



The Norman Paterson School of  
International Affairs

## U.S. Foreign and Security Policy (INAF 5208) Course Outline

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Wednesdays 8:35am-11:25am  
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The purpose of this course is to consider key players in the US Foreign and Security Policy process and then consider some prominent issues facing these actors. As Canada's neighbor and as the most powerful country in the world, it makes sense to consider how and why the US acts in the world. Its decisions greatly shape what Canada can and will do in the world. The focus of most sessions will be on a particular institution or to consider its role in the process—what capabilities does it have, what interests are at stake, what explains variations in its behavior?

### Objectives:

1. To better understand the different actors shaping US foreign and security policy.
2. To improve the ability to apply theories presented over the course of the term to different policy areas: past, present and future.
3. To improve one's research and writing skills in both short and long forms via the course assignments.
4. To develop one's ability to articulate one's views via course participation and the presentations at the end of the term.

### Methodology

The course focuses very much on the present day and the very recent past. This course will not spend that much time on the history of American Foreign Policy. Instead, most weeks will focus on a key actor and examining it from a variety of perspectives. Readings will vary from purely theoretical to applied case studies to quantitative analyses. Students should read not just for content (what is the argument) but for style (how this argument constructed might influence how one develops one's own work) and analytically (is this a good argument? What are the strengths and weaknesses of the methodology? How can it be applied to other cases or more recent events?) In some weeks, the discussion will be on specific themes or questions. In others, we will go through each piece of reading.

## Course Requirements

The course requirements consist of reading, participation and writing. It is your responsibility to do the work. If you need some sort of accommodation, such as extension, or face some kind of challenge, please see the professor early, when there are more options available. **Do not wait until the last minute or after the fact.**

**Participation (20%):** This course is a seminar. The **quality of the experience depends on what you put into it.** You should complete all the readings for each week ahead of time so that you come into class armed with questions, informed opinions, and perhaps even an improved background on the relevant issues. If I find that some students are not participating, I will begin the discussion of each piece (article or book) by randomly choosing someone to start the conversation.

An A grade will be for not just consistent participation but for value added—that you are providing insightful comments and penetrating questions. A C grade is the most you can hope for if you just show up and do not speak up. This is a low risk environment compared to any place you work after here, so do not be afraid to air your ideas.

If you miss class, you will not gain any credit for that course meeting. If you cannot attend the class on a regular (that means every week) basis, drop this class and find one that works with your schedule. *Only documented professional, medical or family emergencies can be excused.*

**Weekly Memos (25%):** For four of the seven possible weeks (none for the first week or for the last four), students will **email the instructor a one page assignment by noon the day** before the class (and make sure your name is on the PDF you attach to your email).. These should be **lists/bullets**—not paragraphs. Keep them to **one page, single-spaced**. For each reading (unless there are more than four—if so, then just cover four of the readings) in your memo, you should:

- a) Give **one important insight** and/or fact that you gained from **per reading** in one sentence each. What do you know understand or know that you didn't before doing this reading? What was most valuable to you about this reading?
- b) Give **one major critique per reading**. Consider methodology, logic, biases, omissions. Does the author prove his/her argument convincingly? Avoid lazy or cheap criticisms like quantitative work is not useful or that the case may not be generalizable. If the latter, you must argue why it is not generalizable.
- c) If you heard the author present this work at a conference, what probing question would you ask him or her?

And for the entire group of readings, provide **one policy implication** you would want to tell a government official? That is, what have you learned from the combined set of readings that you would tell a policy-maker

Check plus means that the insight/criticism/question per reading and overall policy implication for the week reflect some thought, reflection and critical analysis.

Check means that the student demonstrates that they read and understood the reading but cannot do much more than repeat what they read.

Check minus means the student did not understand the reading and/or provided very uncreative criticisms.

They will be graded “check”, check minus” or “check plus.” All check pluses = an A+, a mix of check pluses and checks will be between an A+ and a B+. All checks = B. Checks and Check minuses = B- or worse.

If the **memo is longer than one printed page**, then it will not get more than a Check.

Following instructions is as important as being concise. Probably best to send as a pdf file which will allow you to make sure what I see on my printed page is the same as on your screen.

Because they are meant to encourage you to think about the readings *before* you come to class, **no late reviews will be accepted**. You can write additional memos (if there are sufficient weeks left in the term) so that I will accept the top four grades.

### **Group Presentation:**

For four of the weeks (10-13), we will cover topics in the following manner. The class will be split into four groups, with each group taking responsibility for one topic. Each group will work with each other to assign four readings to the class for their week: Group A assigns the readings for week 10, Group B for week 11 and so on. The group will assign roles to members of the group, as each will represent an adviser to key actor in the policy process (Senator on relevant committee, National Security Advisor, Secretary of State, Secretary of Defence, Chairman of the Joint Chiefs of Staff, Director of Central Intelligence Agency, etc.).

It will be up to the group to pick their group’s topic (To be decided at the second class). Each student in the group will then preparing a briefing to the class (15 minutes) from the perspective they are representing. So, in weeks 10-13, we will get four-five briefings (or so, depending on changes in enrollment) from different perspectives in the policy process. After the presentations, the class will spend the next hour discussing and deciding what the US should do in regards to the issue of the week. The third hour of the class will be spent on what the US is actually likely to do.

The **presentation/briefing** will count for 15% of the course grade. The **group work**—assigning the readings, assigning the roles, leading the subsequent discussion will count for 5%.

**Research Paper (35%):** A ten to fifteen page paper that will present your policy recommendations to your principle: what is the policy problem, what is the stake/responsibility of your agency, what are the potential options, which one do you recommend and why. It will consist of two parts: the paper itself and a one page “chapeau” that summarizes the key points of the paper. This will be explained in class and rubric will be put on the course website. The paper is due **December 2<sup>th</sup> in class or via email**.

## **Policies**

### **Communications**

Please use your Carleton email account for all course-related correspondence.

### **Plagiarism and Complementarity**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. The Academic integrity policy can be accessed at <http://www2.carleton.ca/studentaffairs/academic-integrity>.

Complementarity: students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct

### **Copyright**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation**: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is

known to exist. For more details visit the Equity Services website:

<http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

### **CuLearn**

This course uses cuLearn, Carleton's learning management system. To access your course on cuLearn go to <http://carleton.ca/culearn>. For help and support, go to <http://carleton.ca/culearnsupport/students>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca).

**Electronic Policy:** The internet can be both boon and bane to scholarship and instruction. Please turn off cell phones at the start of class. If you choose to text or answer a call during class, I will kick you out of that day's class and you will lose credit for participation for that day. Laptops can be helpful or harmful to the discussion. If I find that laptops inhibit discussion, I will ask students to put them away. I recommend that **you print out your notes before coming to seminar** so that you can refer to them, rather than flipping through the PDFs of the readings on your laptop.

### **Readings:**

**Blogs/Twitter:** You should get in the habit of following key analysts on twitter and via blogs.

### **Books**

Amy Zegart, *Flawed by Design*, Stanford U Press, isbn: 0-8047-7413-x

David Auerswald and Colton Campbell, *Congress and the Politics of National Security*,

Cambridge University Press, ISBN-10: 0521187265 ISBN-13: 978-0521187268 [A&C]

Roger George and Harvey Rishikof *The National Security Enterprise: Navigating the Labyrinth*,

Georgetown University Press ISBN-10: 158901698X ISBN-13: 978-1589016989 [G&R]

J. Boon Bartholomees, US Army War College Guide to National Security Issues Vol 2 (free online at <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?PubID=1110>) [AWC]

Articles: Available via Ares and/or a decent internet search, indicated by \*

## **Schedule:**

### **Week 1 Introduction**

**Sept 2**

AWC, Ulrich, "American Values, Interest, and Purpose,"

AWC Stolberg, "Making National Security Policy in 21<sup>st</sup> Century"

### **Week 2 History and Context**

**Sept 9**

AWC Meinhart, National Military Strategies: A Historical Perspective, 1990 TO 2012

AWC Klingler, IR Theory and American Grand Strategy

AWC Kan, Lawyers, Guns and Money

G&R, Rosenwasser and Warner, History of Interagency

### **Week 3 The Public**

**Sept 16**

G&R Warburg, The Lobbyists

G&R Diamond, The Media

G&R Laipson, Think Thanks

\* Baum and Potter, "Relationships Between Mass Media, Public Opinion and Foreign Policy," Annual Review of Political Science, 2008,

<http://www.annualreviews.org/doi/pdf/10.1146/annurev.polisci.11.060406.214132>

[Chicago Council on FP survey 2014,](#)

[http://www.thechicagocouncil.org/UserFiles/File/Task%20Force%20Reports/2014\\_CCS\\_Report.pdf](http://www.thechicagocouncil.org/UserFiles/File/Task%20Force%20Reports/2014_CCS_Report.pdf)

### **Week 4 Congress**

**Sept 23**

A&C, chapter 1-5

G&R, Warburg Checking Presidential Power

### **Week 5 National Security Council and the President**

**Sept 30**

Zegart, chapters 2-3

G&R, Auerwald, Evolution of NSC Process

G&R, Adams, Office of Management and Budget

Something on pres/personality: TBA

### **Week 6 DoD**

**October 7**

Zegart, Chapters 4-5

G&R Smith and Miller, OSD

G&R Meese and Wison: The Military

AWC Ulrich, "A Primer on Civil-Military Relations for Senior Leaders"

\* Defense Strategic Guidance, [http://www.defense.gov/news/Defense\\_Strategic\\_Guidance.pdf](http://www.defense.gov/news/Defense_Strategic_Guidance.pdf)

**Week 7 State**

**Oct 14**

G&R, Grossman: The State Dept

\* Steven Hook, Domestic Obstacles to International Affairs, PS: Political Science and Politics, Volume 36 / Issue 01 / January 2003, pp 23-29

[http://journals.cambridge.org/download.php?file=%2FPSC%2FPSC36\\_01%2FS1049096503001641a.pdf&code=6afe164436fd6f8500828a47df480146](http://journals.cambridge.org/download.php?file=%2FPSC%2FPSC36_01%2FS1049096503001641a.pdf&code=6afe164436fd6f8500828a47df480146)

James Lindsay, "The State Department Complex After the Cold War," in Ripley and Lindsay, US Foreign Policy After the Cold War, U of Pittsburgh Press, 1997

AWC Ulrich, "Retooling US Public Diplomacy As Strategic Instrument of Foreign Policy"

**Week 8 Intel**

**Oct 21**

Zegart, Chapters 6-7

A&C, Chapter 6

G&R, Fingar, Office of Director of National Intel

G&R, George, CIA

**Week 9 Topic A**

**Nov 4**

Group A assigns readings, leads the briefing

**Week 10 Topic B**

**Nov 11**

Group B assigns readings, leads the briefing

**Week 11 Topic C**

**Nov 18**

Group C assigns readings, leads the briefings

**Week 12 Topic D**

**Nov 25**

Group D assigns readings, leads the briefings

**Week 13 Conclusion**

**Dec 2**

Bring your laptop the last week of class, if you have one, as we will be reserving 10-15 minutes for students to do the online course evaluations (I will step out of the room):

<http://oirp.carleton.ca/main/teaching-evaluations/>