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| ABU_KKK_01-15.jpg | **ECTS Course Description Form** |
| **PART I ( Senate Approval)** |
| **Offering School**  | **College of Business** |
| **Offering Department** | **Political Science and International Relations** |
| **Program(s) Offered to** | **Political Science and International Relations** | **Elective** |
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| **Course Code**  | **POLS 409** |
| **Course Name** | **American Foreign and Security Policy**  |
| **Language of Instruction** | **English** |
| **Type of Course** | Lecture / Seminar |
| **Level of Course** | **Undergraduate** |
| **Hours per Week** | **Lecture: 3** | **Laboratory:** | **Recitation:**  | **Practical: 1** | **Studio:** | **Other:** |
| **ECTS Credit** | **6** |
| **Grading Mode** | **Letter Grade** |
| **Pre-requisites** |  |
| **Co-requisites** |  |
| **Registration Restriction** |  |
| **Educational Objective** | To introduce students to the dynamics, theoretical perspectives, processes, outcomes and actors of American foreign and security policy since the independence of the United States of America up to now. To develop students’ capability to analyze American foreign and security policy from conceptual and theoretical frameworks in the context of different time periods and issue areas. |
| **Course Description** | The first part of this course explores conceptual and theoretical perspectives on American foreign and security policy. Different schools of thought are examined in detail. The second part exposes students to the comparative weight of different factors affecting American foreign and security policy choices in different time periods. One of the major goals is to make sense of different levels of analysis in the context of American foreign and security policy.  |
| **Learning Outcomes**  | **LO1**  | Analyze conceptual and theoretical underpinnings of American foreign and security policyExplore the explanatory value of different schools of thought in American foreign and security policy Compare the performance and outcomes of American foreign policy as it has evolved in different time periodsAnalyze the evolution of American foreign and security policy in the context of key personalities whose agency played influential roles. Relate the conceptual and theoretical perspectives on foreign policy to the United States’ foreign and security policy practices in the context of different time periods and issue areasClassify the United States’ foreign and security policy performance in the context of international/regional order |
| **LO2** |
| **LO3** |
| **LO4** |
| **LO5** |
| **LO6** |
| **LO7** |
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| **PART II ( Faculty Board Approval)** |
| **Basic Outcomes (University-wide)** | **No.** | **Program Outcomes** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **PO1** | **Ability** to communicate effectively and write and present a report in Turkish and English.  | **X** | **X** | **X** | **X** | **X** | **X** |
| **PO2** | **Ability** to work individually, and in intra-disciplinary and multi-disciplinary teams. | **X** | **X** |  | **X** |  | **X** |
| **PO3** | **Recognition** of the need for life-long learning and **ability** to access information, follow developments in science and technology, and continually reinvent oneself. | **X** | **X** |  |  | **X** | **X** |
| **PO4** | **Knowledge** of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. |  |  |  |  |  |  |
| **PO5** | **Awareness** of sectors and **ability** to prepare a business plan. |  |  |  |  |  | **X** |
| **PO6** | **Understanding** of professional and ethical responsibility and **demonstrating** ethical behavior. | **X** | **X** |  | **X** |  |  |
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| **Faculty Specific Outcomes** | **PO7** | Knowledge of social science research design and execution |  | **X** | **X** |  | **X** | **X** |
| **PO8** | Understanding of mathematics, statistics and economics as it relates to each discipline |  |  |  |  |  |  |
| **PO9** | Awareness of inter-disciplinary approaches in social sciences | **X** | **X** |  | **X** |  | **X** |
| **PO10** | Ability to relate different issues in the social sciences to contemporary events | **X** |  | **X** |  | **X** | **X** |
| **PO11** | Ability to analyze in written and oral form issues related to the social sciences | **X** | **X** | **X** | **X** | **X** | **X** |
| **Discipline Specific Outcomes (program)** | **PO12** | Understanding of the philosophical and theoretical foundations of political science |  | **X** | **X** | **X** |  | **X** |
| **PO13** | Understanding of the philosophical and theoretical foundations of international relations | **X** |  | **X** | **X** | **X** |  |
| **PO14** | Understanding of the social and historical dynamics that inform political processes at domestic and international levels | **X** |  | **X** |  | **X** | **X** |
| **PO15** | Knowledge of qualitative and quantitative social science methodology |  | **X** | **X** |  | **X** | **X** |
| **PO16** | Ability to demonstrate written and oral understanding of content relative to historical, theoretical and contemporary issues in political science | **X** | **X** | **X** | **X** | **X** | **X** |
| **PO17** | Developing a critically constructive approach to current problems in the field of political science | **X** |  | **X** | **X** | **X** |  |
| **PO18** | Awareness about global inter-connectivity and power divisions within this inter-connected structure | **X** | **X** | **X** | **X** | **X** | **X** |
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| **PART III ( Department Board Approval)** |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | **Subjects** | **Week** |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **S1** | 1 | Introduction to American foreign and security policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S2** | 2 | Schools of foreign policy thought in a comparative perspective, a culturalist explanation  | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S3** | 3 | Liberal internationalism: Idealism and the legacy of President Wilson | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S4** | 4 | Realism: The legacy of Mahan and Kissinger | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S5** | 5 | Neo-conservatism and Triumphalism: The example of Paul Wolfowitz | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S6** | 6 | Isolationism: The legacy of Presidents Jefferson and Jackson, the example of Charles Beard | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S7** | 7 | Pragmatism: The legacy of Barack Obama | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S8** | 8 | Structural Sources of US foreign policy: Power and weakness | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S9** | 9 | Capitalism, class and US foreign policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S10** | 10 | National values, democratic institutions and US foreign policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **S11** | 11 | Public opinion, civil society and US foreign policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
|  | **S12** | 12 | Bureaucratic politics, organizational culture and US foreign policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
|  | **S13** | 13 | Perceptions, personality social psychology and US foreign policy | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 | A1/A6/A7 |
| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules**  | **No.** | **Type** | **Weight** | **Implementation Rule** | **Make-Up Rule** |
| **A1** | **Exam** | 40%30% | There will be 1 final exam for this course. There will be 1 midterm examination for this course | If a student misses exams and provides an acceptable legitimate document, a make-up exam will be given. |
| **A2** | **Quiz** |  |  |  |
| **A3** | **Homework** |  |  |  |
| **A4** | **Project** |  |  |  |
| **A5** | **Report** |  |  |  |
| **A6** | **Presentation** | 20% | Each student will write a research paper and present it before the class. The topics should relate to the substance of the course | Students will be given another time opportunity to deliver their presentations if they miss their presentation dates with an acceptable legitimate reason. Late submission of written research papers will cause cuts in grades. |
| **A7** | **Attendance/ Interaction** | 10% | Attendance and participation are important for this course. Students are expected to attend lectures regularly and contribute to in-class discussions actively. | Student are required to submit acceptable legitimate reasons if they cannot attend lectures.  |
| **A8** | **Class/Lab./****Field Work** |  |  |  |
| **A9** | **Other** |  |  |  |
| **TOTAL** | **100%** |
| **Evidence of Achievement of Learning Outcomes** | Students will demonstrate their performance in achieving the learning outcomes through their written research papers and oral presentations. Students will demonstrate their performance in achieving the learning outcomes through their participation in in-class debates. Students will demonstrate their performance in achieving the learning outcomes through the midterm and final examinations.  |
| **Method for Determining Letter Grade** | The letter grade will be determined by the weight attributed to each of the assessments methods. The homework assignments comprise 50%, the final exam 30%, and attendance and participation 20% of the final grade.The final letter grade is determined using the table below:

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| **Total points** | 100-95 | 94-85 | 84-80 | 79-75 | 74-65 | 64-60 | 59-55 | 54-50 | 49-45 | 44-40 | 39-0 |
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |

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| **Teaching Methods, Student Work Load** | **No** | **Method** | **Explanation** | **Hours** |
| ***Time applied by instructor*** |
| **1** | **Lecture** | Lecturing and utilizing powerpoint presentations and the whiteboard to explain concept and theories, demonstrate relationships between subjects studied and lead an interactive discussion. Provide examples, and ask questions.  | 21 |
| **2** | **Interactive Lecture** | Encourage interactive discussion by asking questions, assigning discussion leadership to students to pose questions to the class and present their opinions on the week’s subject. Occasionally organize small group discussion and larger group debate on the week’s subject.  | 21 |
| **3** | **Recitation** |  |  |
| **4** | **Laboratory** |  |  |
| **5** | **Practical** |  |  |
| **6** | **Field Work** |  |  |
| ***Time expected to be allocated by student*** |
| **7** | **Project** |  |  |
| **8** | **Homework** | Students are expected to present their paper in 20 minutes in classroom. They are expected to conduct research on their topics and write their papers in academic style.  | 35 |
| **9** | **Pre-class Learning of Course Material**  | Students are expected to read all the required readings before class.  | 50 |
| **10** | **Review of Course Material** | Students are expected to review all the material covered before the midterm and final exams. | 39 |
| **11** | **Studio** |  |  |
| **12** | **Office Hour** | Students may visit during office hours or make an appointment to schedule another time slot. | 14 |
| **TOTAL** | **180** |
| **IV. PART** |
| **Instructor** | **Name** | Tarık Oğuzlu |
| **E-mail** | tarik.oguzlu@antalya.edu.tr |
| **Phone Number** | 0242-245 0225 |
| **Office Number** | A2-34/35 |
| **Office Hours** | Wednesday 14:30-16:30 |
| **Course Materials** | **Mandatory** | All the reading indicated in the syllabus are required readings |
| **Recommended** | All reading noted in the syllabus as recommended readings are strongly recommended. |
| **Other** | **Scholastic Honesty** | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. |
| **Students with Disabilities** | Reasonable accommodations will be made for students with verifiable disabilities. |
| **Safety Issues**  |  |
| **Flexibility** | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change.  Students will be notified prior to any changes.  |