

AMERICAN UNIVERSITY
WASHINGTON SEMESTER PROGRAM
SPRING 2007
SYLLABUS FOR THE INTERNATIONAL POLITICS
AND FOREIGN POLICY SEMINAR--UNIT I
(SIS491-001T and SIS492-001T) (8 credit hours)

Professor and Unit Director: Dr. Christian J. Maisch

PRELIMINARY NOTES:

Students must keep all course syllabi and weekly schedules as documentation of their academic work during the semester. Some of the home universities may require their students to submit these documents in order to grant full credit for the courses taken in the Washington Semester Program.

Information about this course will be posted on American University's Blackboard on-line system. All students must ensure that they are enrolled in this course through the registrar's office and through the Blackboard system. To enroll in the Blackboard system, go to the following website:
www.american.edu/blackboard (In order to log into this website, use your AU log-in user name for both your user ID and password. For more information, go to the nearest AU computer lab or call the Help Desk at 885-2550.)

I. COURSE OBJECTIVES, DESCRIPTION, AND LEARNING OUTCOMES

The main objectives and learning outcomes sought by the International Politics and Foreign Policy Seminar are the following: To study the process of US foreign policy-making "up-close," to analyze the major global and regional foreign policy challenges facing the United States and humanity today, and to help prepare the student for the professional world of international relations and diplomacy. In this context, special emphasis will be placed on the study of the theory and practice of foreign policy decision-making as well as on the application of the models of decision-making theory to interpret current U.S. foreign policies and to develop (when necessary) alternative policies.

To achieve these goals, the seminar consists of lectures, class discussions, class simulations, and presentations (on and off campus) by public officials and private individuals involved in U.S. foreign policy.

I,A. Workload Requirements

The International Politics and Foreign Policy Seminar is a demanding eight-credit course. Accordingly, the professor will schedule, on average, between four and six sessions per week. This means that all students should expect to be in class a minimum of eight hours per week. This also means that all students should expect to have enough take-home assignments (between required readings, the Book Critique, and other work) to keep them busy for at least another sixteen hours per week. While every student's pace of study is different, a general estimate is that for every hour of in-classroom instruction, the student will be expected to work two hours outside the classroom. Please keep in mind that just as any employee's commuting time does not count for his or her required eight hours of work per day, the classroom time estimates given above do not include travel time to and from off-campus seminars.

I,B. Schedule of Class Sessions

Students in Unit I of the International Politics and Foreign Policy Seminar will be working at their internship offices on Mondays and Tuesdays and will be attending seminar sessions on Wednesdays, Thursdays, and Fridays. All students must be available for seminar sessions from as early as 8:00 a.m. through as late as 5:15 p.m. on Wednesdays, Thursdays, and Fridays. (Please keep this in mind if you are planning to get an evening job during the semester.)

Because the seminar professor must accommodate the schedules of all invited guest speakers, there is no pre-established schedule of seminar sessions for the entire semester. The schedule of the seminar sessions to be held on Wednesdays, Thursdays, and Fridays will vary from week to week and will be announced after the guest speakers have confirmed the date, time, and place of their lectures. Usually, at the end of each week the professor will distribute the tentative schedule of seminar sessions for the following week. Please remember that while every effort will be made to schedule between four and six seminar sessions per week, depending on the availability of guest speakers, some weeks may include only three sessions and others as many as nine sessions. Being able to adapt to a flexible schedule is a requirement of this program. Indeed, occasionally, unexpected changes in the schedules of guest speakers may lead to last-minute changes in the weekly schedules, even after the professor has distributed the weekly schedules. Last-minute changes in the weekly schedule will be posted on the Washington Semester Program's bulletin board in the classroom wing of Dunblane House. If possible, notices of changes will also be sent through the AU Blackboard e-mail system. Please check the physical bulletin board in the classroom wing of Dunblane House, your AU e-mail account, and

check the AU Blackboard site for this course frequently for any announcements of changes in the weekly schedules. It is every student's responsibility to keep abreast of any changes in the schedule.

I,C. Outline of the Course

The seminar sessions will deal with the topics listed below. (The sequence of topics and timeframe provided are tentative given the need for flexibility in the scheduling of speakers):

**Part 1: An Introduction to U.S. Foreign Policy-Making
(Five Weeks Approximately)**

International Relations Theories; Schools of Thought in U.S. Foreign Policy; New Global Foreign Policy Challenges and the Redefinition of National Security; and the Role of Governmental and Non-Governmental Actors in the Shaping of U.S. Foreign Policy

**First Exam: Friday, February 16th or Wednesday, February 21st
(tentative dates)**

**Part 2: The North: Transition Among the Great Powers
(Five Weeks Approximately)**

Foreign Policy and National Security Issues in U.S. Relations with the European Union, Russia, and China

Second Exam: Friday, March 30th or Wednesday, April 4th (tentative dates)

Part 3: The South: Other Regional Challenges for U.S. Foreign Policy (Four to Five Weeks Approximately)

Dealing with Growing Unrest in Other Regions of the World: Challenges for U.S. Foreign Policy in the Middle East, Latin America, and Africa

Final Exam: Thursday, May 3rd (No student should plan his or her return trip on or prior to this date. Students taking courses on the main campus may have the final exam for their courses later than May 3rd.)

I,D. Required Textbooks

1. Donald M. Snow, United States Foreign Policy: Politics beyond the Water's Edge. 3rd Edition. Belmont, CA: Wadsworth/Thompson, 2005. (ISBN 0534631533)
2. Glenn P. Hastedt, ed. Annual Editions: American Foreign Policy 06/07. 12th Edition. Guilford: McGraw Hill, 2006. (ISBN 0073545856)
3. Helen E. Purkitt, ed. Annual Editions: World Politics 06/07. 26^h Edition. Guilford: McGraw Hill, 2006. (ISBN 0073516066)
4. Andrew Bennet and George Shambaugh, ed. Taking Sides: Clashing Views on Controversial Issues in American Foreign Policy, 3rd Edition. Guilford: McGraw Hill, 2006 (ISBN 0073043974)

I, E. Recommended Books

The books listed below are only recommended. While not required for the course, students should consider purchasing some of these books for their personal libraries. If possible, students should seriously consider purchasing the first two books on this list. Kate Turabian's guide is essential for any student. Similarly, John Allen's atlas is an excellent source of politically and economically relevant geographical information. The other books on the list are also valuable. For instance, Thomas Paterson's volumes provide an outstanding analysis of American diplomatic history. Joshua Goldstein's book is a classic International Relations textbook. J. Craig Barker's work provides an excellent introduction to International Law. All the other books on this list are excellent studies of U.S. foreign policy or of different dimensions, issues, and regional areas important in international relations and U.S. foreign policy. **Please do not confuse the books on this list of recommended books with those on the list of books that can be chosen for the Book Critique provided toward the end of this syllabus.** Most of the books on this list are somewhat narrow in their focus or too historical to be appropriate reading for the Book Critique assignment.

Strongly Recommended Textbooks:

1. John L. Allen. Student Atlas of World Politics. 6th Edition. Guilford: Dushkin/McGraw-Hill, 2004. (ISBN 0072873035)
2. Kate L. Turabian. A Manual for Writers of Term Papers, Theses, and Dissertations. 6th Edition. Chicago: University of Chicago Press, 1996. (ISBN 0226816273)

Additional Recommended Books:

3. Peter Ackerman and Jack Duvall. A Force More Powerful: A Century of Nonviolent Conflict. New York: Palgrave, 2000. (ISBN 0312228643 / ISBN 0312240503)
4. James Bamford. Body of Secrets: Anatomy of the Ultra-Secret National Security Agency from the Cold War through the Dawn of the New Century. NY: Doubleday, 2001. (ISBN 0385499078)
5. J. Craig Barker. International Law and International Relations. New York: Continuum, 2000. (ISBN 0826450288)
6. James G. Blight and Philip Brenner. Sad and Luminous Days: Cuba's Struggle with the Superpowers after the Missile Crisis. New York: Rowman & Littlefield Publishers, Inc., 2002. (ISBN 0742522881)
7. Patrick Callahan. Logics of American Foreign Policy. New York: Pearson/ Longman, 2004. (ISBN 0321088484)
8. Jimmy Carter. Palestine Peace not Apartheid. New York: Simon & Schuster, 2006. (ISBN 9780743285025)
9. The Council on Foreign Relations. America and the World: Debating the New Shape of International Politics. New York: W.W. Norton and Company, 2002. (ISBN 0876093152)
10. Shawn Dorman, editor. Inside a U.S. Embassy: How the Foreign Service Works for America. Washington, DC: American Foreign Service Association, 2003. (ISBN 964948826)
11. David Fromkin. Europe's Last Summer: Who Started the Great War in 1914? New York: Knopf, 2004. (ISBN 0375411569)
12. Joshua S. Goldstein. International Relations. 6th Edition. New York: Longman, 2001. (ISBN 0321209486)
13. Philip Gourevitch. We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda. New York: Picador Books, a division of Farrar, Straus and Giroux, 1998. (ISBN 0312243359)
14. Robert Kagan, Of Paradise and Power: America and Europe in the New World Order. New York: Random House/Knopf, 2003. (ISBN 1400040930)
15. Robert J. Lieber, editor. Eagle Rules? Foreign Policy and American Primacy in the Twenty-first Century. Old Tappan, New Jersey: Prentice Hall, 2001. (ISBN 0130909874)

16. James Mann. Rise of the Vulcans: The History of Bush's War Cabinet. New York: Viking, 2004.
(ISBN-10: 0670032999 / ISBN-13: 978-0670032990)
17. Christian Parenti. The Freedom: Shadows and Hallucinations in Occupied Iraq. New York: The New Press, 2005
(ISBN 1595580379)
18. Thomas G. Paterson, et. al. American Foreign Relations: A History to 1920. 6th Edition. Wilmington, MA: Houghton Mifflin, 2005. (ISBN 0618370714); and American Foreign Relations: A History Since 1895. 6th Edition. Wilmington, MA: Houghton Mifflin, 2005. (ISBN 0618370730)
19. Thomas E. Ricks. Fiasco: The American Military Adventure in Iraq. New York: Penguin Press, 2006. (ISBN 159420103X)
20. Avi Shlaim. The Iron Wall: Israel and the Arab World. New York: W.W. Norton and Company, 2001. (ISBN 0393321126)
21. Mark Tessler. A History of the Israeli-Palestinian Conflict. Bloomington: Indiana University Press, 1994.
(ISBN 0253358485 / ISBN 0253208734)
22. Joseph C. Wilson, IV. The Politics of Truth. New York: Carroll & Graf Publishers, 2004. (ISBN 078671378X)
23. Roberta Wohlstetter. Pearl Harbor: Warning and Decision. Stanford: Stanford University Press, 1962. (ISBN 0804705984)
24. Lawrence Wright. The Looming Tower: Al-Qaeda and the Road to 9/11. New York: Knopf, 2006. (ISBN 037541486X)

All required textbooks should be available at the AU bookstore (usually until the end of the first full month of classes). Due to space constraints, only the required textbooks will be on the bookstore shelf for this course. Some of the other books from the list of recommended books or from the list of books for the Book Critique assignment may be elsewhere in the general books department of the bookstore. The AU bookstore's textbook ordering staff will be happy to special order any books that you want from the list of recommended books or from the list of books for the Book Critique assignment. Please note that all books can also be purchased through the publishers, or through Amazon.com or other internet book-selling services.

Because the sequence of topics studied during the semester may change in order to accommodate the availability of guest speakers, required reading assignments for each topic will be indicated in the weekly schedules (rather than in this syllabus).

Reading assignments that do not come from the textbooks will be placed on reserve in the Library Reserve Reading Room located on the Main Campus. If possible, some reserve readings will also be available through "e-reserves" (electronic reserves) on American University's electronic Blackboard site for this course. If an assigned reading that does not come from a textbook is not available on "e-reserves," please go to Main Campus' Library Reserve Reading Room.

Students should keep up with international events. BBC News, The Financial Times (London) and The Economist (London) provide excellent coverage of international news. Students should also consult the leading academic journals in the field of international relations such as Foreign Affairs and Diplomatic History.

II. COURSE RULES AND REQUIREMENTS

The seminar is worth eight credit hours and each student's final grade will be based on the student's performance in meeting the requirements specified below under each of the following categories:

II,A. Class Attendance and Punctuality

Attendance and punctuality are essential requirements of the seminar. All students must attend all seminar sessions and arrive promptly unless there is a truly valid reason for their absence such as personal illness or a *bona fide* family or personal emergency. A poor record in either attendance or punctuality will have a detrimental impact on the student's final grade for the seminar, potentially lowering the student's final grade well below the averaged grade reckoned from the student's partial grades on the exams and other assignments.

A seminar session is defined as any class-wide endeavor, on campus or off campus. It includes any of the following: a session with a guest speaker, a lecture by a professor, a video presentation, a class discussion, a class simulation, or any other academic class exercise or activity.

All students must bring with them their weekly schedules with the campus location or off-campus address (and, if necessary, directions) of every seminar session.

For additional regulations concerning attendance and punctuality, all students must read the Seminar Syllabus Appendix entitled "Proper Protocol for All Seminar Sessions"

II,B. Class Participation and Professionalism

The seminar is predicated on all the students' collective dedication and commitment to the sessions. **The seminar sessions can only be as good as the students make them through their active and POLITE participation.** Accordingly, a good record of participation and professionalism is an easy way to do well in this 15% of the final seminar grade. On the other hand, a poor record of participation and professionalism will not only make a student lose these fifteen percentage points, but could also have a further detrimental effect on his or her final grade.

All students must observe proper professional and diplomatic etiquette when raising questions and participating in the seminar sessions and class discussions to ensure constructive interaction with the guest speakers, other students, and the professor. Accordingly, in order to avoid misunderstandings about the nature of the seminar sessions and to avoid the repetition of some truly regrettable incidents, **a detailed description of this course's proper etiquette is provided in the Seminar Syllabus Appendix entitled "Proper Protocol for All Seminar Sessions", which must be read by all students enrolled in this course.**

NOTE: The class participation segment may also include short written assignments in preparation for a class discussion or simulation. **"Participation Essays" must be submitted both electronically via an e-mail attachment (in MS Word) sent to cmaisch@american.edu and in print by bringing a hardcopy to the class session for which they are due. While these "Participation Essays" will not be graded, they must be submitted by the deadlines provided in the weekly schedules in order for the student to receive credit. All participation essays will be kept by the professor as evidence of every student's record of participation and as a sample of the student's writing.**

II,C. Book Critique (and Preliminary Reaction Essay)

All students must read, summarize, and review one book **from the list of books provided below.** The resulting Book Critique must be organized in two separate but complementary components: The Summary and the Review. In the Summary section, the student must provide a **concise yet accurate and objective** synopsis (in the student's own words) of the author's **main arguments.** **The Summary section must be no less than six and no more than eight pages in length.** In the Review section, the student must provide his or her own personal analysis of the author's arguments, conclusions, and recommendations. **This analysis of the author's arguments, conclusions, and recommendations must include an assessment of their relevance, validity, or applicability to current U.S. foreign policy in light of some of the issues discussed in the**

seminar. Please note that relating your book to the course is a crucial element of your Review. The Review section must be no less than eight and no more than ten pages in length.

The Book Critique and Preliminary Reaction Essay (see below) together will be worth 25% of the final grade for the Seminar.

The Book Critique will be graded according to the following criteria:

- ACCURACY and COMPREHENSIVENESS: The student must present objectively and fairly all the major arguments made by the author. In this context, the student must provide due consideration to the information and evidence presented by the author to support his or her arguments.
- ANALYSIS and BALANCE: The student must evaluate critically and fairly all the major arguments presented by the author and relate them--as much as is possible and appropriate--to the issues dealt with in the seminar. The student must substantiate with evidence or serious arguments (not just personal opinions, impressions, or feelings) his or her own assessment of the author's arguments as well as his or her own evaluation of the relevance or applicability of the author's arguments to present-day U.S. foreign policy. In this context, the student should introduce the views of other scholars (from the seminar sessions and readings), yet, these additional sources should not be cited uncritically or haphazardly. These additional sources must be fully integrated into the student's personal assessment or critique of the author's arguments.
- ORGANIZATION, CLARITY, GRAMMAR, AND SPELLING: The student must pay close attention to the organization of his or her Book Critique. The student must present information and develop arguments following a clear and persuasive logic. The student must write his or her Book Critique with great care. The student must not weaken the presentation of his or her arguments with improper grammar, a convoluted writing style, or incorrect spelling.
- LENGTH AND FORMAT: The student must respect the length requirements and ensure that the format of his or her citations is consistent with the recognized academic standards provided in Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (Sixth edition).

Preliminary Reaction Essay: In order to ensure that every student starts work on his or her Book Critique promptly and is thus able to use the book chosen to raise questions of the guest

speakers throughout the semester, every student must write a Preliminary Reaction Essay about the introduction or first chapter of the book the student has chosen. This Preliminary Reaction Essay must be one page in length (typed and double-spaced) and should include only the central thesis presented by the author in his or her book and a brief statement of the student's initial opinion of the author's thesis. In this Preliminary Reaction Essay, the student should explain whether he or she is inclined to agree or disagree with the author's thesis and why. (Please remember that this is an initial opinion. The student should feel free to change his or her mind in the course of reading the remainder of the book if persuaded to do so by the author's subsequent arguments.) The Preliminary Reaction Essay is due on Tuesday, February 6th. It must be submitted both electronically via an e-mail attachment (in MS Word) sent to cmaisch@american.edu and in print. The e-mail must be sent by 9:00 p.m. on Tuesday, February 6th. The printed copy must be given to Dr. Maisch before the start of the first class session schedule for Wednesday, February 7th.

The full Book Critique is due on Tuesday, April 17th. It must also be submitted both electronically via an e-mail attachment (in MS Word) sent to cmaisch@american.edu and in print. The e-mail must be sent by 9:00 p.m. on Tuesday, April 17th. The printed copy must be given to Dr. Maisch prior to the start of the first class session schedule for Wednesday, April 18th.

In order to ensure fairness for all students, late submissions will be penalized according to the policy stated below:

Policy for Late Submissions: Failure to submit the Book Critique on time will result in a penalty of minus five points. Failure to submit the Book Critique within a week of the deadline will result in a penalty of minus five additional points. Thereafter, ten additional points will be deducted for every additional week of delay. Please remember that all students are expected to act professionally. Accordingly, please be fair to your classmates and do not ask for special treatment.

A word of advice: Every student should have a rough draft of his or her paper in longhand before he or she begins to type it. If a student chooses to write his or her paper directly on the computer he or she should save and print every page as it is completed to avoid losing the entire paper should a computer failure occur. Computer problems are not acceptable excuses for late submissions of assignments.

List of Books for the Book Critique (Students must choose one):

- Graham Allison. Nuclear Terrorism: The Ultimate Preventable Catastrophe. New York: Times Books, A Division of Henry Holt and Company, 2004. (ISBN 0805076514)
- Anonymous. Imperial Hubris: Why the West is Losing the War on Terror. Dulles: Brassey's Inc., 2004. (ISBN 1574888498)
- Andrew J. Bacevich. American Empire: The Realities and Consequences of U.S. Diplomacy. Cambridge, MA: Harvard University Press, 2002. (ISBN 0674009401)
- Benjamin R. Barber. Fear's Empire: War, Terrorism, and Democracy. New York: W.W. Norton & Company, 2004. (ISBN 0393325784)
- Paul Berman. Terror and Liberalism. New York: W.W. Norton & Company, 2004. (ISBN 0393325555)
- Zbigniew Brzezinski, The Choice: Global Domination or Global Leadership. New York: Basic Books, 2004. (ISBN 0465008003)
- Ted Galen Carpenter. Peace and Freedom: Foreign Policy for a Constitutional Republic. Washington, DC: Cato Institute, 2002. (ISBN 1930865341)
- Noam Chomsky. Hegemony or Survival: America's Quest for Global Dominance. New York: Henry Holt and Company, 2004 (ISBN 0805076883)
- Richard A. Clarke. Against All Enemies: Inside America's War on Terror. New York: Free Press, 2004. (ISBN 0743260244)
- Wesley K. Clark. Winning Modern Wars. New York: Public Affairs, 2003. (ISBN 1586482777); or Waging Modern Wars. New York: Public Affairs, 2002. (ISBN 1586481398)
- Gary T. Dempsy with Roger W. Fontaine. Fool's Errands: America's Recent Encounters with Nation Building. Washington, DC: Cato Institute, 2001. (ISBN 1930865074)
- Ivan Eland. The Empire Has No Clothes: U.S. Foreign Policy Exposed. Oakland, CA: The Independent Institute, 2004. (ISBN 0945999984)
- Amitai Etzioni. From Empire to Community: A New Approach to International Relations. New York: Palgrave Macmillan, 2004. (ISBN 1403965358)

- Thomas L. Friedman. The World is Flat: A Brief History of the Twenty-First Century. New York: Farrar, Straus and Giroux, 2005. (ISBN 0374292884)
- David Fromkin. A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East. 2nd Reprint Edition. New York: Owl Books, 2001. (ISBN 0805068848)
- David Frum and Richard Perle. An End to Evil: How to Win the War on Terror. New York: Random House, 2003. (ISBN 1400061946)
- Michael Gordon. Cobra II: The Inside Story of the Invasion and Occupation of Iraq. Reprint Edition. New York: Vintage, 2007. (ISBN 978-1400075393)
- Melvin Gurtov. Global Politics in the Human Interest. Boulder: L. Rienner, 1988. (ISBN 1555878202X)
- David Halberstam. A War in a Time of Peace: Bush, Clinton, and the Generals. New York: Touchstone, A Division of Simon & Shuster, 2002. (ISBN 0743223233)
- Richard N. Haass. The Opportunity: America's Moment to Alter History's Course. New York: Public Affairs, 2005. (ISBN 1586482769)
- Seymour M. Hersh. Chain of Command: The Road from 9/11 to Abu Ghraib. New York: Harper Collins Publishers, 2004. (ISBN 0060195916)
- Mark Hertsgaard. The Eagle's Shadow: Why America Fascinates and Infuriates the World. New York: Farrar, Straus and Giroux, 2002. (ISBN 0374103836)
- Michael Hirsh. At War with Ourselves: Why is America Squandering Its Chance to Build a Better World. Oxford: Oxford University Press, 2003. (ISBN 0195152697)
- Chalmers Johnson. Blowback: The Costs and Consequences of American Empire. New York: Owl Books, 2000. (ISBN 0805075593)
- Anatol Lieven. America Right or Wrong: An Anatomy of American Nationalism. Oxford: Oxford University Press, 2004. (ISBN 0195168402)

- Michael Mandelbaum. The Ideas that Conquered the World: Peace, Democracy, and Free Markets in the Twenty-first Century. Boulder: Public Affairs, 2002. (ISBN 1586481347)
- John J. Mearsheimer. The Tragedy of Great Power Politics. New York: W.W. Norton & Company: 2001. (ISBN 039302058)
- Hans J. Morgenthau. Politics among Nations. New York: McGraw-Hill, 1992. (ISBN 0070433062)
- Joshua Muravchik. The Imperative of American Leadership. Washington, DC: AEI, 1996. (ISBN 0844739588)
- Joseph S. Nye, Jr. The Paradox of American Power: Why the World's Only Superpower Can't Go It Alone. Oxford: Oxford University Press, 2003. (ISBN 0195161106)
- Michael Parenti. The Terrorism Trap: September 11 and Beyond. San Francisco: City Lights Publishers, 2002. (ISBN: 0872864057)
- Michael Parenti. Superpatriotism: How Hype, Fear, and Mindless Flag-Waving Are Supplanting Informed Debate, Commitment to Democracy, and Real Patriotism. San Francisco: City Lights Publishers, 2004. (ISBN 0872864332)
- Samantha Power. A Problem from Hell: America and the Age of Genocide. New York: HarperCollins, 2003 (ISBN 060541644)
- Clyde Prestowitz. Rogue Nation: American Unilateralism and the Failure of Good Intentions. Boulder, CO: Perseus/Basic Books, 2003. (ISBN 0465062792)
- David Rothkopf. Running the World: The Inside Story of the National Security Council and the Architects of American Power. New York: Public Affairs, 2004. (ISBN 1586482483)
- Jonathan Schell. The Unconquerable World: Power, Non-violence, and the Will of the People. Henry Holt and Company, 2003. (ISBN 0805044574)
- William F. Schulz. In Our Own Best Interest: How Defending Human Rights Benefits Us All. Boston: Beacon Press, 2002 (ISBN 0807002275)
- Alan Tonelson. The Race to the Bottom: Why a Worldwide Worker Surplus and Uncontrolled Free Trade are Sinking American Living Standards. Boulder: Westview Press, 2000. (ISBN 0813340241)

- Stephen M. Walt. Taming American Power: The Global Response to U.S. Primacy. New York: W.W. Norton & Company, Inc., 2005. (ISBN 0393052036)
- Robert Woodward. State of Denial: Bush at War, Part III. New York: Simon & Schuster, 2006. (ISBN-10: 0743272234 / ISBN-13: 978-0743272230)

NOTE: All students must secure access to a copy of the book of their choice and start work on their Book Critique early in the semester. Delays in special orders or inability to find a given book are not valid excuses for late submissions of assignments.

II,D. Examinations

There will be three closed-book, in-classroom examinations for a total of 60% of the final seminar grade:

- The first exam **tentatively** scheduled for February 16th or 21st will be worth 14%
- The second exam **tentatively** scheduled for March 30th or April 4th will be worth 19%
- The final exam scheduled for May 3rd will be worth 27%

The students will be tested on the material presented in all the seminar sessions and required readings. The exams will include essay questions and objective questions (and, when applicable, political geography maps). The essay questions may be cumulative, and will ask the students to provide a substantiated analysis of some of the major issues and themes studied during the semester. The objective questions will be drawn from all the seminar sessions and all the reading assignments from the part or segment of the course just completed. The objective questions will be designed to evaluate the students' knowledge of some of the fundamental facts, dates, events, historical figures, concepts, organizations, and points pertinent to the material under study. There will be no make-up exams without a doctor's certificate or a valid reason approved by the professor.

In accordance with program regulations and for the students' own protection from possible allegations of improper conduct, no one is allowed to bring any electronic equipment (such as i-pods, MP-3 players, disc players, blackberries, laptops, cell telephones, et cetera) into the exam room. (Students living off campus who may need to bring their cellular telephones or other electronic equipment, must turn them off and put them away during the exam).

III. MISCELLANEOUS

III,A. Dress Code

Proper attire is required for all class sessions. For seminar sessions with guest speakers on or off campus, the dress code is business casual. For certain off-campus sessions such as those on Capitol Hill, at government agencies, and foreign embassies, the dress code is professional attire.

III,B. Taping and Use of Electronic Equipment

The tape-recording of seminars with guest speakers is not allowed. **Please turn off cellular telephones and beepers before the start of all class sessions.**

III,C. Grading Summary for the Seminar

Class Participation	15%
First Exam	14%
Second Exam	19%
Book Critique (and Preliminary Reaction Essay)....	25%
Final Exam	27%
(The turnover time for grading exams and papers is two weeks.)	

III,D. Important Dates for the Seminar

Preliminary Reaction Essay Due ...	Feb. 06
First Exam	Feb. 16 or Feb. 21 (<u>tentative</u>)
Second Exam	Mar. 30 or Apr. 04 (<u>tentative</u>)
Book Critique Due	Apr. 17
Final Exam	May 03

III,E. Transportation

Transportation costs are every student's responsibility. Should chartering a bus be necessary, everyone will pay for it.

III,F. Office Hours (Telephone and E-Mail Messages)

Because class schedules change every week, the professor's office hours will vary and will be posted on the weekly schedules. If you leave a voicemail message or send an e-mail to your professor near or after 5:00 p.m., please note that your professor may not be able to get back to you until the next business day.

III,G. Students with Learning and other Disabilities

Students with disabilities are advised to schedule an appointment with their professor, preferably before the start of classes.

***** NO INCOMPLETE GRADES WILL BE GRANTED! *****

APPENDIX

TO THE SYLLABUS FOR THE INTERNATIONAL POLITICS
AND FOREIGN POLICY SEMINAR--UNIT I (SIS491-001T and SIS492-001T)

Professor and Unit Director: Dr. Christian J. Maisch

PROPER PROTOCOL FOR ALL SEMINAR SESSIONS
Additional Norms Regulating Attendance, Participation, and
Professionalism in all Seminar Sessions

Please Read this Appendix Carefully. Your observance of proper protocol in all sessions, particularly in treating guest speakers, professors, and classmates is crucial for the success of the Washington Semester Program.

The Washington Semester Program (WSP) is predicated on the goodwill of guest speakers who volunteer time out of their busy work schedules to meet with our students. Maintaining cordial relations with the guest speakers and their agencies is, therefore, crucial to ensure accessibility by future WSP students. Accordingly, all WSP students must observe the following norms.

Attendance and Punctuality

- All students must attend all Seminar sessions and arrive punctually. All students must allow plenty of extra time to arrive to all seminar sessions on time. If a student arrives late for a seminar session that is already underway, he or she must not enter the classroom or briefing room. Late arrivals are discourteous to the speakers, disruptive to the class, and detrimental to the Washington Semester Program's reputation. Accordingly, students entering a session already underway will be considered as absent and will also be marked down for lack of professionalism.
- Once a session has started, students should not leave the classroom or meeting room except in cases of emergency (such as sudden sickness). Unexpected departures from a session already in progress are discourteous and could be interpreted by a speaker as a rude expression of disapproval of his or her views. If, due to a health emergency, a student must excuse himself or herself from the classroom during the course of a seminar session, he or she should do so discreetly and politely. If a student must leave a session, he or she should abstain from re-entering the classroom or meeting room. Departures and returns by students during a session are even more discourteous, disruptive, and detrimental to the Washington Semester Program's reputation.
- Internship search or research project interviews are not valid excuses for absenteeism unless the student has secured prior approval from the seminar professor.
- If a student misses a seminar session due to an illness or emergency, he or she must advise the professor (preferably via e-mail) before the session or promptly after the session.

- If a student believes that he or she may have a valid reason to be excused from a session, he or she must seek permission from the professor in advance.
- If a student does not attend a seminar session, he or she must obtain the notes from other students. He or she should also have a designated classmate who would pick up extra copies of any class handouts. Regardless of whether a student was able to attend all sessions, he or she will be responsible for the material discussed and distributed in all sessions.

Participation and Professionalism

Proper etiquette for the seminar includes but is not limited to the following rules. If a student should have any doubts after reading the following rules, he or she should ask his or her professor. The unit professor is the ultimate judge of what is appropriate behavior in the classroom.

- Students must be attentive and show utmost respect to all guest speakers, even those with whom they may disagree. Students must avoid conversing or passing notes as well as any outward demonstrations of disagreement, displeasure, or boredom (such as loud sighing, yawning, or stretching).
- The meetings with guest speakers are not debate club sessions in which the students try to change a speaker's mind. Actually, one of the main purposes of inviting guest speakers is to expose the students to as many perspectives as possible. Every student should keep an open mind, listen to what the speakers have to say, and try to understand their perspectives before asking questions. Students must keep in mind that there may be some very controversial speakers. Nevertheless, under no circumstances should students contradict speakers with whom they disagree, even if a student should find a speaker's remarks offensive. The sessions with guest speakers must not become arguments. The group will have plenty of time during class discussions to talk about the presentations made by guest speakers.
- Students should not hesitate to ask questions of the speakers, but they must do so politely. The questions should be phrased as inquiries for further information or for clarification of information already provided, not as criticisms or challenges. All students should remember that they are being judged and graded on their professionalism

and diplomatic tact. In the real world, all professionals (particularly diplomats) must be able to work effectively and negotiate constructively with people with whom they may have serious differences.

- Unless the speaker explicitly asks for questions during his or her initial presentation, all students should wait until the speaker finishes his or her presentation, then raise their hands and wait for the speaker's acknowledgement. Interrupting the speaker during his or her initial remarks may sidetrack him or her and prevent the group from having the benefit of a clear and comprehensive presentation of the speaker's perspective.
- Once a student has asked a question, he or she should not interrupt the speaker's response, but wait until he or she finishes before asking a follow-up question if necessary. All students should be considerate towards their classmates by observing a limit of one or two follow-up questions when others have also raised their hands. More than one or two follow-up questions may lead to a one-on-one debate preempting the time of the speaker for others.
- The students must consider all the remarks made by guest speakers "not for attribution." The students must never refer to previous speakers when questioning another speaker. For example, instead of saying "Senator X, you want to keep the embargo on Cuba, but another speaker harshly criticized U.S. policy, . . ." use a more diplomatic style such as "Senator X, how would you respond to those who argue that the U.S. embargo on Cuba has not been effective?" Most speakers will understand that the students are going to be exposed to several perspectives, but we do not want any speaker to get the erroneous impression that he or she was set up.
- When raising questions, students should try to use information from the readings, but must never preface their questions by saying "one of our assigned readings states that" Sometimes a particular reading will be assigned in advance of a briefing to foster active interaction with a speaker. Students should use the material in the reading to question the speaker without indicating that it was their course assignment. Again, we do not want any speaker to believe that he or she was set up.
- The class discussions that the professor will lead will require the active and polite participation of all students, but these discussions should not be considered contests or

competitions in which one individual or one group must prevail. While students should feel free to express their opinions, no one should monopolize the discussion, seek to impose his or her views, or seek "to score debating points." In fact, the class discussions will not always seek to produce a consensus, but rather foster the free and cordial consideration of all the different policy alternatives with their pros and cons, and thus allow each student to form his or her own opinion.

In sum, all students must behave professionally and be respectful of the speakers, professors, and peers. Observance of these standards will ensure a constructive experience for all involved.

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A FINAL CAVEAT

Additional standards of academic conduct are set forth in American University's Academic Integrity Code. By participating in the Washington Semester Program, every student has acknowledged his or her awareness of the Academic Integrity Code, and is obliged to become familiar with his/her rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will be taken seriously, and disciplinary actions will ensue should such violations occur. A student must consult his or her professor if he or she has any questions about the academic violations described in the Code in general or as they relate to particular requirements in this program.

PLEASE FILL OUT AND SIGN THE ATTACHED AGREEMENT

SYLLABUS AGREEMENT FOR INTERNATIONAL POLITICS
AND FOREIGN POLICY SEMINAR--UNIT I
(SIS491-001T and SIS492-001T)
Professor and Unit Director: Dr. Christian J. Maisch

PLEASE FILL OUT AND GIVE THIS FORM TO DR. MAISCH UPON REQUEST:

I, _____, certify that I have read and understood this syllabus, and that I am willing to assume the responsibility of complying with all of the rules and regulations contained herein.

Signature

Date

STUDENT'S FULL NAME IN PRINT LETTERS