

## Detailed course description/Syllabus

Faculty: ...

Programme: ...

### I. General information

Name of the course	American Foreign Policy	
Name of the course in English	American Foreign Policy	
Language of instruction	English	
Code/Specialization	... ..	
Profile of the course	General Academic	
Course category	Specialization	
Type of studies	Bachelor Studies	
Number of semesters/semester no.	1/5	
Number of hours	Full-time: 30	Lectures: 30 Tutorials: ...
	Part-time:	Lectures: ... Tutorials: ...
Number of ECTS	2	

### II. Preliminary requirements

No.	Description
1	There are no requirements for this course

### III. Objectives of the Course

Code	Description
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<b>C1</b>	To provide knowledge about the way in which U.S. foreign policy is formulated, and different theories that have been used to explain it.
<b>C2</b>	To provide knowledge about the most important issues and debates in relation to U.S. foreign policy.
<b>C3</b>	To develop the skills that students will need in order to analyze American foreign policy and make independent judgements based on different sources of information, including academic texts, newspaper reports and official documents.

#### IV. Learning outcomes

Code	Category	Description	KEK
<b>E1</b>	<b>W</b>	After completing the course, the student will have a detailed knowledge of U.S. foreign policy, including the extent to which American influence has shaped the global economy, its approach to trade relations with the EU, and the influence that it wields in various international organisations, including the WTO and the World Bank.	WE-ST1-MG-W01-12/13Z WE-ST1-MG-W03-12/13Z
<b>E2</b>	<b>U</b>	After completing the course, the student will (based on the knowledge of U.S foreign policy gained from the lectures, the required readings and preparation of class assignments), be able to make independent judgements based on these different sources of information.	WE-ST1-MG-U08-12/13Z
<b>E3</b>	<b>K</b>	After completing the course, the student will be able to draw upon the knowledge that they have gained from the lectures and reading in order to deepen his/her understanding of the way in which U.S. foreign policy is formulated, and the role that the U.S. plays in the contemporary international system.	WE-ST1-MG-K07-12/13Z

#### V. Course contents

##### Lectures

Code	Description	D (30)	Z ()
<b>W1</b>	Theorising American Foreign Policy: The class will examine different theories of how foreign policy is formulated and how they can be applied to the United States. It will discuss Realist/Neo-Realist views of American foreign policy, liberal perspectives, and Marxist views on foreign policy.	2	...

<b>w2</b>	American Foreign Policy Traditions: Liberalism, Isolationism and Exceptionalism: The class will examine some of the traditions of American foreign policy that have developed during the course of its history. Isolationism was the dominant tradition in American foreign policy, before being superseded by an internationalist agenda after 1945. America's liberal trading policies and the notion that America is exceptional will also be discussed.	2	...
<b>w3</b>	Making Foreign Policy: the Executive, Congress and Intelligence: The United States has a fragmented political system and different institutions can all influence foreign policy. The most important office is the presidency, though that is limited in several important respects. Congress, particularly the Senate's Foreign Relations Committee also plays an important role. Since 1945 intelligence agencies have also become an increasingly important influence on US foreign policy.	2	...
<b>w4</b>	The Media and US foreign policy: The lecture will examine the way in which the media has, historically, influenced US foreign policy. It will argue that the emergence in the last two decades of 24-hour cable news networks and the internet, as well as, more recently, social networking, mean that the influence of the media on foreign policy decision-making has increased dramatically.	2	...
<b>w5</b>	Military Power and the United States: America is the only state whose military has global reach. No other state comes close to matching the ability of the US to project its power. The lecture will examine how the United States has used its military power in recent years. It will be argued that since 1989 the US military has been reconfigured from a Cold War posture to one that can undertake relatively small-scale interventions overseas. This was evident in the 1990s when the US intervened in the former Yugoslavia and Somalia.	2	
<b>w6</b>	Clinton and Democratic Enlargement: Clinton was the first fully post-Cold War president. The Clinton administration attempted to present a new national security strategy that was based around the idea of 'democratic enlargement'. The class will discuss what this strategy was, and how successful Clinton and his team were when it came to implementing this strategy.	2	
<b>w7</b>	The US and the Middle East: During the Cold War the Middle East was considered to be an area of particular strategic interest. In the post-Cold War period the United States became an important actor in the Middle East peace process. The class will also examine America's complex relationship with Israel, the role oil plays in US policy towards the region, and the consequences of the 2003 invasion of Iraq.	2	
<b>w8</b>	The US and the EU: During the Cold War the United States played an important role encouraging the process of European integration. After the Cold War came to an end, the relationship between the US and what was to become the European Union became more complicated. There	2	

	was, in particular, some debate in Washington as to whether enlargement was necessarily in the best interests of the US, and whether Europe's limited defence identity might eventually weaken American leadership in NATO.		
<b>W9</b>	The US and Asia and the Pacific: The United States remains a major actor in East Asian affairs, having a major military presence in both Japan and South Korea. The United States continues to play an important 'off-shore' balancing role, and has a major responsibility when it comes to containing the 'rogue' regime of North Korea. Some commentators are increasingly arguing that China's economic power	2	
<b>W10</b>	The US and Russia: It was hoped by many that the end of the Cold War and the disintegration of the Soviet Union in 1991 would lead to the beginning of a new era in US-Russian relations. During the 1990s the relationship, however, became increasingly strained, particularly over the issue of NATO enlargement and the war in Kosovo. In the twenty-first century, the US and Russia found themselves in opposition to the war in Iraq. The US also became increasingly critical of the authoritarian nature of the Russian government.	2	
<b>W11</b>	US foreign policy in Africa: During the Cold War, Africa became an area of geopolitical competition between the United States and the Soviet Union. After the failed intervention in Somalia at the beginning of the 1990s, the US limited its engagement in African affairs. During Clinton's second term, the US began to re-engage with Africa. 9/11 also led to a renewed focus on Africa, with the realisation that 'failed states' were potential breeding grounds for terrorism. In recent years, China's influence in Africa is increasingly threatening US interests.	2	
<b>W12</b>	9/11 and the Global War on Terror: The 9/11 attacks began a new era in US foreign policy. In the months before the attacks, the new administration of George Bush jr. had signalled that it was planning to adopt a more isolationist foreign policy. After the attacks, the Bush administration began to implement a much more radical foreign policy that was designed to defeat 'terrorism'. This not only meant removing al-Qaeda from its base in Afghanistan, but also dealing with several 'rogue' regimes, defined in President Bush's 'Axis of Evil'. This strategy ultimately led to the invasion of Iraq in 2003.	2	
<b>W13</b>	The US and the Environment: One of the biggest issues of contention between Europe in the United States in recent years has been their respective attitudes towards the issue of climate change. During the Cold War, the US played an important role in establishing several important environmental regimes. In the post-Cold War period, however, the US has been reluctant to adopt a leadership role on environmental issues. Successive American presidents have refused to contemplate a reduction in the US standard of living. The issue has been contemplated by the fact that the Republican Party has held power in Congress and is not sympathetic towards environmental issues. US	2	

	grand strategy has historically also been based upon the availability of cheap oil.		
<b>W14</b>	Democracy Promotion: Democratic enlargement became the chief component of the Clinton administration's national security strategy, as the US sought to expand the community of 'market-based democracies'. Critics, however, argued that the US was only interested in exporting its own 'neoliberal' model of democracy that did not necessarily function effectively in parts of the developing world. After 9/11 the Bush administration adopted a national security strategy that envisioned spreading democracy to the Middle East through, if necessary, the use of military power.	2	
<b>W15</b>	<b>The US and the Global Economy:</b> After 1945 the US fulfilled the role of 'liberal hegemon' of the global economy. US leadership led to the establishment of the 'Bretton Woods' system and a number of global financial institutions that were responsible for regulating the global economy. The lecture will suggest that there are at least three theoretical ways of looking at American leadership: a multilateralist view that suggests the US has prioritized collective interests, a mercantilist view that argues the US has shaped the global economy for its own benefit, and a global empire view that argues the US has pursued external economic policies in a way to maintain political control over other centres of capitalism. The lecture will also address the question whether there are structural flaws in the US economy that might, in the future, weaken its ascendancy over the global economy.	2	

### Tutorials

Code	Description	D (30)	Z ()
<b>C1</b>	...	...	...
<b>C2</b>	...	...	...
<b>C3</b>	...	...	...
<b>C4</b>	...	...	...

### VI. Methods of teaching

Code	Description
<b>N1</b>	Lecture
<b>N4</b>	Discussion
<b>N7</b>	Case study

<b>N12</b>	Work with books
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## VII. Means of assessment

### Tutorials' assessment

Code	Description
<b>F1</b>	Test
<b>F7</b>	Paper
<b>F8</b>	Effort in class

### Lectures' assessment (final course grade)

Code	Description
<b>P2</b>	Written examination
<b>P3</b>	Test
<b>P4</b>	Weighted mean of constituent grades

## VIII. Assessment criteria

### Learning outcome **E1** weight: 60%

Not achieved required outcome (grade 2.0)	A student obtains less than 60% of the required possible points in the final exam
Achieved the outcome to a satisfactory degree (grade 3.0)	A student obtains 60-67% of the required points in the final exam
Achieved the outcome to a good degree (grade 4.0)	A student obtains 76-84% of the required points in the final exam.
Achieved the outcome to a very good degree (grade 5.0)	A student obtains 92-99% of the required points in the final exam
Achieved the outcome to an exceptional degree (grade 5.5)	A student obtains 100% of the required points from the final test.

### Learning outcome **E2** weight: 30%

Not achieved required outcome (grade 2.0)	A student obtains less than 60% of the required points in their class assignments.
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Achieved the outcome to a satisfactory degree (grade 3.0)	A student obtains 60-67% of the required points in their class assignments.
Achieved the outcome to a good degree (grade 4.0)	A student obtains 76-84% of the required points in their class assignments.
Achieved the outcome to a very good degree (grade 5.0)	A student obtains 92-99% of the required points in their class assignments.
Achieved the outcome to an exceptional degree (grade 5.5)	A student obtains 100% of the required points in their class assignments.

Learning outcome **E3** weight: 10%

Not achieved required outcome (grade 2.0)	A student fails to comprehend current developments and debates in American foreign policy.
Achieved the outcome to a satisfactory degree (grade 3.0)	A student does comprehend to a minimum degree current developments and debates in American foreign policy.
Achieved the outcome to a good degree (grade 4.0)	A student comprehends to a reasonable extent current developments and debates in American foreign policy.
Achieved the outcome to a very good degree (grade 5.0)	A student has a good understanding of current developments and debates in American foreign policy.
Achieved the outcome to an exceptional degree (grade 5.5)	A student has an excellent understanding of current developments and debates in American foreign policy.

Student may be awarded a positive final grade from the course provided that they achieve all learning outcomes at least to a satisfactory degree. The final grade is calculated according to the following formula:

60% \* ocena z realizacji efektu **E1** + 30% \* ocena z realizacji efektu **E2** + 10% \* ocena z realizacji efektu **E3**

#### IX. Student workload

Type of activity	Number of hours	
	full-time	part-time
Contact hours with the teacher as set in the programme of study	30	...
Contact hours with the teacher during office hours (e.g. presentations, projects)	...	...
Contact hours with the teacher during tests and examinations	2	...
Preparation for classes (reading, preparing homework etc.)		...
Information gathering, preparation of results	...	...
Preparation of a report, project, paper, presentation, discussion	15	...
Preparation for a test, examination	13	...
Total	60	...
Number of ECTS	2	

#### X. Course implementation matrix

Learning outcomes	KEK	Objectives of the course	Course contents	Methods of teaching	Means of assessment
<b>E1</b>	WE-ST1-MG-W01-12/13Z WE-ST1-MG-W03-12/13Z	<b>C1 C2</b>	<b>W1 W2 W3 W4 W5 W6</b> <b>W7 W8 W9 W10 W11</b> <b>W12 W13 W14 W15</b>	<b>N1 N4 N7</b> <b>N12</b>	<b>F1 F7</b> <b>P2 P3 P4</b>
<b>E2</b>	WE-ST1-MG-U08-12/13Z	<b>C2 C3</b>	<b>W1 W2 W3 W4 W5 W6</b> <b>W7 W8 W9 W10 W11</b> <b>W12 W13 W14 W15</b>	<b>N4 N7 N12</b>	<b>F1 F7</b> <b>P2 P3</b>
<b>E3</b>	WE-ST1-	<b>C1 C2 C3</b>	<b>W1 W2 W3 W4 W5 W6</b>	<b>N1 N4 N7</b>	<b>F1 F7 F8</b>



	MG-K07- 12/13Z		W7 W8 W9 W10 W11 W12 W13 W14 W15	N12	P2 P3 P4
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## XI. References

### Primary references

No.	Description
1	Michael Cox & Doug Stokes (eds.), <i>US Foreign Policy</i> , (Oxford: Oxford University Press, 2008)
2	John Dumbrell, 'Was there a Clinton Doctrine?', <i>Diplomacy and Statecraft</i> (2002)

### Further references

No.	Description
1	David Dunn, 'Bush, 11 September, and the Conflicting Strategies of the War on Terrorism', <i>Irish Studies in International Affairs</i> , (2005)
2	Barbara Reiffer and Kristan Mercer, 'US Democracy Promotion: the Bush and Clinton Administrations', <i>Global Society</i> (2005)
3	Michael Cox, 'Empire, Imperialism and the Bush Doctrine', <i>Review of International Studies</i> (2004)
4	Bob Woodward, <i>Obama's Wars</i> (London: Simon and Schuster, 2010)

## XII. Information on teachers

### Person responsible for the course

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### Teachers

No.	Teacher
1	Dr Christopher Reeves