

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

The Making of American Foreign Policy

Course Number:

PSC 5123-301

Course Description:

This course focuses on American public policymaking as it relates to the international sphere. We will focus on background, processes, institutional structures, and the future of American foreign policy.

Class Dates, Location and Hours:

Dates: July 23 – 29, 2017

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: June 24, 2017

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Glen S. Krutz, Ph.D.

Mailing Address: 660 Parrington Oval
University of Oklahoma
Norman OK 73019

Telephone Number: (405) 325-3221

E-mail Address: gkrutz@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Hamilton, L.H., & Tama, J. (2002). *A Creative tension: The foreign policy roles of the President and Congress*. Washington, D.C.: Woodrow Wilson Center Press. ISBN 9781930365124.
2. Jentleson, B. W. (2013). *American foreign policy: The dynamics of choice in the 21st century* (5th ed.). New York: W.W. Norton. ISBN 9780393919431.

3. Krutz, G.S. & Peake, J.S. (2011). *Treaty politics and the rise of executive agreements: International commitments in a system of shared powers*. Ann Arbor: University of Michigan Press. ISBN 9780472034628.
4. Mann, J. (2013). *The Obamians: The struggle inside the White House to redefine American power*. New York: Penguin Group. ISBN 9780143124269.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

- To understand the principles and processes of foreign policy making in America.
- To comprehend American foreign policy from an historical perspective.
- To develop the tools necessary to analyze American foreign policies.
- To recognize the role of foreign policy makers and analysts.
- To understand the institutional structure in the US government that affects foreign policymaking.
- To consider the present and future status of American foreign policy.

Outline of Class Sessions:

- I. Introduction to the course
 - a. Perceptions of American Foreign Policy (AFP) today
 - b. Reading: Jentleson book.
 - c. Pre-Seminar Assignment Due
- II. The traditions of American foreign policy
 - a. American foreign policy in theoretical and historical perspective
 - b. Reading:
- III. Foreign policy decision-making – internal and external sources of AFP
 - a. Reading: Jentleson book, continued
- IV. Instruments of American Foreign Policy
 - a. Reading: Jentleson book, continued, Krutz & Peake book
- V. American Foreign Policy in a New Era
 - a. Reading: Mann book
- VI. American Foreign Policy in a New Era, continued
 - a. The future of American Foreign Policy (Mann book, continued)
 - b. Conclusion of course
 - c. Review for final exam
- VII. Group Case Studies
- VIII. Final Examination

Assignments, Grading and Due Dates:

Readings:

Students are asked to read three of the four books prior to the first class meeting: Jentleson, Krutz & Peake, and Mann (the Hamilton & Tama book can be read afterward). Reading these three books is

something that will take several hours over several days to accomplish. Doing so will prepare you to engage class material and discussions, as well as to perform well on the various assignments. The Jentleson book is the core textbook, while the other books are “niche” books that explore specific aspects of American foreign policy in more detail. That means that it would be wise to begin with Jentleson, which is written somewhat densely like all textbooks. The upside to the denseness of the book is that students will get a good once-over of the entire subject area of American foreign policy from Jentleson. With this grounding, they will be ready to explore more ambitious topics. Next, move to Mann’s interesting book on generational rifts within the Obama Administration’s foreign policy elite. Mann is a journalist, so the book will feel less scholarly and less dense than Jentleson. Finally, read my book with Jeff Peake on the rise in the use of executive agreements vis-à-vis treaties, which explores in-depth with modern social science methods the topic of presidential-congressional relations on international agreements. All of the books, as students will see when they read them in advance of the class, will provide much food for thought and discussion.

Pre-Class assignment:

After familiarizing themselves with the books, students should write 4 double-spaced pages (1 inch margins, 12 pt font) for each of the following questions (3 questions X 4 pages each=total of 12 pages):

1. What is American foreign policy and what are the primary schools of thought on how it should be pursued? How does politics factor into it? In what ways has American foreign policy changed over time? Finally, name and discuss 2 notable challenges to American foreign policy going forward.
2. Why are executive agreements (EAs) used instead of treaties (2 main explanations)? What effect does the rise of EAs have on presidential-congressional relations? Include in your coverage of the EA/treaty topic the main hurdles to Senate consent faced on the Panama Canal treaties and Nuclear test ban treaty.
3. Within the Obama Administration’s foreign policy elite, what two rival camps emerged? Why did they emerge and what are the key points of contention? How did this fissure affect foreign policymaking in the President’s first term?

Class Participation:

Students must read the assigned material (other than the Hamilton and Tama book) **before** coming to class, attend all the class sessions, and contribute to the full-class and small-group discussions in class.

Group Cases/Exercise:

After the material has been covered, and before the exam, students will apply what they have learned in groups by applying theories and concepts to actual cases. These cases will be provided in-class by the instructor and time will be provided for students to read the cases before working on them in their groups. Everything will be done in-class (i.e. there is no out-of-class group work) and students should find these to be very enjoyable.

Final Exam:

Students will take an in-class, closed-book and closed-note written exam during the final class session. The examination will test students’ descriptive knowledge about class topics and require a good deal of analysis as well. The three sections of the exam, which will be described in more detail in class, are: (1) short answers, (2) arguments, and (3) essays.

The exam will draw especially from the material discussed in class, as well as the Jentleson, Krutz & Peake, and Mann books. A good way to study for the exam is to cross-walk between material covered in-class, on the one hand, and the areas of the readings that address that material, on the other hand.

Post-Class Paper Assignment:

The paper, due via email one week after the last class session (**August 5, 2017**), should be a review of Hamilton and Tama’s book. The student should consider the authors’ argument(s) and discuss whether he/she agrees or disagrees with the authors’ contention(s). Specifically, the paper should (1) provide a

brief overview of the book; (2) outline the strengths and weaknesses of the argument(s) offered in the book; and (3) offer the student's own assessment as to the value of the argument(s) and whether s/he would recommend the reading to others and why. The paper should be 7-9 pages in length (double-spaced with 1 inch margins and 12 pt font).

This is a much briefer reading than the others for this class. Still, recognizing the confluence of commitments that you face, I am willing to work with you on the due date of this post-class assignment should you have immediate after-class commitments, such as a new work assignment or if you are taking the ECON statistics class that follows mine.”

Grading:

This is a letter-graded course: A, B, C, D, or F. The following grade scale will apply: 90%-100% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; below 60% = F.

Assignment	Due Date	Percent of Grade
Pre-Class Assignment	First class session	20%
Class Participation	During all class sessions	10%
Group Cases/Exercise	During last class session	15%
Final Exam	During last class session	35%
Post-class Paper	Due 1 week after class, August 5, 2017	20%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Glen S. Krutz, Ph.D.

Education

- 1999 Ph.D., Texas A&M University
- 1993 M.P.A., University of Nevada, Reno
- 1990 B.A., University of Nevada, Reno

Current Positions

- Advanced Programs Professor since 2003
- Professor of Political Science, University of Oklahoma, since 2009
- Associate Director, Carl Albert Congressional Research Center, since 2005
- Associate Professor of Political Science, University of Oklahoma, 2005-2009
- Assistant Professor of Political Science, University of Oklahoma, 2002-2005
- Assistant Professor of Political Science, Arizona State University, 1999-2002
- Director, ASU-in-Washington Program, Arizona State University, 2000-2002

Frequently Taught Advanced Programs Courses

- PSC 5193 Comparative Administration
- PSC 5123 The Making of American Foreign Policy

Major Areas of Teaching and Research Interest

- Agenda-setting in public policy
- Legislative institutions
- Inter-branch relations
- Institutional change

Representative Publications and Presentations

- *Treaty Politics and the Rise of Executive Agreements: International Commitments in a System of Shared Powers*. 2009. Ann Arbor, MI: University of Michigan Press.
- *Hitching a Ride: Omnibus Legislating in the U.S. Congress*. 2001. Columbus, OH: The Ohio State University Press (Parliaments and Legislatures Series).
- "Tactical maneuvering on omnibus bills in Congress." 2001. *American Journal of Political Science*, 45 (1, January): 220-233.

Representative Honors and Awards Received

- Patrick Fett Award for Best Paper on the Scientific Study of Congress and the Presidency, 2007, Midwest
- Political Science Association.
- Teacher of the Year Award, Department of Political Science, Arizona State University, 2002.
- Dirksen Congressional Center Research Award, 1999.
- The E.E. Schattschneider Award for the Best Doctoral Dissertation in the field of American Government, 1999, American Political Science Association.
- Who's Who in America, various years.

Major Professional Affiliations

- American Political Science Association (sections: Public Policy; Legislative Studies; Presidency Research)
- American Society for Public Administration (sections: The Association on Budgeting and Financial Management; Section on Environmental and Natural Resources Administration)
- Midwest Political Science Association
- Southern Political Science Association