

U.S. Foreign Policy Political Science 376 Spring 2009

Prof. Scott Cooper

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Office Hours: 12-1 Mon/Wed/Fri, or by appointment

10:00 - 11:50 MWF

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If you can't come during my office hours, contact me to set up another time. Don't be afraid to come see me. My job is not to avoid you and try to fail you. My job is to explain things and help you understand. I like my job.

Prerequisites:

Poli Sci 170 or 370 recommended

Poli Sci 200 recommended

Subject Matter and Course Goals:

Even though the American public has traditionally been uninterested in world politics, United States foreign policy and its consequences have dominated the news since September 11th, 2001. One central goal of this course is to enable you to make sense of current events by thoroughly grounding you in the broader history, politics, and substance of U.S. foreign policy—in short, stuff you need to know to understand the news. Another central goal is to help you participate as citizens in crucial debates about foreign policy by building skills in critical reading, analytical writing, and oral discussion. In contrast to the sound bites, personal attacks, and spin doctoring that so frequently pass for public discussion, this course will help you analyze both sides of crucial issues and reach your own conclusions. President Hugh B. Brown of the First Presidency taught this concept at BYU's 1968 commencement exercises:

“Strive to develop a maturity of mind and emotion, and a depth of spirit which will enable you to differ with others on matters of politics without calling into question the integrity of those with whom you differ. Allow within the bounds of our definition of religious orthodoxy a variation in political belief. Do not have the temerity to dogmatize on issues where the Lord has seen fit to be silent.”

The first part of the course will acquaint you with larger trends and key events in U.S. diplomatic history. This historical background provides a necessary context within which to locate current patterns. The second part focuses on the major decisionmaking actors and their influence on

U.S. foreign policy. Understanding the roles of the key actors enables you to see more clearly why certain policies are adopted, and also shows how active citizens can go about changing policies they disagree with. In the remainder of the course, we will study specific issues facing current U.S. policymakers. We obviously cannot study every issue of interest, but we will address a broad range of current issues that will prepare you for lifelong involvement in changing foreign policy debates.

A note for foreign students: Although most students in this course are United States citizens, I welcome foreign students as well. In my opinion, U.S. foreign policy is just as relevant to you because of the outsized role the U.S. plays in world politics. Please notice that this class is designed to analyze U.S. foreign policy, not defend it. Your participation can help U.S. students—and me—better understand how U.S. actions are perceived abroad. If you have any special concerns about this class or your participation in it, please come talk to me.

Grading:

15%	Exam 1
25%	Exam 2
30%	Final Exam
15%	Participation and Reading Response Essays
15%	Policy Paper

All **Exams** are given in class. You may not use cellphones or electronic devices during any exam. Exams will consist primarily of short answer and short essay questions. In preparing for exams, general understanding is useful, but does not substitute for a firm grasp of the details. Also, you should be aware that “satisfactory” or “average” work will receive a C grade. Only “good” or “excellent” work receives higher grades.

Because the course is organized so that later topics build on earlier topics, all the exams will be *comprehensive*: each exam will require you to have integrated all the previous materials in the course. However, the focus of each exam, including the final, will be the most recent material. Remember also that according to BYU policy the final exam *cannot* be given early; please make your travel plans accordingly.

This course will also include opportunities for class discussion of these issues and ideas. Regular preparation for and participation in class discussions is crucial to your learning about foreign policy. For this reason, I will evaluate **Participation** (on a 0 to 5 scale) to encourage everyone to join our discussions. As with the exams, quality will outweigh quantity.

Attendance in class is expected. I will not take attendance every day, but may do so at any time. If you are unable to be in class for non-voluntary reasons (i.e., illness, death in the family, etc.), please send me a brief email or voicemail explaining why you were unable to be in class.

You are required to turn in 10 **Reading Response Essays**. The dates and topics will be announced in class. Each will be about 1½ pages (typed and double spaced). The goal is to help you in your preparation, so that you will be better able to participate in our class discussions. As a result, *each assignment is due in class on the day indicated in the syllabus*: late assignments cannot be accepted (even if your computer crashes or your car breaks down). You will be able to choose which assignments to complete, but it is your responsibility to make sure that you turn in all ten. I encourage you to start turning in essays early in the semester, in case unforeseen circumstances force you to skip later assignments.

The **Policy Paper** is an executive summary of a longer research paper on a foreign policy issue facing the U.S. today. You should do all the research you would do for a 10+ page paper, but will only turn in a 2-page (single-spaced) analysis of the policy options plus a reference appendix listing your sources. After researching both sides of the issue, you will summarize your analysis of the strengths and weaknesses of *each* policy option. Based on this analysis, you should argue for a specific policy option and explain the basis for your conclusion. Strong papers will require extensive research on the policy issue to ensure that you are discussing the most viable options and presenting all the pros and cons of each option.

Finally, you should remember that all forms of **cheating**—including **plagiarism**—are grave violations of the standards of any university. In my time at BYU, I have had to give failing grades as a result of academic dishonesty, and I will do so again if necessary. BYU's Academic Honesty Policy is in the catalog and on the web at <http://honorcode.byu.edu>. If you have any questions about what constitutes academic honesty in this class, please don't hesitate to ask me.

Readings:

The reading load is extremely heavy, especially since we only have seven weeks to cover a semester's worth of material. Counting six hours a week in class, you should plan to spend **20 or more hours a week** on this class during the term. You should **expect to read 300 pages per week**. All readings should be done *before* class. There are 4 required books in the bookstore:

Robert Schulzinger, *U.S. Diplomacy Since 1900*, 6th ed., Oxford, 2007

Steven Hook, *U.S. Foreign Policy: The Paradox of World Power*, 2nd ed., Congressional Quarterly Press, 2008

Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate Renewed*, 2nd ed., Norton, 2003

Philip Mundo, *National Politics in a Global Economy*, Georgetown, 1999

A painfully large set of additional required readings will be available on Blackboard or as a packet available at the Joseph F. Smith Building copy center (B115 JFSB).

Other University Policies:

Federal law and BYU policy provide protections for students against sexual discrimination and harassment (including student-to-student harassment) and also require reasonable accommodation of students with disabilities. If you feel you have encountered sexual harassment or discrimination, please talk to me, the Equal Employment Office (422-5895), or the Honor Code Office (422-2847). If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767) and discuss it with me.

PART ONE: HISTORICAL BACKGROUND

- Apr 29 Introduction, Syllabus
 Early History: Founding and Isolationism
 George Washington, "Farewell Address"

 Charles Kegley, *World Politics*, 2007, ch. 2: "Theories of World Politics"

 Schulzinger ch. 1

 Early History: Monroe Doctrine and Manifest Destiny
 James Monroe, "Monroe Doctrine"

 John L. O'Sullivan, "Manifest Destiny"
- May 1 Early History: Spanish-American War to World War I
 Schulzinger ch. 2, pp. 60-68

 Albert Beveridge, "The March of the Flag"

 Early History: Versailles to Pearl Harbor
 Schulzinger pp. 68-88, 118-21, ch. 7

 Woodrow Wilson, "Fourteen Points"

 Franklin D. Roosevelt, "Arsenal of Democracy"

 Franklin D. Roosevelt, "Day of Infamy"

May 4 Cold War: Postwar Confrontation and Alliance
Schulzinger ch. 8

Harry S Truman, “Truman Doctrine”

Winston Churchill, “Iron Curtain”

X (George Kennan), “Sources of Soviet Conduct”

Cold War: Nuclear Standoff
Schulzinger ch. 9

NSC-68 Conclusions and Recommendations

May 6 Cold War: Proxy Wars
Schulzinger ch. 10-11

U.S. Congress, “Tonkin Bay Resolution”

Cold War: End of the Cold War
Schulzinger ch. 12-14

Jimmy Carter, “Human Rights and Foreign Policy”

Ronald Reagan, “Evil Empire”

PART TWO: DECISIONMAKING–MORALITY AND PROCESS

May 8 Cold War

Morality

Thomas Aquinas, *Summa Theologica* [1265-1274], “War”

E. H. Carr, *The Twenty Years’ Crisis, 1919-1939*, 1964 [1939], pp. 154-69

Ray Hillam and David Andrews, “Mormons and Foreign Policy,” *BYU Studies*, Winter 1985

May 11 **EXAM 1**

Morality

Michael Walzer, *Just and Unjust Wars*, 1977 [2006], preface & ch. 1-3

May 13

Morality

Michael Walzer, *Just and Unjust Wars*, 1977 [2006], ch. 4-6 & preface to 4th edition

The President and Executive Branch Agencies

Hook ch. 4, 6

Dana Priest and Walter Pincus, "Director's Control is a Concern," *Washington Post*, 8 December 2004

Hanna Rosin, "Clique and Dagger," *Washington Post*, 12 April 2005

Dana Priest, "A Four-Star Foreign Policy?" *Washington Post*, 28 September 2000

May 15

National Security Advisor

Kevin Mulcahy and Harold Kendrick, "The National Security Advisor," 1991

Karen DeYoung, "Obama's NSC Will Get New Power," *Washington Post*, 8 February 2009

"Inside the West Wing," *WashingtonPost.com*

Laura Rozen, "James L. Jones and the Committee to Run the World," *thecable.ForeignPolicy.com*, 10 February 2009

Executive Decisionmaking

Hook pp. 76-79, 92-93

Peter Baker, "As Democracy Push Falters, Bush Feels Like a 'Dissident,'" *Washington Post*, 20 August 2007

May 18

Congress and Interest Groups

Hook ch. 5, 9, pp. 80-83, Appendix B (War Powers Resolution)

E. J. Dionne, Jr., "Short-Circuiting the Surge," *Washington Post*, 5 January 2007

Michael Abramowitz and Peter Baker, "Bush Keeps Vow to Veto War Funding," *Washington Post*, 2 May 2007

David Espo, "Congress Bows to Bush, OKs Iraq Funds," *Washington Post*, 25 May 2007

Courts and the Imperial Presidency Debate

U.S. Constitution, Articles I & II

Gene Healy, "The Imperial Presidency and the War on Terror," *Cato Policy Report*, March/April 2006

John Yoo, "How the Presidency Regained Its Balance," *New York Times*, 17 September 2006

Harvey Mansfield, "The Law and the President," *Weekly Standard*, 16 January 2006

Adam Cohen, "Just What the Founders Feared," *New York Times*, 23 July 2007

PART THREE: POST-COLD WAR ISSUES

May 20

Elections, Media, and Public Opinion

Hook ch. 7, 8

Grand Strategy: Overview

John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Winter 1998/99

Barry Posen and Andrew Ross, "Competing Visions for U.S. Grand Strategy," *International Security*, Winter 1996/97

- May 22 Grand Strategy: Primacy
 George W. Bush, “National Security Strategy” (entire)

 William Wohlforth, “The Stability of a Unipolar World,” *International Security*, Summer 1999
- Grand Strategy: Neo-Isolationism
 Christopher Layne, “Impotent Power? Re-examining the Nature of America’s Hegemonic Power,” *National Interest*, Sept/Oct 2006

 Christopher Layne, “From Preponderance to Offshore Balancing,” *International Security*, Summer 1997
- May 25 No Class: Holiday
- May 27 Grand Strategy: Selective Engagement, When to Intervene
 Robert Art, “Geopolitics Updated: The Strategy of Selective Engagement,” *International Security*, Winter 1998/99

 Colin Powell, “U.S. Forces: Challenges Ahead”

 Les Aspin, “The Use and Usefulness of Military Forces in the Post-Cold War, Post-Soviet World”
- Terrorism in the Muslim World
 Peter Ford, “Why Do They Hate Us?” *Christian Science Monitor*, 27 September 2001

 Robert Kagan, “Anti-Americanism’s Deep Roots,” *Washington Post*, 19 June 2006

 Mohsin Hamid, “Why Do They Hate Us?” *Washington Post*, 22 July 2007

 Fareed Zakaria, “The Politics of Rage: Why Do They Hate Us?” *Newsweek*, 15 October 2001
- May 29 **EXAM 2**
- Terrorism: Al-Qaida
 Jessica Stern, “The Protean Enemy,” *Foreign Affairs*, July/August 2003

 Audrey Kurth Cronin, “How al-Qaida Ends,” *International Security*, Summer 2006

- June 1 Global War on Terrorism: Grand Strategy Revisited
 George W. Bush, Address to Congress, 20 September 2001
- George W. Bush, “Age of Liberty”
- Dimitri Simes, “America’s Imperial Dilemma,” *Foreign Affairs*, Nov/Dec 2003
- Middle East: Arab-Israeli Conflict
 Christian Science Monitor, “50 Years of US Policy in the Middle East”
- CQ Researcher*, “Prospects for Mideast Peace,” 30 August 2002
- June 3 Middle East: Arab-Israeli Conflict
 David Makovsky, “How to Build a Fence,” *Foreign Affairs*, March/April 2004
- Middle East: Iraq and Persian Gulf
 Kenneth Pollack, “Securing the Gulf,” *Foreign Affairs*, July/August 2003
- George W. Bush, Address to the Nation, 10 January 2007
- June 4 **POLICY PAPER DUE, 4:45 pm (745 Kimball Tower)**
 (Thursday)
- June 5 Middle East: Iraq and Persian Gulf
- Nuclear Proliferation: Optimists and Pessimists
 Sagan and Waltz ch. 1-3, Map (on p. 222-23)
- William Broad, “Nuclear Weapons in Iran,” *New York Times*, 25 May 2004
- International Institute for Strategic Studies, “North Korea’s Nuclear Test,” October 2006

- June 8 Nuclear Proliferation
 Scott Sagan, "How to Keep the Bomb From Iran," *Foreign Affairs*,
 Sept/Oct 2006
- Sagan and Waltz ch. 4-5
- Nuclear Proliferation: National Missile Defense
 Charles Glaser and Steve Fetter, "National Missile Defense and the Future
 of U.S. Nuclear Weapons Policy," *International Security*, Summer 2001,
 pp. 40-65, 88-92
- Daniel Möckli, "US Missile Defense: A Strategic Challenge for Europe,"
 CSS Analyses in Security Policy, April 2007
- June 10 China: Strategy and Policy
 3 US-PRC Communiqués (1972, 1979, 1982) and Taiwan Relations Act
- Gerald Segal, "East Asia and the 'Constrainment' of China," *International
 Security*, Spring 1996
- David Shambaugh, "Containment or Engagement of China?" *International
 Security*, Fall 1996
- China: Taiwan
 Thomas Christensen, "Posing Problems Without Catching Up,"
 International Security, Spring 2001
- Edward Cody, "China Builds a Smaller, Stronger Military," *Washington
 Post*, 12 April 2005
- Office of the Secretary of Defense, "The Military Power of the People's
 Republic of China, 2005," ch. 6 and 2009 tables
- Kurt Campbell and Derek Mitchell, "Crisis in the Taiwan Strait?" *Foreign
 Affairs*, July/August 2001
- June 12 Trade Policy: History and Process
 Mundo ch. 1-2
- Trade Policy: Ideas
 Mundo ch. 3

June 15

Trade Policy: Global Institutions–GATT/WTO
Mundo ch. 4

Paul Blustein, “Trade Deal Looks More Like Distant Dream,” *Washington Post*, 4 July 2006

Alan Beattie, “US Accused of Blocking Doha Deal,” *Financial Times*, 10 July 2006

Alan Beattie, “World Trade Talks Collapse in Acrimony,” *Financial Times*, 21 June 2007

Trade Policy: Regional and Bilateral–NAFTA, FTAA, etc.
Mundo ch. 5

Robert McMahon, “The Rise in Bilateral Free Trade Agreements,”
Council on Foreign Relations, June 2006

June 16
(Tues)

Exam Review, Time & Place TBA

June 17
(Wed)

11 am: FINAL EXAM (don't be late!)