

PSCI 3163-110, AMERICAN FOREIGN POLICY

Monday through Friday, 3:10 PM - 4:45 PM

CHEM 140

Instructor: Dr. Mike Kanner

Instructor Contact Information:

Telephone – none

E-Mail – michael.kanner@colorado.edu

Communication Policies:

The only way to contact me is by e-mail. My usual response time is 8 to 12 hours (although it may just be an acknowledgment). If you do not hear from me within 24 hours, contact the political science office (303 492-7871) and ask them to call me.

Instructor Biography:

I have been a lecturer and instructor in political science and international affairs since 2001 and have taught most international relations subjects from security to economics. My bachelor's degree was in science from the U.S. Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder, where I focused on political psychology and its effect on foreign policy decision making.

Before joining academia, I served in the U.S. Army, including assignments as operations officer and analyst from brigade to theater army level in the United States, Latin American and Europe. I also spent a short time as a contract employee for SAIC, a think tank doing work for the Defense Department. My activity as an analyst included studies on expert decision making, low-intensity conflict, and preventive diplomacy

Course Description (from course catalog)

Examines foundations, assumptions, objectives, dynamics, and methods of U.S. foreign policy since WWII. Gives special attention to domestic and external problems of adapting U.S. policy to the changing world environment.

Prereq. PSCI 2223. Approved for arts and sciences core curriculum: United States context.

Course Objectives.

1. Describe the background and context for American foreign policy.
2. Summarize the roles and responsibilities of the executive and legislative branches in developing and implementing foreign policy.
3. Evaluate the role of the public, interest groups and the media in setting the foreign policy agenda.

Overview

There is a reading assigned for each day except when there is an exam. These should be read in advance of the class. The reading comes from either the textbook or an article you will need to access on Canvas. Articles on Canvas are linked to the day in which they will be discussed.

Classes will start with administrative announcements (if there are any) and some foreign policy-related news. There will then be a short discussion of the news. After that, I will give a short talk on the day's readings. These talks are not summaries. They will highlight sections of the readings and add historical and theoretical aspects to the readings. During these talks and after, you are expected to contribute with questions and comments. I will sometimes interrupt my talk to ask opinions or to prompt a discussion.

Required Texts

There is only one required text for the course.

Scott, James. M. and Jerel A. Rosati. 2020. *The Politics of United States Foreign Policy*, 7th Edition. Thousand Oaks, CA: C.Q. Press (a Sage Publications Imprint).

To reduce costs, I have augmented this with readings from recent journal articles. These articles are on Canvas and linked to the date and the course syllabus.

Student Responsibilities

Your first responsibility is to show up to class and be on time. Readings are only part of the course. I consider lateness a sign of disrespect to other students.

Second, do the readings in advance. Classroom discussions are a significant part of the class. You should be reading critically and focus on these elements.

- Has the author made any assumptions? What are they? Do you agree?
- Is the evidence (and cases) accurate and valid? If not, what is your disagreement?
- Are there other viewpoints that should or could be presented? What are they? Why do you think the author did not include them?

Grading

Grades are based on a 100-point scale. Points are based on these activities.

Attendance	20 points
Midterm	40 points
Final Exam	40 points
Total	100 points

Final grades are based on a 100-point scale.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Midterm and Final Exams.

These will be in-class, closed-book exams. They will take the entire class. Each exam will consist of six questions from which students will select four. Questions will be eight points each and consist of a line or two to provide context, a general question, and a call for specific factors. You should be prepared to give examples. These questions will require some synthesis of the

subjects during each period the exam covers. A review sheet for the exam will be published at least one week before the exam.

Attendance.

Much of the course takes place in the classroom, so attendance is a significant part of the course. Absences will only be excused based on illness, incarceration, religious observation, work/sports/ROTC commitments or family emergencies. Documentation for your absence may be required.

Course Schedule

Module 1. Introduction

Objective - Describe the background and context for American foreign policy.

1. June 1
 - a. Learning Objectives
 - i. Identify course requirements and expectations.
 - ii. Identify the frames for understanding foreign policy.
 - b. Reading Assignments
 - i. Syllabus (on Canvas).
 - ii. Scott and Rosati, Ch. 1
2. June 2
 - a. Learning Objective – Outline the historical framework and debates within American foreign policy (AFP).
 - b. Reading Assignment – Scott and Rosati, Ch. 2
3. June 3
 - a. Learning Objective
 - i. Review tenets of offensive realism
 - ii. Show evidence of offensive realism in AFP.
 - b. Reading Assignment – Popescu (on Canvas)
4. June 5
 - a. Learning Objective – Evaluate stability of AFP.
 - b. Reading Assignment – Porter (on Canvas)

WEEKEND

Module 2. Institutions

Objective – Summarize the roles and responsibilities of the executive and legislative branches and agencies in developing and implementing foreign policy.

5. June 7
 - a. Learning Objective – Identify the elements of presidential power in foreign policy.
 - b. Reading Assignment – Scott and Rosati, Ch. 3
6. June 8
 - a. Learning Objective – Explain the progress of presidential dominance in foreign policy.
 - b. Reading Assignment – Goldgeier and Saunders (on Canvas)

7. June 9
 - a. Learning Objectives
 - i. Understand the functions, structures, and processes of the U.S. Department of State.
 - ii. Explain critical patterns in the role and influence of the Department of State in U.S. foreign policymaking.
 - b. Reading Assignment – Scott and Rosati, Ch. 4
8. June 10
 - a. Learning Objective
 - i. Recognize the elements and missions of the U.S. military.
 - ii. Analyze the nature and dynamics of the use of force in U.S. foreign policymaking.
 - b. Reading Assignment – Scott and Rosati, Ch. 5
9. June 11
 - a. Learning Objective
 - i. List the different types of intelligence and intelligence agencies.
 - ii. Summarize the challenges of the intelligence process.
 - b. Reading Assignment – Scott and Rosati, Ch. 6

WEEKEND

10. June 14
 - a. Learning Objective – Evaluate the impact of organization on the intelligence process.
 - b. Reading Assignment – Zegart (on Canvas)
11. June 15
 - a. Learning Objective
 - i. Identify the features and components of the National Security Council system
 - ii. Describe the nature and role of the national security adviser in the NSC system.
 - b. Reading Assignment – Scott and Rosati, Ch. 7
12. June 16
 - a. Learning Objective – Describe the impact of globalization on security and foreign policy.
 - b. Reading Assignment – Ripsman and Paul (on Canvas)
13. June 17
 - a. Learning Objective
 - i. Identify the major agencies and organizations of the foreign economic bureaucracy.
 - ii. Review key concepts for the midterm.
 - b. Reading Assignment – Scott and Rosati, Ch. 8
- 14. June 18 – Midterm Exam (Review sheet published on Canvas by June 12)**

WEEKEND

15. June 21
 - a. Learning Objectives
 - i. Identify the constitutional and institutional context of congressional foreign policymaking.
 - ii. Evaluate the conflict between the executive and the congressional branches in AFP.
 - b. Reading Assignment – Scott and Rosati, Ch. 9

16. June 22
 - a. Learning Objective – Evaluate the impact of presidential-congressional relations on the use of force.
 - b. Reading Assignment – Brule (on Canvas)
17. June 23
 - a. Learning Objective – Identify and apply the major models of U.S. foreign policymaking.
 - b. Reading Assignment – Scott and Rosati, Ch. 10
18. June 24
 - a. Learning Objective – Assess the impact of precedence on foreign policy decision-making.
 - b. Reading Assignment – Lissner (on Canvas)

Module 3. The Public

Objective – Evaluate the role of the public, interest groups and the media in setting the foreign policy agenda.

19. June 25
 - a. Learning Objectives
 - i. Understand the significant features of the public, its views and opinions, and their influence.
 - ii. Explain the patterns of public opinion in the mass public.
 - b. Reading Assignment – Scott and Rosati, Ch. 11

WEEKEND

20. June 28
 - a. Learning Objective
 - i. Understand the context of interest group activity in U.S. political participation.
 - ii. Explain the strategies of influence by interest groups.
 - b. Reading Assignment – Scott and Rosati, Ch. 12
21. June 29
 - a. Learning Objective
 - i. Examine the impact of media on AFP.
 - ii. Evaluate the impact of changes in the media (*e.g.*, social media, cable news) on AFP.
 - b. Reading Assignment – Scott and Rosati, Ch. 13
22. June 30
 - a. Learning Objective – Identify factors for the future of AFP
 - b. Reading Assignment – Jervis (on Canvas)
23. July 1
 - a. Learning Objectives
 - i. Summarize the patterns and politics of U.S. foreign policy since World War II.
 - ii. Review key concepts for the final.
 - b. Reading Assignment – Scott and Rosati, Ch. 14

24. July 2 – Final Exam (Review sheet published on Canvas by June 26)

Policies – (as established by the Vice Provost for Undergraduate Education)

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the C.U. Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at C.U. Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a C.U. Healthcare professional), or if you live on-campus, please alert [C.U. Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the "Accommodation for Disabilities" statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must

stay home. In this class, if you are sick or quarantined, e-mail me about accommodations and excusal from assignments.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (C.U. Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. C.U. Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC)

at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, e-mail me for accommodation and excusal.

See the [campus policy regarding religious observances](#) for full details.