

SIS 682.001 (USFP)
Introduction to US Foreign Policy: Institutions and Processes
Spring 2012

Wednesday 5:30-8:00
Location: SIS 233

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310 SIS
Office Hrs: W 3:00-5:00; Th 10-12
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Overview: This course provides a graduate level introduction to the institutions and processes involved in making U.S. foreign, defense, intelligence, and homeland security policy. The course provides a brief overview of the foreign and national security challenges facing the United States and focuses on the institutions, decision-making processes and politics of US foreign and national security policy-making. It covers the State, Defense, and Homeland Security departments, the intelligence community, the White House, interagency processes, the Congress, and outside participants in the policy process.

Learning Objectives:

- 1) To become familiar with the analytical frameworks for understanding US foreign and national security policy-making;
- 2) To acquire a detailed understating of the major institutions and processes of US foreign and national security policy-making in the executive branch and the Congress;
- 3) To acquire simulated hands-on experience of the US foreign and national security policy process, including drafting documents used in that process, as a quasi-practitioner in either the executive branch or the Congress

Learning Outcomes

- 1) Understood the approaches to understanding US foreign and national security policy-making;
- 2) Acquired in-depth knowledge of the major institutions and policy processes involved in making US foreign and national security;
- 3) Acquired knowledge of these processes and the documents it uses through a simulation experience.
- 4) Able to synthesize in writing the concepts and information provided through lectures, discussion, reading, and simulation.

Methods and skills:

The class includes lectures, guest lectures, discussion, and weekly readings. You will also create and execute a simulation of the foreign policy process, including classroom activity and individual and joint written products (briefing memoranda, testimony, draft resolutions and legislation, floor statements, press releases). Each student will write a take-home final paper, integrating the different learning experiences in the class – readings, discussions, and the simulation.

Readings: Many of the readings can be downloaded from the web; Some are posted on Blackboard. We will use several books extensively, which can be purchased from the AU bookstore or ordered from on-line booksellers:

- Graham Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd ed., Addison-Wesley, 1999
- Amos A. Jordan, William J. Taylor, Jr., Michael J. Meese, Suzanne C. Nielsen, James Schlesinger, *American National Security*, 6th Edition, Baltimore: Johns Hopkins University Press, 2009
- Roger Z. George and Harvey Rishikof (eds.), *The National Security Enterprise: Navigating the Labyrinth*, Washington, DC: Georgetown University Press, 2011
- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, 5th Ed., Washington, DC: CQ Press, 2012
- Donald F. Kettl, *System Under Stress: Homeland Security and American Politics*, 2nd Ed., Washington, DC: CQ Press, 2007

Simulation and Writing Assignments

Simulation of the Policy Process

Over the course of the semester, the class will conduct a simulation of the foreign policy process as it occurs in both the executive branch and the Congress. There will be several written products as part of the simulation, some written individually and some in groups. A separate detailed description of the simulation will be supplied, which you should bring to class regularly for discussion and clarification.

Final Integration Paper/Take Home Exam

Students will write a take-home final/paper, **due Friday, May 4**. This paper is the most important individual written product for the course. **The instructor will provide three questions in the class of April 18.**

You should write short essays answering two of the three questions. Each answer should be no more than five double-spaced pages, 12 pt. Times New Roman font. Your answers should focus on what you learned about the national security policy process, integrating the material you absorbed from the three learning experiences in the course: readings, class lectures and discussions, and the simulation.

The key word is **“integration”** – each essay should pull together all the elements of the semester’s learning process. **Being able to write these essays well depends heavily on your having done the readings throughout the semester, taken thorough notes in every class, and participated actively and with careful reflection in the simulation.** In the essays, you will need to document your conclusions carefully, using footnotes referring to specific readings, lectures, and simulation events and experiences.

Keeping Current

We will closely follow foreign policy and national security events, processes, institutional developments, and debates, including the primary elections, as they bear on foreign and security policy. Come to class prepared to participate actively in class discussions, referring both to current events and to the readings for that class. I will post on Blackboard news articles and analytical pieces on the subjects covered in the class, in addition to the readings in the syllabus. You should become regular consumers of the *New York Times*, on-line news sources and blogs

such as *Politico*, *Foreign Policy*, and such publications as *Foreign Affairs*, *Foreign Policy*, *Washington Quarterly*, and *National Interest*, among many others.

Blackboard

The class is enabled on Blackboard, which I will use regularly to communicate additional readings, clarifications, assignments, changes, and questions for discussion. Check your e-mail regularly for messages coming from me through Blackboard and let me know right away if you are not getting materials.

Grading

Class grades will be based roughly 40% on the final integration paper, 30% on participation in class discussions, and 30% on participation in the simulation, including your grades on the written policy documents. You are expected to abide by the University's Academic Integrity Code, which can be found at www.American.edu/American/registrar/AcademicReg/New/reg80.html.

Class Sessions

January 18: The Foreign and National Security Policy Agenda

Readings:

Jordan, Taylor, *et al.*, Chapters 1-3, pp.3-72 and Chapter 25, pp.537-56

National Intelligence Council, *Global Trends 2025: A Transformed World*, Washington, DC, November 2008. At:

http://www.dni.gov/nic/PDF_2025/2025_Global_Trends_Final_Report.pdf or

http://www.dni.gov/nic/NIC_2025_project.html

White House, *National Security Strategy*, May 2010 at:

http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf

White House, *National Strategy for Counterterrorism*, June 2011, at:

http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf

January 25: The White House, NSC and “the Interagency” Process

Readings:

Jordan, Taylor, *et al.*, *American National Security*, Chapter 4 & Chapter 10, pp.73-103 & 208-30

George and Rishikof, Chapters 1, 2, 3 (Rosenwasser and Warner, Auerswald, Adams), pp.11-78

Alan G. Whittaker, Frederick C. Smith, & Elizabeth McKune, *The National Security Policy Process: The National Security Council and Interagency System*, Research Report, August 15, 2008, Washington, D.C.: Industrial College of the Armed Forces, National Defense University, available at:

<http://www.ndu.edu/icaf/outreach/publications/nspp/docs/icaf-nsc-policy-process-report-08-2011.pdf>

NSC STAFF, May 2011, on Blackboard

Presidential Policy Directive No.1, “Organization of the National Security Council System,” at <http://www.fas.org/irp/offdocs/ppd/ppd-1.pdf> and on Blackboard

NSC Memorandum, “The 21st Century Interagency Process,” March 18. 2009, at: http://www.foreignpolicy.com/files/nsc_memo_21.pdf

February 1 and 7: The Congressional Process (Feb. 7 Stevenson)

Readings:

James M. Lindsay and Randall B. Ripley, “How Congress Influences Foreign and Defense Policy,” In James M. Lindsay and Randall B. Ripley, *Congress Resurgent: Foreign and Defense Policy on Capitol Hill*, Ann Arbor: University of Michigan Press, 1993, pp.17-35. E-reserves

James M. McCormick, “Decision Making in the Foreign Affairs and Foreign Relations Committees,” in Lindsay and Ripley, pp.115-53. E-reserves

Christopher J. Deering, “Decision Making in the Armed Services Committees,” in Lindsay and Ripley, pp.155-82. E-reserves

Jordan, Taylor, *et al.*, *American National Security*, Chapter 5, pp.103-23.

February 14: Policy-Making: the Theoretical Frameworks

Readings:

Gordon Adams, “The Politics of National Security Budgeting,” draft manuscript, 2007. On Blackboard

Graham Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd ed., Addison-Wesley, 1999, Chapters 1,3,5,6

Morton Halperin and Arnold Kanter, “The Bureaucratic Perspective: A Preliminary Framework,” in Morton Halperin and Arnold Kanter (eds.) *Readings in American Foreign Policy: A Bureaucratic Perspective*, Boston: Little Brown, 1973, pp.1-42. E-reserves

February 21: The Defense Department 1: History and Institutions

Readings:

Jordan, Taylor, *et al.*, Chapter 8, pp.170-90

George and Rishikof, Chapters 5 and 6 (Smith and Miller, Meese and Wilson), pp.97-138 Department of Defense, *Quadrennial Defense Review Report*, Washington, DC: DOD, February 1, 2010, available at: http://www.defense.gov/qdr/images/QDR_as_of_12Feb10_1000.pdf

Quadrennial Defense Review Independent Panel, *The QDR in Perspective: Meeting America's National Security Needs In the 21st Century*, Washington, DC: US Institute of Peace, July 2010, at:
<http://www.usip.org/files/qdr/qdrreport.pdf>

Gordon Adams, "The FY 2011 Defense Budget and the Quadrennial Defense Review," Testimony for the Senate Budget Committee, February 23, 2010, on Blackboard

National Journal, National Security Experts Blog Discussion on "U.S. Military Power: Preeminence at What Price," August 2-6, 2010, on Blackboard (chronological answers) or at <http://security.nationaljournal.com/2010/08/us-military-power-preeminence.php#comments> (reverse chronology)

Charles J. Dunlap, Jr., "The Origins of the American Military Coup of 2012," *Parameters*, Winter 1992-93, pp. 2-20 on Blackboard

February 28: Simulation Session I - NSC Principles and Congressional Caucuses

March 7: The Defense Department 2: Planning Processes (V. Gordon)

Readings:

Jordan, Taylor, *et al.*, Chapter 9, pp.170-207

Charles Hitch, "Decision-Making in the Defense Department," Gaither Memorial Lectures, University of California, April 5-9, 1965, in manuscript (posted on Blackboard)

March 21 and 28: Making Foreign Policy: State and USAID

Readings:

Jordan, Taylor, *et al.*, Chapters 11 & 12, pp.233-66

George and Rishikof, Chapter 4 (Grossman), pp.79-96

U.S. Department of State, "Organizational List of Bureaus and Offices,"
<http://www.state.gov/r/pa/ei/rls/dos/42.htm>

U.S. Department of State, "Organization Chart," at:
<http://www.state.gov/documents/organization/99588.pdf>, or Google the Department of State Organization Chart

U.S. Department of State, *Leading Through Civilian Power: The First Quadrennial Diplomacy and Development Review*, December 2010, at:
<http://www.state.gov/documents/organization/153142.pdf>

Modernizing Foreign Assistance Network, "New Day, New Way: U.S. Foreign Assistance for the 21st Century," 2008. Available at:
<http://modernizingforeignassistance.net/documents/newdaynewway.pdf>

Gordon Adams, "Getting Foreign Assistance Right," *Bulletin of the Atomic Scientists*, online column, May 2, 2008, at: <http://www.thebulletin.org/web-edition/columnists/gordon-adams/getting-us-foreign-assistance-right>

The Toolkit Balance: State-Defense Relationships

Gordon Adams, "Smart Power: Rebalancing the Foreign Policy/National Security Toolkit," Testimony before the Senate Committee on Homeland Security and Governmental Affairs, Subcommittee on Oversight of Government Management, July 31, 2008. Posted on Blackboard.

Gordon Adams, "The Role of Civilian and Military Agencies in the Advancement of America's Diplomatic and Development Objectives," Testimony before the House Appropriations Subcommittee on State, Foreign Operations, and Related Programs, March 5, 2009. Posted on Blackboard.

Gordon Adams, "Interagency National Security Reform: The Road Ahead" Testimony for the Subcommittee on Oversight and Investigations of the House Armed Services Committee, June 09, 2010. Posted on Blackboard

Gordon Adams and Rebecca Williams, *A New Way Forward: Rebalancing Security Assistance Programs and Authorities*, Washington, DC: Stimson Center, March, 2011, at: http://www.stimson.org/images/uploads/A_New_Way_Forward_Final.pdf

April 4: Simulation Session II - Congressional Hearing

April 11: Planning Intelligence (guest)

Readings:

Jordan, Taylor, *et al.*, Chapter 7, pp.147-69

George and Rishkof, Chapters 7 and 8 (Fingar, and George), pp.139-76

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, 5th ed., Washington, DC: CQ Press, 2008

"Top Secret America: A Washington Post investigation," at <http://projects.washingtonpost.com/top-secret-america/> Read all stories; surf the graphics.

Richard A. Best, "Intelligence Authorization Legislation: Status and Challenges," Congressional Research Service, January 27, 2011, available at: <http://www.fas.org/sgp/crs/intel/R40240.pdf>

April 18: Making Homeland Security Policy (Kaniewski)

Readings:

Donald F. Kettl, *System under Stress: Homeland Security and American Politics*, 2nd Ed., Washington, DC: CQ Press, 2007

Department of Homeland Security, *Bottom Up Review Report*, July 2010, at:
http://www.dhs.gov/xlibrary/assets/bur_bottom_up_review.pdf

Department of Homeland Security, *Quadrennial Homeland Security Review Report: A Strategic Framework for a Secure Homeland*, February 2010, at:
http://www.dhs.gov/xlibrary/assets/qhsr_report.pdf

White House, *Empowering Local Partners to Prevent Violent Extremism in the United States*, August 2011, at:
http://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf

John Mueller, *Overblown: How politicians and the Terrorism Industry Inflate National Security Threats, and Why We Believe Them*, NY: Free Press, 2006, Chapter 2 (“Overreacting to Terrorism: the Terrorism Industry”), pp.29-48, and Chapter 7 (An Alternative Terrorism Policy: Absorbing, Policing, Reducing Fear, Avoiding Overreaction”), pp.141-71. E-reserve

April 25: Simulation Session III - Congressional Debate and Vote/Administration Response

ACADEMIC INTEGRITY CODE

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can examine the AIC at <http://www.american.edu/provost/registrar/regulations/reg80.cfm>

EMERGENCY PREPAREDNESS FOR DISRUPTION OF CLASSES

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.