

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

Fall 9-1-2009

### PSC 335.01: Foreign Policy

Eric H. Hines

*University of Montana - Missoula*, [eric.hines@umontana.edu](mailto:eric.hines@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Hines, Eric H., "PSC 335.01: Foreign Policy" (2009). *University of Montana Course Syllabi*. 6564.  
<https://scholarworks.umt.edu/syllabi/6564>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## **PSCI 335: American Foreign Policy**

TR 8:10-9:30, Liberal Arts 337

“Domestic policy can only defeat us; foreign policy can kill us”

– PRESIDENT JOHN F. KENNEDY (1917-1963)

### **Course Description**

American foreign policy (AFP) is the means America uses to pursue its ends abroad. This course asks three questions about AFP: (1) Who and what determines the goals and content of AFP, (2) were past policies well-designed to achieve those goals and are current policies likely to achieve them, and (3) how could and should AFP be modified to increase the chances for successfully achieving its goals?

### **Course Philosophy**

Learning is using information to gain an understanding of how things work and how to make them better which requires enhancing your ability to:

- ask the right questions and frame good problems,
- acquire information and evaluate sources of information,
- critically investigate and solve problems,
- make choices among different alternatives,
- explain concepts to others both verbally and in writing and,
- generalize to new situations.

### **Method of Instruction**

To provide students the opportunity to practice these skills, this course will be conducted using a variant of problem-based learning (PBL). Students will be randomly assigned into *learning groups* of 3-4 students on the fifth day of class that will work on a series of problems related to American Foreign Policy integration (See Appendix A). Before each new problem, a class discussion will be held on material related to the problem.

### **Learning Objectives**

After completing this course, students should be able to:

- Identify the values informing the decisions of foreign policy makers.
- Describe the constraints policy-makers face when making decisions about AFP.
- Develop alternative means for achieving foreign policy goals.
- Make recommendations to policy makers about the means and ends of AFP.
- Evaluate and select competing solutions to the challenges faced in current AFP.
- Explain key concepts to others both verbally and in writing
- Generalize conceptual knowledge to new situations.
- Evaluate sources of information according to high scholarly standards.

## Required Materials

There are two required texts available for purchase at the UC Bookstore:

Carter, Ralph G. 2007. Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade. 3rd ed. Washington, D.C.: CQ Press. ISBN: 087289472X.

Iraq Study Group, The. 2007. The Iraq Study Group Report: The Way Forward — A New Approach. [S.I.]: Filiquarian Publishing. ISBN: 1599862395. [http://media.usip.org/reports/iraq\\_study\\_group\\_report.pdf](http://media.usip.org/reports/iraq_study_group_report.pdf)

Students are also required to obtain one of the following two texts:

Colon, Ernie, and Sid Jacobson. 2006. The 9/11 Report: A Graphic Adaptation. New York: Hill And Wang. ISBN: 0809057395.

National Commission on Terrorist Attacks Upon the United States. 2004. The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States. New York: W. W. Norton & Company. ISBN: 0393326713. <http://govinfo.library.unt.edu/911/report/index.htm>.

All additional course material will be available in electronic form through Blackboard.

## Student Responsibilities

1. Students have the responsibility to attend class regularly and complete all assigned readings before coming to class.
2. Students have the responsibility to inform the instructor beforehand of any reasons why they are unable to attend class or complete an assignment on time.
3. Students have the responsibility to complete all assignments by the deadline given by the instructor.
4. Students have the responsibility to complete course requirements by the end of the semester. University policy on incompletes will be adhered to strictly.

## Academic Misconduct Policy

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at: <http://www.umd.edu/SA/VPSA/index.cfm/page/1321>.

**Statement On Disabilities:**

I strongly encourage students with documented disabilities to discuss appropriate accommodations with me, but I am not qualified to make an assessment of your need for an accommodation. If you feel you need accommodations in this course please provide a letter from Disability Services for Students (DSS), Lommasson Center 154 (243-2243), indicating the existence of a disability and the suggested accommodations.

**Course Requirements**

**Learning Groups**

Students will be randomly assigned into learning groups of about four students to work on a series of problems related to AFP. For their assigned problems, each learning group will produce their own original, written solution in the form of a policy memo and present their analysis in a formal presentation. See Appendix A for more information.

**Final Paper**

Students will be individually assessed on their achievement of course objectives in a final paper offering a solution to the deficiencies in the determination and conduct of AFP after the September 11 Terrorist Attacks. See Appendix B for more details.

**Grading**

Course grades will be based on the quality of work in the learning groups and on the final paper as adjusted by peer evaluations and participation using the following table:

Final Paper Grade	Learning Group Average	Course Grade
A	A	A
	B	A-
	C	B
	D	C-
B	A	B+
	B	B
	C	B-
	D	D+
C	A	B
	B	C+
	C	C
	D	D+
D	A	C
	B	C-
	C	D+
	D	D

A “F” will be assigned for the course grade for failing work in any portion of the course.

## Course Schedule

I reserve the right to make changes to this schedule as the semester develops.

### *Introduction*

#### **Sept. 1-3:** Some Frameworks for Thinking about American Foreign Policy

Lectures: How to Think about AFP; Imaginary Ideal Policy-Making Machine

Chittick, William O. 2006. An Inclusive Framework for Foreign Policy Analysis. In *American Foreign Policy: A Framework for Analysis*. Wash.: CQ Press. 1-35.

Lovell, John P. 1978. An Imaginary Ideal Machine for Making Policy. In *Foreign Policy in Perspective*. New York: Holt, Rinehart, & Winston: 208-210.

#### **Sept. 8-10:** Writing Policy Memos and Using Case Studies

Lecture: Writing Policy Memos

Case: The United States vs. Terrorism (Cater, Ch. 1)

#### **Sept. 15-17:** Community Values and Foreign Policy

Lecture: Communitarians Versus Cosmopolitans

Case: The Kyoto Protocol and Beyond (Carter, Ch. 13)

Memo Case (Set A): The International Criminal Court (Carter, Ch. 14)

#### **Sept 22-24:** Security Values and Foreign Policy

Lecture: Realists versus Idealists

Case: The United States and North Korea (Carter, Ch. 5)

Memo Case (Set B): The Bush Doctrine and the Invasion of Iraq (Carter, Ch. 2)

#### **Sept. 29-Oct. 1:** Economic Values and Foreign Policy

Lecture: Growth Versus Equality

Case: Sino-American Trade Relations: Privatizing Foreign Policy (Carter, Ch. 11)

Memo Case (Set A): The WTO and Export Tax Subsidies (Cater, Ch. 12)

#### **Oct. 6-8:** National Security Strategy: What should America's Foreign Policy Goals Be?

Bush, George W. *The National Security Strategy of the United States of America*. Washington, D.C.: National Security Council, 2002.

Clinton, William. *A National Security Strategy for a New Century*. Washington, D.C.: National Security Council, 1998.

Memo Case (Set B): U.S. Foreign Policy toward Colombia (Cater, Ch. 3)

**Oct. 13-15:** The Role of Structure I

Film: *Rumsfeld's War* (2004)  
Memo Case (Set A): NSA Eavesdropping (Carter, Ch. 7)

**Oct. 20-22:** The Role of Structure II

Film: *Cheney's Law* (2007)  
Memo Case (Set B): The Rights of Detainees (Carter, Ch. 15)

**Oct. 27-29:** Levels of Analysis in Foreign Policy: Politicians or Voters?

Film: *The Dark Side* (2007)  
Memo Case (Set A): The 2006 Dubai PortsWorld Controversy (Cater, Ch. 6)

**Nov. 3-5:** Levels of Analysis in Foreign Policy: Pluralism or Elitism?

Film: *Why We Fight* (2005)  
Memo Case (Set B): Congress and Cuba Policy (Carter, Ch. 10)

**Nov. 10-12:** Foreign Policy Failures: Pearl Harbor and Operation Eagle Claw

U.S. Congress. Senate. *Attack upon Pearl Harbor by Japanese armed forces.*  
77th Cong., 2nd sess., 1942. S. Doc 159.

Bowden, Mark. 2006. The Desert one debacle. *Atlantic Monthly* 297, no. 4 (May):  
62-77. <http://www.theatlantic.com/doc/200605/iran-hostage>.

Memo Case (Set A): U.S. Mexican Relations (Carter, Ch. 8)

**Nov. 17-19:** Staying the Course or Changing Direction: The War in Iraq

Case: The Iraq Study Group  
Memo Case (Set B): Nuclear Standoff between the U.S. and Iran (Carter, Ch. 4)

**Nov. 24-Dec. 3:** 9/11

Case (Nov. 24): "We have some planes" (Chs.1-6)  
Case (Dec. 1): What went wrong (Chs. 7-11)  
Case (Dec. 2): What To Do and How To Do It? (Chs.12-13)

**Dec. 8-10:** Conclusion

Obama, Barak. 2007. Renewing American Leadership. *Foreign Affairs* (July/  
August): 2-16

Evaluations: Instructor and Peer Evaluations; Final Papers Due.

## Appendix A: Learning Groups and Problem-Based Learning

Small learning groups of 3-4 randomly assigned students will work on a series of five problems related to AFP. These groups will be divided into two sets (Set A and Set B), who on an alternating schedule will produce their own original, written solution to the problem as a policy memo and presenting it to the class. This appendix provides further details about the process students will follow to offer a resolution for the ten problems.

### An Introduction to Problem Solving

In this course, problem-solving is defined as a six-step process. Students will follow it as they produce their weekly solutions.

#### Step 1: Identify and Select the Problem

You have to determine what the problem you have to solve is and write it down in a workable format. Some problems are too big and have to be broken into pieces.

*Task: Write a problem statement.*

#### Step 2: Analyze the Problem

Once defined, you have to analyze the problem to see what the root cause is. Analyzing means to gather information. If you do not have enough information, figure out what you need to know (i.e. **learning issues**) and research it. You must also establish a set of **criteria** that are appropriate to the problem and the situation that you can use to evaluate solutions. Remember to revise and edit your problem statement from Step 1 as new information is discovered and "old" information is discarded.

*Tasks: Identify & resolve learning issues. Establish criteria.*

#### Step 3: Generate Potential Solutions

Once analyzed, you have to generate as many solutions to the problem as possible. Focus on generating, not on evaluating.

*Task: Generate a list of possible solutions.*

#### Step 4: Select the Solution

Once generated, you have to select the best solution using your **criteria**. Order your solutions from strongest to weakest and investigate the best one(s). If there is not enough information to make a judgement or to show a solution is viable, determine what you need to know (i.e. **learning issues**) and research it.

*Task: Identify & resolve learning issues. Order possible solutions. Choose the best.*

#### The Six-Step Problem-Solving Process

Step 1.

**Identify and Select the Problem**

Step 2.

**Analyze the Problem**

Step 3.

**Generate Potential Solutions**

Step 4.

**Select and Plan the Solution**

Step 5.

**Present the Solution**

Step 6.

**Evaluate your Performance**

If your research supports your preferred solution, go to step 5. If not, go back to step 3.

### **Step 5: Present the Solution**

A presentation of your solution includes both the process and the outcome. State your solution clearly and support it with arguments and evidence. Bring attention to the problem defined in step one and offer your solution to the problem from step 4.

*Task: Write up your solution in a policy memo and submit it.*

### **Step 6: Review your performance**

When you get an evaluation of your solution, review it to see what was done well and what mistakes were made. Discuss them to plan improvements on the next problem.

*Task: Review the evaluation of your solution.*

## **Policy Memo Guidelines**

Policy memos must be submitted as a PDF through Blackboard and are due at start of class on Tuesdays. See Blackboard for exact deadlines. Each memo will be about two pages in length plus references and follow a specific template, available on Blackboard. Memos may not exceed this length. References will be formatted using the parenthetical citation format of the Turabian writers manual, 7th Ed.

## **Solution Evaluation**

Each policy memo will be evaluated using a scoring rubric available on Blackboard and assigned a letter grade of A, B, C, D, or F. The final grade for your learning group will be calculated by averaging the four highest grades using a 4-point scale (i.e., A = 4, B = 3, etc.). Averages will be rounded up or down using "bankers' rounding" and converted back to a letter grade. These letter grades may be modified by peer evaluations.

### **Group Peer Evaluation**

Each group member will evaluate the group's other members (but not themselves) by assigning a certain number of "shares" in the group's work via confidential balloting on the last day of class. A fair contribution to the group's efforts is worth two shares. Students will have an extra share to distribute to the group's MVP. Any additional shares awarded above the two share average must come at the expense of other group members serving as a deterrent for free riding.

A student's final learning group grade will be raised or lowered if their average shares deviates from the two share average by more than half a share. The changes are listed in the table to the right. Single outlying scores are discarded in the calculation of mean shares awarded to limit the impact of individual personality clashes. Because of the MVP share, this system raises grades more often than it lowers them. **Students who do not complete a valid peer evaluation will receive an F for the learning group portion of their grade.**



## Appendix B: Final Research Paper

To assess individual achievement of course objectives, students will write a final paper due the last day of class (Thursday, Dec. 10, 2009). **Late papers will not be accepted.**

### Task

*You have been asked to prepare a report examining the state of American foreign policy and formulate an appropriate policy response for the appropriate actors (President, executive agencies, Congress, the courts, NGOs, etc. ) to overcome the challenges to the effective, efficient, and equitable implementation of American foreign policy you have identified as being the most significant. In short, you have to decide what is less than optimal in the foreign policy-making process and suggest solutions to improve it.*

### Paper Guidelines

The paper should be written as a 5-10 page policy memo. It must conform to the parenthetical citations–reference list source citation and paper formatting guidelines of the 7th edition of the Turabian writers manual.

### Sources

Students should consult a diverse cross-section of sources on American foreign policy including books, peer-reviewed journals, and other appropriate sources.

### Project Evaluation

Your papers will be evaluated using a scoring rubric available on Blackboard and assigned a letter grade of A, B, C, D, or F.

### Note to students taking PSCI 300 or 400

The University's general education requirements for writing require students to submit as least 10 pages of written work for credit in a writing course and require students be given the opportunity to revise their work. This means you must write at least 10 pages for your final paper. To provide an opportunity for revision, you will submit a draft of your paper via email to [eric.hines@umontana.edu](mailto:eric.hines@umontana.edu) as a Microsoft Word document one month before the final paper deadline date (Friday, Nov. 13, 2009). I will return your paper to you within two weeks with suggestions about revisions you should make for the final draft. You must submit both the original draft with my comments and your final draft by the final paper deadline.