



United States Foreign Policy Vanguard University- Spring 2024

Section: POLS-345

The mission of Vanguard University is to pursue knowledge, cultivate character, deepen faith, and equip each student for a Spirit-empowered life of Christ-centered leadership and service.

Instructor: Dr. Eunice Kang

Meeting Information:

- ❖ Section POLS 345-HYB01
- ❖ Times: 11-11:50am
- ❖ Mondays and Wednesdays, Fridays asynchronous

Duration: 16 weeks

Class Location:

CMC 101

Office Hours:

Tuesdays/Thursday 1:30-2pm

Wednesdays 1pm-3pm or by appointment

Office: Social Behavioral Science 107

Primary Contact: Message on Canvas

Canvas Log-In: <https://myvu.vanguard.edu/>

- ❖ Click on Canvas
- ❖ Click "Log-In" and enter your MyVU username and password on:
<https://canvas.vanguard.edu/login/ldap>
- ❖ A smartphone app is available. Search for "Canvas Student." However, I highly recommend you log into Canvas on a laptop/desktop and not your phone to fully utilize the learning platform's tools.

Email: Eunice.Kang@vanguard.edu

Course Description

In this course, we will explore the relations between the United States and the world. You will learn the theoretical, conceptual, and critical tools to understand and analyze U.S. foreign policy outcomes. You will examine the American foreign policy-making process. This course is divided into four main topics. First, we will discuss the international relations theories that grounds U.S. foreign policy. The second part of the class will examine the institutions and processes that guide foreign policy formation and implementation. For example, who are the important people setting the foreign policy agenda? The third part of the course will review the tools of foreign policy used by policymakers. Finally, the last fourth of the course will consider the future and implications of U.S. foreign policy.

Text and Materials:

- There are no required texts to purchase for this class; all readings are available electronically on Canvas and CFR Education's (educational arm of the Council of Foreign Relations) website.
- For each class, you'll find readings posted on Canvas under "Modules." Please complete all the readings in advance of each class.

Course Objective

Upon completing the course, student will hopefully be able to meet the following objectives with 70% accuracy:

- Explain the main theoretical approaches to foreign policy
- Identify the domestic determinant, institutions and processes of American foreign policy
- Identify the various tools of foreign policy making
- Apply critical thinking skills and analyze current challenges in American foreign policy via simulation exercises

Assessment Activities

The following activities will be used to assess mastery of student learning outcomes:

Attendance and Class participation	10%
3 in-class quizzes	15%
Simulation Exercises	40%
Friday Discussion Posts	20%
Final Policy Memo	15%

1. **Attendance and Class Participation-** Students must arrive on time, attend class regularly, and participate *actively* in class discussions. The participation upgrade will be based on a number of factors: showing up to class, but also having completed the readings, and being ready to ask questions, provide reactions, and critically engage with course material. Attendance will be taken and will be reflected in your grade. If you need to miss a class, you can "make-up" your attendance by participating in a foreign policy-focused event either on campus or a live event held online (the event must be approved by the instructor beforehand). If you attend one of these events and want credit, you must send a one page reflection write-up of the event (1 inch margins, Times New Roman, 12 point font, double-spaced) to me by the end of Week 15, April 20th. Please include information on the event including the website with all the info.
2. **3 in-class quizzes-** Each quiz will be worth 5% of your total grade. The first quiz is on theoretical approaches, the second quiz is on American domestic determinants to foreign policy, and the third quiz is on the tools of foreign policy. The format will be multiple choice, short answer, matching, and/or short essay.
3. **Mini-Simulation Exercises-** Mini- Simulation exercises will be held on Mondays and/or Wednesdays during class to reinforce the lesson of the day. This will involve role-playing. Typically, the class will break up into 2-3 groups and try to persuade a student role-playing as the U.S. President to choose their preferred foreign policy option. Participation will be based on the quality of participation. Some students tend to be less comfortable with speaking up in class than their peers. If this is something you're worried about, you can also make up your grade in the simulation exercise debriefing discussion posts that will be due on Fridays following the

mini-simulations. For the simulation exercises that are all held in-class, I will be grading your level of participation using the following grading scale:

- 10 points- “Mastery”- mastery of concepts
- 9 points- “Excellent”- solid understanding of concepts; strong foundation
- 8 points- “Proficient”- above average understanding of concepts
- 7 points- “Sufficient”- acceptable understanding. Questionable foundation for future work
- 6 points and below- “Needs Improvement”- Doubtful understanding. Weak foundation for future work.

4. **Friday Discussion Posts-** As important as the in-class simulation exercises are, the debriefing of the simulation exercises are equally important to reflect on what you learned by posting on the class discussion board on Fridays. Our class schedule of 50 minutes per class session is short. So I dedicated the asynchronous Friday classes to be discussion board based to allow us to continue the conversation outside of class and help build community. For the discussion posts, 1 point will be deducted for each day it is late. Each discussion post is worth 10 points. No late submissions will be accepted after 10 days.
5. **Final Policy Memo-** Students should write an 8-10 page policy memo to the next American president (1 inch margins, Times New Roman, 12 point font, double spaced). Memos are to be submitted on Canvas by 11:59pm on the final exam date which is on May 1st. The memo should include a one page executive summary up front. In preparing the memo, you should assume the position of the head of the foreign policy transition team charged with helping the president-elect prepare for her or his new role in the foreign policymaking arena. Detailed instructions will be given during the semester.

For examples on the style of writing, look at Brookings “Memos to the President” series:
<https://www.brookings.edu/tags/memos-to-the-president/>

6. **Extra Credit:** You can earn up to $\frac{1}{3}$ letter grade boost on your final grade (i.e. the difference between a B+ and an A-) by spending a day at the Richard Nixon Presidential Library and examining his foreign policy achievements. There are two days this semester where entrance is free. There is one day during the semester when the entrance is half off. You must publish (on youtube) a video blog of your day touring the Nixon Library and Museum that is 5-7 minutes long by the end of week 15 on April 10th to be eligible for extra credit. Free admission on Nixons’ bday: Jan 9th; Free admission on First Lady Pat Nixon’s bday on March 16th. Half price admission on President’s Day (Third Monday in February). Regular admission price for college students is \$22 according to the [website](#). Your video blog should include:

1. A photo or a video (selfie with your phone is perfect!) of you with the museum’s signage.
2. A photo or a video of you holding your museum ticket.
3. Photos and videos clips of the highlights of the museum and the main exhibits and galleries (especially all the work he did on foreign policy with China and other countries).
4. Take photos and video reactions of some of the “aha” moments at the museum where you learned something new (especially that is foreign policy related).
5. Conclude with a reflection on President Richard Nixon’s contributions and impact on American foreign policy and how you view his legacy.
6. Conclude with a recommendation on why you think others should check out the Nixon library and museum.

Key Dates of Exams and Assignments

- 3 in-class quizzes held throughout the semester (see syllabus calendar)
- Mini-Simulation exercises held throughout the semester (see syllabus calendar)
- Discussion Posts due every Friday
- Last day to submit extra credit work is at the end of Week 15 by April 20th
- Final Memo Due on 5/1

Evaluation Criteria

All course assignments will be graded in a fair and equitable way. Exams will be objectively assessed. Reading reflections are graded primarily for participation and addressing all parts of the question in complete sentences.

Grading Scale

A = 93 and up

A-=90-92.9

B+=87-89.9

B = 83-86.9

B-=80-82.9

C+=77-79.9

C = 73-76.9

C-=70-72.9

D+=67-69.9

D = 63-66.9

D-=60-62.9

F = Less than 60

Canvas/Use of Electronics

For you to have access to required course materials throughout the semester, you must log in to your Vanguard University's Canvas webpage. This is a free and secure website where I will upload course materials, assignments, and keep you updated on your grades throughout the semester. You do not have to make an account. Your MyVU log-in and password are all you need. All announcements, the syllabus, readings, information about assignments, and exams will be uploaded here.

Logging into Canvas is REQUIRED.

Attendance Policy -- Statement from Vanguard University Academic Catalog

Regularly logging into CANVAS is expected and is essential to optimum academic achievement. As the instructor, I am able to view how many hours you are logging in and spending time on reviewing the course materials.

Absences occasioned by participation in a college-approved activity (e.g. field trips, athletic contests) are governed by the following:

1. Students are responsible for initiating the process of makeup work. Work must be submitted when due whether or not the student is present.
2. Scheduled events (games, concerts, tournaments) constitute an excuse to miss class; however, practices do not.

3. Students should clear their class schedules with coaches or directors before registering for classes to minimize potential conflicts.
4. Missed classes for authorized events will count toward the one-fifth absence allowance. Student athletes and others affected by excused absences should be particularly careful not to miss other class sessions for unauthorized reasons.
5. Students shall not be penalized for missing class for authorized college activities by loss of attendance points. On the rare occasion it would be impossible to make up a missed class or lab; the student should miss the activity and not be penalized by the coach or director.

Writing Center – Heath 214

Writing Center Consultants work with students one-on-one at any stage of the writing process. They can help organize notes, develop outlines, revise thesis statements, and work on various aspects of your revision. Our Christ-centered, culturally responsive, collaborative learning environment offers constructive feedback with the long-term goals of improved writing and critical thinking skills. The Writing Center is located in Heath 241 and is available Monday - Thursday, 9 a.m. to 5 p.m., Fridays, 9a.m. to 1 p.m. Closed during Chapel Hour. Appointments are required.

Classroom Diversity Statement

As students and faculty at Vanguard University of Southern California, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging and edifying words, and to create a safe environment where we shelter one another with love when vulnerabilities arise. This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, and generation.

The university expects its students to excel in four diversity learning outcomes:

- **Knowledge:** Demonstrates knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.
- **Self-Examination:** Examines one's own attitudes, values, and assumptions and examines their impact. Evaluates one's own attitudes, assumptions, and behavior towards diversity concerns and issues by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor.
- **Personal Engagement:** Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions. Demonstrates respectful and appropriate behavior when interacting with people of different genders, generation, ethnicity, race, national origin, socioeconomic status, and ability by developing sensitivity to equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.

- **Social Engagement:** Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions. Identifies and begins to seek out transformative and redemptive opportunities in the church, in society, and in the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.

The Disability Services Office

The Disability Services Office offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and the Disability Services Office. If you have not yet established services through the Disability Services Office, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impairments), you are welcome to contact the Disability Services Office at 714-619-6484 or disabilityservices@vanguard.edu

Academic Honesty

Academic dishonesty, either cheating or plagiarizing (presenting as one's own, the words or opinions of others), is regarded as a serious violation of both the academic and moral standards of VUSC. Dishonesty in a class assignment or test may result in disciplinary action ranging from a failing grade on the assignment or test to dismissal from the program. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Dean and Provost are to be notified of instances of academic dishonesty. Please also refer to the "Statement on Plagiarism" appearing in this syllabus.

STATEMENT ON PLAGIARISM from Vanguard University Academic Catalog

Definitions

To plagiarize is to present someone else's work—his or her words, line of thought, or organizational structure—as our own. This occurs when sources are not cited properly, or when permission is not obtained from the original author to use his or her work. By not acknowledging the sources that are used in our work, we are wrongfully taking material that is not our own. Plagiarism is thus an insidious and disruptive form of dishonesty. It violates relationships with known classmates and professors, and it violates the legal rights of people we may never meet. Another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

1. Minimal plagiarism is defined as doing any of the following without attribution:
 - a. inserting verbatim phrases of 2-3 distinctive words.
 - b. substituting synonyms into the original sentence rather than rewriting the complete sentence.
 - c. reordering the clauses of a sentence.
 - d. imitating the sentence, paragraph, or organizational structure, or writing style of a source.
 - e. using a source's line of logic, thesis or ideas.
2. Substantial plagiarism is defined as doing any of the following without attribution:
 - a. inserting verbatim sentences or longer passages from a source.
 - b. combining paraphrasing with verbatim sentences to create a paragraph or more of text.
 - c. repeatedly and pervasively engaging in minimal plagiarism.

3. Complete plagiarism is defined as doing any of the following without attribution:

- a. submitting or presenting someone's complete published or unpublished work (paper, article, or chapter).
- b. submitting another student's work for an assignment, with or without that person's knowledge or consent.
- c. using information from a campus file of old assignments.
- d. downloading a term paper from a web site.
- e. buying a term paper from a mail order company or web site.
- f. reusing or modifying a previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructors involved.

Consequences

Minimal plagiarism. When instances of minimal plagiarism are detected, the instructor can use these situations as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community. At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty. Repeated instances of minimal plagiarism may, at the professor's discretion, be treated as substantial plagiarism. If the professor plans to exercise his or her discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus.

Substantial plagiarism. For a first offense, the student typically receives a failing grade on the assignment that has been plagiarized, and a Report of Plagiarism (see Appendix D) is submitted to the Provost's Office. For a second offense, the student typically receives a failing grade in the course, and a Report of Plagiarism is submitted to the Provost's Office. For a third offense the student should be recommended for expulsion from the University. Action is taken at the discretion of the Provost.

Complete plagiarism. For a first offense, the student typically receives a failing grade in the course, and Report of Plagiarism is submitted to the Provost's Office. For a second offense, the student is typically expelled from the college. Action is taken at the discretion of the Provost.

Expectations of Student Conduct

Conduct at Vanguard University must conform to the laws of the State of California, District policies, and campus rules and regulations. The Vanguard faculty, staff, and administration are dedicated to maintaining a positive learning environment. The classroom is a place where academic discussion and debate will flourish. Students will be empowered to express their opinions. Aggressive or confrontational behaviors will not be tolerated.

Late/Missed Assignment Policy

For the Friday discussion posts, 1 point will be deducted for each day it is late. Each discussion post is worth 10 points. No late submissions will be accepted after 10 days and will be marked a "0."

Important Dates to Remember:

- 1/15- Martin Luther King holiday, no class
- 2/19- President's day, no class
- 3/18-3/22- Spring break, no classes
- 4/20- Last day to submit extra credit work
- Last Day of Classes: 4/24 (in person)

Other Support: If you are having difficulty affording groceries or accessing sufficient food to eat every day, or you lack a safe and stable place to live, and you believe this may be affecting your performance in class, please contact the Associate Dean of Student Success for support: studentsuccess@vanguard.edu

Disclaimer Statement

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

Reading/Assignment Schedule

Note: I reserve the right to modify the schedule slightly, depending on the progress and development of the course and as circumstances require.

Part 1: Theoretical Approaches to Foreign Policy

Week	Monday	Wednesday	Friday
1	Syllabus Overview of Class *Tomorrow, 1/9 is free admission to Nixon library for extra credit (video blog published for impact)	Lesson 1: Why does US Foreign Policy Matter?	Subscribe to a daily digest of foreign policy news. I recommend signing up for Council of Foreign Relation's Daily Brief .
2	No Class- Martin Luther King Jr.	Lesson 2: Idealism V. Realism	Foreign Policy in the News- Discussion Board
3	Lesson 3: Engagement V. Isolationism	Lesson 4: Unilateralism V. Multilateralism	Foreign Policy in the News- Discussion Board
4	Lesson 5: Case Study- US and China	CFR Education Mini-Simulation Exercise- Banning Tik Tok in the US	CFR Mini-Simulation Debrief Discussion Post due
5	Study Review Session	Quiz #1	Work on Policy Paper's Citations: Turn in 5 citations (academic journals) in APA style in correct formatting and alphabetical order of journal articles from academic journals. 1

			point for each submission, 1 point for each submission turned in correctly. 10 points total.
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Part 2: American Institutions of Foreign Policy

Week	Monday	Wednesday	Friday
6	Lesson 6: President and Congress	Lesson 7: Bureaucracy: NSC	Discussion Board
7	No Class- President's Day (half price admission to nixon library)	Lesson 8: Informal Institutions and American Foreign Policy	Discussion Board
8	Lesson 9: What is the relationship between domestic and foreign policy	Lesson 10: How do Treaties Get Made?	Work on Policy Brief: Turn in another 5 citations in APA style in correct formatting and alphabetical order from academic books. 1 point for each submission, 1 point for each submission turned in correctly. 10 points total.
9	Study Review Session or Case Study	Quiz 2	Foreign Policy in the News- Discussion Board

Part 3: Tools of Foreign Policy

Week	Monday	Wednesday	Friday
10	Lesson 11: Economic Sanctions? * CFR Education Mini-Simulation Exercise - Economic	Lesson 12: Economic Statecraft? * CFR Education Mini-Simulation Exercise - Economic	Lesson 13: Diplomacy -CFR Mini-Simulation Debrief Discussion Post due

	Sanctions -Saturday, 3/16, is free admission day to Nixon library	Statecraft: Foreign Assistance	
11	Spring Break: No class	Spring Break: No class	Spring Break: No class
12	Lesson 14: Trade Policy * CFR Education Mini-Simulation Exercise: Trade Policy	Lesson 15: Armed Force * CFR Education Mini-Simulation Exercise: Armed Force	Good Friday: No class
13	Lesson 16: Deterrence * CFR Education Mini-Simulation Exercise: Deterrence	Lesson 17: Arms Control * CFR Education Mini-Simulation Exercise: Arms Control	Lesson 18: Nation Building -CFR Mini-Simulation Debrief Discussion Post due
14	Lesson 19: Peace Keeping * CFR Education Mini-Simulation Exercise: Peacekeeping	Lesson 20: Intelligence * CFR Education Mini-Simulation Exercise: Intelligence	Lesson 21: How Do Countries Select Their Foreign Policy Tools? -CFR Mini-Simulation Debrief Discussion Post due
15	Lesson 22: Soft Power * CFR Education Mini-Simulation Exercise: Soft-Power	Quiz 3 Wed., April 17th	Continue to work on Final Policy Memo

Part 4: The Future of U.S. Foreign Policy

Week	Monday	Wednesday	Friday
16	Lesson 23: Lean Forward or Pull Back?	Concluding Thoughts: Future of U.S. Foreign Policy	Continue to work on Final Policy Memo

Your Final Memo Policy Paper will be due on the Final Exam date on 5/1 online on Canvas.

Professor Kang's Collection of Useful Foreign Policy Website Links
(I will continue to add to this list)

- Council of Foreign Relations
 - [CFR Education](#)

- [CFR.org](http://www.cfr.org)
- [Foreign Affairs](#)
- [Subscribe to CFR's Daily News Brief](#)
- [Foreign Policy](#)
- BBC News Country Profiles
Full profiles provide an instant guide to history, politics and economic background of countries and territories, and background on key institutions. They also include audio and video clips from BBC archives.
- [CIA World Factbook](#)
Developed by the U.S. Central Intelligence Agency, the World Factbook offers updated country profiles providing information on the history, people, government, economy, geography, communications, transportation, military and transnational issues for 267 world nations. The website provides a comprehensive collection of world maps that can be freely downloaded. Also includes a Guide to Country Comparisons. Categories include, geography, people and society, the economy, communications, transportation and military. Information can be downloaded into data files.
- World Bank Country Profiles
Country profiles prepared by World Bank staff are available for 157 nations. Sites provides direct links to the World Bank data catalog for each country along with access to the latest publications, news items, and development topics published by, or related to, World Bank operations.
- [Congressional Research Service \(CRS\) Reports](#)
Country profiles and information documents prepared by the Congressional Research Service (CRS). CRS serves as nonpartisan shared staff to congressional committees and Members of Congress.