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PSC 335E.01: American Foreign Policy

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The purpose of this course is to provide a review of major elements of U.S. foreign policy since World War II.

**Course objectives:** Upon successful completion of this course, the student should be able to demonstrate 1) factual knowledge of post-World War II American foreign policy, its significance in international politics and a sense of enduring ethical themes; 2) familiarity with important foreign policy literature and research sources; and 3) competence in preparing a range of written tasks typically required in scholarly work in political science.

Political Science 335E will be taught as an experimental undergraduate seminar. In addition to a substantive examination of American foreign policy, the seminar will stress research and writing skills. Seminar sessions will be conducted on a discussion basis under the direction of the instructor, whose role will be to guide discussion. A seminar situation presupposes mature students who are willing to work on their own, come to grips with ideas on their own, and then examine these ideas collectively with seminar colleagues. Individual students bear a large share of the burden for the collective success of a seminar.

**TEXTBOOKS**
--Spanier/Hook, *American Foreign Policy Since World War II* (14th ed)
--Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed)

Discussion will revolve around the following:
1) assigned readings from the texts
2) oral and written assignments based on outside readings and research
3) collective critique, defense and evaluation of ideas suggested by the readings and research
4) writing problems encountered in preparing class assignments

**Evaluation of seminar performance will be based upon:**
1) attendance and active class participation (15% of final grade)
2) one paraphrase/summary (5%) of an article in a professional journal (1-3 pages); all written assignments double-spaced (see exceptions), typed, uneven right margin, copied for class distribution and due no later than 11:00am on Thursday preceding seminar meeting for which work is listed as due on the syllabus; assignments due in LA 350; late papers will NOT be graded. Instructor's copy to be placed in faculty mail box.
3) two book reviews (10% ea.), 3-5 pages; copies for class
4) one book-related essay (3-5 pages; copies for class) plus one book review of the same book (3 pages; copy for instructor only) (15%)
5) one prospectus (5%), 1 page; copy for instructor only
6) one research paper (10-15 pages, including endnotes & bibliography for instructor, 20%) and one abstract of the paper (1 page, single-spaced, for class, 5%). Copy of research paper due no later than the Tuesday following oral presentation. Abstract (copies for class) due on Thursday preceding oral presentation.
7) Academic journal: Due Feb. 29 and April 11 (single-spaced, typed, 10%)
8) Ethics essay: Due April 25 (2 pages, double-spaced, 5%)

The seminar will be divided into two groups (A and B). Each week, in addition to assigned readings for the entire seminar, one group will have a written assignment/oral presentation due and the other group will assume responsibility for commentary/evaluation. At least one of the written assignments will be rewritten. The mechanics of seminar operation and the guidelines for written work will be explained in class.

Papers are graded on the basis of use of scholarly resources, organization and clarity of prose (including grammar, punctuation and spelling), and formal paper mechanics (Turabian manual, class handouts). Grading scale: 90s = A, 80s = B, 70s = C, 60s = D, 59 and below = F

(Tues)
January 25: INTRODUCTION: ETHICS AND FOREIGN POLICY

February 1: AMERICAN FOREIGN POLICY & ETHICS IN FOREIGN POLICY
  -Spanier & Hook, Ch. 1
  -Criteria for moral judgments & choice of foreign policy goals
  -The state as actor, national interest, rationality & morality

8: COLD WAR
  -Spanier & Hook, Ch. 2
  -A, Paraphrase/Summary

15: CONTAINMENT AND SPHERES OF INFLUENCE
  -Spanier & Hook, Chs. 3 & 4
  -B, Paraphrase/Summary

22: THIRD WORLD AND VIETNAM
  -Spanier & Hook, Chs. 5 & 6
  -A, Book Review; B, Prospectus
February 29: DÉTENTE
- Spanier & Hook, Ch. 7
- B, Book Review; A, Prospectus
- A & B, Academic Journal (Chs. 1-7)

March 7: WORLD-ORDER POLITICS
- Spanier & Hook, Ch. 8
- A, Book Review

14: REVIVAL OF SUPERPOWER CONFRONTATION
- Spanier & Hook, Ch. 9
- B, Book Review

21: SPRING BREAK

28: ENDING THE COLD WAR
- Spanier & Hook, Ch. 10
- A, Book-Related Essay

April 4: OLD TENSIONS AND NEW FRONTIERS
- Spanier & Hook, Chs. 11 & 12
- B, Book-Related Essay (April 11 Group A Paper
  Abstract DUE April 6!--Thursday)

11: AMERICA AT THE MILLENIUM
- Spanier & Hook, Ch. 13
- A & B, Academic Journal (Chs. 8-13)
- A, Paper Abstract, Papers (oral presentations
  start)

18: RESEARCH PAPERS
- A, Papers
- B, Paper Abstract (due April 20--Thurs)

25: RESEARCH PAPERS
- B, Papers
- A & B, Ethics Essay
  [Apr 27/28--Instructional Prog Reassignment Days]

May 2: RESEARCH PAPERS
- A & B, Papers

11: RESEARCH PAPERS (Finals Week, THUR., 8:00-10:00)
- Remaining Papers
- Conference

NOTE: Monday, March 6: last day to drop classes or change grading option

PSc Website: http://www.umt.edu/polsci/

The standard book review format to be used in this class should have the heading indicated above and include the following three features: 1) brief identification of the author and a statement concerning what "the book is about" in the first paragraph (or two), 2) a summary of the contents of the book (the middle 80% of the book review) so that a reader of the book review will understand the book, and 3) an assessment of the book (perhaps with a comparison to similar books by other authors or other books by the same author).

For stylistic reasons, it may be appropriate to combine the summary and assessment sections of a review. It is important, however, to let the reader of the review "see" the book standing on its own merits before condemning or praising it. A review should not be simply an essay expressing one's opinion about a book. "Quotes from the text," it should be noted, "can be cited with a simple parenthetical note." (p. 2) Margins should be 1" on all sides (1 1/2" permissible for left margin); right margin should *never* be justified. Page numbers should be center-bottom (otherwise no page number on first page) or upper-right of page. Indicate name/institutional affiliation at end of review.

Mary Jones
University of Montana
RESEARCH PROJECT PROSPECTUS

The Masters Degree in Political Science requires the satisfactory completion of a thesis. The purpose of the thesis is to develop and demonstrate competence in conducting research in addition to acquiring substantive knowledge.

Before undertaking research, a student should prepare a prospectus for the project. The purpose of the prospectus is to show the scope and character of the proposed project. Such a statement is needed so that the faculty may evaluate the project, in advance of any substantial investment of the student's time. Preparation of a prospectus has value for the student in encouraging him to think out clearly his conception of the project. Without a precise notion of the research undertaking, much time and energy can be dissipated in efforts not germane to the project.

The first step in preparing a research prospectus is to formulate a brief (e.g., 250 words) statement of the proposed topic. This statement should indicate the area of inquiry and the general character of the proposal for the purpose of clarifying and defining the project.

The next step is to canvass the literature and materials in the area of the research proposal, and to examine published works closely related to the proposal. With this information at hand, the student should thoroughly discuss the proposed project with his thesis chairman, soliciting criticisms and suggestions.

After this preparation, the student should draft a prospectus of the proposed project. This statement should be direct, succinct and brief (e.g., 750 words). The prospectus should include the following:

1. Working title--the title should be informative in order to give some idea of the subject of the proposed project.
2. Complete statement of the problem toward which the thesis is directed. That is, what are you attempting to do?
3. Indication of the scope and the subject matter.
4. Outline of the major questions, hypotheses or objectives to be attained.
5. Source materials or data to be researched.
6. Description of the method or methods to be used.
7. Explanation of relation of proposed project to other literature on the same subject.