

AMERICAN FOREIGN POLICY PSCI 3163-001
Spring 2018: T, Th 11am-12:15pm in HUMN 1B80

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Office Hours: T, Th 12:15-1:30pm in Ketchum 131
(Office hours also available at other times through email appointment)

Course Description: This is an advanced course in the political science subfield of international politics. While there is no formal prerequisite to this course, students will benefit greatly from some background in international politics, specifically PSCI 2223. Students without such background may need to do additional preparation for the class sessions. This advanced course is divided into three parts. In the first, we will study the history of American foreign policy since World War II. In the second, we will examine the various institutions/bureaucracies associated with the formulation of American foreign policy. In the third part, we will discuss a series of foreign policy issues currently confronting U.S. policymakers.

Required Texts:

1. Steven W. Hook and John Spanier, *American Foreign Policy Since World War II*, 20th edition, CQ Press.
2. Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy*, 6th edition, Wadsworth Cengage.
3. A collection of current event articles for the third part of the course. Topics and articles will be decided later.

Course Requirements: This course will mix lecture with class discussion. As the grading policy below indicates, class participation is very important. Students will need to attend all classes and find ways to participate in class discussion.

There will also be a series of quizzes, which will be given **only** during class. Please do not ask to make up a quiz if you missed class; the answer is NO [I will however drop your lowest quiz grade, which might be a zero because you missed the quiz].

No make-up exams will be permitted without 1) a documented medical emergency **and** 2) some advanced notification that you will miss the exam on the scheduled date.

Late papers will be marked down one letter grade for each class session of delay.

There will be no extra credit assignments offered; please do not ask for an exception.

<i>Grading Policy:</i>	Attendance/Class Participation/Quizzes	10%
	1st Exam (3/1)	30%

Paper Outline (3/20)	5%
Paper (4/10)	25%
2nd Exam (W 5/9 4:30-5:45pm)	30%
	100%

Grading Grievances: Objectively assigning grades is a tough business, and we will make an occasional mistake. If you think that your exam has been graded unfairly, we can talk about it during office hours (but not in the classroom during or right after class). However, before we meet to talk about your 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: we 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 (within 2 weeks) 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.

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.

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 and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

In this class, appropriate classroom behavior includes arriving on time and remaining for the entire class. 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.

Sexual 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>.

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 this class, your sanction for the first violation of the honor code will be a 0 grade on the exam or written assignment for which the honor code violation occurred. For a second violation of the honor code, you will fail the class.

Class Schedule:

<i>Week</i>	<i>Readings</i>
1/16	Introduction
1/18	Hook and Spanier chapter 1; Rosati and Scott chapter 2
1/23	Hook and Spanier chapter 2
1/25	Hook and Spanier chapter 3
1/30	Hook and Spanier chapter 4
2/1	Hook and Spanier chapter 5
2/6	Hook and Spanier chapter 6
2/8	<i>No class</i>
2/13	Hook and Spanier chapters 7 and 8
2/15	Hook and Spanier chapters 9 and 10

2/20	Hook and Spanier chapters 11 and 12
2/22	Hook and Spanier chapters 13 and 14
2/27	<i>In class review session for 1st exam</i>
3/1	<i>1st exam</i>
3/6	Rosati and Scott chapter 1
3/8	Rosati and Scott chapters 3 and 9
3/13	Rosati and Scott chapters 4 and 5
3/15	Rosati and Scott chapters 6 and 7
3/20	Rosati and Scott chapter 8 <i>Paper Outline due in class</i>
3/22	Rosati and Scott chapter 10
<i>Spring break</i>	
4/3	Rosati and Scott chapters 11 and 12 (11 and 13 in 5 th ed.)
4/5	<i>No class, writing day</i>
4/10	<i>Paper due in class</i>
4/12	Current US foreign policy 1
4/17	Current US foreign policy 2
4/19	Current US foreign policy 3
4/24	Current US foreign policy 4
4/26	Current US foreign policy 5
5/1	<i>In class review session for 2nd exam</i>
5/3	<i>No class</i>
5/9	<i>2nd exam on W 4:30-5:45pm</i>

Research Paper (due in class on 4/10):

This will be a 7 page paper (and it must be paginated) with doubled spacing and 12 point font. Your bibliography, which should be extensive and must include non-internet sources (i.e. books and/or academic articles), does not count towards this page limit.

All papers must follow the structure outlined below and *use signposting* to demonstrate this structure.

Introduction (2 paragraphs) – In the first paragraph tell me very briefly 1) what specific Presidential decision you are trying to explain, 2) what were the main executive branch divisions, 3) who won the disagreement, and why. In the second paragraph, tell me how your paper will be organized.

1. *Background* – no more than 2 pages.

Tell me just enough detail so that the rest of your paper makes sense. In short, what was the foreign policy problem that required some specific Presidential decision? [I absolutely do not want a report on some US foreign policy event, so it might be wise to write this first section of the paper last, including only the details that a reader would need to understand sections 2 and 3 below.]

2. *Executive branch divisions* – at least 2 pages.

In the first paragraph, briefly summarize the different policy options for the President. Then develop each policy option in more detail and clearly identify the foreign policy actors within the

executive that support this policy option. You should be able to fill out (and indeed must include within your paper) a table like the following example:

<u>Foreign policy option</u>	<u>Supporting actors</u>
#1 use military force	State Department, civilian Defense
#2 use economic sanctions	National Security Council, Joint Chiefs of Staff

To develop the divisions outlined in your table, you will need to provide evidence from books, articles etc. that such executive branch divisions really existed. Use quotes and give the proper credit to the original authors. If you find that there are many various options, then you should try to simplify them into 2 or 3 main options. In terms of supporting actors, you must account for all of the main foreign policy bureaucracies that we will discuss in the second part of the course (i.e. State, NSC, civilian DOD, military DOD, etc.). Congress should not be an actor in this part of your paper, nor should you treat foreign governments as actors in this part of the paper.

3. *Foreign Policy Outcome* – at least 2 pages.

Begin by telling me what policy option won out and, therefore, which bureaucratic actor/coalition effectively won the policy battle? (Maybe the resultant policy was a compromise involving several bureaucratic groups; if so, then tell me what each group won and lost.) Then develop at least two different *political* reasons explaining why this outcome was reached. You must focus on *political* factors that explain why this group won and other groups lost? Please don't give me any policy reasons (i.e. this was the best policy so it won out).

Conclusion – no more than 1-2 paragraphs.

Here you should simply summarize your argument.

Bibliography – You need to fully cite your sources. Use whatever bibliographic format you prefer, but it must provide a complete cite and you must use a consistent format for all citations. You will also need to submit your paper to **turnitin.com** so that we can verify its originality.

Paper Outline (due in class on 3/20):

1. The specific single foreign policy event/decision that you will be analyzing.
2. Table of bureaucratic divisions that will appear in your paper.
3. Which policy option won out?
4. Two different *political* (not policy) reasons explaining why this option won.