

IS 310-02: American Foreign Policy

Professor: COL Dennis Foster

Meeting Times: T H 1300-1415

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Course Webpage (CANVAS): <https://vmi.instructure.com/courses/1614>

Course Description:

The central purpose of this course is to familiarize cadets with prevalent theoretical approaches to decision-making and to use these models to examine the American foreign policy experience. To this end, the course will survey rational, organizational, bureaucratic, and various psychological perspectives. Cadets will then use these tools to critically review the historical development of America's relations with other international actors, including Washington's admonition to steer clear of "foreign entanglements," the world wars, the Cold War, and the current battle against terror.

Required Texts:

Allison, Graham and Philip Zelikow. 1999. *The Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd Edition. Addison-Wesley (hereafter, "Allison and Zelikow").

Fettweis, Christopher J. 2013. *The Pathologies of Power: Fear, Honor, Glory, and Hubris in US Foreign Policy*. New York: Cambridge University Press (hereafter, "Fettweis").

Kagan, Robert. 2003. *Of Paradise and Power: America and Europe in the New World Order*. New York: Knopf (hereafter, "Kagan").

Paterson, Thomas, et al. 2015. *American Foreign Relations: A History (Volume 2: Since 1895)*, 8th Edition. New York: Houghton Mifflin (hereafter, "Paterson").

Several additional readings will be posted on CANVAS (Denoted "C" in syllabus).

CANVAS: Important information for this course will be posted on VMI's new academic interface, CANVAS. This syllabus, lecture notes and readings will be posted on the course's CANVAS home page. Several assignments for this course will also be taken on or submitted to CANVAS. Feel free, also, to post questions about the material or other course-related matters in the "Discussions" section; I will answer them as time permits. We'll go over the operational details of CANVAS in class.

GRADING

1. **Participation (5%):** Participation will include (a) reasoned contribution to class discussions; (b) the demonstrated completion of reading assignments and associated preparatory work; and (c) the demonstrated effort to view and comprehend discussed/read concepts in light of chosen research topics. (12 GRADE POINTS)
2. **Quizzes (15%):** To help ensure the completion of readings and the comprehension of lectures, **six quizzes** will be administered throughout the semester, dealing exclusively with key concepts and/or events. The date of each quiz is noted in the course schedule. Each quiz will be worth SIX points (THIRTY-SIX points total).
3. **Exam 1 (15%):** This exam will cover material from Section 1 of the course, and will be administered on **17 February**. It will require cadets to answer SIX of the ten short questions asked. Each answer will be worth SIX points.
4. **Exam 2 (15%):** This exam will cover material from Section 2 of the course, and will be administered on **2 April**. It will require cadets to answer SIX of the ten short questions asked. Each answer will be worth SIX points.
5. **Term Paper (20%):** Each cadet will be required to submit, on **30 April in CANVAS**, a 12-15 page paper. The paper assignment is given on **page 6** of this syllabus. Cadets will choose a crisis to use as the subject of the paper (as listed in the paper assignment) in class on **29 January**. Cadets are encouraged to read over the crises listed and think about which crisis they would like to examine by that date. A **rough draft** of this paper will be due on **26 March**; failure to hand in a rough draft on time will adversely affect the overall paper grade. The paper is worth FORTY-EIGHT points.
6. **Final (30%):** The final exam will generally require cadets to apply their knowledge of existing theory to current issues in American foreign policy (as surveyed in the third section of the course). In this sense, the final is cumulative. Cadets will be asked to answer two of four essay questions; these answers are worth THIRTY-SIX points each (SEVENTY-TWO points total).

The proportion of the **240** total available grade points that each cadet attains determines his or her final grade. The final grading scale is as follows:

A:	216-240 points.
B:	192-215 points.
C:	168-191 points.
D:	144-167 points.
F:	0 - 143 points.

CLASSROOM POLICIES

- Work for Grade Policy regulations are fully applicable and will be enforced for each of the assignments and tests (see pages 8-11).
- Qualified cadets are permitted to take 3.0 cuts with the prior approval of the instructor.
- Exams, quizzes, and other assignments will not be postponed except as provided by Institute regulations. Exams, quizzes, and due dates for assignments will be rescheduled only at the discretion of the instructor, and on his terms.
- Late submission of any written work is graded down six grade points per day.
- Regardless of the incurrence of late penalties, the failure to submit any written assignment by the end of the semester will result in a grade of F for the course.
- Other than water in a closed container, no tobacco products, food, beverages, or gum are allowed in the classroom.
- Obscene language will not be permitted.
- The use of personal electronic devices for purposes not associated with classwork is strictly prohibited. This includes, but is not limited to, (a) any form of communication (i.e., speaking and texting) with a cellular or “smart” phone; and (b) the use of a laptop or “pad” computer for tasks other than those pertaining to IS 310. The instructor reserves the right to confiscate devices used in contravention of these policies.

If you are a cadet with a documented disability, who will be requesting accommodations in my class, please make sure you are registered with the Office of Disabilities Services, 2nd Floor, Post Infirmary, 464-7667, and provide me with an Accommodations Letter outlining your accommodations. I will be glad to meet with you privately during my office hours to discuss your needs.

COURSE OUTLINE

Section I: Theoretical Perspectives on Foreign Policy Decision-Making

- 1/15: Introduction and Overview
No Readings Assigned
- 1/20: The Cuban Missile Crisis, October 1962
[C] *Wiersma and Larsen, "Fourteen Days in October"*
- 1/22: Rational Choice and Foreign Policy
Allison and Zelikow, 13-54
IN CLASS: Quiz #1
- 1/27: Rational Choice Analysis of the Cuban Missile Crisis
Allison and Zelikow, 77-129
- 1/29: Organizational Approaches to Foreign Policy
Allison and Zelikow, 143-185
IN CLASS: Crisis Selection for Term Paper
- 2/3: Organizational Analysis of the Cuban Missile Crisis
Allison and Zelikow, 197-242
IN CLASS: Quiz #2
- 2/5: Bureaucracy and Foreign Policy Decision-Making
Allison and Zelikow, 255-313
- 2/10: Bureaucratic Politics Analysis of the Cuban Missile Crisis
Allison and Zelikow, 325-366
- 2/12: Psychological Factors and Foreign Policy Decision-Making: Cognition and Bias
[C] *Levy, "Psychology and Foreign Policy Decision-Making"*
IN CLASS: Risk Experiment
- 2/17: Exam 1
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Section II: The American Foreign Policy Experience

- 2/19: Isolationism, Imperial Power, and Back Again: US Foreign Policy to 1939
[C] *Washington*, "Farewell Address"; *Paterson*, **skim** Chapters 1-5
- 2/24: The Rise to World Power: 1941-1950
Paterson, Chapter 6 & 7
- 2/26: The Dam Breaks: Korea and Containment in the 1950s
Paterson, Chapter 8
IN CLASS: Quiz #3
- 3/3: Phantom Dominoes: Vietnam and Containment in the 1960s
Paterson, Chapter 9
- 3/5: Containment Overhauled: Nixon, Détente, and "Triangulation"
Paterson, pp. 386-420
- 3/10: On the Offensive: The Reagan Doctrine and the Fall of the Soviet Union
Paterson, pp. 421-457
IN CLASS: Quiz #4
- 3/12: To the Victor goes the Spoils(?): US Foreign Policy at the End of the 20th Century
Paterson, pp. 458-504
- 3/17-3/19: **No Class (Spring Furlough)**
- 3/24: 9/11 and the Post-9/11 Wars
Paterson, Chapter 12
- 3/26: Leading from Behind? The Obama Foreign Policy
[C] *Brooks*, "Obama, Gospel and Verse"; [C] *Lizza*, "The Consequentialist"
IN CLASS: Rough Draft of Term Paper Due
- 3/27: The History of US Foreign Policy: Using Theory to Discern and Explain Patterns
No Readings Assigned
- 3/31: **No Class (Spring FTX)**
- 4/2: Exam 2
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Section III: A Critical Assessment of the American Foreign Policy Experience

- 4/7: The Neoconservative and Realist “Takes”: An Overview
Kagan, pp1-27; Fettweis, Introduction
- 4/9: **No Class (Monday Classes Meet)**
- 4/14: American and European Role Reversal: Trading Hobbes and Locke
Kagan, pp27-101
- 4/16: America’s Pathologies of Impetus: Fear
Fettweis, Chapter 1
IN CLASS: Quiz #5
- 4/21: America’s Pathologies of Impetus: Honor
Fettweis, Chapter 2
- 4/23: America’s Pathology of Self-Image: Glory
Fettweis, Chapter 3
- 4/28: America’s Liberal Pathology: Hubris
Fettweis, Chapter 4
IN CLASS: Quiz #6
- 4/30: Wrap-Up and Faculty Evaluations
Fettweis, Conclusion
Term Paper Due (Submitted NLT 1600 on CANVAS)
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Term Paper

The first aim of political analysis is to acquire knowledge of politically important events. The second aim is to develop and apply logically consistent approaches or constructs to explain these events and to predict future occurrences, for the general purpose of facilitating our understanding of a complex world. This assignment takes both of these central aims into consideration.

Choose (in class on 29 January) one of the American foreign policy crises listed below:

Proposed Soviet Intervention in the Arab-Israeli War, 1973	Al-Qaeda's Attack on US Embassies in East Africa, 1998
The Libyan Civil War, 2011	The Russian Civil War, 1918
The <i>USS Mayaguez</i> Affair, 1975	Post-Election Uprising in Iran, 2008-9
Pancho Villa's Raid on New Mexico, 1916	The Spy Plane Seizure by China, 2001
The Iraqi Invasion of Kuwait, 1990	The Soviet Threat to Iran and Greece, 1946
The <i>Trent</i> Affair, 1861-2	Serbian "Ethnic Cleansing" in Kosovo, 1999
The Soviet Blockade of Berlin, 1948	The Venezuelan Boundary Dispute, 1895
The Israeli Incursion into Lebanon, 2006	Construction of the Berlin Wall, 1961
Iraq's Kurdish Suppression, 1996	The Mexican-Texan Crisis, 1844-1845
The Sinking of the USS <i>Maine</i> , 1898	The Downing of KAL Flight 007, 1985
The TET Offensive, 1968	The Russian Invasion of Georgia, 2008

On 30 April, submit in CANVAS a 12-15 page essay, double-spaced, with 12-point Times New Roman font and page numbers, that briefly but succinctly addresses each of the following issues or questions:

- In the first part of the paper, your goal should be to construct an historical treatment of the crisis. What were the "particulars" of the crisis? What events precipitated it, who were the central actors, what actions were taken, and how did it conclude?
 - In doing so, focus especially on the decisions taken by American foreign policy leaders. Who were the key players? What were their perceptions of the crisis at the outset (e.g., in what fashion and to what degree did they perceive the crisis as threatening American interests)? How did they go about reaching a decision, and how did the eventual decision translate into presidential action?
- In the second part of the paper, your goal should be to offer an explanation of American decision-making in the crisis based on one of the theoretical models studied in this course.
 - In doing so, you should make a detailed argument about which approach (the rational actor, organizational, or bureaucratic politics models, or psychological explanations such as "cognitive dissonance," "groupthink," "prospect theory," etc.) best explains American decision-making in the crisis. You should then apply the basic tenets of your chosen model to the crisis, focusing on the applicability of particular facets of the model to specific crisis details. The best papers will demonstrate the superiority of their chosen model to other approaches.

A rough draft of this paper is due 26 March; details will follow. As with all assignments for this course, frequent consultation with the instructor at each stage of your work will likely result in a much better finished product.

In accordance with the Institute's and Department's Work for Grade Policies, you are required to submit "Help Received" information for this assignment. This information is to be attached on a separate sheet of paper at the end of your work.

WORK FOR GRADE POLICY

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

1) Cadets' responsibilities

"**Work for grade**" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "**Cadet's own work**" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as **plagiarism**. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "**HELP RECEIVED**" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should

be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

2) Faculty members' responsibilities

Each academic department will publish an official statement of supplementary departmental policies regarding work for grade, titled "Departmental Statement Concerning VMI's Policies Regarding Work for Grade." Each departmental statement will include explicit policies on the following: (a) tutoring* [e.g., Writing Center, Learning Center, athletic tutors, private tutors], (b) peer collaboration*, and (c) computer aids, including calculators, translators, spelling, style, and grammar checkers. Individual course assignments that deviate from the departmental work for grade policies must be approved by the department head in advance and must be explained to cadets in writing.

No departmental or individual assignment policies may contradict or compromise the Institutional principles expressed in the Academic Regulations, particularly notions of academic integrity and the requirement to document borrowed material and help received. Each departmental statement must be approved by the Deputy Superintendent for Academics and Dean of the Faculty following review by the Academic Policy Committee of the Academic Board. A copy of the document must be filed with the Superintendent, the Deputy Superintendent for Academics and Dean of the Faculty, and the Superintendent's Representative to the Honor Court. Such a statement must be signed by the department head and must be posted in each classroom used by the department.

As an essential part of the duty of teaching and a matter of professional citizenship, faculty are expected to adhere to established work for grade policies and to communicate clearly and regularly with their cadets about the values and practices of academic honesty and integrity. Each faculty member must therefore include work for grade policies in a syllabus for every course he or she teaches. Each syllabus must include an exact transcription of the section titled "Cadets' Responsibilities" from "Work for Grade Policies" in the VMI Academic Regulations and a full statement of the established departmental policies regarding work for grade, plus any approved course-specific policies.

Furthermore, all faculty members are responsible for discussing with all of their students the details, definitions, and implications of (1) the entire section of the Academic Regulations entitled "Work for Grade Policies"; (2) the relevant sections on quotations, paraphrasing, and documentation in the current VMI-authorized handbook; and (3) the departmental and any approved course-specific policies regarding Work for Grade. This discussion must take place before any work is submitted for grade, and it should be treated with the gravity and level of detail that it merits.

Faculty must also review the Institute policy regarding the discussion of quizzes and exams with their classes. Specifically, faculty must remind cadets that they are prohibited from discussing the contents of a quiz/exam with anyone except the professor until it is returned to them or final course grades are posted.

If a member of the faculty believes that a cadet has violated one or more of VMI's, the department's, or the instructor's work for grade policies, he or she should report the evidence to the head of the department. The department head will decide whether the collected evidence justifies referral to the Deputy Superintendent for Academics and Dean of the Faculty. If the department head decides that the evidence does not justify referral, then he or she will conclude the investigation. Otherwise, the

department head will submit a written report to the Deputy Superintendent for Academics and Dean of the Faculty. The report must contain both a recommendation for action and all relevant documents, including a statement signed by the faculty member who reported the violation.

The instructor will assign a grade of “I” following a formal charge of an Honor Court academic violation in his or her course until the issue is resolved.

* Departmental policies must include a statement on whether tutors and peers may offer cadets **critical comments** on their papers. Offering **critical comments** means giving general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing.

Proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the **editing** process. In addition to the corrections made in proofreading, **editing** includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. **A cadet may not have his or her work proofread or edited by someone other than the instructor. [Instructors may grant exceptions to this rule only if they have received written permission from the department head for a particular assignment.]**

Department of International Studies & Political Science
Work for Grade Policy

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis--
identification and analysis of the critical differences in the findings and opinions of
scholars on issues of interest to the discipline.

1. Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

2. In the case of book reviews, research and other papers, as described in "2" and "3" above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark "Help Received" will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (**defined above**) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

Colonel James J. Hentz
Professor and Head