

PSCI 4606A
American Foreign Policy
Monday 6:05-8:55
Online Course

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Course Overview and Objectives

The end of the Cold War gave rise to a sense of triumph in American foreign policy, as analysts and pundits declared a “unipolar moment” and even, “the end of history”, envisioning a world in which America would oversee the global spread of liberal democratic capitalism while maintaining primacy in most areas of geopolitical power and influence. Thirty years later, however, American foreign policy is in a state of crisis. America’s influence wanes and the liberal international order, once synonymous with American leadership, seems in doubt. A more militarized globalization by way of the global war on terror, including wars in Afghanistan and Iraq, the global financial crisis, and the resurgence of nationalism and populism globally set the backdrop for the crisis in American foreign policy to bloom during the Trump presidency. For some, this crisis may be due to America getting away from its core values and principles, while for others, they may harken back to America’s role in the world, the nature of American democracy and its relationship to race, colonialism, and empire.

This course focuses on diagnosing American foreign policy challenges in the present, looking at the role of institutions, such as the Presidency, the military industrial complex, the country’s historical role in the world, as well as the question of colonialism and empire, as well as the ideas that animate the core imperatives of the policy process.

The seminar starts with a historical overview – covering the evolution of American foreign policy in the 19th and twentieth centuries. We then move on to the cold war, and then the contemporary period, focusing on recent issues associated with the global war on terror, non-proliferation policy, America’s response to rising challengers, and role in specific regions. We conclude by examining the question of whether American power is on the decline and the implications.

By the end of the course, students should have a strong grasp of the past and present character of American foreign policy and a sense of the core debates in literature on American foreign policy. More generally, the course is designed to encourage active learning and participation so that students have the opportunity to develop and discuss arguments and ideas in a setting of their peers, to show their understanding of high volumes of reading, and to write effectively.

Course Format

This course will be conducted entirely synchronously (real-time, “live”) in Zoom. You can access the Zoom session via the link posted on the course brightspace page. The class will meet every Monday evening from 6:05-8:55pm. I will begin each class with a brief overview of the material that we will be discussing in the seminar. As detailed below, my opening remarks will be based, in part, on the weekly check-in assignment that you submit to me twenty-four hours before the seminar. Following my remarks, there will be class discussion and debate about the assigned material, as well as student presentations on course readings. During the semester, I will be available to answer your questions, discuss the material, and address any of your concerns or issues. This can be done via email, phone call or a personal zoom meeting.

Course Objectives

By the end of the course, students will be able to:

- Recognize historical facts, details, and information about American foreign policy.
- Describe and interpret the history of American foreign policy.
- Demonstrate an understanding of the issues and debates about American foreign policy.
- Differentiate the periods and characteristics of American foreign policy.
- Assess the current debates about American foreign policy.
- Critique and defend different interpretations of American foreign policy.

Readings

The weekly reading assignments can be accessed through the course page on Brightspace or through the university library (<https://library.carleton.ca/>).

Evaluation

Item	Description	Weight	Due Date
Weekly Check in (X10)	You are required to submit 10 weekly check-ins that are due 24 hours prior to	20	Ongoing (no extensions!)

	<p>class (due on Sunday by 6:05 pm). Late assignments will not be accepted since it would kind of defeat the point, which is: to show that you have prepared for class. Each check in should be roughly one page (250-300 words) and should be submitted via Brightspace. The assignment is of great importance to the course because I will review all the check-in submissions and structure my opening remarks for each class based on your comments and questions. I will determine the grade by the end of the semester, which will be based on the number of check-ins that you submit as well as the quality of your submissions. I am looking for evidence that you completed and understood the assigned material for a given week.</p> <p>There are two main questions of the check-in assignment:</p> <ol style="list-style-type: none">1. What is one thing that you learned from the assigned reading? This could be a new concept, a theory, a historical fact, or information that you did not previously know. In your own words, you should briefly define or describe the concept, theory or information from the reading.2. What is one thing you found to be either confusing or unclear about the assigned reading? This could be the author's argument or historical interpretation, a concept, a theory, or some specific aspect of the		
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	<p>material. Please be as clear as possible in explaining what is not clear or confusing.</p>		
<p>Reading Summaries</p>	<p>You are required to submit 4 three-page summaries (500-800 words) of the assigned readings. These are due in three week intervals throughout the semester. The material should correspond to topics for that interval. For example, for the first assignment (due week 3) you can write on Week 1, 2, or 3. For the second assignment, due week 6, you can write on week 4, 5 or 6. For the third assignment, due week 9, you can write on week 7, 8, or 9. For the Fourth assignment, due week 12, you can write on week 10, 11, or 12.</p> <p>Your main task is to provide a succinct summary of the assigned reading. You cannot simply repeat what you read, because you only have two pages to provide a summary. When there are multiple readings assigned for a specific week, you are allowed to focus on a specific book chapter or article as long as you also provide an overall summary of the material assigned for a specific week. When writing your summary, you may wish to focus on a specific theme or issue that you find to be of special significance. I want you to engage the material and identify the strengths and weaknesses. Do you agree or disagree with the author’s argument (be sure to identify the argument)? What did you find to be of interest and importance? I am looking for evidence that you understood the issues and debates that were covered in the assigned reading.</p>	<p>20</p>	<ol style="list-style-type: none"> 1. September 26 2. October 31 3. November 21 4. December 9

Seminar Presentation	Each student will deliver a 10-15 minute oral presentation on the required readings for a given week. Students will sign up to pick a presentation topic and a topic date on the first day of class.	20	Various
Newspaper article	You are required to find and read a current newspaper article dealing with a topic or issue related to American foreign policy and submit a two-page summary/re-action paper. Please include the title of the article, the name of the newspaper, and the date when it was published. Please include a link to the article that you have selected.	10	October 17
Participation	Students are expected to come to class prepared to discuss the readings. As a seminar, a portion of each class will consist of structured class discussion, and students are expected to make thoughtful contributions on a regular basis. The instructor will track the frequency and quality of student participation in assigning the final grade.	10	Ongoing
Take home exam	One essay question (roughly 5 pages) covering the course material. Students may choose from a list of questions.	20	December 22

Schedule

Sept. 12	Introduction to the course	<p>Immerwahr, Daniel. "Fort Everywhere: How Did the United States Get Entangled in a Cycle of Endless War?" <i>The Nation</i></p> <p>Chapter 1 of Walt, Stephen M. <i>The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of US Primacy</i>. Farrar, Straus and Giroux, 2018.</p> <p>Francis Fukuyama, "the end of history" in <i>the National Interest</i></p> <p>Immerwahr, <i>How to Hide an Empire Introduction and Chapter 1</i></p>
Sept. 19	The origins of America's empire	<p>Immerwahr, <i>How to Hide an Empire</i>, Ch 2-7 .</p> <p>Mearsheimer, the tragedy of great power politics, chapter 7 (the sections on the rise of the U.S.)</p> <p>Annette Gordon-Reed, "America's Original Sin: Slavery and the Legacy of White Supremacy," <i>Foreign Affairs</i> 97, 1 (January/February 2018): 2-7.</p>
Sept. 26	The Cold War	<p>First Reading Summary Due</p> <p>Immerwahr, <i>How to Hide an Empire</i>, Ch13- 18</p> <p>Jack Snyder, <i>Myths of Empire</i>, Chapter 7</p> <p>Kirkpatrick, Jeane. "Dictatorships and double standards." <i>Commentary</i> 68.5 (1979): 34.</p>
Oct. 3	The Rise of American Hegemony	<p>G. John Ikenberry, <i>Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order</i> (Princeton: Princeton University Press, 2011), Ch. 5 (159-219).</p> <p>Immerwahr, <i>How to Hide an Empire</i>, Ch19-22</p> <p>Brooks, Rosa. <i>How everything became war and the military became everything: Tales from the Pentagon</i>. Simon and Schuster, 2016. Part I</p>
Oct. 10,	Holiday – no class, no readings	

Oct. 17,	Analyzing American foreign policy decision making	<p>Richard Hanania, <i>Public Choice Theory and the Illusion of Grand Strategy</i>, Chapter 2, 3</p> <p>Rebecca Thorpe, <i>the American Warfare State</i>, Chapter 3-5</p> <p>The Israel Lobby and U.S. Foreign Policy, Chapter 1-2</p>
Oct. 24,	Holiday – no class, no reading	
Oct. 31,	The Imperial Presidency and the War on Terror	<p>Second reading Summary Due</p> <p>Rebecca Thorpe, <i>the American Warfare State</i>, Chapter 7, 8</p> <p>Brooks, Rosa. <i>How everything became war and the military became everything: Tales from the Pentagon</i>. Simon and Schuster, 2016. Part II</p> <p>Coyne, Christopher J., and Abigail R. Hall. <i>Manufacturing militarism: US government propaganda in the war on terror</i>. Stanford University Press, 2021. Chapter 2</p>
Nov. 7,	Afghanistan	<p>Whitlock, Craig. <i>The Afghanistan papers: a secret history of the war</i>. Simon and Schuster, 2021.</p> <p>Malkasian, Carter. <i>The American war in Afghanistan: A history</i>. Oxford University Press, 2021.</p> <p>Coyne, Christopher J., and Abigail R. Hall. <i>Manufacturing militarism: US government propaganda in the war on terror</i>. Stanford University Press, 2021., preface</p>
Nov. 14,	Iraq	<p>The Israel Lobby and U.S. Foreign Policy, Chapter 5</p> <p>Draper, Robert. <i>To start a war: How the Bush administration took America into Iraq</i>. Penguin, 2021., Chapter 18-20</p> <p>Richard Hanania, <i>Public Choice Theory and the Illusion of Grand Strategy</i>, Chapter 6</p>

		Coyne, Christopher J., and Abigail R. Hall. <i>Manufacturing militarism: US government propaganda in the war on terror</i> . Stanford University Press, 2021. Chapter 2 and 3
Nov. 21,	Iran and Israel	Third Reading Summary Due The Israel Lobby and U.S. Foreign Policy, Chapter 6, 7 Parsi, Trita. <i>Losing an Enemy</i> . Yale University Press, 2017.
Nov. 28,	Re-thinking hegemony	Chapter 1 of Walt, Stephen M. <i>The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of US Primacy</i> . Farrar, Straus and Giroux, 2018. Mearsheimer, John J. "Why the Ukraine crisis is the West's fault: the liberal delusions that provoked Putin." <i>Foreign Aff.</i> 93 (2014): 77. Coyne, Christopher J., and Abigail R. Hall Blanco. "Empire state of mind: the illiberal foundations of liberal hegemony." <i>The Independent Review</i> 21.2 (2016): 237-250.
Dec. 5,	China	Mearsheimer, John. "The Inevitable Rivalry." <i>Foreign Affairs</i> 100.6 (2021): 48-58. Matthew Yglesias, <i>One Billion Americans: The Case for Thinking Bigger</i> . Intro, chapter 1 Richard Hanania, <i>Public Choice Theory and the Illusion of Grand Strategy</i> , Chapter 4
Dec 9	Foreign Policy in the Post-Trump Era	Final Reading Summary Due Drezner, Daniel W. "Present at the destruction: The Trump administration and the foreign policy bureaucracy." <i>The Journal of Politics</i> 81.2 (2019): 723-730.

		<p>Barry R. Posen, "The Rise of Illiberal Hegemony: Trump's Surprising Grand Strategy," <i>Foreign Affairs</i> 92, 2 (March/April 2018): 20- 27</p> <p>Doug Stokes, "Trump, American Hegemony and the Future of the Liberal International Order," <i>International Affairs</i>, 94, 1 (2018): 133-150.</p>
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Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the

most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams,

constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.