U.S. Foreign Policy
Political Science 376
Fall 2012

Prof. Scott Cooper
1:00 - 1:50 MWF
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Phone: 422-4053
Office: 762 Kimball Tower
Office Hours: 11-12 Mon/Wed/Fri, 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 returned to center stage 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, in the context of Vietnam War protests:

“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 policies. 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
policymakers. We obviously cannot study every issue of interest, but we will address a broad range of 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
25% Final Exam
12% Participation and Reading Response Essays
23% Policy Paper (Rough Draft 3%, Final Paper 20%)

All Exams are given in class. You may not use any electronic devices during exams. 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. I will give you a study guide for each exam so that you will know exactly what topics will be covered. 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 +2 to -2 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 12 Reading Response Essays. The dates and topics will be announced in class. Each should 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 will not 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 of them. At least 4 of your 12 essays must be completed by October 15.

The Policy Paper includes two pieces: a 10-15 page research paper (double-spaced) on U.S. options for dealing with a specific, current foreign policy issue, and a 2-page executive summary (single-spaced) of the longer paper. After researching both sides of your 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. You will turn in a rough draft about ten days before the full paper is due.

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 occasionally 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 ask me.

Readings:
The reading load for this course is extremely heavy. You should expect to read over 150 pages per week. All readings should be done before class. There are 4 required books in the bookstore:


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

Aug 27  Introduction, Syllabus

Aug 29  Early History: Founding and Isolationism
        George Washington, “Farewell Address”
        Schulzinger ch. 1
        Students who have not taken Poli Sci 170 or 370 should carefully read

Aug 31  Early History: Monroe Doctrine and Manifest Destiny
        James Monroe, “Monroe Doctrine”
        John L. O’Sullivan, “Manifest Destiny”

Sept 3  No Class: Holiday

Sept 5  Early History: Spanish-American War to World War I
        Schulzinger ch. 2 and pp. 60-68
        Albert Beveridge, “The March of the Flag”

Sept 7  Early History: Versailles to Pearl Harbor
        Schulzinger pp. 68-88, 118-21, and ch. 7
        Woodrow Wilson, “Fourteen Points”
        Franklin D. Roosevelt, “Arsenal of Democracy”
        Franklin D. Roosevelt, “Day of Infamy”

Sept 10 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 12  Cold War: Nuclear Standoff  	Schulzinger ch. 9

NSC-68, Conclusions and Recommendations

Sept 14  Cold War: Proxy Wars  	Schulzinger ch. 10-11

U.S. Congress, “Tonkin Bay Resolution”

Sept 17  Cold War: End of the Cold War  	Schulzinger ch. 12-14

Jimmy Carter, “Human Rights and Foreign Policy”

Ronald Reagan, “Evil Empire”

Sept 19  Cold War

Sept 21  EXAM 1

PART TWO: DECISIONMAKING–MORALITY AND PROCESS

Remember: 4 of your 12 reading essays must be completed by October 15.

Sept 24  Morality: Opposing Views  
Thomas Aquinas, *Summa Theologica* [1265-1274], “War”


Doctrine & Covenants 98

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

Sept 26  Morality: Just War  
Sept 28 Morality: Responsibility to Protect?
Gareth Evans and Mohamed Sahnoun, “The Responsibility to Protect,”
Foreign Affairs, Nov/Dec 2002

John Bolton, “Irresponsible: Against a ‘Responsibility to Protect’ in
Foreign Affairs,” www.aei.org, 1 Apr 2011

Oct 1 The President and Executive Branch Agencies
Hook ch. 4, 6

Bob Woodward, “Military Thwarted President Seeking Choice in
Afghanistan” and “Biden Warned Obama During Afghan War Review Not
to Get ‘Locked Into Vietnam,’” Washington Post, 27-28 September 2010

Oct 3 National Security Advisor
Mac Destler, “How National Security Advisers See Their Role,” in
Domestic Sources of American Foreign Policy, 2012

8 February 2009

David Sanger and Helene Cooper, “Civilian Replaces General in Key
Foreign Policy Job,” New York Times, 8 October 2010

“Inside the West Wing,” WashingtonPost.com

Oct 5 Executive Decisionmaking
Hook pp. 85-87, 95-96

Peter Baker, “As Democracy Push Falters, Bush Feels Like a ‘Dissident,’”
Washington Post, 20 August 2007
Oct 8  Congress vs. President
Hook ch. 5 and Appendix B (War Powers Resolution)


Oct 10  Interest Groups
Hook ch. 9 and pp. 82-85

Oct 12  Courts and the Imperial Presidency Debate
U.S. Constitution, Articles I & II


Oct 15  Elections, Media, and Public Opinion
Hook ch. 7, 8
PART THREE: POST-COLD WAR ISSUES

Oct 17  Grand Strategy: Overview

Oct 19  Grand Strategy: Primacy

Oct 22  Grand Strategy: Neo-Isolationism

Oct 24  Grand Strategy: Selective Engagement

Oct 26  Terrorism in the Muslim World
Peter Ford, “Why Do They Hate Us?” *Christian Science Monitor*, 27 September 2001

Oct 29  EXAM 2
Oct 31  Terrorism: Al-Qaida


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

optional readings on Learning Suite (not in packet)


Nov 2  Middle East: Arab-Israeli Conflict
*CQ Researcher*, “Middle East Tensions,” by Peter Katel, October 2006, and Irwin Arieff, July 2010


Nov 5  Middle East: Persian Gulf


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<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>Nov 7</td>
<td>Nuclear Proliferation: Optimists and Pessimists</td>
<td>Sagan and Waltz ch. 1-3 and pp. 125-30, 156-66, 222-23 (map)</td>
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<tr>
<td>Nov 9</td>
<td>Nuclear Proliferation: Policy Options</td>
<td>International Institute for Strategic Studies, “North Korea’s Nuclear Test,” October 2006</td>
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<td>Ince &amp; Co, “Trade Sanctions Against Iran: An Overview,” September 2010</td>
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<td>Tobias Buck, “Israel Debate on Iran Strike Gains Urgency,” <em>Financial Times</em>, 3 February 2012</td>
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<td>Nov 14</td>
<td>China: Strategy and Policy</td>
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<td>3 US-PRC Communiques (1972, 1979, 1982) and Taiwan Relations Act</td>
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<tr>
<th>Nov 16</th>
<th>China and Taiwan</th>
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<th>Nov 19</th>
<th><strong>POLICY PAPER ROUGH DRAFT DUE, 4:45 pm (745 Kimball Tower)</strong></th>
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<tr>
<td></td>
<td>China and Taiwan: Strategic Ambiguity</td>
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<td>Kurt Campbell and Derek Mitchell, “Crisis in the Taiwan Strait?” <em>Foreign Affairs</em>, July/August 2001</td>
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<th>Nov 20</th>
<th>Trade Policy: History and Process</th>
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<td>Mundo ch. 1-2</td>
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<th>Nov 26</th>
<th>Trade Policy: Ideas</th>
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<th>Nov 28</th>
<th>Trade Policy: Global Institutions–GATT/WTO</th>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<td>Nov 30</td>
<td>Trade Policy: Regional and Bilateral–NAFTA etc.</td>
<td>Mundo ch. 5</td>
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<td>Anthony Faiola, “U.S. to Toughen Its Stance on Trade,” Washington Post, 10 March 2009</td>
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<td>Dec 3</td>
<td>Trade Policy: Unilateralism</td>
<td>Mundo ch. 6-7</td>
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<td>Mike Allen, “President to Drop Tariffs on Steel,” Washington Post, 1 December 2003</td>
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<td>Dec 5</td>
<td>Wrap-up, Exam Review</td>
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<td>Dec 11</td>
<td><strong>2:30 pm: FINAL EXAM (don’t be late!)</strong></td>
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