

**IAFS 3000 - 001**  
**America's Role and Image in the World: Past, Present and Future**  
**Spring 2012**

Instructor: Melinda L. Cain, Ph.D.	<b>Class meets TR 3:30 – 4:45 pm</b>
Office: Hellems 93 Cell Phone: 303-522-7230	<b>Classroom: KETCH 303</b>
Office Hours: Tuesday and Thursdays 2-3pm 5-6pm <b>By Appointment</b>	Email: melinda.cain@colorado.edu <a href="mailto:melinda@realworldsolutions.us">melinda@realworldsolutions.us</a>

**Course Description**

This course examines the changing role of the US in the world since WWII. Students will understand why and how that role has changed, and analyze implications for the present and the future. The course also examines the various perspectives on the image of the US as tracked in global image polls and surveys, and in the international press. As a special topic course, students will take an active role in discussing key issues facing the US today, building upon historical knowledge and informed opinion about what role the US will play in the future and what could or should the US do to regain or enhance its image.

In addition to the historical facts and perspectives of the role and image of the US, the course also integrates **three key themes** throughout the semester: **Critical thinking** as a means to better analyze and address key policy issues; the **role of global leadership** during the policy analysis and decision process; and the **influence of cultural context** to policy-making.

**Course Outcomes and Expectations**

The course content is designed to help students become more aware of the context to American Foreign Policy and the variety of hard and soft power tools available to achieve both national and global interests. Students should leave the course understanding that there are many perspectives on an issue, and that considering multiple perspectives results in “better policy” and desired outcomes.

Your learning outcomes should be the ability to:

- Know and discuss the historical role of the US in the world and how it has evolved, citing both historical facts and credible academic perspectives;
- Demonstrate in-depth knowledge and critical thinking about the US role and participation in selected major global issues and in relationship to other key global powers. Demonstrate this knowledge in the development of a major project involving individual research and group discussion and presentation;
- Understand, cite and explain the various national and international perspectives on the US role and image in comparison to how Americans perceive the US.

## Required Texts

Hook, Steven W. (2011) *U.S. Foreign Policy: The Paradox of World Power*. Washington, D.C.: CQ Press. (Pay attention to the Internet references at the end of each chapter.)

Lederer, William J. and Eugene Burdick. (1986). *The Ugly American*. New York: WW. Norton & Company.

Critical Thinking Documents and other required/recommended articles are found on CULearn.

**Check regularly on your CU email or CULearn for updates or additions.**

## Check Regularly along with your regular news sources

[www.worldpress.org](http://www.worldpress.org)

Aljazeera - <http://english.aljazeera.net/English>

Economist Articles at [www.economist.com](http://www.economist.com) or <http://ucblibraries.colorado.edu/>

Council on Foreign Affairs [www.cfa.org](http://www.cfa.org)

Foreign Policy Association – [www.fpa.org](http://www.fpa.org) - sign up for newsletter and weekly quiz

BBC News: <http://news.bbc.co.uk/>

Pew Global Research - [www.pewglobal.org](http://www.pewglobal.org)

Frontline World/PBS - <http://www.pbs.org/frontlineworld/>

## Expectations/Responsibilities of Students

- Treat class like a job. Know the syllabus. Do the work. Take initiative.
- Attendance in class does not constitute “engagement”. All reading **assignments should be completed prior to the class** in order to contribute effectively to class discussion and learning. Come prepared to contribute to discussion. You will be randomly asked to participate.
- **No digital distraction or side conversations.** These will cause you to be dismissed from class.
- You are expected to **interact sensitively, respectfully, and responsibly** when discussing issues in class. That requires active listening, articulate expression, and open-minded reflection. **Formal communication is appropriate with your professor.**
- You are to **hand in a printed copy of your assignment at the beginning of class. Late assignments will receive a 20% reduction in grade for each class period.** I understand that “life happens”. However, you are still responsible for class work and attendance. **NO credit** will be given for an **assignment turned in after one week.** Any issues affecting class attendance and performance must be cleared in advance with me. Doctor’s excuses will explain your absence but not recoup missed points.
- Critical thinking, higher-level analysis and concise, creative interaction and writing are expected. When writing, this includes **spell check, proper use of grammar, extensive editing, and clear, complete sentence construction.** Written English is not “spoken English”. You are to use **ACADEMIC REFERENCES** (Wikipedia is NOT one) gleaned from Google Scholar, primary news sources, books, or the databases available at the Library. All information presented in papers that is not your original thought must be documented with sources used. Use proper format (APA or MLA).

## Summary of Course Requirements

<b>Class attendance/participation/engagement</b>	<b>160</b>
You earn participation points through class engagement and discussion, not just showing up.	
<b>Analytical Papers 3@ 100 points (6 pgs each)</b>	<b>300</b>
<b>US Foreign Policy Issue – Analysis of leadership</b>	
<b>Ugly American and American Image</b>	
<b>US Foreign Policy Issue - Analysis demonstrating critical thinking</b>	
Your initiative to independently research articles relevant to the week's topic/your global issue and country/regional perspective is critical to your grade.	
	<b>20+</b>
<b>Exams (2 @ 150 points)</b>	<b>300</b>
2 Objective/Short Answer Exams. Pop quizzes on readings may be added.	
<b>Final Presentation and Policy Document</b>	
<b>Individual Research - Policy Issue and 3 country perspectives</b>	<b>100</b>
<b>Team Presentation (Weeks 15, 16)</b>	<b>100</b>
<b>Self-peer evaluation/Instructor input</b>	<b>20</b>
<b>Total points</b>	<b>1000 points</b>

## IAFS 3000-002 Updated Schedule

Week	Date	Class Topic	Class Activity	Assignment for class
1	T 01/17	Introduction/Overview of Course Requirements and Student Responsibilities	Syllabus, course requirements. Introductions. Discuss assignments.	Listen and learn about course. Begin to think about your issue focus for the course.
<b>The Setting of US Foreign Policy and Introduction of Key Themes of the Course</b>				
	R 01/19	US in a Turbulent World <i>Challenges and The Paradox of Power</i>	Hook Chapter 1 Discussion and Foreign Policy Quiz	Read Hook Chapter 1. Prepare discussion questions.
2	T 01/24	Fundamentals of Critical Thinking	Lecture and Small group discussion.	Read Critical Thinking Documents.
	R 01/26	The Expansion of US Power <i>Historical look at how the US became #1</i>	Hook Chapter 2 Discussion	Read Hook 2. Apply "Analysis of Logic Article" to Chapters 1 or 2 for discussion.
3	T 01/31	Dynamics of Decision Making	Discuss Hook Chapter 3. Group Work	Read Hook 3. Prepare discussion questions.

Week	Date	Class Topic	Class Activity	Assignment for class
	R 02/02	What is Global Leadership? Why is it Important?	Lecture and group examination of Global Leadership: individual, organizational and national levels	Read Global Leadership documents. Read Time Articles and Friedman Excerpts. Be prepared to discuss.
4	T 02/07	The Influence of Culture on Negotiation and Decision Making	Lecture and Discussion of Readings: The Importance of Culture	Read Culture documents. Discussion – apply culture and leadership to first 3 chapters.
<b>Internal (Government) Sources of Foreign Policy</b>				
	R 02/09	Presidential Power	Discussion of Hook Chapter 4.	Discussion Questions
5	T 02/14	Congress Beyond the “Water’s Edge”.	Discussion of Hook and other Readings	Read Hook Chapter 5 Economist Article
	R 02/16	The Foreign Policy Bureaucracy	Discussion and Policy Issue Preparation	Discussion Questions.
6	T 02/21	Exam Review and Foreign Policy issue	Complete Chapters Exam Preparation	Study Exam review and come with questions.
	R 02/23	<b>Exam</b>	Exam on Hook Part I, II and other class material.	Bes prepared for Exam.
<b>Lessons from The Ugly American and Image Polls</b>				
7	T 02/28	Ugly American	Ugly American Discussion.	Read Ugly American Ch. 1-8 and Image Documents. Complete Study Guide for Discussion.
	R 03/01	Ugly American	Ugly American Discussion	Read Ugly American Ch. 9-15 and Image Documents. Complete Study Guide for Discussion
8	T 03/06	Ugly American	Ugly American Discussion	Read Ugly American Ch. 16 – 22 and finish Image Documents.
<b>External Sources and Influences on Foreign Policy</b>				
	R 03/08	Public Opinion at Home and Abroad	Hook Chapter 7 Discussion	Read Chapter 7. Discuss Contemporary Relevance.
9	T 03/13	Impact of Mass Communications	Hook Chapter 8 Discussion	Read Chapter 8. Discuss Contemporary Relevance.

Week	Date	Class Topic	Class Activity	Assignment for class
	R 03/15	Social Movements and Interest Groups	Hook Chapter 9 Discussion	Read Chapter 9. Discuss Contemporary Relevance.
<b>Integration in Specific Policy Arenas</b>				
10	T 03/20	National Security and Defense Policy	Chapter 10	Read Chapter 10. Discuss Contemporary Relevance.
	R 03/22	Economic Statecraft	Chapter 11	Read Chapter 11. Discuss Contemporary Relevance.
Week 11 – 3/26 – 3/30 Spring Break – ENJOY!				
12	T 04/03	Group Work	Group work.	
	R 04/05	Transnational Policy Problems	Chapter 12	Reading and Discussion. Additional Articles
13	T 04/10	Review for Exam 2	Part III and IV – chapters 7 - 12	Review.
	R 04/12	<b>Exam</b>	Exam	Be prepared to take exam.
<b>Final Group Presentations on Contemporary Policy Issues</b>				
14	T 04/17	Group work	Group work	
	R 04/19	Group Work	Group Work	
15	T 04/24	Global issue presentation		
	R 04/26	Regional perspectives		
16	T 05/01	Global presentation		
	R 05/03	Regional perspective		

## University Policies

**Academic Integrity:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

**Religious Holidays:** CU seeks to accommodate the observance of religious holidays. If you need to miss class because of religious holidays, you should notify me by the end of the **second** week of class regarding the date(s) you will be absent.

**Disability Accommodation:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services by the third day of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact (303-492-8671, Willard 322 and [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)).

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

### Discrimination and Sexual Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment <http://www.colorado.edu/policies/discrimination.html>, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303- 492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>