

## **Domestic and Transnational Sources of US Foreign Policy**

IR 362-01  
F 9:10-12:50  
HSS 246  
Spring 2009

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Hours: W 2-5pm or by appointment

### **Course Description:**

How does American identity influence foreign policy? How does US domestic issues such as race relations, media bias, religion, and culture effect our foreign policy decisions? How do we 'know' and understand the international? In a globalized world, it often seems as though events happening far away are happening next door. Increasingly, a variety of domestic actors such as NGOs, individuals, students, mayors and governors, celebrities, corporations and various lobby groups are involved in transnational issues. The media, 24 hour news cycles and the internet have made information more available than ever before. How does this influence our perceptions of international issues? How are Americans involved in the world from our own territory? Foreign Policy refers to the actions and undertakings of states aimed at designing, managing, and controlling their external relations. It is usually based on values (such as democracy, rule of law), interests (such as defense or expansion of territory) and may reflect broad national objectives or a very specific response to a particular situation. A key point in understanding the foreign policy process is to explore how certain kinds of society or states can produce distinctive or certain forms of foreign policy behavior in the face of the challenges from the international system. This course aims to explain American foreign policy by looking primarily at its societal, cultural and non-governmental sources as opposed to bureaucratic, institutional and executive ones.

### **Course Objectives**

At the end of this course, the student should be able to understand and evaluate the fundamental theories, and concepts that pertain to the domestic sources of American foreign policy; analytically discuss and explain how domestic developments in American society affect the country's foreign policy; formulate simple conceptual tools that can help explain the domestic aspects of American foreign policy behavior; and explain and understand foreign policies of other states by using concepts and theories discussed in the class.

### **Course Readings (available in the SFSU bookstore and at amazon.com):**

#### **Required**

Valerie M. Hudson (2007) *Foreign Policy Analysis*. Rowman and Littlefield.

Stuart Croft (2006) *Culture, Crisis and America's War on Terror*. Cambridge.

Philip Seib (2008) *The Al Jazeera Effect*. Potomac Books.

### **Course Assignments:**

Classroom participation/on-time attendance	20%
Discussion Leading	10%
Paper Presentation	20%
Response Papers	20%
Policy Report/Case Study	30%

## **Course Requirements:**

### **Classroom Participation (10%)**

It is expected that students will come to class ON TIME, prepared, and having read and thought about the assigned readings. On-Time Attendance in a once-a-week course is mandatory. On-Time Attendance means that if you are late you are considered absent. If you are not in class after a break, you are considered absent. The only acceptable reason for an absence is a documented excuse. Please email me in advance if you cannot make it to class or will be late and bring documentation to the next class.

There will be opportunities for group discussions as well as class discussion of difficult readings. Receiving credit for class participation involves regular attendance in class, participation in group activities, occasional short writing assignments, and overall active engagement in the classroom.

### **On-Time Attendance (10%)**

Attendance is required for this course. Everyone begins class with **103%** participation and 5 points are lost each time you have are LATE or ABSENT without prior notification. If you have 2 or more unexcused absences, you will not receive ANY credit for participation. During student presentations, absences count double, meaning that any unexcused absence on the day of a debate will drop your participation grade by 10 points. Please email me in advance if you are sick (unless this is impossible) and bring documentation to the next class. To reward those with perfect attendance, if you have perfect on-time attendance, you gain an **extra 3%** towards your **final grade**. This has been known to make the difference between an A- and an A for a number of students.

### **Discussion Leading (10%)**

Students will be responsible for leading one class discussion as a team (2-3 students). You will choose a day relating to your paper/presentation to supply 1-2 additional readings, plan a class activity related to the readings, and guide your classmates through engagement with the day's material.

### **Paper Presentations (20%)**

Students will be asked to present the main findings of their research in a 12-15min presentation. Presentations will be timed with the area of focus: Media, NGOs/Activism, Corporations.

### **Response Papers (20%)**

To help students understand and apply the readings to real world examples, there will be several opportunities for response papers throughout the course. The response papers are designed to deepen your understandings of the readings and help you recognize, apply and analyze ideas in the context of current issues. You may choose to forgo one response paper during the semester or to have the lowest grade dropped from consideration; all other response papers will be graded. Response papers will be turned in through Ilearn.

### **Policy Report (Service Learning)/Case Study (30%)**

Students will have a choice of writing either a policy report or a case study in three general areas of the course material: Media, NGOs/Think Tanks/activism, or Corporations. The policy report involves a service learning project with a local organization that is working in some way to impact US foreign policy. You will be asked to volunteer at least 10-15 hours over the semester and to write a policy report on your organization. It will be written in formal policy report format (handout coming on this) and includes recommendations for future courses of action.

Alternatively, you may choose to write a case study on how a specific US foreign policy was influenced by the media, an NGO/activism, or a corporation. A case study challenges you to examine a past event in detail and to draw conclusions from your analysis as to how the Media/NGO/corporation played a crucial role in influencing the foreign policy. Further instructions and info will be forthcoming.

The paper should be 15 pages long.

Topic Due: Feb. 27  
Final Paper Due: May 18th

## Course Policies

### Computers and Cell Phones

Computers may be used for note-taking with special permission. If you have not requested special permission from me in writing via email, **you may not use your computer during class time**. I circulate throughout the classroom and if I see a computer screen with anything on it other than notes (i.e. Word), your permission to use the computer will be revoked. Please refrain from 'texting' while in class. I will consider any 'texting' 'unprofessional' and disrespectful to our learning environment. We are inundated with media and the classroom is in many ways a 'throwback' to an earlier era where learning and engagement with ideas are exchanged in person and stimulated by the responses and comments from others. This time is crucial for intellectual development and is a 'safe space' apart from outside interference (i.e. facebook, IM, texts from friends, etc.). Please respect the classroom space and plan on contacting the outside world after the class period is over.

### Late Work

Late work is highly discouraged. To encourage students to turn in work on time and to fairly reward students who do, the penalty for late work is severe. All late work will be penalized one full grade (e.g., B to C) for every day 24 hours it is late starting with the time it is due. Exams will be held in-class and no make-up exams will be offered unless there is a legitimate excuse (see Make-Up exam policy below).

### In-Class Presentations

In-class presentations must be conducted on the assigned day. In the case of a verified illness or family emergency, the instructor must be contacted 24 hours in advance and written verification must be presented.

### Make-Up Response Papers

Students are expected to write the response papers at the scheduled times. However, make-up response papers will be permitted in the case of verified illness, family emergency, or a legitimate conflict with recognized SFSU activities. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. All make-up papers are offered only at the discretion of the instructor.

### Incompletes

Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor.

### Grade Disputes

I will try my best to give adequate explanation for the grades I assign. However, if you wish to dispute the grade assigned to a paper or a question on an exam, you must do so **IN WRITING** within 24 hours after the exam or paper has been returned. You must include a specific rationale for your dispute with the given grade and be clear about my explanation for the grades given.

### Return of Coursework

I will make my best effort to return mid-term exams to you in a prompt fashion. Final exams will be kept through the fourth week of the next semester. If you would like to pick up your work or review your final exam, stop by during posted spring office hours, or contact me to make other arrangements.

## Students with Disabilities

This syllabus is available in alternative formats upon request. It is our policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me as soon as possible to discuss their individual needs for accommodations. Additionally, students should contact the SFSU Disability Programs and Resource Center in Student Services Building 110 for more information on accommodation and assistance.

## Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in SFSU courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. Scholastic dishonesty is defined as follows:

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a college academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

## Grades

Grades will be assigned based on a 100 point scale. On each assignment you will receive points based on instructor evaluation. The final grades for the course will adhere to the following 100 point scale:

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-60

Occasionally there will be spontaneous opportunities for extra credit based on instructor discretion.

## Course Calendar

Readings listed on the stated date should be COMPLETED by that date.

\*indicates electronic reading available as a pdf on Ilearn.

### Week 1

Jan. 30 Course introduction and overview

### Week 2

Feb. 6 American Exceptionalism as American Culture

- Read: \*Henry Luce (1941) "The American Century", p. 11-29  
\*Tony Smith (1999) "Making the World Safe for Democracy in the American Century", p. 30-51  
\*Francis Fukuyama (1989) "The End of History" found at: <http://www.wesjones.com/eoh.htm>  
\*Howard J. Wiarda (2006) "Rethinking American Foreign Policy", p. 1-12

### Week 3

Feb. 13 Who is America and how does this influence Foreign Policy?

- Read: Croft, Intro, Ch. 1-2  
\*Wittkopf and McCormick (2004) "The Domestic Sources of American Foreign Policy" p. 1-14  
\*Selections from Tocqueville and Weber, TBA

### Week 4

Feb. 20 **No Class** – International Studies Association Conference ([www.isanet.org](http://www.isanet.org))

### Week 5

Feb.27 FPA/Culture

- Read: Hudson, Intro, Ch. 1 and 4  
Croft, Ch. 3-5

### **Paper Topics Due Today!!**

Please turn in a 1 page paper proposal (either Case Study or Policy Report) that indicates what you will be analyzing/examining in your paper. Be as specific as possible and included some citations that indicate you have explored what is available on your topic as well as your likely argument/thesis for your paper. For case studies, please include 5 references in your bibliography

### Week 6

Mar. 6 Culture/Religion

- Read: Croft, Ch. 6-7  
Hudson, Ch. 5

### Week 7

Mar. 13 Media

- Read: Seib, Ch. 1-4

### Week 8

Mar. 20 Media

Read: Seib, Ch. 5-8

**Week 9**

Mar. 27                      Spring Break!!

**Week 10**

Apr. 3                      NGOs/Social Movements/Activism

Read: Hudson, Ch. 7-8

\*Howard J. Wiarda, "Human Rights Policy", p. 183-199

\*Jon Western, "Sources of Humanitarian Intervention", p. 335-351

**Week 11**

Apr. 10                     NGOs/Social Movements/Activism

Read: \*Akira Iriye (1999) "A Century of NGOs". P. 416-436

\*Baumgartner, J., Francia, P., & Morris, J. (2008, June). A Clash of Civilizations?: The Influence of Religion on Public Opinion of U.S. Foreign Policy in the Middle East. *Political Research Quarterly*, 61(2), 171-179.

\* Martin, W. (1999). The Christian Right and American Foreign Policy. *Foreign Policy*, (114), 66-80.

\*Mearsheimer, J., & Walt, S. (2006). The War over Israel's INFLUENCE. *Foreign Policy*, (155), 56-58

**Week 12**

Apr. 17                     Interest Group/Lobbies  
Ethnicity/Race

Read: \*Gerald Horne (1999) "Race from Power: US Foreign Policy and the General Crisis of White Supremacy", p. 302-336

\*Brenner, et.al. (2004) "Intermestic Interests and US Policy Toward Cuba", p. 67-83

\* Trice, R. H. (1978). Foreign Policy Interest Groups, Mass Public Opinion and the Arab-Israeli Dispute. *The Western Political Quarterly*, 31(2), 238-252.

**Week 13**

Apr. 24                     Interest Groups/Lobbies  
Think Tanks/

Read: \*Howard J. Wiarda (2004) "The New Powerhouse: Think Tanks and Foreign Policy", p. 93-116

\*Volker Berghahn (1999) "Philanthropy and Diplomacy in the American Century", p. 378-415

**Week 14**

May 1                      Corporations

Read: TBA

**Week 15**

May 8                      Corporations

Read: TBA

**Week 16**

May 15      Presentations

Potluck

May 18      Final Papers Due