Course Information

American Foreign Policy (U85 IA 535)  
Dr. Jeremy Caddel  
Summer 2016  
Email: jcaddel@wustl.edu  
3 credit hours  
Office: McMillan 257  
ONLINE ONLY

Contact Policy

I am happy to provide additional feedback, clarification, or answer questions. The most efficient way to do this is through email. I guarantee that you will receive a response within 24 hours, but I do not check my email continuously throughout the day, so you may not get an immediate response. Lesson number one of foreign policy—something always goes wrong. So, it’s your responsibility to plan ahead and leave plenty of time for troubleshooting. Don’t wait until the last minute and expect an immediate answer to your question.

Course Description

Overview

In 1945, Senator Arthur Vandenberg famously argued that partisan politics should stop at the water’s edge. By this he meant that US foreign policy should not be decided based on domestic political objectives, but solely on US objectives in the international arena. Most Americans continue to hold this view—but is it right? Isn’t the entire purpose of domestic politics to provide for the democratic competition of ideas and to hold elected representatives accountable to the electorate? Why then would we hold that the conduct of our nation’s foreign policy should be beyond that accountability?

In fact, our foreign policy is not (nor has it ever been) independent of domestic politics. Public opinion, electoral competition, interest groups, and bureaucratic politics all help shape our nation’s decisions in international affairs. In this course we will examine various theories of domestic politics and examine how these factors influence foreign policy decision making.
In this class we will focus on the procedures and institutions that shape US foreign policy decisions. This is neither a course on international relations theory nor a history of US foreign policy. Rather, this course examines the domestic politics and processes that shape US foreign policy decisions. How do public opinion, electoral politics, and interest groups shape foreign policy? Which branch controls foreign policy—the president, Congress, the courts? Or is it ultimately the foreign affairs bureaucracy that pulls the strings?

Objectives:

1. Students understand the including international and historical factors, the domestic public, the political officials, and the bureaucratic agencies that interact to shape U.S. foreign policy.

2. Students can apply their understanding of these factors to explain current and historical events in US foreign policy.

3. Students can analyze a foreign policy problem, evaluate multiple policy options, and write a policy memo making a well-supported recommendation for a specific option.

Course Materials

Textbooks:

The required textbook for this course is:


An optional book for this course is:


I have not ordered this book through the Campus Bookstore, so you will need to track down a copy through amazon.com or another source. I believe that there also is a newer edition available. Feel free to use either. This book will only be necessary if you choose to pursue the policy writing assignment bundle (described below).
Technology:

As this is an online class, you will need access to a computer with reliable internet access. Additional information on the recommended technology is available in the Technology section of the syllabus.

Grading:

Summer Session III lasts eight weeks, which is only half as long as a regular term, so this will be a fast-paced course. You should expect to work on the most days during the term. However, I’ve designed the assignments so that you can retain some flexibility over how you manage your time.

Specifications Grading:

I am experimenting with a new grading format this semester called specifications grading. This method diverges in three important ways. First, you will not receive points or letter grades for an assignment. Rather, the assignment is either successful or unsuccessful. There are two rationales behind this system. First, it is intended to help students focus less on grades and more on learning. Either you learned it or you didn’t. Second, it is a better reflection of the real world, where your work is either acceptable or not acceptable. I will provide a specific rubric for the elements that must be present in a successful assignment. If you meet those requirements, then you will get full credit. If you do not, then you will receive zero credit.

Second, you will still receive a letter grade at the end of the course, but your grade will be based on the level of work that you choose to do. Assignments are grouped into bundles, which correspond directly to the learning objectives. So, to earn a C in the course, you must successfully complete the first bundle, demonstrating that you know and understand the course material. To earn a B, you must successfully complete the first two bundles, demonstrating that you know, understand, and can apply the course material. And to earn an A, you must successfully complete all three bundles, demonstrating that you know, understand, and can apply the course material, as well as build upon it to analyze, evaluate, and communicate a policy recommendation.

Third, I recognize that this all-or-nothing grading may be stressful. To that end, every student will begin the course with 5 tokens. Tokens may be exchanged for some leniency on a particular assignment, e.g., skipping a quiz, turning in an assignment late, or re-submitting an unsuccessful assignment. In addition, you may earn additional tokens throughout the semester by watching a video or other media online and writing a brief reflection essay about the material.
There are 12 opportunities to earn these additional tokens built into the course, and you may earn up to 8 tokens. These tokens will help you ease stress and have some flexibility over your assignments. In addition, I will factor in any tokens left over at the end of the semester as bonus points to add to your grade (e.g., from a B to a B+).

Knowledge and Understanding Bundle (earns a C)

- Read the 12 assigned textbook chapters.
- Successfully complete the online quiz for each chapter.
  - The quizzes are open book.
  - You will have 30 minutes to complete each quiz.
  - Once started, you must complete the quiz, and you are only allowed one attempt.
  - Communication or collaboration on the quiz is a violation of the honor code.
  - You must score 90% or above to be successful.
- Tokens
  - You may exchange 1 token to skip a quiz or replace an unsuccessful quiz with a successful mark.
  - This includes technical difficulties. If your quiz is unsuccessful because your computer lost power or internet connection or you failed to submit the quiz properly, then you will need to use a token to replace the unsuccessful quiz.

Application Bundle: (earns an B)

- Complete the Knowledge and Understanding Bundle.
- Post 5 successful essays of at least 500 words to the discussion board in which you find US foreign policy issue in the media and apply the concepts from the readings to understand them.
- A complete rubric and requirements for successful completion will be available via Blackboard.
- Tokens
  - You may exchange 1 token to resubmit an unsuccessful essay. Resubmissions must be received no later than 72 hours after the original due date.
  - You may exchange 1 token to submit an essay up to 72 hours after the due date.

Analysis, Evaluation, and Communication Bundle: (Earns an A)

- Complete the Knowledge and Understanding Bundle.
- Complete the Application Bundle.
- Read the optional text, *A Practical Guide to Policy Analysis* and additional guidance on policy memo writing that I provide via Blackboard.
Apply the methodology to write a 6-paragraph memo that analyzes the policy problem, evaluates three potential solutions, and recommends the best option for a current U.S. foreign policy issue.

A complete rubric and requirements for successful completion will be available via Blackboard.

You must submit a successful memo by the last day of class to earn credit for this assignment.

Tokens

This is a difficult assignment. It is almost certain that you will need to submit more than once in order to get feedback and refine your memos to be successful. It probably will take you 2 or 3 tries. You may exchange 2 tokens to resubmit an unsuccessful memo.

Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Knowledge &amp; Understanding</th>
<th>Application</th>
<th>Analysis, Evaluation, and Communication</th>
<th>Tokens</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rosati, Ch. 2</td>
<td>Current Event Post</td>
<td>Read Bardach, pp. 1-82 and supplementary material</td>
<td>The War Game</td>
</tr>
<tr>
<td>2</td>
<td>Rosati, Ch. 11</td>
<td>Current Event Post</td>
<td>Presidential Debate</td>
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<tr>
<td></td>
<td>Rosati, Ch. 12</td>
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<td>Vietnam Protests</td>
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<td></td>
<td>Rosati, Ch. 13</td>
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<td>Press Conference</td>
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<tr>
<td>3</td>
<td>Rosati, Ch. 3</td>
<td>Current Event Post</td>
<td>Carter Documentary</td>
<td></td>
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<tr>
<td></td>
<td>Rosati, Ch. 10</td>
<td></td>
<td>Zivotofsky Arguments</td>
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<tr>
<td>4</td>
<td>Rosati, Ch. 4</td>
<td>Current Event Post</td>
<td>Write Policy Memo</td>
<td>Reagan Documentary</td>
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<tr>
<td></td>
<td>Rosati, Ch. 9</td>
<td></td>
<td></td>
<td>Thirteen Days</td>
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<tr>
<td>5</td>
<td>Rosati, Ch. 5</td>
<td>Current Event Post</td>
<td>Inside the Embassy</td>
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<tr>
<td>6</td>
<td>Rosati, Ch. 6</td>
<td>Current Event Post</td>
<td>The Fog of War</td>
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<tr>
<td>7</td>
<td>Rosati, Ch. 7</td>
<td>Current Event Post</td>
<td>9/11 Commission</td>
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<tr>
<td>8</td>
<td>Rosati, Ch. 8</td>
<td>Current Event Post</td>
<td>West Wing</td>
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</table>
Technology

The course website is found at bb.wustl.edu.

You will need to log on with your WUSTL key name and password and then select the proper course from the My Courses menu on the right. If the course does not appear in the menu, hover your mouse over the My Courses menu until a “gear wheel” appears in the upper right-hand corner. Click the gear wheel to open settings and check to see whether the course is listed in the course list. If so, make sure the box is checked to display the course and then click submit. If not, then you are not yet registered for the course or there is a problem adding you to the system. You will need to check with University College to troubleshoot the problem.

Recommended Software

Web Browser

Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit http://ucollege.wustl.edu/online/overview for more detailed information, a guide to assess your computer’s readiness for online courses, and additional FAQs.

I recommend that you have at least two web browsers installed on your computer. Often the problem is just a bug with a particular brand of web browser. If something is not working correctly in your main browser, try opening Blackboard in an alternate web browser.

Be sure you have downloaded the most recent version Java. This is free software program which helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Plain Text Editor

Most assignments will be completed using Blackboard tools, which means that you will be entering text in the Blackboard text editor. BE AWARE: this is a web-based text editor, so it does not automatically save your progress. If there is a browser error, loss of internet connectivity, or you accidentally hit the back button on the web page, you WILL LOSE ALL OF YOUR PROGRESS. If you are typing in the Blackboard text editor, I recommend that you click on the save draft button often. This way you will not lose all of your progress in the event of a glitch.
An even better solution is to type your editors outside of the website and then copy and paste the text into the website's text editor. DO NOT USE MICROSOFT WORD or any other full-functioned word processor for this purpose. These programs have a large amount of formatting code that will be transferred over with your text and result in improper formatting and other problems. Instead, I suggest typing your answers in a simple plain text editor. Notepad on Windows or Notes on a Mac will work fine for this purpose. Type in plain text, copy over the text to the Blackboard text editor, and then make any formatting changes you want to make using the text editor tools.

**Technical support**

This is a fully online, technology-based course. Because computers are not perfect, PLAN on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to blackboardhelp@wustl.edu with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For a list of Frequently Asked Questions and Answers, go to: libanswers.wustl.edu/ and click on “Blackboard for Students” link or visit the Blackboard Answers &Support page on the University College Website.

**“Netiquette” statement on Internet communication.**

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.

- Write in complete sentences and check spelling before you post anything in class.

- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
• No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

UC Policies

Statement regarding academic honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the university's academic integrity policy.

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff.

General tips for success in the online classroom

The following is a list of helpful information that represents habits of students who have succeeded in previous online courses. These tips should help each of you to have a positive experience as well.

1. GET STARTED: Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. STAY ORGANIZED. Bookmark our course websites (Blackboard, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any
printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. INTERACT WITH YOUR CLASSMATES. Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. SHOW UP & ASK QUESTIONS. Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via Skype or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. DO THE READING. The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of.... which will prepare you to participate in the classroom discussion forums.

6. STUDY “OFFLINE” SOMETIMES. Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. DON’T PROCRASTINATE. Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

8. HANG IN THERE!! If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!