



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHV 461 – American Presidents and Foreign Policy

Wednesdays – 8:25 pm – 11:00 pm

Dates: Course Start Date: May 20, 2020 – Course End Date: August 12, 2020

Location: This course takes place on-site at the Georgetown University School of Continuing Studies' building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: Ambassador Paul Russo

Contact Information: russop@georgetown.edu

Virtual Office Hours: Tuesdays from 2:00 pm to 4:00 pm, or at a mutually convenient time.

COURSE DESCRIPTION

This course will focus on the challenges and responsibilities that modern American presidents and their secretaries of state have faced with regard to the creation and execution of U.S. foreign policy. The course will provide an insider's perspective on how major international events shape foreign policy, and explore the presidential decision-making process during crisis situations. The classes will examine the evolution of America's leadership role in the world since the end of World War II. Students will also evaluate the effects that the Internet, the 24-hour news cycle, and instant communication between world leaders have on foreign policy. This course will cover current events, concentrate on unfolding international issues and conflicts, and engage in critical analysis of contemporary U.S. foreign policy. The course will also examine the impact of American domestic politics on presidents and their U.S. foreign policy decisions; the battle between isolationism and interventionism; and the struggle between global social justice concerns and political self-interests.

COURSE LEARNING OBJECTIVES

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

1. Evaluate the importance of America's role in the world and the most critical issues that the world is currently facing.
2. Compare and contrast the decision-making process of modern U.S. presidents, specifically the decision-making methods employed during foreign policy crises.
3. Identify and describe the key political, economic and social developments in a specific country or region.
4. Understand the affects and consequences of 21st Century media and the 24-hour news cycle on the governing process and foreign policy decisions.
5. Articulate how the struggles between practical political considerations and moral and ethical principles influence decision-making by the President during critical foreign policy crisis situations.
6. Know the basic structure of the White House and the U.S. Department of State, and the roles and functions of the President's foreign policy and national security advisors.
7. Recognize how the personal qualities of the President create an overall culture within the White House, and how that culture influences the manner in which issues are addressed and decisions made.
8. Assess the credibility and veracity of stories reported in both the traditional media and social media.
9. Recognize the major alliances that the United States has with international organizations, and the advantages/drawbacks of joint efforts in the pursuit of global social justice.
10. Be familiar with the inner workings of senior level appointments within the executive branch, foreign policy positions, and the Senate confirmation process.
11. Understand the competing factors that influence presidential policy.

REQUIRED READINGS

The following are the required reading materials for this course:

- Robert F. Kennedy, *Thirteen Days - A Memoir of the Cuban Missile Crisis*, Norton, W. W. & Company, Incorporated, December 01, 1999 (ISBN 0393318346)
- All additional readings listed in this syllabus will be posted to Canvas throughout the semester.

Students will be required to read, on a daily basis, either the *Washington Post*, *The Wall Street Journal* or the *New York Times*, with focus on major articles under "Political," "U.S. and World," and "Foreign Policy," regularly reference major news magazines such as *Time* and *Newsweek*, and be prepared to discuss major events in class. These articles will be discussed at the beginning of each session, and students will link current events to theoretical issues.

Suggested Readings

Upon choosing the topic for your final paper, I will provide suggested readings.

Video Requirements:

- *All the President's Men* (1976) 139 minutes (available at the Lauinger Library)
- *Argo* (2012) 121 minutes (available at the Lauinger Library)

COURSE REQUIREMENTS

Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we will use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides.](#)

COURSE EXPECTATIONS

Student Expectations

This course consists of 13 weeks. You are expected to do the readings, attend the weekly lectures, and to engage with the course material in depth. Your responsibilities include completing the assignments, and turning in your final paper. Participation is essential to your success in this class. In order to get full credit for participation, you will have to attend and participate in all discussions. Students are expected to keep abreast of current affairs, and to read historical materials on modern U.S. presidents. Your responsibilities include completing:

- (1) a 500 – 750-word paper due the second week of class; and
- (2) an eight-page course paper, due the last day of class.

Time Expectations

For a 3-credit undergraduate course, students should plan on spending approximately 5-6 hours per week outside of class to complete the work for each week.

Attendance

Attendance is vital to the student learning and the learning of other classmates. Students are expected to attend every class meeting on time. I understand that, on rare occasions, there are reasons beyond your control that might prevent you from attending a session (e.g., illness or a family emergency). If you know in advance that you must miss class for a valid reason, you must discuss it with me beforehand, or it will be considered an unexcused absence. If you miss class unexpectedly due to an emergency, you must obtain a note from the assistant dean to excuse the absence. Unexcused absences will result in a deduction of one step of a letter grade from your final grade (e.g., from a B to a B-). If a student misses two classes for any reason, he/she may be dropped from the course involuntarily for failing to satisfy the requirements of the course. Students who are consistently late should also be aware that I may deduct portions off their attendance grade (in this case, I will decide from which assessments in this course I will deduct points).

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Class Participation

Students will have an opportunity to take part in weekly discussions. Aside from actively participating in class discussions, students should be prepared to discuss the articles in current affairs readings, as well as pertinent articles in the *Washington Post* and/or *New York Times*. This discussion normally will be held at the beginning of the class.

Take-Home Mid-term Exam

The take-home mid-term will consist of short essay questions covering material presented in the first half of the semester.

Papers

Paper #1

Students will be required to write a 500 – 750 word paper. Due Week 3, the paper will examine a current international issue and evaluate the media coverage from two different, credible sources: either written (*New York Times/Wall Street Journal/Washington Post/Politico*) or broadcast media. Paper will address whether or not there are discrepancies in the reporting of the facts. Is the coverage slanted?

Paper #2

Students will be required to write an 8-page paper, in which you will examine and offer critical analysis of a situation with global ramifications in a specific country or region (e.g. Russia; the Middle East; Mexico/Central America; the Korean Peninsula); the pertinent political, economic and social developments in that area; and the role of U.S. foreign policy. A one-page paper, outlining the chosen topic (due Week 5), will be worth 2% of the grade.

Take-Home Final Exam

On the last day of class, students will receive a take-home exam and respond to short essay questions intended to demonstrate their knowledge and understanding of the material presented throughout the course.

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

Late Submission Policy:

As stated in the [Student Handbook](#) and [Standards](#) you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or for any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

Discussions and Assignments

Participation in Class Discussions is 20% of the final grade

Due: Weekly – Classes 1 – 13

#1 Short Paper is 5% of the final grade

Due: Week 3

#2 Outline of Final Paper is 2% of the final grade

Due: Week 5

Take-Home Mid-Term Exam is 20% of the final grade

Due: Week 7

#2 Final Paper is 28% of the final grade

Due: Week 13 – August 12

Take-Home Final Exam is 25% of final grade

Due: (Date TBA – Based on Registrar's Calendar)

Citation Style

This course uses APA style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

GRADING

Grading in this course will be determined by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

COMMUNICATIONS GUIDELINES

Etiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business day. Please allow two business days for assessment submission feedback.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here:

<https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

COURSE SCHEDULE

W e e k	Topic	Required Reading	Assignments
1	U.S. Foreign Policy- Establishment Role of the Media	<i>The Presidency</i> by Jeffrey Cohen & David Nice: Chapter 15, pages 433 – 464	Student Self-Introduction Be Prepared to Discuss Current Events
2	Late 20 th Century Foreign Policy Crises	Robert F. Kennedy's <i>Thirteen Days - A Memoir of the Cuban Missile Crisis</i> AND <i>The Presidency</i> by Jeffrey Cohen & David Nice: Chapter 1, pages 1 - 21	Listen to and be prepared to discuss <i>Inaugural Address</i> , President John F. Kennedy, Washington, D.C., January 20, 1961 https://www.jfklibrary.org/learn/about-jfk/historic-speeches/inaugural-address
3	President Lyndon Johnson: The Vietnam War	<i>The Presidency</i> by Jeffrey Cohen & David Nice: Chapter 2, pages 22 - 42 AND David Halberstam's <i>The Best and the Brightest</i> , Tonkin Resolution, pages 401 - 429	500 to 750 word paper due – examining a current international issue and evaluating the media coverage from two different, credible sources. Are there discrepancies in the reporting of the facts? Is the coverage slanted?
4	1968 – A Year of Turmoil: Vietnam War Tet Offensive Senator Gene McCarthy- Anti-War Candidate	<i>The Presidency</i> by Jeffrey Cohen & David Nice: Chapter 3, pages 43 - 68 AND <i>The Glory & the Dream</i> , by William Manchester, pages 1124 - 1137	Monitor International Events
5	President Nixon and Henry Kissinger	Excerpts from Richard Reeves' book, <i>President Nixon: Alone in the White House</i>	One-page outline due summarizing final paper topic.
6	War Powers Resolution Nixon to China Watergate	Richard Reeves' book, <i>President Nixon: Alone in the White House</i> , pages 431-457	View the film <i>All the President's Men</i> (1976) Available at the Lauinger Library. Should be seen in its entirety prior to this class. Mid-Term Exam Distributed

7	President Jimmy Carter: Camp David Accords U.S. Embassy Iran - Hostage Crisis	<i>President Carter: The White House Years</i> , by Stuart E. Eizenstat, Part V – “Peace in the Middle East,” pages 470-497	Completed Mid-Term Due View the film <i>Argo</i> (2012) Available at the Lauinger Library. Should be seen in its entirety prior to this class.
8	President Ronald Reagan: Reagan-Gorbachev Summit Iran Contra Affair	<i>President Reagan</i> by Richard Reeves, pages 280 - 294	Listen to and be prepared to discuss <i>Speech by President Ronald Reagan,</i> <i>Brandenburg Gate, West Berlin, June</i> <i>12, 1987:</i> https://www.youtube.com/watch?v=5MDFX-dNtsM
9	Pres. George H.W. Bush: The Persian Gulf War Liberation of Kuwait Invasion of Iraq Fall of the Berlin Wall	Zbigniew Brzezinski and Brent Scowcroft's book, <i>America and the World: Conversations on the Future of American Foreign Policy</i> , pages 157-181	Monitor International Events
10	President Bill Clinton: Bosnia Kosovo Bombing of Serbia Ireland and Northern Ireland Impeachment-Acquittal	Bill Clinton's book, <i>My Life: The Presidential Years</i> , pages 508 - 525	Monitor International Events
11	2000 President George W. Bush: 9/11 Attacks Weapons of Mass Destruction Lead Up to Invasion of Iraq	Bob Woodward's book, <i>Bush at War</i> , pages 1 - 28	Monitor International Events
12	President Barack Obama: U.S. Role in Iraq & Afghan. Intervention in Libya: Role of NATO ISILThreat-Terrorism- Osama Bin Laden	<i>The Presidency and the Political System</i> , edited by Michael Nelson, “The Presidency at War,” by Andrew J. Polsky, pages 525 - 542	Monitor International Events
13	President Obama: Crisis in Syria Iran Nuclear Agreement Paris Climate Accord President Trump: Iran-North Korea-Russia Impeachment-Acquittal	Reading to be assigned	Final Paper Due Final Exam Distributed.