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POLS 2820: American Foreign Policy

Fall 2023: Tuesday and Thursday 930-1045am

Professor Nori Katagiri (nori.katagiri@slu.edu)

Office hour: Thursday 11am-noon or by appointment

Classroom: McGannon 122

Office: McGannon 152

Course Description and Objective:

This course provides students with the background knowledge and conceptual tools for understanding contemporary US foreign policy. There are many questions we will explore in this course. Who makes foreign policy in the United States? How do institutions, such as Congress, the executive branch, and bureaucracies work with voters and nongovernmental organizations to make policy? What kind of diplomatic, economic, cyber, and military resources does the United States have at its disposal to advance its interests? While the course includes materials for American foreign policy after the end of World War II, it places greater focus on the post-Cold War era.

Global Interdependence

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Global Interdependence is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 5: Students will be able to analyze how diverse identities influence their lives and the lives of others (Introduce, Develop, Achieve)

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation
- Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power
- Assess how other people's social identities and biases shape and are shaped by their interactions within a social context
- Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

Required Texts:

- Glenn Hastedt, *American Foreign Policy: Past, Present, and Future, 13th edition* (Rowman & Littlefield, 2023). Only the 13th edition is acceptable for this course. Copies are available for online purchase and at the university bookstore. If you purchase online versions and other editions than the 13th edition, you are responsible for identifying the page numbers of the 13th edition and reading the pages as assigned below.
- There are supplementary articles and book chapters in addition to textbook use. They are placed on our course page on Canvas.

Course Requirements and Grading:

Quiz on US foreign policy leaders: 10% of final grade

- On September 7, you will take an in-class quiz on key members of the foreign policy community in the United States. There will be no make-up quiz if you miss it.

Midterm exam: 20% of final grade

- Students will take an in-class exam. There will be no make-up exam if you miss it.

Final exam: 40% of final grade

- Students will take an in-class exam. There will be no make-up exam if you miss it.

Class participation: 30% of final grade

- A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor’s note, copy of flight tickets, etc.) or university-sanctioned activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not. But this grade is for your participation in class discussion, and attendance is nothing but a basis for your participation. In assigning participation grades, quality of participation will take precedence over quantity of participation. Hence, students who participate frequently but without giving much thought to their comments are not at an advantage compared to students who offer occasional but insightful analysis.

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-69
A-	90-92	B	83-86	C	73-76	F	below 59
		B-	80-82	C-	70-72		

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Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>. Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean’s office.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU’s Title IX Coordinator that you shared an experience relating to Title IX. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be

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available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Social Science Core Requirement

Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Global Citizenship

This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

Course Schedule

- Aug 24** **Course introduction**
- Start reading for the next session.
- Aug 29** **Key concepts and approaches**
- Hastedt, *American Foreign Policy*, pp. 2-8, 41-47, 52-58.
- Aug 31** **Power and action**
- Hastedt, *American Foreign Policy*, pp. 9-10, 48-52.
 - Joseph Nye, *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004), pp. 1-32.
- Sept 5** **Foreign policy during the Cold War**
- Hastedt, *American Foreign Policy*, pp. 11-15, 69-76.
 - Karen Mingst and Heather Elko McKibben, *Essentials of International Relations, 9th Edition* (New York: W.W. Norton, 2021), pp. 40-55.
- Sept 7** **Foreign policy after the Cold War**
- Hastedt, *American Foreign Policy*, pp. 15-16, 31-38, 76-83.
- Cabinet member quiz
- Sept 12** **Biden foreign policy**
- Joseph Biden, Jr., “Why America Must Lead Again,” *Foreign Affairs*, Vol. 99, No. 2 (2020).
 - Hastedt, *American Foreign Policy*, pp. 138-139.
 - Richard Haass, “The Age of America First: Washington’s Flawed New Foreign Policy Consensus,” *Foreign Affairs* (November/December 2021).
- Sept 14** **Models of foreign policy**
- Hastedt, *American Foreign Policy*, pp. 188-204.
- Sept 19** **Bureaucracy 1**
- Hastedt, *American Foreign Policy*, pp. 161-167.
- Sept 21** **Bureaucracy 2**
- Hastedt, *American Foreign Policy*, pp. 167-174, 179-183.

- Sept 26** **The intelligence community**
- Hastedt, *American Foreign Policy*, pp. 174-179.
 - Oona Hathaway, “Keeping the Wrong Secrets: How Washington Misses the Real Security Threat,” *Foreign Affairs* (January/February 2022).
- Sept 28** **Midterm exam review**
- Oct 3** **Midterm exam**
- Oct 5** **Congress 1**
- Hastedt, *American Foreign Policy*, pp. 114-123.
- Oct 10** **Congress 2**
- Hastedt, *American Foreign Policy*, pp. 123-135.
- Oct 12** **The president 1**
- Hastedt, *American Foreign Policy*, pp. 138-146.
- Oct 17** **The president 2**
- Hastedt, *American Foreign Policy*, pp. 146-158.
- Oct 19** **Social actors 1**
- Hastedt, *American Foreign Policy*, pp. 86-95.
- Oct 24** **Social actors 2**
- Hastedt, *American Foreign Policy*, pp. 96-109.
- Oct 26** **No class (fall break)**
- Oct 31** **Economic policy 1**
- Hastedt, *American Foreign Policy*, pp. 231-239.
- Nov 2** **Economic policy 2**
- Hastedt, *American Foreign Policy*, pp. 239-253.
- Nov 7** **Cybersecurity policy**
- Hastedt, *American Foreign Policy*, p. 278-279.

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- Ronald Deibert, “The Autocrat in Your iPhone,” *Foreign Affairs* (Jan/Feb 2023).

Nov 9 Diplomacy 1

- Hastedt, *American Foreign Policy*, pp. 207-216, 222-228.

Nov 14 Diplomacy 2

- Hastedt, *American Foreign Policy*, pp. 216-222.
- United States Mission to the United Nations, *FACT SHEET: Showcasing U.S. Leadership at the United Nations during President Biden’s Second Year* (December 23, 2022).

Nov 16 Diplomacy 3

- Re-read Hastedt, *American Foreign Policy*, pp. 161-167.

Guest lecture by Ms Sara Veldhuizen Stealy of the US State Department

Nov 21 Defense policy 1

- Chairman of the Joint Chief of Staff, *National Military Strategy* (2022), pp. 1-8.
- Hastedt, *American Foreign Policy*, pp. 255-275, 293-297.

Nov 23 No class – Thanksgiving break

Nov 28 Defense policy 2

- Hastedt, *American Foreign Policy*, pp. 279-293.

Nov 30 US policy in the Asia-Pacific region

- Richard Haas, *The World: A Brief Introduction* (New York: Penguin Random House, 2021), pp. 82-96.

Dec 5 US policy in Europe

- Haas, *The World*, pp. 67-81.
- Hastedt, *American Foreign Policy*, pp. 21-23, 112-114, 186-188.

Dec 7 Final exam