Course Description
The course will focus on decision and policy making in the area of national security and foreign policy. The seminar will approach the topic historically, beginning with the advent of the modern national security system in the Truman presidency, and then moving through subsequent presidencies to that of George W. Bush. We will be particularly interested in how the decision-making processes of each of these presidencies were organized and operated, and then how they performed in key national security issues that arose.

This course is designed to be very much a hands-on, joint effort. That is, I will not always lecture, and our class sessions will generally follow a discussion format. In fact, each week a group of you will be assigned to lead the discussion on the key national security case studies for each president!!

Course Materials


6. A variety of handouts and other materials [major ones are on Blackboard]
Assignments and Grading

There will be four basic writing assignments for this course: two short papers and one longer paper, plus a number of short [one-page] writing assignments.

The two short papers will focus on topics we will consider in class and will be organized around the two occasions when I will assign each of you [as part of a group] the task of leading that day's discussion. I will explain what this will involve in more detail as we proceed. The papers will cover in more detail the particular topics presented and will be due within one week, following your presentation. I envision a paper of at least six pages in length. While the presentation will be a group effort, the paper will be an individual one. Late papers will be penalized.

The longer paper will be more of a traditional term paper assignment of at least 15 pages in length [and longer is certainly no problem]. We will discuss this in a few weeks. This paper will be due on FRIDAY Dec. 14 by noon. [Note: no late papers! I have to get my grades in and meet the registrar's deadline]

The longer paper will be based on the George W. Bush presidency. Bob Woodward’s book on the Iraq War deliberations, Plan of Attack, will serve as the primary source material [although you may make use of other sources such as other books or magazine and newspaper articles]. I will propose a list of topics [more on this later] that will provide a range of questions and hypotheses. For example, you might write on Bush’s decision making style—or—the issue of whether intelligence and information was adequately vetted—or—whether Bush and his advisers “misled” Congress and the public—or—how the decision making process was organized and operated—or—how his advisers contributed to or detracted from his ability to make a good decision, and so on. I would strongly suggest that you begin to read the Woodward around mid-semester. You might write on how Bush’s response to 9/11 was similar or different than his decision making on the Iraq war. You might also focus on a particular person: Rumsfeld, Cheney, etc.

Finally: a fourth task. I will also hand out during the course of the semester a series of short question/response assignments. These will simply be a couple of questions based on readings and class topics that you will prepare beforehand, have ready for class, and hand in. Failure to turn them in or a poorly done job will affect your grade.

Grades will be assigned as follows
Two short papers and oral presentation-- 25% each
Longer paper-- 30% Fri. 12/14 by noon
Class participation, attendance [yes, I keep track] and short assignments-- 20%
Late papers will be penalized at my discretion
Also: any work not turned in by noon, 12/14 you will receive an F for all incomplete work unless you have arranged for an INC. Also, I want a printed-out copy of the final paper.
A note on attendance
Since this will be a small seminar designed to be a collaborative effort, attendance at all class sessions is expected. Furthermore, for our effort to be successful, you must come to class fully prepared, having done the assigned reading, thought about the issues, finished any class assignments, and be ready for discussion and interaction.

No slackers!!!

Schedule of Topics and Reading Assignments

Historical Origins
--Rothkopf, pp. 3-8, 33-56
--“Origins,” in Inderfurth and Johnson, pp. 1-6
--May, “The Development of Political-Military Consultation in the United States,” in Inderfurth and Johnson, pp. 7-16
--Eberstadt, “Postwar Organization for National Security, in Inderfurth and Johnson, pp. 17-20
--Burke, “The Institutional Presidency,” [Blackboard]

The Role of the NSC Adviser
--Burke, Honest Broker?, pp. 1-14
--“National Security Advisers: Roles,” in Inderfurth and Johnson, pp. 131-140
--“National Security Advisers: Profiles,” in Inderfurth and Johnson, pp. 173-182
--“Forum on the Role of a National Security Adviser,” in Inderfurth and Johnson, pp. 141-157

Truman and National Security Decision Making
--Rothkopf, pp. 56-60
--“Early Years,” in Inderfurth and Johnson, pp. 27-28
--Burke, Honest Broker?, pp. 15-22
--Falk, “The NSC Under Truman and Eisenhower,” in Inderfurth and Johnson, pp. 35-40

Case Study: War in Korea
--Janis, "In and Out of North Korea," Groupthink, pp. 48-71 [Blackboard]

Eisenhower and National Security Decision Making
--Rothkopf, pp. 61-79
--“Early Years,” in Inderfurth and Johnson, pp. 29-33
--Burke, Honest Broker?, pp. 23-55
--Falk, “The NSC Under Truman and Eisenhower,” in Inderfurth and Johnson, pp. 41-45
--Greenstein and Immerman, “Effective National Security Advising,” in Inderfurth and Johnson, pp. 46-52
--Jackson, “Forging a Strategy for Survival,” in Inderfurth and Johnson, pp. 53-56
Case studies:

1. Indochina/Vietnam 1954
--Burke and Greenstein, *How Presidents Test Reality*, pp. 28-52, 53-66
--[recommended as background on Dien Bien Phu]: Messenger, “Theirs But To Do and Die: Dien Bien Phu and the Twilight of the Warrior,” [Blackboard]

2. Indochina/Vietnam 1954
--Burke and Greenstein, *How Presidents Test Reality*, 67-97, 98-115

**Kennedy and National Security Decision Making**
--Rothkopf, pp. 80-86
--“Transformation: Kennedy,” in Inderfurth and Johnson, pp. 63-66
--Burke, *Honest Broker?*, pp. 56-66
--Bundy, “Letter to Jackson Subcommittee,” in Inderfurth and Johnson, pp. 81-84
--RECOMMENDED: from *Foreign Relations of the U.S.*, “Covert Action Oversight/Coordination in the Truman, Eisenhower, and Kennedy Administrations,” [Blackboard]

Case studies:
1. Bay of Pigs Fiasco, 1961
--Rothkopf, pp. 86-92
--Burke, *Honest Broker?*, pp. 67-78

2. Cuban Missile Crisis, 1962
--“The Cuban Missile Crisis,” in Inderfurth and Johnson, pp. 220-222
--“Schlesinger, “The Cuban Missile Crisis,” in Inderfurth and Johnson, pp. 233-236
--Rothkopf, pp. 92-96
--Janis, "Cuban Missile Crisis," *Groupthink*, pp. 132-158 [Blackboard]
-----Burke, *Honest Broker?*, pp. 78-88

**Johnson and National Security Decision Making**
--“Johnson,” in Inderfurth and Johnson, pp. 66-67
--Burke, *Honest Broker?*, pp. 88-91, 97-104
--Rothkopf, pp. 96-107
--“The War in Vietnam,” in Inderfurth and Johnson, pp. 222-224

Case studies:
1. Vietnam 1965
--Burke and Greenstein, *How Presidents Test Reality*, pp. 118-133, 134-149

2. Vietnam 1965
3. Vietnam 1965

**Nixon and National Security Decision Making**
--Rothkopf, pp. 108-129, 146-156
--“Nixon,” in Inderfurth and Johnson, pp. 67-70
--Burke, *Honest Broker?*, pp. 105-130
--Kalb and Kalb, “Henry Kissinger,” in Inderfurth and Johnson, pp. 188-193
--Leacocos, “Kissinger’s Apparat,” in Inderfurth and Johnson, pp. 85-93

**Case studies:** China, Vietnam, Cambodia, SALT [USSR]
--Rothkopf, pp. 129-146
--Burke, *Honest Broker?*, pp. 130-150
--Isaacson, "Invasion of Cambodia," [Blackboard]
--short piece on Kissinger from Burlington Free Press [Blackboard]
--Isaacson, “Peace At Hand,” [Blackboard]

**Carter and National Security Decision Making**
--Rothkopf, pp. 157-188
--“Carter,” in Inderfurth and Johnson, pp. 71-74
--Burke, *Honest Broker?*, pp. 324-337
--Bonafede, “Zbigniew Brzezinski,” in Inderfurth and Johnson, pp. 194-202

**Case studies:** China, Taiwan, Camp David, and Iran
--Rothkopf, pp. 188-209
--Rodman, “Jimmy Carter,” 117-139 [Blackboard]

**Reagan and National Security Decision Making**
--Rothkopf, pp. 210-242
--“Reagan,” in Inderfurth and Johnson, pp. 74-79
--Burke, *Honest Broker?*, pp. 198-219, 227-237

**Case study:** Iran-Contra
--Rothkopf, pp. 242-259
--Burke, *Honest Broker?*, pp. 219-226
--Tower Commission, “The NSC Staff as a Rogue Elephant,” in Inderfurth and Johnson, pp. 308-315
--“Congress and the NSC,” in Inderfurth and Johnson, pp. 315-334
Bush Sr. and National Security Decision Making
--“G.H.W. Bush,” in Inderfurth and Johnson, pp. 97-100
--Burke, Honest Broker?, pp. 151-176
--Rothkopf, pp. 260-291
--“Cold War’s End and the War in the Persian Gulf” in Inderfurth and Johnson, pp. 224-227
--Lauter, “Brent Scowcroft,” in Inderfurth and Johnson, pp. 203-207

Case study: Persian Gulf War
--Rothkopf, pp. 291-302
--Bush and Scowcroft, “The Transition from the Cold War,” in Inderfurth and Johnson, pp. 236-252

Clinton and National Security Decision Making
--“Clinton,” in Inderfurth and Johnson, pp. 100-102
--Rothkopf, pp. 303-343, 344-366
--Burke, Honest Broker?, pp. 337-351
--Burke, Honest Broker?, pp. 355-361

Case studies:
1. Balkans/Kosovo
--Burke, Honest Broker?, pp. 351-355
--Moskowitz and Lantis, “Conflict in the Balkans,” in Inderfurth and Johnson, pp. 253-267
--Rothkopf, pp. 366-381
--“Conflict in Kosovo,” in Inderfurth and Johnson, pp. 227-228
--Mandelbaum, "A Perfect Failure," [Blackboard]
--Steinberg, "Response to Mandelbaum," [Blackboard]

George W. Bush and National Security Decision Making
--Rothkopf, pp. 432-441
--“G.W. Bush,” in Inderfurth and Johnson, 102-106
--Rothkopf, pp. 389-428
--Burke, Honest Broker?, pp. 238-251
--Sciolino, “Condoleezza Rice,” in Inderfurth and Johnson, pp. 213-216

Case study: The response to September 11:
--“The NSC and Global Terrorism,” In Inderfurth and Johnson, pp. 228-231 [contd]
--Balz and Woodward, “The War Against Terrorism,” in Inderfurth and Johnson, pp. 268-282
--Rothkopf, pp. 428-432
--Burke, Honest Broker?, pp. 251-277
--Elliott, "Could 9/11 Have Been Prevented?" [Blackboard]
--Koppel: “Nine Years After 9/11,” [Blackboard]
CLASSROOM PROTOCOL

The following protocol has been adopted by the faculty of the Department of Political Science

1. Students are expected to attend and be prepared for all regularly scheduled classes.
2. Students are expected to arrive on time and stay in class until the class period ends.
3. Students are expected to treat faculty and fellow students with respect. For example, students must not disrupt class by leaving and reentering during class, must not distract the class by making noise, **must not eat in class**, and must be attentive to comments being made by the instructors and by fellow students.
4. Instructors will inform students of any special additions.

Disclaimer: This syllabus is not intended as a contract between professor and student. Professor reserves the right to make any changes or alterations in light of pedagogical needs and effectiveness.