

**IS 310-02: American Foreign Policy**  
Department of International Studies and Political Science  
Virginia Military Institute

**Dr. Aaron Gold**

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**Spring 2018**

Section 2: TR 1300-1415

Location: 449 Scott Shipp Hall

**Description**

This course is dedicated to surveying and critically evaluating the theoretical models that seek to explain American foreign policy with an emphasis on the post-WWII period. We will cover the rational, organizational, bureaucratic, and psychological approaches to decision-making. This course is divided into two sections: 1) theories of American foreign policy decision-making and, 2) a history of the American foreign policy after WWII.

**Required Texts**

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

Patterson et al. (2015). *American Foreign Relations: Volume 2: Since 1895, 8th Edition*. Stamford, CT: Cengage Learning

**Classroom Policies**

No tobacco products, food, beverages (except water in a closed container), or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Use of cell phones or smart phones or other electronic devices for non-course-related communication during class is prohibited. Late submission results in ten points per day. Qualified cadets are permitted to take 3.2 cuts with the prior approval of the instructor.

**Disabilities and Accommodations**

VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or jonesl10@vmi.edu.

## **Grading**

The requirements for this course include a participation grade (15%), a final paper (35%), a midterm exam (20%), and a final exam (30%).

### **Participation: 15%**

Cadets are expected to attend every class period on time, having read the material and ready to make reasonable contributions to the day's topic. While this is a lecture class, we will also have simulations, small group activities, and group discussions that cadets are expected to fully participate in.

### **Final paper: 35%** (see below for specific due dates)

In this assignment, cadets will analyze an American foreign policy decision of their choosing and evaluate it through one of the theoretical perspectives. The goal of this assignment is: 1) to develop expertise on a *decision* regarding American foreign policy; 2) develop expertise on a particular foreign policy domain; 3) to apply your knowledge of foreign policy decision-making to critically evaluate the causes of an empirical phenomenon. Pick a theory from class (rational choice, organizational, bureaucratic, psychological) and use it to make an argument about why it best explains your foreign policy decision. Write in simple, clear language, using deductive logic to identify why it best explains the causes of your decision. The best papers will explain why it is the superior explanation as opposed to the other theories from class.

- Proposal topic (5 points): Due on 2/7 at 2359 via Canvas
- Name of theory and list of sources (5 points): Due on 2/21 at 2359 via Canvas
- Rough draft (10 points): Due on DAT at 3/7 via Canvas
- Final paper (80 points): Due on 4/18 (day before Easter Break) at 2359 via Canvas

#### Proposal Topic: Due on 2/7 at 2359 via Canvas

- Submit a word document with the name of your decision. Pick your own decision.

#### Name of theory and list of sources: Due on 2/21 at 2359 on Canvas

- I am only looking for the name of the theory (rational choice, organizational, bureaucratic, psychological) you have decided to use and a first draft of your sources. I am ***not*** looking for a written draft of the theory section. For this assignment, I want to know that you have been researching your decision, have a list of sources, and that you have thought about what specific model fits your case.
- It is entirely appropriate for you to change your theory, argument, and sources as the semester progresses. In fact, I hope that as you learn more about your topic you will indeed do so.

#### Rough Draft: Due on 3/7 at 2359 via Canvas

#### Final Paper: 4/18 (day before Easter Break) at 2359 via Canvas

- The final paper should be appropriately structured and free of grammatical, punctuation, and stylistic errors.
- The introductory paragraph needs to introduce your topic and theory, your argument, and identify the structure and organization of your paper.

### Formatting Guidelines

- 1) Times New Roman, 12-point font, double-spaced, 1-inch margins, and a title page.
- 2) Limit: 3,000 -3,600 words minimum (approx. 10-12 pages double-spaced). Put the word count on your title page.
- 3) References: 10 legitimate sources minimum (no “wiki” sites), in-text citations only (no footnotes or endnotes), include a bibliography.

### **Midterm Exam: 20%**

This midterm exam will be on 3/14 and will cover the first section of the course, theories of American foreign policy. Cadets will pick two out of three essay questions to answer. A study guide will be given out two weeks before the exam.

### **Final Exam: 30%**

This final exam will be on Wednesday, 5/8 at 1300 and cover the last two sections, a history and application of American foreign policy. Similarly, Cadets will pick two out of three essay questions to answer. A study guide will be given out two weeks before the exam.

### **Syllabus Alteration**

The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Canvas of any such revisions, alterations, and/or amendments.

## Due Dates in One Place

1/16:	First day of class
1/23:	Last day for curriculum and course changes
<b>2/7:</b>	<b>Proposal topic due at 2359 via Canvas</b>
<b>2/21:</b>	<b>Name of theory and list of sources due at 2359 via Canvas</b>
<b>3/7:</b>	<b>Rough draft due at 2359 via Canvas</b>
<b>3/14:</b>	<b>Midterm exam</b>
3/15 (CAD)-3/24:	Spring Furlough
4/5 (CAD)-4/9:	Spring FTX
4/15-4/16:	1 <sup>st</sup> Spring Reunion Weekend
<b>4/18:</b>	<b>Final paper due at 2359 via Canvas</b>
4/19 (CAD)-4/22:	Easter Break
4/26-4/27:	2 <sup>nd</sup> Spring Reunion
5/3:	Classes end
5/6:	Reading Day
<b>5/8:</b>	<b>Final Exam at 1300</b>
5/14:	Institute Awards Ceremony
5/14:	Graduation Parade
5/15:	Commissioning Ceremony
5/15:	New Market Day Ceremony
5/16:	Commencement

## Course Schedule and Reading Assignments

### **I. Theories of American Foreign Policy Decision-Making**

1/17: Introduction and Review of the Syllabus

- No readings

1/22: The Cuban Missile Crisis Introduction

- No readings

1/24: Rational Choice and Foreign Policy

- Allison and Zelikow, p. 13-54

1/29: Rational Choice Analysis of the Cuban Missile Crisis

- Allison and Zelikow, p. 77-129

1/31 (Tuesday classes): Rational Choice and the Korean War

- Mercer, J. (2013). "Emotion and Strategy in the Korean War." *International Organization* 67(2): 221-252.

2/5: Organizational Approaches to Foreign Policy

- Allison and Zelikow, p. 143-185

2/7: Organizational Analysis of the Cuban Missile Crisis

- Allison and Zelikow, p. 197-242

### **2/7: Proposal topic due at 2359 via Canvas**

2/12: Organizational Analysis of Intelligence Failure

- Zegart, Amy (2007). "9/11 and the FBI: The organizational roots of failure." *Intelligence and National Security* 22(2): 165-184.

2/14: Simulation #1

2/19: Bureaucracy and Foreign Policy Decision-Making

- Allison and Zelikow, p. 255-313

2/21: Bureaucratic Politics Analysis of the Cuban Missile Crisis

- Allison and Zelikow, p. 325-366

### **2/21: Name of theory and list of sources due at 2359 via Canvas**

2/26: Bureaucratic Politics and the Obama Surge

- Marsh, Keven (2014). "Obama's Surge: A Bureaucratic Politics Analysis of the Decision To Order a Troop Surge in the Afghanistan War." *Foreign Policy Analysis* 10(3): 265-288.

2/28: Psychological Approaches

- Levy, "Psychology and Foreign Policy Decision-Making"

3/5: 13 Days

3/7: 13 Days

**3/7: Rough draft due at 2359 via Canvas**

3/12: 13 Days and Discussion

**3/14: Midterm Exam**

**3/15 (CAD)-3/24: Spring Furlough**

## **II. History of American Foreign Policy**

3/26: Simulation #2

3/28: Day: Isolationism, Imperial Power, and Back Again: U.S. Foreign Policy to 1939

- Washington, "Farewell Address"
- Paterson, skim Chapters 1-5

4/2: The Rise to World Power: 1941-1950

- Paterson, Chapters 6 and 7

4/4: The Dam Breaks: Korea and Containment in the 1950s

- Paterson, Chapter 8

### **4/9: FTX (No class)**

4/11: Phantom Dominoes: Vietnam and Containment in the 1960s

- Paterson, Chapter 9

4/16: Containment Overhauled: Nixon, Détente, and "Triangulation"

- Paterson, p. 386-420

4/18: Simulation #3

### **4/18: Final paper due at 2359 via Canvas**

4/23: On the Offensive: The Reagan Doctrine and the Fall of the Soviet Union

- Paterson, pp. 421-457

4/25: To the Victor goes the Spoils: US Foreign Policy at the End of the 20<sup>th</sup> Century

- Paterson, pp. 458-504

4/30: 9/11 and the Post-9/11 Wars

- Paterson, Chapter 12

5/2: Simulation #4

### **Final Exam: Wednesday, 5/8 at 1300**

## 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.

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.

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 Dennis M. Foster**  
**Professor and Head**