

American Foreign Policy

Instructor Contact Information

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Course Information

Course Number: PSCI 335

Class Location: LA 337

Meeting Time: 3:10PM-4:00PM

CRN (Add/Drop): 34539

Course Description and Prerequisites

The purpose of this course is to enhance your ability to be an informed critic of **American foreign policy (AFP)**, *the means by which the United States pursues its interests or ends abroad*. The course's central argument is that while the U.S. remains the world's greatest power, it is an increasingly embattled and exhausted power due to internal and external limitations on its capacity. To support this thesis, the course builds a toolkit of knowledge about AFP by examining the historical and theoretical context of AFP, evaluating some of its historical successes and failures, and identifying the major problems currently confronting AFP. This includes the understanding that:

- Foreign policy is about making choices, considering costs, building coalitions at home and abroad, and evaluating past performances.
- Many disagreements about AFP result from fundamentally different assumptions about the nature and structure of world politics.
- America has its own national style or pattern of thoughts and actions that influences its foreign policy decisionmaking.
- Domestic politics and public opinion form a baseline that influences how foreign policy decisionmakers define foreign policy goals and interact with each other.
- The Constitution creates a structure of checks and balances between Congress and the President that do not always lead to an effective and efficient AFP.
- Foreign policy decision-making is often irrational, but there are good models of the process that allow us to explain, describe, predict, and evaluate it.
- There is as much disagreement about the means of foreign policy — diplomacy, economic statecraft, and military action — as there is about its ends.

Prerequisites and required skills

To enroll, students must have junior or senior standing. This class has one prerequisite course (PSCI 230) and requires students to have a working knowledge of international relations theory. Prerequisite skills include the ability to work in small groups.

PSCI 400

This course can be used for the one-credit PSCI 400 upper-division writing class requirement. Students co-enrolled must revise and resubmit their final paper based on suggestions for revision from the instructor.

Required Materials

There are three required textbooks available at the UC Bookstore or online:

Carter, Ralph G. 2013. *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade*. 5th ed. Washington, D.C.: CQ Press. ISBN: [978145224154](#).

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

Hastedt, Glenn P. 2011. *American Foreign Policy*. 9th Ed. Boston: Pearson. ISBN: [0205854729](#).

All other required resources are available on [Moodle](#)

Course Learning Outcomes and Assessments

No.	This course gives students the knowledge & skills to:	This is assessed by:
1	Define and identify the significance of key concepts in foreign policy and use them to describe AFP.	9/11 Analysis Policy Memos
2	Explain AFP decisionmaking and evaluate its success using seven theoretical models.	9/11 Analysis Policy Memos
3	Identify and describe the values informing the decisions of foreign policymakers on the means and end of AFP.	Policy Memos 9/11 Analysis
4	Describe the constraints key policy-makers face when making decisions about the means and ends of AFP.	Policy Memos National Security Strategy
5	Evaluate alternative foreign policy options using specific criteria that acknowledge existing constraints.	Policy Memos National Security Strategy
6	Make recommendations on the appropriate means and ends of AFP by choosing between alternative.	Policy Memos National Security Strategy

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Assess the reliability, validity, accuracy, authority, timeliness, and bias of information sources on AFP.

Policy Memos
National Security Strategy

Course Philosophy, Class Pedagogy, and Learning Objectives

Learning is more than memorizing facts and answering questions on a test. It is the process of enhancing your ability to use information to understand of how things work and how to make them better. This course will enhance your ability to:

1. Ask the right questions
2. Frame good problems.
3. Acquire information.
4. Evaluate sources of information.
5. Critically investigate & solve problems.
6. Make choices among alternatives.
7. Explain abstract ideas to others.
8. Generalize to new situations.

Pedagogy

The structure of this course is influenced by a taxonomy of cognitive skills developed by Benjamin Bloom. He identified six steps to the learning process students must complete to master a subject and organized them into a pyramid to show how more complex skills developed on a foundation of simpler ones. In this course, students will focus on remembering and understanding concepts outside of class, while in-class time will be focused on the application of concepts.

Learning Objectives

Bloom translated his taxonomy into discrete and measurable actions called learning objectives, which are statements that start with an action (verb) associated with the intended cognitive skill and end with an object that describes the knowledge students are expected to acquire or construct. Learning objectives have been developed for each topic based in this course and are the basis for all instruction and assessment.

Student Responsibilities

This learning philosophy imposes upon students the responsibility

1. Review the learning objectives for each topic.
2. Complete all assigned readings and exercises before class.
3. Ask the professor for assistance if they difficulty with specific learning objectives.
4. Attend class regularly, but only when they are fully prepared to participate.
5. Complete all course assignments by their deadlines (Late work is not accepted).
6. Review all feedback from the instructor, including feedback posted online.

7. Ask for clarification if instructions or feedback are not fully understood.
8. Finish the class (University policy on incompletes will be strictly enforced).
9. Inform the instructor beforehand if they cannot fulfill these responsibilities.

Class Policies

Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online at:

<http://life.umt.edu/VPSA/name/StudentConductCode>.

Accessibility and Students with Disabilities

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please present the instructor with a letter from [Disability Services for Students \(DSS\)](#), Lommasson Center 154 (243-2243), indicating the existence of a disability and suggested accommodations.

Grading and Course Requirements

The grading system used in this course is distinguished from a traditional point-based grading system by the following principles:

1. Pass/fail grading: For most assignments, students earn either full credit or no credit depending on whether they meet specifications defined for each assignment.
2. Tokens and Power-ups: Students start with a single token they can exchange for different “power-ups” like resubmitting unsatisfactory work, buying out an exam, or additional experience points. More tokens can be earned via “side-quests.”
3. Quests for Knowledge: Students select their own path to knowledge from a series of assignments. Quests together in “Quests” to earn experience points.
4. Leveling-up: As students complete specific quests, they will level-up to the next grade level.

Quests for Knowledge

The following paragraphs outline the quests for knowledge available for this course.

- #1 — **Weekly Celebrations of Knowledge:** This quest consists of weekly short answer quizzes based on the learning objectives listed on Moodle. You will succeed at this quest if you have a cumulative score of 75% or more.
- #2 — **Participation:** This quest consists of participation in small-group exercises and class discussions. You will succeed at this quest if you have a cumulative score of 85% or more.

- ❑ #3 — **9/11 Analysis:** After reading *The 9/11 Report*, students write a 5-page paper analyzing how the process and structure of decision-making in AFP contributed to the outcome of the attacks.
- ❑ #4 — **National Security Strategy:** After examining examples of American foreign policy, students will write a 5-page policy briefing outlining recommendations to the President on the content of a new [National Security Strategy](#). This quest is unlocked by complete Quest 3.
- ❑ #5 — **Policy Memos:** In this quest, students write four policy memos based on cases in the Carter textbook. Each memo defines a problem for an audience, evaluates at least two alternative solutions, and recommends the best policy. This quest is unlocked by passing Quest 3.

Grading/Leveling Up¹

To receive a(n):	D	C	B	A
Students must pass:	Quest 1	Quest 1	Quest 1	Quest 1
	Quest 2	Quest 2	Quest 2	Quest 2
		Quest 3	Quest 3	Quest 3
			Quest 4	Quest 4
				Quest 5

Course Schedule

This class will feature lectures, class discussions, debates, and student presentations as outlined below. I reserve the right to make changes to this schedule if necessary.

Date	Topic or Activity	Readings and Assignments
Jan 25	Review of Syllabus; Foreign Policy Simulation	
Jan 27	Lecture: Frameworks for Thinking about AFP	Hastedt Ch. 1
Jan 29	Lecture: Frameworks for Thinking about AFP	Hastedt Ch. 9 Reading TBA (M)
Feb 1	Lecture: Global Context	Hastedt Ch. 2
Feb 3	Lecture: Ideational Context	Hastedt Ch.3

¹ **Important Note:** Unless state otherwise, you must complete all the tasks in a quest to receive credit for the quest. Grades on Moodle do not reflect this and may overstate your grade if you partially complete a quest.

Feb 5	Lecture: Historical Context	Hastedt Ch. 4
Feb 8	Workshop: National Security Surveillance	Carter Ch. 13
Feb 10	Lecture: Social Context	Hastedt Ch. 5
Feb 12	Lecture: Institutional Context I (Congress)	Hastedt Ch. 6
Feb 15	NO CLASS (PRESIDENT'S DAY)	
Feb 17	Lecture: Institutional Context II (President)	Hastedt Ch. 7
Feb 19	Workshop: The Imperial Presidency	Carter Ch. 3
Feb 22	Lecture: Institutional Context II (Bureaucracy)	Hastedt Ch. 8
Feb 24	Lecture: Means I (Diplomacy)	Hastedt Ch. 10
Feb 26	Lecture: Means II (Economic Statecraft)	Hastedt Ch. 11
Feb 29	Lecture: Means III (Big Wars)	Hastedt Ch. 12
Mar 2	Lecture: Means IV (Small Wars)	Hastedt Ch. 13
Mar 4	Workshop: The 9/11 Report	9/11 Report 9/11 Worksheet Due
Mar 7	Workshop: The 9/11 Report	
Mar 9	Workshop: The 9/11 Report	
Mar 11	Small Group Exercise: Defining Problem Statements	Layne "This Time It's Real" Policy Memo Handbook on Moodle 9/11 Analysis Due (M)
Mar 14	Small Group Exercise: Defining Policy Criteria	
Mar 16	Small Group Exercise: Writing Policy Memos	
Mar 18	Workshop: Cybersecurity	TBD
Mar 21	Workshop: Iran	Carter Ch. 4
Mar 23	Workshop: North Korea	Carter Ch. 5
Mar 25	Workshop: India's Nuclear Program	Carter Ch. 6
Mar 28	Workshop: Drug War	TBD

Mar 30	Workshop: Immigration	TBD
Apr 1	Workshop: Cuban Embargo	TBD Policy Memo #1 Due
Apr 11	Workshop: International Criminal Court	Carter Ch. 15
Apr 13	Case: Guantanamo	Carter Ch. 14
Apr 15	Workshop: Global Financial Crisis	Carter Ch. 13 Policy Memo #2 Due
Apr 18	Workshop: Russia	Carter Ch. 7
Apr 20	Workshop: China I	Carter Ch. 9
Apr 22	Workshop: China II	Carter Ch. 11
Apr 25	Workshop: Climate Change	Carter Ch. 12
Apr 27	Workshop: Climate Change	Busby "Under What Conditions"
Apr 29	Workshop: Climate Change	TBD Policy Memo #3 Due
May 2	Workshop: ISIS	TBD
May 4	Workshop: Drones	TBD
May 6	Workshop: Assessing the Future	TBD
May 13		Policy Memo #4 Due (M)