Michael Tkacik  
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Phone: (936) 468-2813  
Class Time: T/R 12:30-1:45

Office Hours: M-F (4:00 – 5:00)  
Office Location: McKibben 381  
Class Location: Ferguson 374

The difference between ignorant and educated people is that the latter know more facts. But that has nothing to do with whether they are stupid or intelligent. The difference between stupid and intelligent people – and this is true whether or not they are well-educated – is that intelligent people can handle subtlety. They are not baffled by ambiguous or even contradictory situations – in fact, they expect them and are apt to become suspicious when things seem overly straightforward. – Neal Stephenson (1995)

*God always favors the big battalions.* – Frederick the Great

*God fights on the side with the best artillery.* – Napoleon Bonaparte

**Description**


**Text**

You are responsible for obtaining the articles online. They may not be available from a Google search, however. You may have to use the databases available in the library such as EBSCO and others. I have tried to make sure each reading is accessible either by an online search or through a library database. However, if you cannot find an assigned reading, please contact me immediately by email so I can advise you. **Make sure you have used SFA library databases before contacting me.**

**General Education Core Curriculum Objectives/Outcomes**

This course is associated with the major, second major, and minor in the political science. The course is not part of the general education core curriculum. No specific general education
objectives or outcomes are addressed in this course.

Program Learning Objectives

The following program learning outcomes for a political science major are addressed in this course:

The student will critically analyze and critique political institutions and/or complex contemporary political issues.

Student Learning Objectives

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

- Analyze challenges to American foreign policy goals and identify the sources of such challenges (e.g., state or non-state actors).
- Be able to identify and match means and ends in foreign policy.
- Identify traditional and non-traditional security challenges for the United States.

Reading and Discussion

I expect you to have read, digested, and understood the assigned material prior to class. I will call on students, unannounced, during class. For each assigned reading, the student called upon will be required to provide a discussion of the reading. This discussion should minimally include a thesis, three primary supporting arguments, and a critique of the article. Ideally, you will also include some thoughts about how the reading fits into larger, ongoing class themes and discussions. Thereafter, I may call on a second person to evaluate the first presentation. You may note your differences in opinion, add things initially missed, and otherwise comment on both the reading and the prior presentation.

In either of these cases, or if I call on you for any other reason, you will be penalized if you are unprepared. If you are absent when called upon, you will be counted as unprepared unless a University accepted written excuse is provided. I reserve the right to give pop quizzes based on the reading. In this event, I will modify the class participation percentages to take the quizzes into account as set forth below. If pop quizzes become necessary, they will count as 10-point assignments (see below for grading). Reading, discussion, the library assignment, other specified assignments, and quizzes if necessary, will account for 25% of your total grade.

Note that we will rarely use power point slides in this class and I will seldom lecture. Rather I hope for an ongoing conversation influenced by the readings. If you do not do the reading, the discussion will lapse along with your grade.

Participation Grades
You will receive a grade of 0-10 for each reading brief, library assignment, and any other assignment specified as worth 0-10 (e.g., pop quizzes). These points will all be converted into a raw participation grade with a maximum value of 100 as described below.

The raw participation will be modified based on your daily contributions. For any day on which you make a valuable and ongoing contribution to class discussion (but are not presenting a reading), you will receive 1 point at my discretion. It is not enough to simply make an observation at some point in class. The participation must be meaningful and ongoing in my estimation. These points will be combined and then added to your raw participation grade at the end of the semester, resulting in your final participation grade. Although it is mathematically possible to score more than 100 points in your final participation grade, no student will be given more than 100 points – 100 points is the maximum you can earn. This final participation grade will represent 25% of your class grade.

Thorough critiques will count for 1 point in the same way as daily participation grade, if in my estimation they are well done.

Example: You do two reading briefs (a 6 and an 8), are absent for one (a 0), do the library assignment (10), do one critique (you do it well and get 1 point), and are given a point on each of 7 other days based on making a valuable and ongoing contribution to class discussion. Your participation grade will be as follows:

\[(6+8+0+10) = 24 \rightarrow (24/4) = 6.0 \rightarrow 60 \text{ (raw participation grade)} \rightarrow (60 + 1 + 7) = 68 \text{ (final participation grade), which itself is 25\% of your final grade.}\]

Pop Quizzes: If quizzes are necessary, they would be factored into the equation before adjustments are made for daily participation. So, if two quizzes were necessary, each score would be factored in as a reading presentation. If you earned a 7 and a 9, the above equation would change as follows: \[(6+8+0+10+7+9) = 40 \rightarrow (40/6) = 6.66 \rightarrow 67 \text{ (raw participation grade)} \rightarrow (67 + 1 + 7) = 75 \text{ (final participation grade).}\]

This does not make quizzes something to be desired. I have simply allowed a higher quiz score in the example.

Gaming Conference

One of the ways we can learn is by participating in simulations and gaming exercises. I hope to have two gaming exercises in the class. The first will cover a class or two sometime in February or possibly March. The point here is to learn the rules to a given game and play it to completion.

The second gaming exercise will take place on SATURDAY, 18 April 2020, from 10:00 am until 4:00 pm. The class will be divided into playing teams. Each team will be given objectives for the game. Each team will produce a written discussion of the strategy they intend to employ in the game. This document will be due in class on 16 April 2020. After the game has ended,
each group will prepare a second reflection paper discussing what worked, what did not work, and how this relates to strategy in international affairs and more specifically, US foreign policy. This reflection paper will be due on in class on 21 April 2020.

If you do not attend the conference in its entirety, you will receive a 0. Please make arrangements now to take off work and otherwise ensure attendance. Participation in athletic events will not excuse attendance.

The 16 April paper will be worth 10% of your total grade. The 21 April paper will be worth 15% of your grade. The point here is not to win the game. The point is to understand why you achieved your objectives or did not achieve your objectives. This is the discussion I want to see in your two papers.

Examinations

There will be two exams in class. Both will be primarily essay exams, though I may add some short identification questions regarding student presentations and/or group presentations to the final. The midterm will count for 20% of your grade while the final will count for 30% of your grade. Please arrive at the exam with one or more large size bluebooks. I prefer you to write in pen rather than pencil. Please place your name, your student ID number, the course title, and the date on the BACK of the bluebook[s].

Absolutely no early exams will be given. No make-up exams will be given unless documentary evidence is provided to show a medical emergency or other University accepted excuse. If given, the make-up exam may be more difficult and different in kind from the regularly scheduled exam.

Grading System

The grading system is as follows:

Midterm: 20% of grade (5 March 2020).
Pre-Game Paper: 10% of grade (16 April 2020).
Game Conference: Mandatory Attendance (SATURDAY, 18 April 2018 at beginning of class).
Post-Game Paper: 15% of grade (21 April 2020).
Final: 30% of grade (7 May 2020, 10:45-1:15).
Reading briefs, critiques, general participation, library assignment, other specified assignments, and quizzes if necessary: 25% of grade.
Due Dates

Unless otherwise explicitly noted, all assignments are due at the beginning of class on the date specified. Work handed in thereafter will be considered late.

Late Work

Late work will be penalized 10 points for every day it is late. An assignment is late once I have concluded collecting that assignment during class. Late work will not be considered handed in until it is in my hand. You are responsible for getting it into my hand. This means that if I am not on campus, you have a problem. Save yourself some trouble and avoid late work.

Assignment Return Dates

All assignments will be returned within 10 school days of submission.

You final exam grade will be posted within the timeline set by the University.

Graduate or Honors Credit

Anyone taking this class for graduate or Honors credit will be required to do additional assignments. Please see me by the end of the first week of classes to negotiate and sign a contract to this end.

Attendance Policy

Though I do not require attendance, I call on students at random. If you are not present, you will be given an “unprepared” (a “0”) for participation.

Academic Integrity (4.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your
own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld Grades Semester Grades Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to http://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see generally, the Student Conduct Code, policy 10.4 – http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program (also known as iCare). This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Some examples of inappropriate behavior include, but are not limited to:

1. arriving late for class;
2. talking while your classmates are talking or I am talking;
3. distracting your classmates or me; and/or,
4. using a cell phone (texting, talking, ringing, or otherwise), tablet, or other electronic device (you may, of course, use a notebook or tablet for note taking purposes).

Communications

Each student must use their jacks.sfasu.edu email account. This is official SFA policy. You are deemed to have received any message sent to your jacks.sfasu.edu account. If you use another account, have your SFA email forwarded to that account. Make sure your jacks.sfasu.edu email does not go to a quarantine folder and/or is not interpreted as spam. All official communications in this class will be sent to your jacks.sfasu.edu account.

Extra Credit

No extra credit will be given in this class.

Recording Lectures

Good note taking remains important, even today. Please do not use recording devices of any kind during my lectures. My lectures are my legally protected work product.

Timeliness

Please show up on time for class. I will shut and lock the door once class begins. You will not be permitted to enter once the door is shut.

Keep Copies of Your Work

Students are required to keep an extra copy of each assignment until the instructor has returned the graded assignment. Students are also required to keep graded, returned copies of all exams, quizzes, and writing assignments until two weeks after the final exam or until you appeal a grade, whichever comes later.

Course Complaints

Any course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson.

Other Points
The last day to drop a class is 18 March 2020

CHANGES TO SYLLABUS

I RESERVE THE RIGHT TO MODIFY ANY PORTION OF THE CLASS AND/OR SYLLABUS. SHOULD THE NEED ARISE I WILL NOTIFY YOU BY EMAIL AT YOUR JACKS.SFASU.EDU ACCOUNT.

ASSIGNMENTS

Topics

A. Introduction (Week 1) (minimum 3 hours outside of class)


B. Systemic Issues (Weeks 1-2) (minimum 15 hours outside of class)


10. Stephen Walt, Making the Grade: Is There a Way to Judge if Foreign Policy is Successful, *Foreign Policy* (June 6, 2014) (online).


C. Strategy (Weeks 3-4) (minimum 16 hours outside of class)


13. John Mearsheimer and Stephen Walt, The Case for Offshore Balancing,


15. Jack Snyder, Imperial Myths and Threat Inflation, in T. Thrall and J.


D. China (Week 5-7) (minimum 18 hours outside of class)


5. Timothy Heath and Andrew Erickson, Is China Pursuing Counter-Intervention? The Washington Quarterly 38/3 (Fall 2015), 143-156.

6. Jihyun Kim, Territorial Disputes in the South China Sea, Strategic Studies Quarterly (Summer 2015), 107-141.


18. Andrew Krepinevich, How to Deter China, *Foreign Affairs* 94/2 (March 2015), 78-86.


22. Ely Ratner, Course Correction: How to Stop China’s Maritime Advance, *Foreign Affairs*, 96/4 (July/August 2017), 64-__.

24. Wenjuan Nie, Xi Jinping’s Foreign Policy Dilemma: One Belt, One Road or the South China Sea, *Contemporary Southeast Asia*, 38/3 (2016), 422-444.


E. Democracy and Democratization (Weeks 8-9) (minimum 8 hours outside of class)


3. Bruce Bueno de Mesquita and George W. Downs, Development and Democracy, *Foreign Affairs* 84/5 (September/October 2005), 77-86.


F. The Arab Spring and its Progeny (Week 10) (minimum 4 hours outside of class)


4. Stephen Walt, ISIS as a Revolutionary State, *Foreign Affairs*, 94/6 (November/December 2015), __-__.

G. Weapons of Mass Destruction (Week 11) (minimum 6 hours outside of class)


H. Nontraditional Issues (Weeks 12) (minimum 4 hours outside of class)

1. Isabel Coleman, The Payoff from Women’s Rights, *Foreign Affairs* 83/3 (May/June 2004), 80-95.


5. Elinor Sloan, Robotics and War, *Survival* 57/5 (October/November 2015), 107-120.
SATURDAY GAMING SIMULATION (18 APRIL) (minimum 6 hours for game/simulation plus 2 hours preparation strategy paper and 2 hours debriefing paper – total 10 hours)

I. India (Week 13) (minimum 4 hours outside of class)

1. Harsh Pant, A Rising India’s Search for a Foreign Policy, *Orbis* (2009), 250-264.


J. Russia (Week 14) (minimum 6 hours outside of class)


K. Islam and Israel (Week 14) (see above for time)


4. A Fifth of all Congressmen taking Paid-For Holidays to Israel this Summer, *Mail Online* (August 8, 2011) (please locate and print out) (very short).


L. Iran (Week 14) (see above for time)


### M. The Future (Week 15) (minimum 6 hours outside of class)


FINAL EXAM: 7 May 2020 (10:45-1:15)
TERM PAPER

My experience at SFA is that students are often not prepared to write a quality term paper. Consequently, I have put together a short check list of things you should be sure to include in your paper. NOTE: this list is not exhaustive. These are only a few of the areas in which I have seen large-scale and repeated mistakes. Please see me if you are unsure about what else goes into a university-level term paper.

1. Use print no larger than 12 point font.

2. Double space between lines – except in indented quotes where you should single-space. A quote should be indented if it includes more than 50 words.

3. Number the pages. Do not number the title page.

4. Use margins of 1” on the sides, top, and bottom of the paper. I will measure and take off points on this issue.

5. Your paper should make an argument. Do not simply explain something to me. That was high school. As you prepare for the work world you need to be able to research and evaluate information on some topic. You must then clearly write a convincing argument about the topic.

6. Use a minimum of five refereed “journal” sources (you should use more). You may not use text books or encyclopedias as one of these five (though clearly you may use such sources in addition to the five). A website does not count. Though the journal may be accessed on the Internet, it must be a journal that can also be found in print. You may also use other Internet sources, but they do not meet the requirement of at least five journal sources.

7. Be careful with Internet sources. While the Internet provides a great deal of information, much of this information is unreliable. In some sense, the Internet actually requires more from the student. As a general rule of thumb, if you cannot find the information in “hard copy” (a journal or book), it is not worthy of reproduction in your paper. Increasingly, information exists on the Internet that cannot be duplicated in hard copy. In this case, you should look more carefully at the source and make a determination about its credibility. While the United Nations (www.un.org) is relatively credible, another site may not be. Anticipate doubts your reader might have and argue the source’s credibility in an endnote. Indeed, you should even try to note the biases of “reliable” sources. For example, we should acknowledge that given the United Nation’s Charter and history, the organization probably sees sovereignty as creating more problems than it solves in international politics. We therefore might expect to find a general bias in favor of weakening state sovereignty. You should be
aware of this bias and make your reader aware. You might even seek out sources on the other side of the sovereignty issue. Note: nothing in this paragraph relieves you of the requirement to find five journal sources that can be found in print.

8. When you cite to the Internet, be certain I can retrieve the source. If I type in an Internet source and cannot locate it, I will consider the source nonexistent.

9. List the sources at the back of your paper in bibliographic form (include a full citation: Author’s name, title of book or article, title of journal if using an article, year and date of publication, publisher, and page of publication).

10. Direct quotes in your paper should use quotation marks and be followed by an endnote (not a footnote). Direct quotes should also indicate the precise page number on which the quote is located. Endnotes should use the Chicago Manual of Style. Examples may be found here: http://www.chicagomanualofstyle.org/tools_citationguide.html.

11. You may use shortened citations after the first use of a source, but do not use “Ibid.” “Id.” or other such form.

12. On your cover sheet, include only:
   a. paper title;
   b. date submitted;
   c. course name, and,
   d. Stephen F. Austin State University.

13. Plagiarism: Anytime you use the ideas, words, or expression of others, you must acknowledge the author. This is why we use sources and citations. When you do not cite to the author but use his or her idea, you have plagiarized. For example, the above 12 rules (except numbers 5, 7 and 8) were actually taken from Dr. Allen Richman’s Spring 1999 Honors History 134 syllabus. If I had not given Dr. Richman credit, I would be guilty of plagiarism. Plagiarism is academic dishonesty of the gravest form. It is the equivalent of fraud or stealing. You can be expelled from school for plagiarism. At this point in your academic career, it is better to use too many citations than too few. You should review the University Policy on Academic Integrity A-9.1 for further information. You may access this policy at: http://www.sfasu.edu/policies/academic_integrity.asp. Please see me with any questions.

14. The very last page in the paper should have your name, student identification number, and paper title on it. Your name should not be included anywhere else in the paper (including the first page). This approach allows me to more easily grade blindly.

15. Note the difference between a citation and the bibliography. The bibliography is a list at the end of your paper that tells the reader all of the sources you used. A citation tells the
reader specifically (source and page number) where an idea or quote was found. Papers should include both citations and a bibliography. A bibliography alone will not suffice.

16. Page requirements and/or limitations DO NOT include your title page, your bibliography, your endnotes, or any additional addenda such as the “name page” I ask for. If you are asked to write a 10 page paper, this means 10 pages in the body of the paper. Other material does not count toward your page requirements.

17. If you do not cite properly, I reserve the right to fail you on those grounds alone.

18. I expect a statement of what your paper is going to demonstrate somewhere in the first two paragraphs. Tell me up front what your paper is about. What will you investigate and how will you do it? Do not make your reader guess. This is one of the single greatest weaknesses in papers at SFA. One easy way to achieve this is to begin your paper with the words: “This paper will…”

19. Organization is very important and tends to be under-emphasized by students. If it is easy for the reader to follow the argument, the paper typically gets a better grade. Take the time to outline and organize before you write. Consider rewriting things and moving paragraphs around so as to improve organization (sarcasm intended).

20. Make an argument. Convince your reader of something. The strongest arguments often get the best grades. Similarly, in the real world, those who can convince others in written form tend to get big raises and live in nice houses. I know this duplicates number 5 above. It is important.

21. Proof your paper a number of times after writing it. Ideally, you should proof it once for each area you want to review. A short but incomplete list would include punctuation, organization, sentence structure, paragraph structure, transitions, and so forth.

22. Take pride in what you produce.

23. After you write your paper (or as you write it), go through this list and check off each and every item to make sure you have not forgotten anything.