history>
- Department of State, “Timeline of US Diplomatic History” (series discontinued in 2009). <https://2001-2009.state.gov/r/pa/ho/time/>
- Steven W. Hook and John Spanier, *American Foreign Policy Since World War II* (21st ed.; SAGE, 2018).
- Stephen E. Ambrose and Douglas G. Brinkley, *Rise to Globalism: American Foreign Policy Since 1938* (9th ed.; 2012).
- Michael Cox & Doug Stokes, eds., *US Foreign Policy* (3rd ed., Oxford, 2018), esp. the early, historical chapters.

This course will lean pretty heavily on its Brightspace site. It provides:

- a digital copy of the latest version of the syllabus (check the bottom of the page to see which version you're looking at);
- access to all required readings (pdf copies or links to short pieces on the internet), plus some recommended readings not listed in the syllabus;¹
- for some weeks, lists of questions to help guide your reading;
- copies of the Powerpoint slides for each week;
- further information about some of the assignments, not covered in the syllabus; and
- portals for the online submission of several assignments (i.e., movie homework, simulation report, and term paper).

Students should explore the site carefully, and check it at least once per week for announcements and updates.

In the class schedule and reading list, below, each week's reading is prefaced with a set of 3 or 4 very general themes, usually presented as questions. These are things you should have in mind when you approach the required reading for that week. In at least some weeks, I may provide some additional notes and questions to guide your reading; these will be posted in the “Announcements” area of the Brightspace site.

Powerpoint slides will be presented in class as a visual aid to help students follow the basic structure of the lectures and to provide instructions/information for in-class exercises. If you're not a fan of Powerpoint, just ignore it and focus on the lecture itself. If you find it useful, that's great, but don't get fixated on it, and stop paying attention to the lecture itself. There won't be a lot of information on the Powerpoint slides—just a few phrases to mark out different sections, like headings in an essay, and a few visual aids (e.g., maps, graphs, tables, etc.). The slides may be useful to you in keeping track of course themes, but they absolutely will not be a useful substitute for actually showing up and taking notes in lecture, or for actually doing the readings in preparation for the exam.

¹ Just to be 100% clear, there is no textbook for this course. All readings are to be made available through the Brightspace site.

If you have trouble with the Brightspace site, please let me know as soon as possible. If a particular item seems to be missing, I can try to upload it again right away. If the problem is that you can't seem to access *any* of the download files, or if you are having trouble logging in to Brightspace, you should contact the university's IT Help Desk (<https://libraries.dal.ca/help/it-help-desk.html>).

More information is provided later in the syllabus on some of the other resources made available to students through the university (e.g., Accessibility, Writing Centre, etc.).

Assignments / assessment

Your grade for this course will be based on class participation and your participation in the simulation exercise, four written assignments (movie homework, simulation report, term paper outline, and term paper), plus the final (written) exam.

Assignment	Due date	Submit via	Share of final grade
Class participation	all semester	in class	10%
Movie homework	October 3	Brightspace	10%
Simulation participation and report	November 7	Brightspace	20%
Term paper outline	November 19	Brightspace	5%
Term paper	December 2	Brightspace AND hard copy	25%
Final exam	date/time set by Registrar	location set by Registrar	30%

Class Participation

All students are expected to attend all classes, except where their ability to participate is significantly compromised by circumstances outside their control (i.e., documentable physical or mental health challenges, death in the family—see “Absences and Late Submission of Work,” below). At least one class meeting in each week of the term will feature at least one participatory exercise. These exercises are designed to get students into a more active learning mode, in which they think through and explain their views on a variety of topics covered in the lecture and/or readings. Some of these exercises will involve speaking in front of the whole class. Students can of course disagree with one another, but all will be expected to participate in ways that are respectful and constructive. Students facing relevant physical or mental health challenges can choose to opt out of these exercises, and complete an alternative (written) assignment to cover this portion of the overall course grade.

Movie Homework

The first graded assignment of the semester will be to watch a movie—“**Thirteen Days**” (2000, directed by Roger Donaldson), the film adaptation of Robert Kennedy's memoir of the Cuban Missile Crisis—and answer some questions about its interpretation of US foreign policy-making.

The movie will be shown in-class, in the usual classroom, on September 25 and 27. It's 3 hours long, so we'll split it in half, and watch half of it in each class period. There are ways to watch the movie online, and you are welcome to do, on your own time, if you prefer. The in-class viewing is a way to make sure everyone has an easy option.

The assignment is to watch the movie carefully, and answer **7 questions** about its interpretation of the Kennedy administration's decision-making during the Cuban Missile Crisis. Read the questions carefully in advance, and take notes while the movie is playing. Your answers should be brief and to-the-point (i.e., 3-4 sentences per question).

The assignment questions, some advice on how to complete and submit the assignment, and some background reading are available on the Brightspace site.

This is an individual assignment, not a collaborative/group one; your work should reflect your own interpretation of the film's narrative.

Submit your homework in Brightspace before 4pm on October 3. **Late submissions** will be penalized one point (out of 10) per day. Homework submitted after October 9—without documentation of relevant physical or mental health challenges—will not be accepted.

2020 Simulation

The simulation is a **role-playing exercise** based on a (not-very-realistic) hypothetical scenario in which various high-profile politicians and policy advocates try to shape the drafting of a foreign policy “platform” for one of the two major political parties. The idea here is that representatives of each party (RNC & DNC) have convened a meeting of influential candidates and other stakeholders, and asked them to try to work out a set of core foreign policy principles/priorities that all candidates (from that party) will be asked to support in the 2020 presidential election. Each of the participants in each session will make a very brief statement (3 minutes max), and then the remaining time will be set aside for a discussion, moderated by the party representatives. The aim is to try to figure out areas of consensus within the group, but ultimately to come up with something that will attract the largest possible base of support for the party's candidate in the 2020 election.

Students will sign up for specific roles, representing specific real-world individuals (and, in some cases, the organizations they represent): party representatives, politicians, think-tank researchers, and journalists. **The full list of roles and the sign-up sheet will be made available, on the Brightspace site, on October 1, and sign-up will be first-come, first-served.** (Students who have not signed up for a role by 4pm on October 15 will not participate in the exercise, and will instead be expected to complete the alternative assignment—see below.) Once the roles have been assigned, students will be free to communicate with other members of their assigned group, by email and/or in face-to-face meetings. As with in-class exercises, I will expect all students to be respectful and constructive with classmates in the simulation (even if you think the real-world person you are pretending to represent is not a respectful and constructive person...).

The simulation will run across two class meetings: Wednesday, October 30, and Friday, November 1. The Wednesday session will begin with a brief word of welcome from the party reps, who can then announce any specific instructions for “their” group's participants. Discussion will then go around the table, with each participant giving a 5-minute presentation, outlining their recommendations for the party's foreign policy “platform” in the 2020 election. Participants should not only list the key concepts they recommend, but also explain why they think these represent a winning approach for the party in the 2020 election.

After the Wednesday session, the party representatives will prepare a very brief (i.e., one-page) outline representing what they think was worked out in that session, and send it to me by 4pm on Thursday, so I can post it on the Brightspace site. The Friday session will begin with shorter prepared statements (3 minutes each), and then move into discussion. The party reps will write up a one-page note (i.e., the draft platform) to summarize the principles/priorities they've taken from the discussion on both days, and send that to me by 4pm on the following Monday, so it can be posted to the Brightspace site.

Each simulation participant (including the party reps) will prepare and submit a **simulation report**, addressing the following questions:

- What were you (from the point of view of the role you were playing) hoping to achieve in the simulation discussion?
- What did you think were your advantages (e.g., allies around the table, voting constituencies)? What did you think were your disadvantages (e.g., opponents/critics around the table, voting opponents/critics)?

- Which players' views did you think were most prominently reflected in the draft platform? How can you tell?
- Why do you think the most successful players were most successful in influencing the framing of the draft platform? Why do you think the less-successful groups were less successful?

These reports will be relatively brief (i.e., about 1000 words). Try to find a balance between thinking about your situation within the simulation and the “bigger picture” (i.e., what happened with the statement itself, and with/among other participants). Reports are to be **submitted through the Brightspace site**, at or before 4pm on **November 7**. Students will receive a single grade, out of 20, to reflect both their simulation participation (i.e., evidence of preparation, accuracy in representing the views associated with the role) *and* their simulation reports (i.e., evidence of preparation, thoughtful reflection on the connections between participants' statements and the draft platform document, clarity and organization of the report). Late reports—without documentation of relevant physical or mental health challenges—will be penalized 2 points (out of 20) per day.

The simulation itself involves work in groups, with each student having a mix of collaborative and competitive priorities. But participation in the simulation will be graded on an individual basis, based on the instructor's view of your preparation, use of relevant information to try to persuade other participants, and reflection on the exercise itself. The simulation report is an individual assignment, not a collaborative/group one; your work should reflect your own interpretation of the what happened in the simulation, and why.

Term Paper Outline

All students will submit a one-page outline for their term papers, outlining the student's preliminary answers for all of the questions in the cluster they have chosen to answer (see below), and providing a brief list of 4-5 sources the student has been working with. Submit your outlines online, through the Brightspace site, by noon on Tuesday, **November 19**.

Term Paper

For the term paper, I'm looking for a short but carefully-written essay which responds to one of the two sets of questions below. When I say “short,” I mean 1500-1800 words, which for most people is about 6 or 7 pages. (The absolute maximum length I will accept is 2000 words.) “Short paper” does not mean easy, done-at-the-last-minute paper; I expect you to put just as much work into it as if it were twice as long. Remember that half of the challenge here is supposed to be in making your writing as concise and “efficient” as possible.

The term paper will be due a few days after the last class of the semester, on Monday, **December 2**).

The questions call for you to give your own opinions, and I would encourage you to use the first-person (“I think that ____”), rather than go through all kinds of linguistic contortions in order to avoid it (“The argument of this paper will be that ____”). However, having said that, it is important that you make a proper argument, and that you think carefully about both the evidence you are using to support your premises, and the logical structure that links up your premises to your conclusions (“I think ____, because ____”). I want to know, in other words, not only what you think, but also how/why you think that, and I want it to be easy to follow what you are saying. Citations should be done as footnotes, using the Turabian/Chicago style, which is described at <http://www.library.georgetown.edu/guides/turabianfoot/>.

The three sets of questions for you to choose from are:

1. Some have argued that the sense of emergency following from the terrorist attacks of 9/11 has made it possible for the White House to assert much tighter control over foreign policy-making, paving the way for a return to the so-called “imperial presidency” of the early Cold War decades. What do you think? Can you identify specific signs of a reassertion of White House control since 9/11? Are there reasons to expect more of the same in the near future? Is the parallel to the “imperial presidency” a useful one? Is this reassertion of

White House control a good thing, or a bad thing, in terms of the quality of US foreign policy decisions? What kinds of (formal or informal) institutional reforms are most appropriate to the post-9/11 world?

2. After the end of the Cold War, many expected the US to withdraw from global engagement, leading to a collapse of the post-1945 international order. Since then we've seen contradictory impulses and inconsistent/contradictory policy, across several dimensions. How would you characterize this pattern? Has the US become more isolationist, or more internationalist? More unilateralist, or more multilateralist? If the pattern is mixed, how so? Is there an underlying consistency across different administrations, or are there important shifts from one administration to the next? Support your view with reference to specific policy choices, and try to anticipate and respond to likely challenges to your argument.

3. Trump and some of his supporters have sometimes framed debates over US foreign policy as a fight between "nationalists" and "globalists." What do they mean by this distinction, and how is it meant to influence Trump supporters? What do you think—is this a useful way of thinking about the axis of debate in the US? Why or why not? How does this framing connect with past debates about the "globalization" of the world economy, and the nature and value of the "liberal international order"?

Be sure to make up your mind about which of the three sets of questions you are working with, and try to be as clear as possible about this in writing the essay itself.

The term paper is an individual assignment, not a collaborative/group one; your work should reflect your own research and views.

Final exam

The course concludes with a 3-hour written exam, to be scheduled in the official exam period. This will be a "closed-book" exam (i.e., no notes or readings permitted in exam room). Students who have documented medical or other issues that might make this sort of exam challenging for them should make accommodation arrangements with the Accessibility office (see the notes on resources and policies at the end of this syllabus).

The exam will have two parts. The **first part** will be a set of "short-answer" questions, which will ask you to explain a concept or summarize an argument or debate. Most, but not necessarily all, of these questions will refer to something discussed in a specific lecture or reading. The **second part** will be a set of "long-answer" questions, which will ask you to discuss the broader theoretical or policy implications of a particular argument, explain the points of agreement and disagreement between two or more arguments, or apply one or more concepts or theories to an account of a specific episode in the history of American foreign policy. Most, but not necessarily all, of these questions will refer to the connections between a small number of readings (which may or may not all come from the same part of the course).

For the exam, you will be responsible for everything covered in lecture and in the readings. There will be some choice in both of the two parts of the exam (e.g., "Answer 3 of 5 questions in this part").

The exam will be scheduled by the Registrar's Office. The official exam period for the Fall 2019 term is December 5-15. DO NOT make plans to travel or do anything else that might interfere with taking your exam during this period until the final exam for the course has been officially set and posted. Except in certain genuinely exceptional circumstances (e.g., death in the family), travel during the exam period will not be accepted as a reason to reschedule a final exam. If you are unable to take the final exam on the scheduled date, for reasons outside of your control (i.e., serious medical problem, death in the family), you must notify the professor and write to the Chair of the department, to formally request an alternate-date exam.

General policies concerning assignments, deadlines, and grades

Students are expected to complete class work by the prescribed deadlines. Extensions will only be granted in exceptional circumstances (e.g. serious illness, the death of a close relative). Late term papers will be assessed a penalty at the instructor's discretion (see specific penalties listed above). Assignments not submitted directly to the professor must be submitted in person to the Political Science office and date-stamped by department staff. Neither the professor nor the Department can assume responsibility for assignments submitted by mail, fax, or email.

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University's regulations, and all of the course policies outlined here, will be strictly enforced.

Disclaimer

The course syllabus is intended as a general guide to help you plan your semester, and not a binding contract. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

Class schedule and required readings

Sept 4, 6 (THE END OF) AMERICAN EXCEPTIONALISM?	
Themes	<ul style="list-style-type: none"> • What do we mean when we talk about "American exceptionalism"? What are some the rhetorical and political purposes the phrase is put to? • What does it mean when Americans reject the idea of exceptionalism? What are the alternatives? • How are different ways of talking about American exceptionalism linked to real-world historical developments?
Required reading	<ol style="list-style-type: none"> 1. Daniel Deudney & Jeffrey Meisner, "American Exceptionalism," in Michael Cox & Doug Stokes, eds., <i>US Foreign Policy</i> (Oxford, 2019). 2. Uri Friedman, "'American Exceptionalism': A Short History," <i>Foreign Policy</i>, June 18, 2012. 3. Susan E. Rice, "Opinion: When America No Longer is a Force for Good," <i>New York Times</i>, December 20, 2017. 4. Eric Levitz, "American Exceptionalism Is a Dangerous Myth," <i>Intelligencer</i>, January 2, 2019. 5. Council on Foreign Relations, "Views of the United States," October 10, 2018.
Exercise	"Why Reject Exceptionalism Now?" (within-group exercise)

Sept 11, 13 ISOLATIONISM & INTERNATIONALISM	
Themes	<ul style="list-style-type: none"> • What do we mean by "isolationism"? "Internationalism"? "Interventionism"? • How has the influence of these impulses on US foreign policy changed over time? • How is the popularity of these ideas affected by real-world historical events?
Required reading	<ol style="list-style-type: none"> 1. George Washington, "Farewell Address," 1796. 2. Walter Russell Mead, "The American Foreign Policy Legacy," <i>Foreign Affairs</i> 81 (Jan/Feb

	<p>2002).</p> <ol style="list-style-type: none"> 3. Eugene Gholz, et al., “Come Home America,” <i>International Security</i> 21 (Spring 1997). 4. Libby Nelson, “‘America First’: Donald Trump’s Slogan Has a Deeply-Bigoted Backstory,” <i>Vox</i>, September 1, 2016. 5. Stephen Sestanovich, “The Brilliant Incoherence of Trump’s Foreign Policy,” <i>The Atlantic</i>, May 2017. 6. Barry R. Posen, “The Rise of Illiberal Hegemony,” <i>Foreign Affairs</i> 97 (Mar/Apr 2018).
Exercise	“More or Less?” (inter-group exercise)

Sept 18, 20 AN IMPERIAL PRESIDENCY? (INSTITUTIONS)	
Themes	<ul style="list-style-type: none"> • What is meant by the phrase "Imperial Presidency"? • How has the phrase been used to influence policy debates? • How does the "separation of powers" between executive and legislative branches work, with respect to foreign policy? Is this changing? If so, how? • How do bureaucratic actors affect the foreign policy-making process? Is this changing? If so, how? • How do civil-military relations in the US work? Is it changing? If so, how?
Required reading	<ol style="list-style-type: none"> 1. Michael Mastanduno, “The United States Political System and International Leadership: ‘A Decidedly Inferior’ Form of Government?” in G. John Ikenberry, ed., <i>American Foreign Policy: Theoretical Essays</i> (4th ed., Addison-Wesley, 2002). 2. James Golgeier & Elizabeth Saunders, “The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump,” <i>Foreign Affairs</i> 97:5 (Sep/Oct 2018). 3. Margaret L. Taylor, “How the New Congress Can Restore Its Constitutional Role,” <i>Lawfare</i>, January 4, 2019. 4. Daniel Drezner, “Some Things Never Change in Bureaucratic Politics,” <i>Washington Post</i>, March 29, 2016. 5. Cora Currier, “The Kill Chain: The Lethal Bureaucracy Behind Obama’s Drone War,” <i>The Intercept</i>, October 15, 2015. 6. Susan B. Glasser, “Trump Takes on the Blob,” <i>Politico</i>, March/April 2017. 7. Phillip Carter and Loren DeJonge Schulman, “Trump Is Surrounding Himself with Generals: That’s Dangerous,” <i>Washington Post</i>, November 30, 2016. 8. Rosa Brooks, “Don’t Freak Out About Trump’s Cabinet Full of Generals,” <i>Foreign Policy</i>, December 2, 2016.
Exercise	“What Should We Do About the Golden Triangle?” (inter-group exercise)

Sept 25, 27 MOVIE SCREENING, “THIRTEEN DAYS”	
Themes	<ul style="list-style-type: none"> • US foreign policy in popular culture • Picking out theoretical arguments in historical narratives
Exercise	Movie homework assignment (see Assignments area of Brightspace site)

Oct 02, 04 ENGAGEMENT & CONTAINMENT AFTER THE COLD WAR	
Themes	<ul style="list-style-type: none"> • Did the US enjoy a "unipolar moment" when the Cold War ended? • What were the "engagement" and "containment" strategies for dealing with potential strategic rivals? Who favoured each strategy, and why? • What strategy was ultimately chosen, and how has it worked out? • What lessons should US foreign policy-makers draw from the last 30 years?
Required reading	<ol style="list-style-type: none"> 1. Samuel R. Berger, "A Foreign Policy for the Golden Age," <i>Foreign Affairs</i> 79 (Nov/Dec 2000). 2. Elizabeth Economy, "Don't Break the Engagement," <i>Foreign Affairs</i> 83 (2004). 3. Robert S. Ross, "The Problem with the Pivot: Obama's New Asia Policy is Unnecessary and Counterproductive," <i>Foreign Affairs</i> 91 (Nov/Dec 2012). 4. John Mearsheimer, "Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin," <i>Foreign Affairs</i> 93:5 (Sept/Oct 2014). 5. James Kirchick, "The Roots of Russian Aggression," <i>National Review</i>, March 24, 2018. 6. Stephen Wertheim, "A Clash Is Coming Over America's Place in the World," <i>New York Times</i>, February 26, 2019.
Exercise	"Containment or Engagement: How Do We Decide?" (within-group exercise)

Oct 09, 11 INTERNATIONAL INSTITUTIONS	
Themes	<ul style="list-style-type: none"> • When and where has the US been a strong supporter of multilateral institutions? When and where has it resisted multilateral institutions? • How are US attitudes toward international institutions affected by US interests? US ideas? • Should we expect the US to renew its support for multilateral institutions after Trump leaves office?
Required reading	<ol style="list-style-type: none"> 1. John Ikenberry, "America's Imperial Ambition," <i>Foreign Affairs</i> 84 (Sept 2002). 2. Shashi Tharoor, "Why the US Still Needs the United Nations" <i>Foreign Affairs</i> 82 (2002). 3. Joshua Muravchik, "We're Better Off without that UN Resolution," <i>Wall Street Journal</i>, March 18, 2003. 4. Stewart Patrick, "'The Mission Determines the Coalition': The United States and Multilateral Cooperation after 9/11," in Shepard Forman, et al., eds., <i>Cooperating for Peace and Security</i> (Cambridge University Press, 2010). 5. Doug Stokes, "Trump, American Hegemony, and the Liberal International Order," <i>International Affairs</i> 94:1 (2018). 6. Dina Smeltz, et al., "America Engaged," <i>Chicago Council on Global Affairs</i>, October 2, 2018.
Exercise	"RLNMI" (whiteboard exercise)

Oct 16, 18 HELPING OTHERS	
Themes	<ul style="list-style-type: none"> • When and how does the US support the economic development of other countries? • When and how does the US use military force to intervene in the domestic politics of other countries?

	<ul style="list-style-type: none"> • How is US immigration policy linked to other parts of its foreign policy?
Required reading	<ol style="list-style-type: none"> 1. Sebastien Mallaby, “The Reluctant Imperialist: Failed States and the Case for American Empire,” <i>Foreign Affairs</i> 81 (Mar/Apr 2002). 2. James M. Cypher, “Hegemony, Military Power Projection, and US Structural Economic Interests in the Periphery,” <i>Third World Quarterly</i> 37:5 (2016). 3. Rany Jazayerli, “Obama’s Biggest Mistake,” <i>The Ringer</i>, January 18, 2017. 4. Brett McGurk, “Hard Truths in Syria: America Can’t Do More with Less, and It Shouldn’t Try,” <i>Foreign Affairs</i> (May/June 2019). 5. J. Brian Atwood, et al., “Arrested Development: Making Foreign Aid a More Effective Tool,” <i>Foreign Affairs</i> (Nov/Dec 2008). 6. Michael Igoe, “The Next Battle for US Aid is about to Begin,” <i>DevEx</i>, November 8, 2018. 7. Clio Chang, “How Democrats Gave Us Trump’s Immigration Nightmare,” <i>The National Review</i>, August 17, 2017.
Exercise	“What Does America Owe the World?” (within-group exercise)

Oct 23, 25 2020 SIMULATION

Oct 30, NO 01 STATE-MAKING & EMPIRE-BUILDING

Themes	<ul style="list-style-type: none"> • How has the initial formation of the US as a country affected its goals and behaviour as an international actor? • What is unique or important about the US as a state--e.g., the relationship between state and society? • In what sense is the US an "imperial" power? How does that help us understand US foreign policy?
Required reading	<ol style="list-style-type: none"> 1. Sam Ellis et al., “How America Became a Superpower, in 8 Minutes” <i>Vox</i> (video), November 28, 2016. 2. Brenda Wineapple, “The Large Policy: How the Spanish-American War Laid the Groundwork for American Empire,” <i>The Nation</i>, January 31, 2018. 3. Colin Dueck, “The Sources of American Expansion,” <i>Security Studies</i> 11:1 (2001). 4. Paul C. Rosier, “Crossing New Boundaries: American Indians and Twentieth Century U.S. Foreign Policy,” <i>Diplomatic History</i> 39:5 (2015). 5. Doug Stokes, “The Heart of Empire?: Theorising US Empire in an Age of Transnational Capital,” <i>Third World Quarterly</i> 26 (2005). 6. “US Military Bases and Empire,” <i>Monthly Review</i>, March 1, 2002. 7. Paul Musgrave and Daniel Nexon, “American Liberalism and the Imperial Temptation,” in Noel Parker, ed., <i>Empire and International Order</i> (Ashgate, 2013).
Exercise	“Is Empire-Building Inevitable?” (within-group exercise)

Nov 06, 08 NATION, RACE, RELIGION, CREED	
Themes	<ul style="list-style-type: none"> • How have ideas about race, ethnicity, and religion informed US foreign policy principles and priorities? • Why and how have these things been rendered invisible in Americans' thinking about foreign policy? Why does that matter? • How does religion inform US foreign policy-making, visibly or invisibly?
Required reading	<ol style="list-style-type: none"> 1. Minxin Pei, "The Paradoxes of American Nationalism" <i>Foreign Policy</i> 136 (May/June 2003). 2. Reginald Horsman, "Liberty and the Anglo-Saxons," in Michael L. Krenn, ed., <i>The Impact of Race on U.S. Foreign Policy: A Reader</i> (Garland, 1999). 3. Peter Harris, "Teaching the Territories in US Foreign Policy: Race and Empire in the American Experience," <i>PS</i> 50:2 (April 2017). 4. Chandran Nair, "Foreign Lives Matter," <i>Foreign Affairs</i>, April 30, 2015. 5. Andrew J. Bacevich & Elizabeth H. Prodromou, "God is Not Neutral: Religion and US Foreign Policy After 9/11," <i>Orbis</i> 48:1 (2004). 6. Julian Borger, "'Brought to Jesus': The Evangelical Grip on the Trump Administration," <i>The Guardian</i>, January 11, 2019.
Exercise	"A Post-Racial Foreign Policy?" (within-group exercise)

Nov 13, 15 FALL BREAK

Nov 20, 22 MARKETS & CLASSES / AGE & GENDER	
Themes	<ul style="list-style-type: none"> • How does the American economic system, and its economic ideology, influence its foreign policy? • How do economic interests--or class structures--influence US foreign policy-making? What do different generations think about foreign policy, and how has that affected policy choices? • How does gender influence US foreign policy-making? What role should "gender" play in US foreign policy goals?
Required reading	<ol style="list-style-type: none"> 1. Kenneth F. Scheve and Matthew J. Slaughter, "How to Save Globalization," <i>Foreign Affairs</i> 98 (2018). 2. Susan Lund and Laura Tyson, "Globalization Is Not in Retreat: Digital Technology and the Future of Trade," <i>Foreign Affairs</i> 98 (2018). 3. Alan Blinder, "The Free-Trade Paradox: The Bad Politics of a Good Idea," <i>Foreign Affairs</i> 98 (2019). 4. Trevor Thrall, et al, "The Clash of Generations: Intergenerational Change and American Foreign Policy Views," Chicago Council on Global Affairs, June 25, 2018. 5. Sylvia Bashevkin, "Gender," in Michael Cox and Doug Stokes, eds., <i>US Foreign Policy</i> (3rd ed., Oxford University Press, 2018). 6. Jody L. Barth, "Hurry Up and Work: DOD's Lack of Momentum on the Women, Peace and Security Act," <i>Small Wars Journal</i>, April 16, 2018.

Exercise	“Intersecting Power Structures” (whiteboard exercise)
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NO 27, 29 THE FUTURE	
Themes	<ul style="list-style-type: none"> • How will the US "fit" into the global power structure, 20 years from now? • What are the most important foreign policy challenges for the US in the next 20 years? • What can the US do to respond to future challenges? How will the US have to change itself in order to respond effectively?
Required reading	<ol style="list-style-type: none"> 1. “9 Foreign Policy Issues the Trump Administration Will Have to Face,” <i>Washington Post</i>, January 11, 2017. 2. Heather Hurlburt, “Foreign Policy After Trump: The U.S. Has Homework to Do,” <i>Lawfare</i>, June 26, 2018. 3. “Will WWIII Be Fought by Robots?” <i>ReasonTV</i> (video), September 28, 2018. 4. Amy Zegart and Michael Morell, “Spies, Lies, and Algorithms: Why U.S. Intelligence Agencies Must Adapt,” <i>Foreign Affairs</i>, April 16, 2019. 5. Phillip Inman, “World Economy at Risk of Another Financial Crash, Says IMF,” <i>The Guardian</i>, October 3, 2018. 6. Umair Irfan, “Report: We Have Just 12 Years to Limit Devastating Global Warming,” <i>Vox</i>, October 8, 2018. 7. Kate Gordon and Julio Friedmann, “Climate Change Is a Chronic Condition: And Policymakers Need to Respond to It Accordingly,” <i>Foreign Affairs</i>, September 18, 2018.
Exercise	“Educated Guesses” (within-group exercise)

Additional notes on resources and policies

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University’s regulations, and all of the course policies outlined here, will be strictly enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines.

If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university’s standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students’ grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a

whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper and final exam. Progress updates on grading will be posted on the Brightspace site.

Guidelines for formatting of written work

Hard copies of written work are preferable for grading, but there's no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please don't add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your Banner ID number, the course number (POLI 3574), and either the name of the assignment (e.g., Movie Homework) or the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 30 or 40 of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI3574 – paper – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

Academic Integrity

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. [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

Accessibility

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). https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of 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. https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

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). <https://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).

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

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 and Wellness (includes Counselling and Psychological Services): https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- 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