

**PSCI 3163 – American Foreign Policy**  
Monday-Friday, 12:45 – 2:20, EKLC M203

**Contact Information**

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Office Hours: Monday, Wednesday, Friday, 2:30 – 4:00 and by appointment, Chem. 370

**Course Description**

This course will examine the sources and conduct of U.S. foreign policy. Throughout the course, we will attempt to explain why the United States government comes to certain foreign policy decisions and not others. In the first part of the course, we will examine the ideational foundations of foreign policy throughout American history. In the second part of the course we will look in greater detail at how decisions are made, examining major governmental institutions and how they interact to create and execute policies. Finally, we will examine contemporary challenges facing the United States, using what was discussed in the first two parts to understand the contours of these debates.

**Required Texts**

- Steven W. Hook and John Spanier, *American Foreign Policy Since World War II*, 19<sup>th</sup> edition, CQ Press.
- Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy*, 5th edition, Wadsworth Cengage.

**Course Requirements and grades**

Your grade will be based on the following elements: two exams, a research paper, a policy memo, attendance and participation. All written work must be turned in both in hard copy and on d2l. The exact grade breakdown is as follows:

- Exam 1 15%
- Exam 2 15%
- Research Paper
  - Final Paper 25%
  - Paper Proposal 5%
  - Paper Outline 5%
  - Paper meeting 5%
- Simulation
  - Participation 5%
  - Policy Memo 15%
- Attendance 5%
- Participation 5%

*Exams*

There will be two exams on Monday, June 15 and Thursday, July 2. Each exam is worth 15% of your grade. The second exam will be semi-cumulative. I won't ask questions pertaining solely to material from the first part of class, but I may ask questions that uses this material in conjunction with material from the second half of class. Further details will be provided near the exam date.

### *Research Paper*

Each student will be write a research paper analyzing a major foreign policy decision since World War II using the concepts covered in class. A good paper will make a clear argument for *why* the specific foreign policy decision was reached, rather than simply providing a history of the decision. You should provide a brief background to the incident, and then detail both the decision that was reached and possible alternative decisions that could have been made. You should then explain why the actual decision was favored over the alternatives. Consider both how the decision relates to major trends in American foreign policy and the position of relevant institutional actors and decision makers. The paper must be no longer than 7 pages, double spaced. It should be well researched, with relevant sources cited according to APSA format. The bibliography will not count towards the page limit. The final paper will be due Monday, June 29.

To help you write a good paper, each student will complete several intermediate tasks. First, each student must submit a one to two paragraph paper proposal by Friday, June 5. This should provide a brief description of the event in question, including both the events leading up to the decision, what had to be decided and the decision that was reached. You may also provide an initial hypothesis or explanation for why this outcome occurred, but are not required to.

Second, each student will complete a 1-2 page detailed outline of the paper, due Friday, June 19. The outline must clearly identify the thesis and how that argument will be supported. The outline should also clearly show the major sections of the paper and how they will fit together, as well as major subcomponents within each section.

Finally, each student will be required to meet with me individually during the week of June 22-26 to discuss the outline and the major areas that I see need improvement. If you feel you will be unable to meet with me, please let me know as soon as possible so we can make other arrangements.

### *Simulation*

On June 25 and 26 we will conduct a simulation of foreign policy decision making. Confronted with a fictional situation, students will play representatives of various executive departments to the National Security Council and NSC working groups. Further details of the simulation will be provided as it gets closer.

As part of the simulation, each student will write a policy memo, describing the situation and proposing two to three possible policy responses and making an argument for the preferred response. This must be no longer than two pages, double spaced, and I will read *nothing* beyond this limit. Similar to real documents, this is a very limited amount of space, so the memo must be carefully constructed to make maximum use of the space available. External research is not required, but any external sources used must be cited. The memo will be due at the beginning of class on June 25.

### *Attendance and Participation*

You are expected to attend class regularly and participate in class discussions. You will be allowed one unexcused absence without affecting your grade. Each additional unexcused

absence will reduce your attendance score by 20% (1 out of 5 attendance points). Absences can be excused at my discretion, provided I am notified promptly and provided with a reason for the absence. I may require supporting documentation before excusing an absence.

Classes will be a mix of lecture and discussion. Therefore, to get the most out of class, you need to participate actively. This includes asking questions when you don't understand something or want elaboration on a point, as well as offering your own thoughts and comments to discussions. As it is impossible to participate if you are not present, excessive absences may affect your participation grade even if the absences are excused.

### **Course Schedule**

- Monday, June 1
  - Introduction

### **History and Ideas**

- Tuesday June 2
  - The 19<sup>th</sup> Century
  - Hook and Spanier, Ch. 1
  - Rosati and Scott, pgs 2-29
- Wednesday, June 3
  - The World Wars
- Thursday, June 4
  - The Beginning of the Cold War
  - Hook and Spanier, Ch 2, Ch 3
- Friday, June 5
  - Vietnam and the height of the Cold War
  - Hook and Spanier, Ch 4
  - Paper proposal due
- Monday, June 8
  - Détente
  - Hook and Spanier, Ch 5
- Tuesday, June 9
  - The End of the Cold War
  - Hook and Spanier, Ch 6 and Ch 7
- Wednesday, June 10
  - After the Cold War
  - Hook and Spanier, Chs. 8 and 9, skim chs. 11 and 12
  - Rosati and Scott, pgs 29-53
- Thursday, June 11
  - Movie: *Thirteen Days*
- Friday, June 12
  - Movie: *Thirteen Days*
- Monday, June 15
  - Exam 1

### **Institutions and Decision Making**

- Tuesday, June 16
  - Intro to Part II – Decision Making Theory
  - Rosati and Scott, Ch. 9
- Wednesday, June 17
  - The President and National Security Council
  - Rosati and Scott, Ch 3 and 4
- Thursday, June 18
  - The State Department
  - Rosati and Scott, Ch. 5
- Friday, June 19
  - The Military Establishment
  - Rosati and Scott, Ch. 6
  - Paper outline due.
- Monday, June 22
  - The Intelligence Community
  - Rosati and Scott, Ch. 7
- Tuesday, June 23
  - Economic Policy Institutions
  - Rosati and Scott, Ch. 8
- Wednesday, June 24
  - Congress and Electoral Politics
  - Rosati and Scott, Ch. 10 and Ch. 12
- Thursday, June 25
  - Simulation Day 1
  - Policy memo due
- Friday, June 26
  - Simulation Day 2
  - Last day to meet about paper

#### Contemporary Challenges

- Monday, June 29
  - Peer Competitors? – Russia and China
  - Readings TBD
  - Paper due
- Tuesday, June 30
  - Terrorism and Conflicts in the Middle East
  - Readings TBD
- Wednesday, July 1
  - Globalization and Economic Crises
  - Readings TBD
- Thursday, July 2
  - Exam 2

#### Policies

Major policies for this course are described below. In addition, all university policies will apply to this course.

### *Late assignments and missed exams*

Written assignments that are turned in late will suffer a 10% penalty per day unless you have received prior permission to turn it in late. Make-up exams will be given only in the case of personal or family emergencies. If you do have an emergency requiring you to miss an exam, please let me know as soon as possible so we can make alternate arrangements.

### *Communication*

I will use both e-mail and d2l to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will respond to all e-mails as soon as I can. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet in person.

### *Honor Code*

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 and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (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  
<http://www.colorado.edu/academics/honorcode/>.

In essence, do not plagiarize, cheat or lie. For written work, you may discuss your paper with classmates and others to brainstorm and get feedback. However, each paper must be entirely your own work. Sanctions for violations may include receiving a zero on the assignment, failing the class, and being reported to the University Honor Code office.

### *Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you studied really hard for the test, your overall grade was just not high enough. You need to be able to show specific grading errors on our part.

### *Disability Statement:*

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (by the end of the first week) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Medical Conditions:

Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

#### *Religious Observance:*

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within two weeks. See full details at [www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html) .

#### *Classroom Behavior:*

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, 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: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code) .

Given the nature of the class, some of the topics we discuss may be controversial or sensitive. To maintain an open environment for discussion, I expect you to maintain a respectful attitude toward others. This includes refraining from ad hominem attacks, using appropriate language, not referring to people or groups (whether or not present) using derogatory or non-standard group names, etc. That said, as long as these presented in a respectful manner, I welcome your opinions and thoughts. You are also welcome to step out if a particular topic is particularly disturbing.

In addition, I expect you to arrive on time and remain for the entire class (except as noted above). Do not sleep, read the newspaper, send email or text messages, play games, have private conversations, etc. during lectures or recitations. Be sure to turn off your cell phones before class begins.

#### *Technology*

I will permit the use of laptops and other electronic devices for class purposes only. That said, I strongly advise against the use of laptops to take notes, as research has shown that students using technology are more easily distracted and tend to be less engaged in class. If their presence becomes disruptive, I will not hesitate to ban the use of laptops and other technology. If I notice you using technology for non-academic purposes, it will lower your participation grade.

#### *Discrimination and Harassment:*

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.