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COURSE OBJECTIVES

The central purpose of this course is to study and learn about America’s role in the world, and particularly how the policymaking process influences American foreign policy. We will study continuity and change in U.S. foreign policy, particularly in the post-Cold War and post-9/11 eras, how foreign policy is made, and come to understand the roots and consequences of various U.S. foreign policy practices. There is a special focus on American foreign policy in practice in this course. Ambassador Gary Grappo joins us in the first third of the course to bring the perspective of a foreign policy practitioner to class discussions. The course also looks at different perspectives of America in the world, President Donald Trump’s evolving foreign policy in relation to past presidents, and central trends in the making of American foreign policy. We will work as a group to understand American foreign policy traditions, the domestic and institutional actors that shape policy formulation (i.e., the president, foreign policy bureaucracy, Congress, media, etc.), and the influence of the international environment on American foreign policy decisions past and present. Through the work in this course you will learn new ways to think about America’s role in the world and specifically to sharpen your critical analysis skills in a participatory learning environment.

COURSE REQUIREMENTS

This is a fast-paced lecture and discussion course – the success of which depends heavily on you and your class participation. During the course of the semester, we will seek — as a group — to develop an understanding of the various factors that influence American foreign policy. You will be evaluated through class participation and quizzes (20%), two midterms (20% each), an evaluation paper of Kilcullin’s Blood Year (20%), and a briefing paper project for undergraduates that includes a group presentation and research paper project for graduate students (20% each). You will be expected to read a national or international newspaper daily before coming to class and to participate in special symposia and events with various guest speakers. Be aware that minor modifications may be made to the syllabus and course schedule as needed.
Expectations for written work: All essays should have a clear thesis and introduction that presents a clear argument. Your work should be presented professionally. Remember analysis of a problem is not simply presenting your opinion; rather, it is an opportunity for you to present your judgment/evaluation of an argument supported with evidence/examples. Spend the appropriate time refining your argument and organizing your essay(s). All papers require clear citations of the readings you draw upon as well as a bibliography if you draw from sources outside the class readings. All citations must be in a proper and consistent format.

Course Grades and Evaluation

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<thead>
<tr>
<th>Undergraduates</th>
<th>Graduate Students</th>
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<tr>
<td>Participation &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>2 Midterm Exams</td>
<td>40%</td>
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<tr>
<td>Kilcullen Essay</td>
<td>20%</td>
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<tr>
<td>Briefing Paper Project</td>
<td>20%</td>
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This course grading scale: A (93-100), A-(90-92), B+(88-89), B(83-87), B-(80-82), C+(78-79), C(73-77), C-(70-72), D+(68-69), D(63-67), D-(60-62), F (59 and below).

1. **Class participation.** Participation includes active involvement in class discussions on course material and current events and unannounced quizzes. You are required to complete all the readings prior to class meetings and to come ready to discuss them. **We start reading immediately so take a look at assignments for the first week of class (Jan 24 & 26)!!** This is a fast-paced course so don’t get behind. Be aware that the reading load may be heavier for some class meetings than for others. Try to pace yourself so that you can be sure to have enough time to complete your readings and still have time to reflect on them. You also are expected to keep abreast of current issues in American foreign policy and must be prepared to discuss these during class. Attendance will affect your participation grade, and more than four absences will result in a significantly lower grade. An excused absence means you have a medical excuse or documented emergency. There will be unannounced quizzes consisting of multiple choice and/or short answer questions. All quizzes will be given at the beginning of class. **There will be no make-ups given.** Your two lowest quiz grades will be dropped.

2. **Two Midterm Exams.**

3. **Kilcullen Essay.** In this essay, you will explain and evaluate the ‘unraveling of western counterterrorism.’ Critically evaluate the argument, its structure and logic, and implications for the making and conduct of American foreign relations. For graduate students this is a comparative essay – you must choose a second book (with the professor’s approval) to complete a comparative review essay.

4. **Final Project.** Undergraduates will complete a final briefing paper explaining the policymaking process and options around a current crisis or issue in groups of 3-4 people. Each group member plays a role such as National Security Advisor, Secretary of State, Secretary of Defense, National Economic Advisor/Secretary of the Treasury, etc. You will produce a short group briefing memo for the group presentation which is shared with the class. The final briefing paper, however, will be an individual paper.

Graduate Students – you will complete a separate research paper and presentation of your work for the class. Your topic must be agreed upon with the instructor before you start work.
*Graduate Students:* Please see me after the first class to discuss additional class requirements.

**REQUIRED TEXTS AND READINGS**


Articles listed in the course schedule or posted to Wyocourses.

*New York Times* or an equivalent newspaper. It is also expected that you will follow contemporary affairs daily during this course. You are required to read a major newspaper on a daily basis and be ready to discuss international news events in class. You also should keep abreast of various publications on websites such as the White House, Senate Foreign Relations Committee, and policy groups (Think Tanks) such as the Council on Foreign Relations.

**COURSE SCHEDULE**

Topic 1: General Historical Patterns in American Foreign Policy (Jan 24, 26, & Jan 31)
- Introduction to the Course - Rosati intro and chap 1
- Intro to Politics and Style of U.S. Foreign Policy – Rosati chap 1 & 2
- Historical Context, Global Power, and Style of Foreign Policy – Rosati chap 2 & 11 (pp. 351-373); Nye chap 1-2

Topic 2: American Power, Global Complexity, and Post-9/11 Foreign Policy (Feb 2 & 7)
- Nye chap 3-7
- Kilcullen, preface, chaps 1-7 (pp. 1-82); Jon Hannah, “Will Trump Stay or Go in Iraq? http://foreignpolicy.com/2016/12/09/will-trump-stay-or-go-in-iraq/

Topic 3: Presidential Power, Leadership and Strategy (Feb 9, 14, 16)
- Rosati chap 3 (Pres. Leadership); Kilcullen, chaps 8-10 (pp. 83-126)
- Recommended Reading: Articles on Obama’s foreign policy (Wyocourses)
Topic 4: State Department, Military Establishment, Counterterrorism, & 1st Midterm (Feb 21, Feb 23, Feb 28, March 2, & 7)
- Rosati chap 5 (State Department)
- Rosati chap 6 (Military Establishment)
- Kilcullen, chaps 12-17, Epilogue
- Feb 28 – Kilcullen Essay due at the beginning of class
- March 2nd – Eric Nigh discussion of research; briefing groups & exam review
- March 7th – 1st Midterm
- March 9th – Briefing group meetings during class; start reading Kaplan, preface and chaps 1-6

Spring Break March 14-18

Topic 5: Intelligence Community, International Challenges and Threats (March 21 & 23)
- Rosati chap 7 (Intelligence Community); Kaplan, chaps 7-12
- Rosati chap 8 (Foreign Economics); Kaplan 13-17 & afterward

Topic 6: Decisionmaking Theory & Role of the Congress (March 28, 30, & April 4)
- Briefing Group Meetings (March 28)
- Rosati 9 (Decisionmaking Theory)
- Rosati 10 (Congress)

Topic 7: Domestic Politics & Foreign Policy (April 6, 11, 13, 18 & 20)
- Rosati chap 11 (pp. 340-350); Rosati chap 13
- Briefing Group Meetings (April 11)
- Rosati chap 12 (Participation and Group Politics) (April 13)
- 2nd Midterm (April 18)
- Briefing Group Meetings (April 20) – read Garrison & Wall (Wyocourses)

Topic 8: Briefing Paper Projects and Future of Am. Foreign Policy (April 25, 27, May 2 & 4)
- Project presentations (Rosati chap 14)

Final Exam Period - Briefing Paper Projects due during final exam period.

DISABILITY ACCOMMODATION

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall, 766-6189, TTY: 766-3073.

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“Students and Teachers Working Together”
At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve
and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” The Department of Political Science encourages all students to review this document carefully. “Students and Teachers Working Together” can be found on the University of Wyoming web page or on the Political Science web page. To access the document:

Go to the Political Science Department web page: www.uwyo.edu/pols
You will find the link to the document under Courses and/or Current Syllabi “Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming has very strict regulations concerning academic dishonesty. In short, "academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.
e. Using notes or prepared information in an examination unless authorized by the instructor.
f. Taking an examination for someone else or allowing someone to take an examination for oneself.
g. Copying from, or assisting, another student during an examination.
h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of “F” is assigned for the course in which the act of academic dishonesty was committed.
b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.
c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty
policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.