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PSC 335.01: Foreign Policy

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UNIVERSITY OF MONTANA
Department of Political Science

Political Science 335
American Foreign Policy
Spring Semester, 2003

F.L. Grieves
Office: LA 352
Hrs.:

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.

Achievement of these objectives will be measured by seminar discussion of material covered in assigned readings, written reviews of library books covering foreign policy issues, a research paper on an American foreign policy topic (offering an assessment based on the principles discussed in the seminar).

Political Science 335 will be taught as an 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 (15th ed)
- Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (6th ed)

Seminar 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 (20% 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 Mar. 4 and April 15 (single-spaced, typed, 10%)

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 re-written. 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 28: INTRODUCTION: ETHICS AND FOREIGN POLICY

February 4: 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

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

18: CONTAINMENT AND DEVELOPING COUNTRIES
-Spanier & Hook, Chs. 3 & 4
-B, Paraphrase/Summary

- 25: VIETNAM
-Spanier & Hook, Ch. 5
-A, Book Review; B, Prospectus
- March 4: DÉTENTE AND WORLD ORDER POLITICS
-Spanier & Hook, Chs. 6 & 7
-B, Book Review; A, Prospectus
-A & B, Academic Journal (Chs. 1-7)
- 11: REVIVAL OF SUPERPOWER CONFRONTATION
-Spanier & Hook, Ch. 8
-A, Book Review
- 18: ENDING THE COLD WAR
-Spanier & Hook, Ch. 9
-B, Book Review
- 25: SPRING BREAK
- April 1: "UNIPOLAR" AMERICA
-Spanier & Hook, Ch. 10
-A, Book-Related Essay
- 8: OLD TENSIONS AND NEW FRONTIERS
-Spanier & Hook, Chs. 11 & 12
-B, Book-Related Essay (April 15 Group A Paper
Abstract DUE April 10!--Thursday)
- 15: AMERICA AT THE MILLENIUM
-Spanier & Hook, Ch. 13
-A & B, Academic Journal (Chs. 8-13)
-A, Paper Abstract, Papers (oral presentations
start)
- 22: RESEARCH PAPERS
-A, Papers
-B, Paper Abstract (due April 17--Thurs)
- 25: RESEARCH PAPERS
-B, Papers
-A & B, Ethics Essay
- 29: RESEARCH PAPERS
-A & B, Papers
- 15: RESEARCH PAPERS (Finals Week, THUR., 8:00-10:00)
-Remaining Papers
-Conference

NOTE: Monday, March 10: last day to drop classes or change
grading option

PSc Website: <http://www.umd.edu/polsci/>

Mary Jones
PSc XYZ
Book Review
January 1, 1999

Smith, John. American Foreign Policy in the Nuclear Age. New York: Random House, 1989. 369 pp.

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