

**PSCI 3163 – American Foreign Policy**  
Spring, 2017  
Tuesday, Thursday, 11:00-12:15, HUMN 135

**Contact Information**

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Office Hours: Tuesday, Thursday, 2:00-3:30 and by appointment, Ketchum 123

**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 American foreign policy traditions shown throughout U.S. history. In the second part of the course we will examine the actual process of making foreign policy. 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**

- Kaufman, Joyce. *A Concise History of U.S. Foreign Policy*. New York: Rowman & Littlefield Publishers, Inc. – any edition.
- Allison, Graham and Philip Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*. 2<sup>nd</sup> Edition. New York: Longman.

**Course Requirements and grades**

Your grade will be based on the following elements: three short papers (approximately 5 pgs each), three read and teach papers, and attendance. All written work must be turned in both in hard copy and on d2l. The exact grade breakdown is as follows:

- 3 Papers – 25% each
- 3 read and teach – 5% each
- Attendance – 10%

*Short Papers*

Each student will write three short papers of about five pages each. These papers will apply the concepts discussed in class to a case of the student's choice. Further details on each paper will be posted on d2l. The papers will be due in class on February 28, April 18, and May 8 in both hardcopy and on d2l. Each student has 1 free late day to use on a paper of their choice; further delays will result in a 5% penalty per day on that paper.

*Read and teach*

For each of the three segments of the course, students will be assigned discussion groups. For each segment, each student will complete a 1-2 page reading response on the empirical material, applying the concepts to that material. You will then lead a brief discussion of the material in your group on that class period. The read and teach assignment will typically be given a completion grade (i.e. 100%), although I reserve the right to deduct points for serious errors in

comprehension. Further details will be posted on d2l for each segment. The following dates are available to complete a reading response:

- Segment 1: Feb. 2, Feb. 9, Feb. 16, Feb. 23
- Segment 2: Mar. 2, Mar. 9, Mar 16, Mar 23, Apr. 6, Apr. 13
- Segment 3: Apr. 25, Apr 27, May 2, May 4

Each group should divide the available dates so that there is only one student per day. Because, the written response is tied to leading a group discussion, *no* late papers will be accepted. However, in an emergency I may allow you to complete the assignment for a different day.

### *Attendance*

You are expected to attend class regularly and participate in class discussions. You will be allowed two unexcused absence without affecting your grade. Each additional unexcused absence will reduce your attendance/participation score by 10% (1 out of 10 attendance points). Additional absences may be excused at my discretion. To request an excused absence, you must e-mail me promptly and provide a reason for the absence. I may require supporting documentation before excusing an absence.

### **Course Schedule**

Note: I reserve the right to make changes to the schedule or assigned readings as appropriate. Any such changes will be announced on d2l.

#### Week 1 - Introduction

- Jan 17
  - Introduction, no reading
- January 19
  - Burrough, Bryan, Evgenia Peretz, David Rose, and David Wise. 2004. "The Path to War." *Vanity Fair*. May 2004. <http://www.vanityfair.com/news/2004/05/path-to-war200405>.

#### Week 2 – Geography + ideas

- Jan 24
  - Kaufman, Ch. 1
  - Miller, Aaron David. 2013. "How Geography Explains the United States." *Foreign Policy*. April 16, 2013. <http://foreignpolicy.com/2013/04/16/how-geography-explains-the-united-states/>
- Jan 26
  - O'Connor, Brendan. 2009. "American Foreign Policy Traditions: A Literature Review." US Studies Working Paper. US Studies Center, University of Sydney. [http://ussc.edu.au/ussc/assets/media/docs/publications/0910\\_oconnor\\_usforeignpolicy.pdf](http://ussc.edu.au/ussc/assets/media/docs/publications/0910_oconnor_usforeignpolicy.pdf). (Pay special attention to pgs. 9-10)
  - Mead, Walter Russell. 2002. "The American Foreign Policy Legacy." *Foreign Affairs*. 81(1): 163-176.

#### Week 3 – 19<sup>th</sup> century

- Jan 31
  - Kaufman, Ch.2

- Feb 2
  - Washington's Farewell Address.  
[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp)
  - Monroe Doctrine [http://avalon.law.yale.edu/19th\\_century/monroe.asp](http://avalon.law.yale.edu/19th_century/monroe.asp)
  - Roosevelt Corollary  
<https://www.ourdocuments.gov/doc.php?doc=56&page=transcript>
  - (Recommended) Open Door Note  
<https://www.mtholyoke.edu/acad/intrel/opendoor.htm>

#### Week 4 – The World Wars

- Feb 7
  - Kaufman, Ch. 3
- Feb 9
  - 14 Points [http://avalon.law.yale.edu/20th\\_century/wilson14.asp](http://avalon.law.yale.edu/20th_century/wilson14.asp)
  - Henry Cabot Lodge speech opposing the League of Nations:  
[http://www.firstworldwar.com/source/lodge\\_leagueofnations.htm](http://www.firstworldwar.com/source/lodge_leagueofnations.htm)
  - Stimson Doctrine: <http://courses.knox.edu/hist285schneid/stimsondoctrine.html>
  - Atlantic Charter <http://avalon.law.yale.edu/wwii/atlantic.asp>

#### Week 5 – Cold War

- Feb 14
  - Kaufman Ch.4
- Feb 16
  - X (George Kennan). 1947. "The Sources of Soviet Conduct." *Foreign Affairs*. 25(4). 566-582.
  - President Johnson's Message to Congress, August 5, 1964 and Tonkin Gulf Resolution. [http://avalon.law.yale.edu/20th\\_century/tonkin-g.asp](http://avalon.law.yale.edu/20th_century/tonkin-g.asp)
  - Carter Doctrine  
<https://www.jimmycarterlibrary.gov/documents/speeches/su80jec.phtml>

#### Week 6 – Late Cold War and Post Cold War

- Feb 21
  - Kaufman Chs. 5 and 6.
- Feb 23
  - George H.W. Bush New World Order speech:  
<http://www.presidency.ucsb.edu/ws/?pid=19253>
  - George W. Bush's 2<sup>nd</sup> Inaugural Address  
<http://www.npr.org/templates/story/story.php?storyId=4460172>

#### Week 7 – Decision Making – Rational Choice

- Feb 28
  - Paper 1 due
  - Allison and Zelikow, Ch. 1
- Mar 2
  - Allison and Zelikow, Ch. 2

## Week 8 – Decision Making – Organization Behavior

- Mar 7
  - Allison and Zelikow, Ch. 3
- Mar 9
  - Allison and Zelikow Ch. 4

## Week 9 – Decision Making – Bureaucratic Politics

- Mar 14
  - Allison and Zelikow, Ch. 5
- Mar 16
  - Allison and Zelikow Ch. 6

## Week 10 - Congress and the Executive

- Mar 21
  - Grimmett, Richard F. 1999. “Foreign Policy Roles of the President and Congress.” CRS Report. Congressional Research Service.  
<https://www.saylor.org/site/wp-content/uploads/2013/10/Foreign-Policy-Roles-of-the-President-and-Congress-2.1.pdf>
  - Johnson, Toni. 2013. “Congress and U.S. Foreign Policy.” Background. Council on Foreign Relations. <http://www.cfr.org/united-states/congress-us-foreign-policy/p29871>
- Mar 23
  - “The Iran Contra Affairs: Overview.” Brown University.  
[https://www.brown.edu/Research/Understanding\\_the\\_Iran\\_Contra\\_Affair/iran-contra-affairs.php](https://www.brown.edu/Research/Understanding_the_Iran_Contra_Affair/iran-contra-affairs.php).

## Week 11 – State, Defense, Intelligence

- Apr. 4
  - US Department of State. “Department Organization.”  
<https://www.state.gov/r/pa/ei/rls/dos/436.htm>.
  - United States Institute for Peace. “The United States Military.” *Guide for Participants in Peace and Stability Operations*. <http://www.usip.org/node/5706>
    - The National Command Structure
    - The Services
  - Erwin, Marshall Curtiss. 2013. “Intelligence Issues for Congress.” CRS Report, Congressional Research Service.  
<http://www.au.af.mil/AU/AWC/awcgate/crs/rl33539.pdf>. Pgs. 1-3, 15-17.
  - “The Intelligence Cycle.” <https://fas.org/irp/cia/product/facttell/intcycle.htm>.
- Apr 6
  - Karabell, Zachary. 1999. “Prelude to War: US Policy Toward Iraq, 1988-1990.” Kennedy School of Government Case Program. (on d2l).

#### Week 12 – Executive + NSC process

- Apr 11
  - Whittaker, Alan G., Brown, Shannon A., Smith, Frederick C., & McKune, Elizabeth. 2011. *The National Security Policy Process: The National Security Council and Interagency System*. (Research Report, August 15, 2011, Annual Update). Washington, D.C.: Industrial College of the Armed Forces, National Defense University, U.S. Department of Defense.  
<http://www.virginia.edu/cnsl/pdf/national-security-policy-process-2011.pdf>. Pgs. 1-44.
  - Presidential Policy Directive-1. 2/13/2009. <https://fas.org/irp/offdocs/ppd/ppd-1.pdf> ??
- Apr 13
  - Baker, Peter. 2009. “How Obama Came to Plan for ‘Surge’ in Afghanistan.” *The New York Times*. December 5, 2009.  
<http://www.nytimes.com/2009/12/06/world/asia/06reconstruct.html>.

#### Week 13 – Contemporary issues - overview

- Apr 18
  - Paper 2 due
  - Overview
  - Reading TBD
- Apr 20
  - Reading TBD

#### Week 14 – Contemporary issues 1

- Apr 25
  - TBD
- Apr 27
  - TBD

#### Week 15 – Contemporary issues 2

- May 2
  - TBD
- May 4
  - TBD

May 8<sup>th</sup>

- Paper 3 due (final time)

#### **Policies**

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

#### *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. I will report all violations to the University Honor Code Office. If found liable, you will receive a zero on that assignment. In particularly severe cases, I may impose additional penalties, including automatically failing the course.

### *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 worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my 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 third 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\\_religh.html](http://www.colorado.edu/policies/fac_religh.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 are 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. Please do not begin packing your things until I finish talking.

### *Technology*

Research has shown that the use of laptops in class leads to lower performance by both the user and surrounding students. Therefore, I am prohibiting the use of laptops and other technology (cell phones, tablets) without my express permission. Thus, please put away laptops, tablets, and cell phones at the beginning of class. If you have reasons that using a laptop or tablet would be beneficial to your learning, please see me and we will try and work something out.

### *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>.