U.S. Foreign Policy  
Political Science 376  
Fall 2010

Prof. Scott Cooper  
12:00 - 12:50 MWF  
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Office: 762 Kimball Tower  
Office Hours: Mon/Wed/Fri 1-2, Tues 10-11, or by appointment

*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. 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 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 for this course is extremely heavy. In addition to three hours a week in class, plan to spend 6-10 hours a week outside class on readings and papers. You should expect to read 150-200 pages per week. All readings should be done before class. There are 4 required books in the bookstore:


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
Aug 30  Introduction, Syllabus

Sept 1  Early History: Founding and Isolationism
         George Washington, “Farewell Address”
         Schulzinger ch. 1

         Students who have not taken Poli Sci 170 or 376 should also read
         Charles Kegley, World Politics, 2007, ch. 2: “Theories of World
         Politics”

Sept 3  No Class: Cooper Conference Travel

Sept 6  No Class: Labor Day

Sept 8  Early History: Monroe Doctrine and Manifest Destiny
         James Monroe, “Monroe Doctrine”
         John L. O’Sullivan, “Manifest Destiny”

Sept 10 Early History: Spanish-American War to World War I
          Schulzinger ch. 2, pp. 60-68
          Albert Beveridge, “The March of the Flag”

Sept 13 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”
Sept 15  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”  

Sept 17  Cold War: Nuclear Standoff  
Schulzinger ch. 9  

NSC-68 Conclusions and Recommendations  

Sept 20  Cold War: Proxy Wars  
Schulzinger ch. 10-11  

U.S. Congress, “Tonkin Bay Resolution”  

Sept 22  Cold War: End of the Cold War  
Schulzinger ch. 12-14  

Jimmy Carter, “Human Rights and Foreign Policy”  

Ronald Reagan, “Evil Empire”  

Sept 24  Cold War  

Sept 27  EXAM 1  

PART TWO: DECISIONMAKING–MORALITY AND PROCESS  
Sept 29  Morality  
Thomas Aquinas, *Summa Theologica* [1265-1274], “War”  


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

Oct 1  Morality  
Oct 4  Morality
   Michael Walzer, *Just and Unjust Wars*, 1977 [2006], ch. 4-6 & preface to 4th edition

Oct 6  The President and Executive Branch Agencies
   Hook ch. 4, 6
   

Oct 8  National Security Advisor
   
   
   “Inside the West Wing,” *WashingtonPost.com*
   
   Laura Rozen, “James L. Jones and the Committee to Run the World,” thecable.ForeignPolicy.com, 10 February 2009

Oct 11 Executive Decisionmaking
   Hook pp. 76-79, 92-93
   

Oct 13 Congress and Interest Groups
   Hook ch. 5, 9, pp. 80-83, Appendix B (War Powers Resolution)
   
   
   
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<th>Date</th>
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<tr>
<td>Oct 15</td>
<td>Courts and the Imperial Presidency Debate</td>
<td>U.S. Constitution, Articles I &amp; II</td>
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<td>Oct 18</td>
<td>Elections, Media, and Public Opinion</td>
<td>Hook ch. 7, 8</td>
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<td>Oct 20</td>
<td>Decisionmaking</td>
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<td><strong>Oct 22</strong></td>
<td><strong>PART THREE: POST-COLD WAR ISSUES</strong></td>
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Oct 29  Grand Strategy: Selective Engagement
   Robert Art, “Geopolitics Updated: The Strategy of Selective Engagement,”


Nov 1  **EXAM 2**

Nov 3  Terrorism in the Muslim World
   Peter Ford, “Why Do They Hate Us?” *Christian Science Monitor*, 27
   September 2001

   June 2006


   Fareed Zakaria, “The Politics of Rage: Why Do They Hate Us?”
   *Newsweek*, 15 October 2001

Nov 5  Terrorism: Al-Qaida

   Summer 2006

   Scott Shane, Mark Mazzetti, and Robert Worth, “Secret Assault on
   Terrorism Widens on Two Continents,” *New York Times*, 14 August 2010

Nov 8  Afghanistan and Pakistan
   Schulzinger ch. 15

   George W. Bush, Address to Congress, 20 September 2001

   Stephen Biddle, “Is It Worth It? The Difficult Case for War in
   Afghanistan,” *American Interest*, July-August 2009

   skim: Bob Woodward, “Military Thwarted President Seeking Choice in
   Afghanistan” and “Biden Warned Obama During Afghan War Review Not
Nov 10

**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


Ethan Bronner and Mark Landler, “Diplomats Try to Save Mideast Talks,” *New York Times*, 27 September 2010

Nov 12

**Middle East: Persian Gulf**


Nov 15

**Nuclear Proliferation: Optimists and Pessimists**

Sagan and Waltz ch. 1-3, pp. 125-30, 156-66, 222-23 (map)

Nov 17

**Nuclear Proliferation: Policy Options**

International Institute for Strategic Studies, “North Korea’s Nuclear Test,” October 2006


Ince & Co, “Trade Sanctions Against Iran: An Overview,” September 2010


*Economist*, “A Worm in the Centrifuge,” 30 September 2010
Nov 19  Nuclear Proliferation: National Missile Defense  


Nov 22  China: Strategy and Policy  
3 US-PRC Communiques (1972, 1979, 1982) and Taiwan Relations Act


Nov 23  China: Taiwan Policy  
(Tuesday)  
Kurt Campbell and Derek Mitchell, “Crisis in the Taiwan Strait?” *Foreign Affairs*, July/August 2001


Nov 24, 26  No Class: Thanksgiving Holiday

Nov 29  Trade Policy: History and Process  
Mundo ch. 1-2

Dec 1  Trade Policy: Ideas  
Mundo ch. 3

Dec 2  POLICY PAPER DUE, 4:45 pm (745 Kimball Tower)  
(Thursday)
<table>
<thead>
<tr>
<th>Date</th>
<th>Trade Policy</th>
<th>Chapter(s)</th>
<th>Articles</th>
</tr>
</thead>
</table>
                *New York Times*, “Waiting For a Trade Policy,” 5 July 2010 |
                Mike Allen, “President to Drop Tariffs on Steel,” *Washington Post*, 1 December 2003  
| Dec 10 | Exam Review | TBA | |
| Dec 14 | FINAL EXAM (don’t be late!) |  |  

(Fri)  
(Tues)