



SYLLABUS

GOVT 344 – American Foreign Policy (3 credits)
School of Policy, Government, and International Affairs
George Mason University
Fall Semester 2014
Tuesdays 7:20 – 10:00 p.m. – Krug Hall, room 7

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Office Hours: Tuesdays 4:00 p.m. to 7:00 p.m., or by appointment.

About the Course

American foreign policy is about the history, the values, and the institutions that determine how the United States conducts itself in the world. This course will consider U.S. foreign policy in the context of the following questions: What is the nature of power? How do we think the world should be? And, what we can do to affect history in a meaningful way? To these ends, we will consider theories of international relations, the values and ethics by which we judge foreign policy, and the institutions, tools, and tactics that go into forming foreign policy.

Ultimately, American foreign policy is about how the United States participates in and shapes the course of world history. Through greater understandings of how power, values, and institutions comprise U.S. foreign policy, the student becomes better empowered to engage, participate, and contribute to U.S. foreign policy and the fate of the world we inhabit.

Through this course the student will:

- Gain a better understanding of power, values, and institutions that comprise American foreign policy decision-making and implementation.
- Become conversant in some of the major foreign policy issues confronting the United States and the world today.
- Be better able to engage in thoughtful, critical thinking about U.S. foreign policy.
- Learn about careers in international affairs and foreign policy, as well gain some practical skills and knowledge required of such professions.
- Have some fun. This is an interesting, exciting topic. Let's enjoy it.

Required Texts

A textbook and additional weekly reading, as assigned, comprise the required reading for the course. The additional weekly readings will be available online, either for free via the Web, or through services available to students through the University library website.

- Rosati, Jerel A. and James M. Scott. *The Politics of United States Foreign Policy*, 6th edition. Boston, MA: Wadsworth, Cengage Learning, 2013. [Heretofore referred to as “Rosati and Scott.”]
- Other readings, as assigned. Available online.

Grading

When it comes to converting number grades to letter grades, the following widely-employed scale will be used:

98+ = A+	83-87 = B	70-72 = C-
93-97 = A	80-82 = B-	60-69 = D
90-92 = A-	78-79 = C+	Below 60 = F
88-89 = B+	73-77 = C	

Please note that it is the official policy of the School of Public Policy, Government & International Affairs that Government & International Politics (GVIP) majors must obtain a minimum grade of C in this course in order to count it towards their degree.

Course Assignments and Projects

Activity	% of Grade	Due Date
Class Participation	10%	Ongoing
Weekly News Briefs	15%	Weekly
A-Team/B-Team Policy Debate	15%	As assigned
Op-eds (2)	30% (2 x 15% each)	9/30 11/18
Careers in Foreign Affairs Index	15%	10/28
Extra Credit	Letter Grade Sub-increment	12/2 (Last day of class)
Final Exam	15%	Exam Week

Class Participation. *10% of final grade.*

Students are expected to complete all required readings *before* class, and to participate actively and meaningfully in class discussion. An ability to demonstrate effort and leadership in group discussion and projects will also be considered in weighing class participation grades. Inappropriate use of electronic devices (e.g. texting, Facebook, Reddit, etc.) will result in a reduction in the class participation grade (see section on Electronic Devices). Attendance is mandatory; absences will be counted against your

participation grade. Repeated absences will result in a 0% grade in class participation, no matter how much you participate while present.

Weekly News Briefs. *15% of final grade. Due date: 7:00 p.m., each Tuesday of class.* Keeping up with news on international affairs is a critical part of civic life, and an essential activity for the student of American foreign policy. Each week, *before the start of class*, students are to read *at least three* news articles published since the previous week's class from the news aggregator website www.RealClearWorld.com, and submit a one-page, single-spaced summary of the three articles and how they relate to that week's reading from the syllabus. You are free to choose the news articles, but it is critical to do the following:

- Identify the title of the article, the byline (i.e. the author), and the source (i.e., where it was published).
- Explicitly relate the articles to the reading assigned for that week. For example, if you select an article about civil war in Syria on the week in which we cover Congress, discuss how the article raises important issues for the role of Congress in responding to the Syrian crisis.
- Be thoughtful and articulate, but use your own voice. On the one hand, this exercise is intended to get you to read the news and complete the course readings. On the other hand, and more importantly, you are a citizen on planet earth, with only one life to consider the world you will inhabit and the one you will leave behind. This exercise is intended to have you engage the issues and readings in ways that are realistic, but that reflect what you really think.

Each weekly assignment *should not exceed* 400 words. Submissions must be received by 7:00 p.m. each week the class meets, via the instructor's email: balexan3@gmu.edu.

A-Team/B-Team Policy Debate. *15% of final grade. Due date: Based on sign-up.* This is a one-time group activity in which students sign-up for one of two teams, an A-Team and a B-Team, of two to six people each. Each team will be assigned a position (FOR or AGAINST) on a key issue (motion) in U.S. foreign policy. The A-Team and B-Team team will each independently develop a policy analysis and recommend a course of action (COA) on the given motion and prepare to debate and defend their position against the opposing team during an in-class presentation. Each group needs to clearly articulate the facts of the policy issue, reasons the issue may be of concern to the United States, the available policy options, and *defend* their recommended course of action. Each team will have one opportunity to respond to the opposing team's argument. Each team should also be prepared to respond to questions from the instructor and the class.

Bonus competitive credit: Prior to each A-Team/B-Team debate, a vote will be taken among the entire class to determine the number of FORs and the number of AGAINSTs the motion of that given week. After the debate, a second vote will be taken and the team that has persuaded more people to move to its side receives a single grade increment extra credit (e.g. grade changes from a B+ to an A- if you win people over to your side).

Op-eds. *30% of final grade (15% ea). Due dates: First op-ed 9/30. Second op-ed 11/18.* The “op-ed”, or opinion piece “opposite the editorial page,” is a classic form of essay by which members of the public engage wide audiences on important matters. Op-eds appear in virtually all leading newspapers, and their form is a precursor to the now common blog entry. Op-eds, as their name implies, are meant to express well-informed, well-articulated opinions for publication in the editorial pages of newspapers, alongside the newspaper staff’s editorials and letters to the editor. Throughout this course, students will read op-eds and editorials on matters pertaining to U.S. foreign policy and the topics of each week’s reading. These readings will provide numerous examples of well-written op-eds and thought-provoking viewpoints on U.S. foreign policy.

For the op-ed assignment, students are to write their own op-eds on a topic of U.S. foreign policy, following standard conventions of leading news publications. The topic in U.S. foreign policy and the position taken are left to the student’s choice. The basics of a good op-ed are the following: Indicate your issue and position, identify approximately three reasons why your position is valid, provide a brief summary of why opposing positions are not viable, make a recommendation about what policy should be pursued and how. One should write with an eye toward submitting the op-ed to a newspaper; be thoughtful and provoking, yet retain a professional and engaging style.

*Op-eds are to be **between 700 and 750 words, no more, no less**, and should adhere to submission guidelines described in the *New York Times* or the *Washington Post*: -*

- <http://www.nytimes.com/content/help/site/editorial/op-ed/op-ed.html>
- [http://www.washingtonpost.com/wp-dyn/content/article/2009/04/21/AR2009042103705.html#op-ed.](http://www.washingtonpost.com/wp-dyn/content/article/2009/04/21/AR2009042103705.html#op-ed)

Careers in Foreign Affairs Index. *15% of final grade. Due date: 10/28.*

Whether you love foreign affairs and want to make a career of it, or you are just an ordinary citizen going about their lives, it is important to know who are the people and the institutions that make and shape U.S. foreign policy. This project is to create a crowd-sourced resource of careers in foreign affairs, where you and your fellow students will *each contribute five unique entries* to an online index that identifies the organization, its role or mission in either foreign affairs or U.S. foreign policy, the types of jobs or careers offered by the organization, and the Web resource where one can go to learn more about employment at the organization.

By crowd sourcing the Careers in Foreign Affairs Index with your fellow students, we will gain from the research and curiosity of others, grow our knowledge of who are the people and organizations that shape the world we inhabit, and produce a valuable resource for those wishing to pursue careers in foreign affairs and U.S. foreign policy. *Note that **duplicate entries will not be permitted**; the earlier you complete the assignment, the easier it will be to find unique entries.* Additional detail on accessing the Index and requirements for entering your submissions will be provided in class.

Final exam. *15% of grade. Date: Exam week – see exam schedule at <http://registrar.gmu.edu/calendars/fall-2014/>.*

The exam will test the student's knowledge of subject matter covered in weekly readings and class lectures and discussions. The exam will mimic aspects of the U.S. Department of State Foreign Service Officer Test (FSOT), a required step in the hiring of all U.S. Foreign Service Officers, by including a map quiz, a multiple choice section pertaining to specific knowledge areas, and two written essays.

Extra credit: DC Foreign Policy Field Experience. *One letter grade sub-increment (e.g. from A- to A, from C+ to B-, etc.). Due date: December 2 (last day of class).*

Studying in the greater Washington area provides students wonderful and unique opportunities for hands-on exposure to the history, the places, and the people that comprise U.S. foreign policy. The extra credit assignment is designed to encourage you to get out and experience Washington, DC, as a student of government and foreign affairs. There are two options for extra credit. Credit will be granted for only one extra credit assignment.

Extra Credit Option 1: Foreign Policy Scavenger Hunt

The DC area is rich in locations that embody the people, institutions, and history of U.S. foreign policy. For this assignment, I encourage you to get out and explore it and experience it. To qualify for credit, compile photographs of yourself at **five** distinct locations relevant to U.S. foreign policy in the DC area. Attach your photos to an email, *describe the five locations and their relation to U.S. foreign policy*, and send the email to the instructor at balexan3@gmu.edu, by the last day of class. Rules:

- The assignment is pass/fail. There is no partial credit. You must compile photos from five distinct locations.
- Explain the connection between the location and USFP in your description. A sentence or so will suffice. I'm not looking for an essay or in-depth history. Just provide enough information for me to understand why you chose a particular place.
- There must be evidence that YOU were present at the location to get the photograph. Photos grabbed off the Internet do not count. It is best if you are in the picture, so take one of yourself or have someone else take it. If you do not want to be in the picture, then hold up something in front of the camera that clearly demonstrates that you were really there.
- *Only one picture from each location will count* toward credit. Do not submit multiple photos from the same place. For example, if you go to the 9/11 Memorial at the Pentagon, you will not receive credit for a separate picture of the Pentagon. Or, for example, if you go to the Spy Museum, only one photo would count for credit; five pictures of five things on display at the Spy Museum would only count for one location.
- Don't stretch it. Locations should have a specific, distinct connection to U.S. foreign policy. For example, taking a photo of 495 and saying that this is where foreign diplomats sit in traffic will not count for credit. Selfies from a party where you and a friend talked about Iraq won't count either.
- The instructor retains the discretion to rule any photo as invalid.
- Examples:
 - o *Obvious*: State Department; Pentagon; Vietnam War Memorial

- *Obscure*: U.S.S. Maine Memorial on Haines Point; Robert McNamara grave site at Arlington Cemetery; Winston Churchill Statue at the Embassy of the United Kingdom; House Foreign Relations Committee Hearing Room; the George Marshall house in Leesburg, VA; the mailbox where CIA mole Aldrich Ames placed a chalk mark to signal a needed meeting with his Soviet handlers.
- Locations on the George Mason University campuses may NOT be used.
- Be creative and imaginative in your selection of locations. Surprise me!

Extra Credit Option Two: Attend a Foreign Policy Event in the DC Area

Washington, DC provides students of foreign policy unmatched opportunities to see and interact with leading figures and thinkers in foreign policy and international affairs. From think tanks to Congressional hearings to public protest events and more, there is almost always a foreign policy-related event to attend. For this assignment, attend, in-person, an event pertaining to U.S. foreign policy. The following list of think tanks and policy organizations is a starting point on organizations that regularly hold events on foreign policy and international affairs: <http://www.gmu.edu/org/gpss/resources3.html>.

To receive credit, submit photographic or physical evidence that you attended the event (e.g. email a picture of yourself at the event to balexan3@gmu.edu, or provide the instructor with a brochure or hand-outs from the event).

Do not cheat. Watching an event on C-SPAN does not count. Printing out materials for an event you did not attend will be considered cheating and treated as such. The point is to experience this great city and the unique opportunities it provides to engage the world of U.S. foreign policy.

Note: Events held on the George Mason University campuses may NOT be used for the extra credit project. Nevertheless, you are strongly encouraged to attend such events as part of an enriching college experience.

Course Schedule and Weekly Reading Assignments

Week 1: Introduction August 26, 2014

This week will provide an overview of the course and course requirements, and we will begin our introduction to U.S. foreign policy through a brief lecture and group discussion.

During class, mini discussion groups will consider the following questions, presenting their deliberations to the class as a whole:

- What is U.S. foreign policy?
- What determines when something should be an issue for U.S. foreign policy?
- What are some of the tools or tactics of U.S. foreign policy?
- As citizens, what is our role, what is our responsibility, regarding foreign policy? Why should we care? What can we do to respond to international affairs or influence U.S. foreign policy?

Week 2: Historical Context & Overview of Major Issues September 2, 2014

Required Reading:

- Rosati and Scott, Chapter 1, ALL, "The Politics of U.S. Foreign Policy"
- Rosati and Scott, Chapter 2, pages 13-38, "Historical Context and the Future of U.S. Global Power"
- "The Cold War Is Over", *New York Times* (Opinion), April 2, 1989. Available: <http://www.nytimes.com/1989/04/02/opinion/the-cold-war-is-over.html>.
- Listen to "How 9/11 Changed How Americans View the World," *Talk of the Nation*, National Public Radio, Sept. 10, 2012. Available: <http://www.npr.org/2012/09/10/160886676/how-9-11-changed-how-america-sees-the-world>.
- Jorden, William J. 1984. *Panama Odyssey*. Austin, Texas: University of Texas Press. Selection: Chapters 1-2. Available online: <http://books.google.com/books?id=5VRfAgAAQBAJ&lpg=PT38&dq=jordan%20panama%20odyssey&pg=PP1#v=onepage&q=jordan%20panama%20odyssey&f=false>

Week 3: Theories of International Relations September 9, 2014

Required Reading:

- Rosati and Scott, Chapter 9, "Decisionmaking Theory and Foreign Policymaking," pages 268-292.
- Drezner, Daniel W., "Night of the Living Wonks: Toward an International Relations Theory of Zombies," *Foreign Policy*, July/August 2010.
- Ikenberry, John, "The Rise of China and the Future of the West: Can the Liberal System Survive?" *Foreign Affairs*. Vol. 87, No. 1 (Jan-Feb 2008), pp. 23-37.
- Walt, Stephen M., "International Relations: One World, Many Theories," *Foreign Policy*, No. 110 (Spring 1998), pp. 29-46.

Week 4: The Individual, Imagination, and History September 16, 2014

A-Team/B-Team Policy Debate #1

Required Reading:

- Rosati and Scott, Chapter 14, "Patterns, Change, and the Future of U.S. Foreign Policymaking" (Skim only)
- Arendt, Hannah, "Reflections On Violence," *New York Review of Books*, February 27, 1969 (excerpted July 11, 2013). Available: <http://www.nybooks.com/articles/archives/2013/jul/11/hannah-arendt-reflections-violence/>.
- Cortright, David. *Peace: A History of Movements and Ideas*. Cambridge, MA: Cambridge University Press, 2008. PAGES 1-16. Available free as an eBook on

- Google: <http://books.google.com/books?id=JCgvvXUzu-oC&lpq=PP1&pg=PP1#v=onepage&q&f=false>
- Mills, C. Wright. "On Knowledge and Power," *Dissent*, Vol. 2 (Summer 1955), pp. 201-212.
 - O'Brien, Tim, "How to Tell a True War Story," excerpt from *The Things They Carried*. New York: Penguin, 1990, pp. 73-91. (Attached)
 - Powers, Kevin. *The Yellow Birds*. New York: Little, Brown and Company: 2012. LISTEN to an excerpt: http://www.nationalbook.org/nba2012_f_powers.html#.Upa5SGRDuPM
 - Three poems:
 - o "The Soldier," by Rupert Brooke (1914). Available: <http://www.poetryfoundation.org/poetrymagazine/poem/2279>
 - o "*Dulce Et Decorum Est*" by Wilfred Owen (1917). Available: http://www.gutenberg.org/files/1034/1034-h/1034-h.htm#link2H_4_0015
 - o "The Map" by Elizabeth Bishop (1935). Available: <http://www.geography.wisc.edu/histcart/broadsht/brdsht5.pdf>

Week 5: Presidential Power and Leadership **September 23, 2014**

Required Reading:

- Rosati and Scott, Chapter 3, "Presidential Power and Leadership"
- J. Boone Bartholomees, Jr., *U.S. Army War College Guide to National Security Issues*, Selection.
- Presidential War Powers: <http://www.cfr.org/united-states/balance-war-powers-us-president-congress/p13092>
- White House. 2010. *National Security Strategy*. Available: http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf.
- Watch: "Ich bin ein Berliner" (speech), President John F. Kennedy, Berlin Wall, June 26, 1963. Online: <http://millercenter.org/president/speeches/detail/3376>.
- Watch: "President Reagan's Address at the Brandenburg Gate in West Berlin Germany," June 12, 1987. Online: <http://www.youtube.com/watch?v=5MDFX-dNtsM>.
- Watch: "Remarks from Ground Zero," President George W. Bush, September 14, 2001. Online: http://www.youtube.com/watch?v=U_Yoq5PVcqI.

Week 6: The Bureaucracy, Presidential Management, and the National Security Council **September 30, 2014**

Assignment Due: Op-Ed #1

Required Reading:

- Rosati and Scott, Chapter 4, "The Bureaucracy, Presidential Management, and the National Security Council"

- Congressional Research Service, “The National Security Council: An Organizational Assessment,” Richard A. Best, Jr., December 28, 2011 (RL30840). Available: <http://fas.org/sgp/crs/natsec/RL30840.pdf>.
- Daniel W. Drezner, “Does Obama Have a Grand Strategy?” *Foreign Affairs*, July/August, 2011, pp. 57-68.
- Robert Kagan, “The September 12 Paradigm: America, the World, and George W. Bush,” *Foreign Affairs*, September-October 2008, pp. 25-39.
- Bush, George and Brent Scowcroft, *A World Transformed*. Vintage: New York, 1999. Pages 132-181, Chapters 6 & 7, on the fall of the Berlin Wall and the Soviet Bloc. Available: <http://books.google.com/books?id=NIgxAAVZ1tYC&lpg=PP1&pg=PA132#v=onepage&q&f=false>.

Week 7: Understanding Bureaucracy: The State Department at Home and Abroad **October 7, 2014**

A-Team/B-Team Policy Debate #2

Assignment: Weekly News Brief – Modified for Week 7 (State Department)

Read THREE interviews from the Yale University project, "Diplomatic Discourse," a collection of over 100 interviews with U.S. diplomats conducted by undergraduates at Yale University, this past summer. You may choose any three interviews like. Please relate your Weekly News Briefs to the three interviews and CITE the interviews you selected in your Weekly News Brief. Here is the link: <http://thepolitic.org/diplomatic-discourse/>.

You may want to do the readings from Diplomatic Discourse after you read your news articles, before you write your Weekly News Brief. Read the news articles of interest to you, determine which country/countries are addressed in the news articles, and then go to the interviews at Diplomatic Discourse that correspond to the countries your news articles were about.)

Required Reading:

- Rosati and Scott, Chapter 5, “Understanding Bureaucracy: The State Department at Home and Abroad”, Pages 130-150; 154-157.
- Two articles from two recent Secretaries of State providing different perspectives on the roles of strategy, diplomacy, and the State Department:
 - o Hillary Clinton, “Leading Through Civilian Power,” in *Foreign Affairs*. Nov/Dec 2010.
 - o Condoleezza Rice, “Rethinking the National Interest: American Realism for a New World,” in *Foreign Affairs*. July/August 2008.
- Two selections about post-Cold War diplomacy and foreign affairs from seasoned, experienced members of the State Department, an article by Strobe

Talbott and a video interview with Richard Holbrooke. Each provides great history, interesting anecdotes, and thoughtful analysis.

- Talbott, Strobe. "Globalization and Diplomacy: A Practitioner's Perspective" in *Foreign Policy*, No. 108 (Autumn, 1997), pp. 68-83.
- C-SPAN, "Booknotes: Richard Holbrooke's *To End a War*", July 26, 1998. 57 minutes. Available: <http://www.booktv.org/Watch/12186/Encore+Booknotes+Richard+Holbrooke+To+End+a+War.aspx>.

Week 8: The Military Establishment

October 14, 2014

Required Reading:

- **Drone Warfare In-Class Project:** For this week, we will focus on the Department of Defense. I will provide a summary lecture of the key points in the textbook. There is no required reading from Rosati and Scott's chapter 6 on "The Military Establishment." Instead, I want us to focus on an important issue in military affairs: Drones and drone warfare. **There will be an in-class project tied to the readings, so please come prepared.**
- **Required:** DEBATE: Death From Above. Are Drones Worth It? (in *Foreign Affairs Magazine*):
 - Byman, Daniel, "Why Drones Work: The Case for Washington's Weapon of Choice," *Foreign Affairs*, July/August 2013, pp. 32-43. (ATTACHED)
 - Cronin, Audrey Kurth, "Why Drones Fail: When Tactics Drive Strategy," *Foreign Affairs*, July/August 2013, pp. 44-54. (ATTACHED)
 - Morning Edition, "How Drones Fundamentally Alter the Nature of Warfare," National Public Radio. August 15, 2013. AUDIO. Available: <http://www.npr.org/2013/08/15/212198327/how-drones-fundamentally-alter-the-nature-of-conflict>
 - PBS, "Newshour: Exploring Effectiveness, Consequences of Drone Warfare," January 23, 2013. VIDEO. Available: <http://video.pbs.org/video/2328543409/>
- **Recommended:**
 - Bowden, Mark, "The Drone Debate: The Killing Machines: How to think about drones," *The Atlantic*, August 14, 2013. Available: http://www.theatlantic.com/magazine/archive/2013/09/the-killing-machines-how-to-think-about-drones/309434/?single_page=true

Again, we will have an in-class project tied to the readings, so please come prepared.

Week 9: The Intelligence Community

October 21, 2014

A-Team/B-Team Policy Debate #3

Required Reading:

Overview: Intelligence Gathering and the Intelligence Community

- Rosati and Scott, Chapter 7, "The Intelligence Community," Pages 200-207.
- Rosati and Scott, "The Liberty-Security Dilemma: The Abu Ghraib Scandal, Human Rights, Torture, and the Quest for Intelligence," Page 230.

Smoke and Mirrors: Spy vs. Spy in the Cold War

- Epstein, Edward J. "The Spy Wars," New York Times Magazine, September 28, 1980. Available: http://www.edwardjayeepstein.com/archived/spywars_print.htm.
- Kelly, James, David Halevy, and Gregory H. Wierzynski. "The Spy Who Returned To The Cold." Time 126.20 (1985): 34.

The Hunt for Bin Laden

- LISTEN to the interview and READ the excerpt from Steve Coll's book, "Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden, from the Soviet Invasion to September 10, 2001," (New York: Penguin, 2004). Available on the NPR website at <http://www.npr.org/templates/story/story.php?storyId=3853553>

Liberty and Privacy: Edward Snowden and the Surveillance State

- Gellman, Barton and Laura Poitras, "U.S., British intelligence mining data from nine US. Internet companies in broad secret program," Washington Post, June 6, 2013. Available: http://www.washingtonpost.com/investigations/us-intelligence-mining-data-from-nine-us-internet-companies-in-broad-secret-program/2013/06/06/3a0c0da8-cebf-11e2-8845-d970ccb04497_story.html
- *Charlie Rose Show*, interview with *Guardian* (UK) editors, Alan Rusbridger and Janine Gibson, on publication of NSA leaks, July 28, 2013. Available: <http://www.youtube.com/watch?v=7pdzzZB7Xgo>

Finally, I would be remiss as both an educator and a humanist if I did not introduce you to literary spy novelist John le Carré. To your summer reading list, I highly recommend that you add the "Quest for Karla" trilogy. It is subtle, probing, and thrilling.

- John le Carré's "Quest for Karla" trilogy, comprised of three books: *Tinker, Tailor, Soldier, Spy* (1974), *The Honourable Schoolboy* (1977), and *Smiley's People* (1980). The BBC produced amazing six part series of both *TTSP* and *Smiley's People*. They are available on YouTube, starting with episode one: <http://www.youtube.com/watch?v=iZgTRl3lj78>.

Week 10: Congress and Interbranch Politics **October 28, 2014**

Assignment Due: Careers in Foreign Affairs Index

Required reading:

- Rosati and Scott, Chapter 10, "Congress and Interbranch Politics"
- Ornstein, Norman J. and Thomas E. Mann, "When Congress Checks Out," *Foreign Affairs*, November/December 2006. Available: <http://www.foreignaffairs.com/articles/62091/norman-j-ornstein-and-thomas-e-mann/when-congress-checks-out>.
- Halberstam, David. *The Best and the Brightest*. New York: Ballantine Books, 1993 (1972). Pages 401-429, Chapter 19, on Vietnam, President Johnson, and Congress.
- Council on Foreign Relations. "Congress and U.S. Foreign Policy." <http://www.cfr.org/united-states/congress-us-foreign-policy/p29871>
- Council on Foreign Relations. "U.S. Cuba Relations." <http://www.cfr.org/cuba/us-cuba-relations/p11113>

Week 11: Foreign Economics, the NEC, and the Great Recession Nov. 4, 2014

A-Team/B-Team Policy Debate #4

It is Election Day. Don't forget to vote!!!

Required Reading:

- Rosati and Scott, Chapter 8, "Foreign Economics, the NEC, and the Great Recession"
- *New York Times*. "Room for Debate: Are we headed for a Cold War with China?" May 2, 2013. Available: <http://www.nytimes.com/roomfordebate/2012/05/02/are-we-headed-for-a-cold-war-with-china/>.
- Stiglitz, Joseph, "What I Learned at the World Economic Crisis," *The New Republic*, April 17, 2000.

Week 12: The Public and Its Beliefs November 11, 2014

Required Reading:

- Rosati and Scott, Chapter 11, "The Public and Its Beliefs," pp. 340-351, 361-373.
- Mead, Walter Russell, "The Tea Party and American Foreign Policy: What Populism Means for Globalism," in *Foreign Affairs*, Vol. 90, No. 3 (March/April 2011), pp. 28-44.
- Mueller, John, "The Iraq Syndrome," in *Foreign Affairs*, Vol. 44, No. 6, (Nov/Dec. 2005), pp. 44-54.
- Said, Edward, "Islam Through Western Eyes," *The Nation*, April 26, 1980 (reprinted January 1, 1998). Available: <http://www.thenation.com/article/islam-through-western-eyes?page=full>.
- Harms, Aaron, Nils Gilman, and Michael Grosack, "Everyone Is Special: Most countries think they're special, and they have a master narrative to prove it. The key to making American diplomacy more effective lies in figuring out what those

narratives are,” *The American Interest*. February 12, 2013. Available:
<http://www.the-american-interest.com/articles/2013/02/12/everyone-is-special/>

Week 13: Political Participation and Group Politics November 18, 2014

Assignment Due: Op-ed #2

Required Reading:

- Rosati and Scott, Chapter 12, “Political Participation and Group Politics”
- Two articles on the domestic politics of U.S. foreign policy:
 - o The first, by John Mearsheimer and Stephen Walt, "The Israel Lobby" takes on one of the more prominent issues in US foreign policy AND one of the biggest beliefs in interest group politics - namely that the so-called Israel lobby wields significant and undue influence over U.S. policy toward the middle east.
 - o The second is a detailed critique of the Mearsheimer-Walt argument, by Robert Lieberman, which uses evidence from political science research to challenge key propositions and assumptions made in "The Israel Lobby". Lieberman's piece is compelling also because it covers many of the major concepts in political science regarding the nature of interest groups and of how they do - and do not - influence American policy, whether domestic or foreign.

Week 14: The Media and the Communications Process November 25, 2014

A-Team/B-Team Debate #5

Required Reading:

- Rosati and Scott, Chapter 13, “The Media and the Communications Process”
- Keating, Joshua, “Does Hollywood Have a Foreign Policy?” *Foreign Policy*, Feb. 24, 2013. Available:
http://www.realeclearpolitics.com/2013/02/24/does_hollywood_have_a_foreign_policy_302676.html.
- WATCH: “Buying the War,” *Bill Moyers Journal*, PBS, April 25, 2007 (90 minutes). Available: <http://www.pbs.org/moyers/journal/btw/watch.html>. Click “Watch Video”, turn on “Continuous Play,” watch all 5 segments.

Week 15: Science Fiction and the Sociological Imagination December 2, 2014

Assignment Due: Extra Credit (Optional)

O’Hare “was looking up the population of Dresden, which wasn’t in the notebook, when he came across this, which he gave me to read: On an

average, 324,000 new babies are born into the world each day. During that same day, 10,000 persons, on an average, will have starved to death or died from malnutrition. So it goes. In addition 123,000 persons will die for other reasons. So it goes. This leaves a net gain of about 191,000 each day in the world. The Population Reference Bureau predicts that the world's total population will double to 7,000,000,000 before the year 2000. 'I suppose they will all want dignity,' I said. 'I suppose,' said O'Hare."

– Kurt Vonnegut, Jr., *Slaughterhouse Five* (1969)

Required Reading:

- Stephen Benedict Dyson, "The Political Science of Battlestar Galactica" in *The Monkey Cage*, June 13, 2013. Available: <http://themonkeycage.org/2013/06/13/the-political-science-of-battlestar-galactica/>.
- Isabel Pinedo. 2008. "Playing with Fire Without Getting Burned: Blowback Reimagined," in *Battlestar Galactica and Philosophy: Mission Accomplished or Mission Fraked Up?* edited by Josef Steiff and Tristan Tamplin. Available: <http://books.google.com/books?id=HO3BBdGGQkwC&lpg=PA1&pg=PT164#v=onepage&q&f=false>
- Barry Buzan. "America in Space: The International Relations of Star Trek and Battlestar Galactica," in *Millennium: Journal of International Studies*. August 2010.
- Watch clips from the show (link to be provided by instructor).
- View one of the five video segments from the United Nations special event on the TV series *Battlestar Galactica* exploring some of the themes that are of importance to both the United Nations and the critically acclaimed television show: human rights; terrorism; children and armed conflict; and reconciliation and dialogue among civilizations and faiths. For links to video, scroll to the date 17 March 09 on this webpage: <http://www.un.org/webcast/SE2009.html>.

Week 16:

Final Exam

Finals Week

- Visit the registrar website for exam date/time:
 - o <http://registrar.gmu.edu/calendars/fall-2014/>

Class Policies and Administrative Matters

Class Communications

Outside the classroom I use e-mail as the primary form of communicating with you. I will set up a class e-mail list based on your GMU e-mail addresses. If you do not use your gmue.edu account as your main e-mail address, it is your responsibility to set up your GMU e-mail so that it forwards to whatever account you prefer to use. If not, then you should at least check your GMU email account several times per week at <http://mail.gmu.edu>. I accept no responsibility for the consequences of missed e-mail

communications. When you do e-mail me, please be sure to remind me of the course, section and (if applicable) the assignment to which you writing in reference. And please keep your style courteous and professional.

Electronic Devices

Electronic devices are to be used for *the exclusive purpose of note taking or other appropriate course-related activities*, as determined by the instructor. The use of smart phones, laptops, or other devices for non-course related activities, such as to text, chat, tweet, update Facebook, browse the Internet, play games, build karma on Reddit, etc., will be counted against your class participation grade. Cell phones must be silenced and students are not to hold telephone discussions during class. If you are unable to limit the use of such devices to note taking, then keep them put away during class. *Chronic offenses will result in a ban on all electronic devices from the classroom for all students.*

Attendance

Attendance and classroom participation is **mandatory**. Attendance will be taken each class and absences will count against your participation grade. Chronic tardiness is not looked upon with favor and it will lower your participation grade. Students who plan to be absent frequently from class without justifiable excuse should seriously consider withdrawing from this class at their earliest convenience to make place for others who may need to add in. For important dates regarding dropping the class with no tuition penalty and with no academic liability, see the official university calendar: <http://registrar.gmu.edu/calendars/fall-2014/>.

Religious Observance

Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university- sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class.

Late Assignments, Exams

Work that is handed in late with a documented legitimate excuse will be accepted without penalty. Other work that is handed in late, without a documented legitimate excuse, will receive a grade of F. Examples of documented legitimate excuses include a doctor's note or emergency room receipt if the absence was due to illness; a receipt from a mechanic for emergency car repairs on the day of class; an official document (such as a syllabus)

from one of your other courses proving that you had a required field trip for that class on the day our class meets; an official document from your workplace proving that your job sent you out of town on the day our class meets; an official document from an athletic team proving that you had a competition on the day our class meets; etc.

Absences from final exams will not be excused except for sickness on the day of the exam or other cause approved by the student's academic dean or director. The effect of an unexcused absence from an undergraduate final exam shall be determined by the weighted value of the exam as stated in the course syllabus provided by the instructor. If absence from a graduate final exam is unexcused, the grade for the course is entered as F.

Honor Code Policy

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work. Additional information regarding the university honor code is available at: <http://oai.gmu.edu/honor-code/>.

The Honor Code policy endorsed by the members of the Department of Public and International Affairs relative to the types of academic work indicated below is set out in the appropriate paragraphs:

1. Quizzes, tests and examinations. No help may be given or received by students when taking quizzes, tests, or examinations, whatever the type or wherever taken, unless the Instructor specifically permits deviation from this standard.
2. Course Requirements. All work submitted to fulfill course requirements is to be solely the product of the individual(s) whose name(s) appears on it. Except with permission of the instructor, no recourse is to be had to projects, papers, lab reports or any other written work previously prepared by another student, and except with permission of the instructor no paper or work of any type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the Department of Public and International Affairs. No assistance is to be obtained from commercial organizations that sell or lease research help or written papers. With respect to all written work, as appropriate, proper footnotes and attribution are required.

Disability Statement

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

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