APPENDIX A. ASSESSMENT TOOLS FOR PRE- AND POST-TESTS

From time to time, I will conduct an assessment of teaching and learning in this class. In order to assist me in determining how well readings and class sessions meet our educational objectives, please complete the following survey. Please note that these surveys are anonymous.

PART I

1. Which best represents the ideal sequence of foreign policy decision-making according to the Rational Actor Model (Model I), as discussed by Graham Allison in his article?

   A. goal selection → problem recognition → identification of alternatives → choice → implementation
   B. goal selection → choice → implementation → problem recognition → identification of alternatives
   C. problem recognition → goal selection → identification of alternatives → choice → implementation
   D. problem recognition → identification of alternatives → goal selection → choice → implementation

2. Which of these factors you think play an important role in foreign policy decision-making? Rank order the five factors listed below (1 = most important; 5 = least important).

   _____ Leaders’ unique characteristics (identities, operational codes, personalities)
   _____ Leaders’ decision-making processes
   _____ Organizational processes and routines
   _____ Internal politics of the government and its bureaucracy
   _____ The inter-relationship between domestic and international political choices

3. Which of the following theoretical frameworks seems to best explain the first few meetings of the U.S. President’s “ExComm” (Executive Committee), during which alternatives for action were discussed?

   A. Graham Allison’s Rational Actor Model (Model I)
   B. Graham Allison’s Organizational Process Model (Model II)
   C. Graham Allison’s Bureaucratic Politics Model (Model III)
   D. Robert Putnam’s Two-Level Game Model

4. Please briefly explain your answer to question 3 (above)

5. Which of the following theoretical frameworks seems to best explain the decision-making surrounding the U.S. naval blockade, or “quarantine” against Soviet ships bound for Cuba?

   A. Graham Allison’s Rational Actor Model (Model I)
   B. Graham Allison’s Organizational Process Model (Model II)
   C. Graham Allison’s Bureaucratic Politics Model (Model III)
   D. Robert Putnam’s Two-Level Game Model
6. Please briefly explain your answer to question 5 (above)

7. Which of the following theoretical frameworks seems to best explain President Kennedy’s considerations of both his and Nikita Khrushchev’s domestic constraints and how they might have affected the possible choices available to them both?

A. Graham Allison’s Rational Actor Model (Model I)
B. Graham Allison’s Organizational Process Model (Model II)
C. Graham Allison’s Bureaucratic Politics Model (Model III)
D. Robert Putnam’s Two-Level Game Model

8. Please briefly explain your answer to question 7 (above)

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PART II: Please answer the following questions by circling the most accurate answer

9. How would you rate your overall understanding of the relevant details of the Cuban Missile Crisis?

1—very low  2—low  3—some  4—high  5—very high

10. How would you rate your understanding of the Kennedy Administration’s decision-making during the Cuban Missile Crisis?

1—very low  2—low  3—some  4—high  5—very high

11. How would you rate your understanding of IR theories that attempt to explain foreign policy?

1—very low  2—low  3—some  4—high  5—very high

1—very opposed 2—opposed 3—neutral 4—support 5—strong support

13. How do you feel about the statement?: “Theories of international relations can be useful tools in helping us understand how and why foreign policy decisionmaking occurs.”

1—very opposed 2—opposed 3—neutral 4—support 5—strong support

14. How do you feel about the statement: “IR theories of foreign policy decision-making are appropriate for understanding cases of foreign policy decision-making that occur outside the US context”?

1—very opposed 2—opposed 3—neutral 4—support 5—strong support

15. Please briefly explain your answer to question 14 (above)

16. How would you rate your level of personal interest in the use of theories of international relations to try to understand real-world cases or phenomena?

1—very low 2—low 3—some 4—high 5—very high

17. Had you read Graham Allison’s article “Conceptual Models and the Cuban Missile Crisis” before taking this class?

0—never 1—more than a year ago 2—within the last year

18. How helpful was the article in assisting you in understanding the way in which the Cuban Missile Crisis played out?

1—useless 2—not very helpful 3—somewhat helpful 4—helpful 5—very helpful

19. How helpful was the article as a case study that could be analyzed using multiple theoretical models?

1—useless 2—not very helpful 3—somewhat helpful 4—helpful 5—very helpful
20. What was the most compelling thing that you learned from Graham Allison’s article?

NOTE: AFTER THE FILM, SUBSTITUTE Q’s 17-20 BELOW FOR THE ONES ABOVE!!!

17. Had you seen the film *Thirteen Days* before taking this class?

   0—never 1—one more than a year ago 2—within the last year

18. How helpful was the film in assisting you in understanding the way in which the Cuban Missile Crisis played out?

   1—useless 2—not very helpful 3—somewhat helpful 4—helpful 5—very helpful

19. How helpful was the film as a case study that could be analyzed using multiple theoretical models?

   1—useless 2—not very helpful 3—somewhat helpful 4—helpful 5—very helpful

20. What was the most compelling thing that you learned from the film *Thirteen Days*?