U.S. Foreign Policy
Political Science 376
Fall 2013

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Office Hours: 12-1 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 less interested 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 beautifully 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 with enthusiasm. 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 exams will be comprehensive: each 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 that according to BYU policy the final exam cannot be given early; please make your travel plans accordingly.

This course will 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 3 of your 12 essays must be completed by October 21.

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 two weeks 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](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:


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

Sept 4  Introduction, Syllabus

Sept 6  Early History: Founding and Isolationism
        George Washington, “Farewell Address,” 1796
        Schulzinger ch. 1
        Students who have not taken Poli Sci 170 or 370 should carefully read
        Charles Kegley, World Politics, 2007, ch. 2: “Theories of World Politics”

Sept 9  Early History: Monroe Doctrine and Manifest Destiny
        James Monroe, “Monroe Doctrine,” 1823
        John L. O’Sullivan, “Manifest Destiny,” 1839

Sept 11 Early History: Spanish-American War to World War I
       Schulzinger ch. 2 and pp. 60-68
       Albert Beveridge, “The March of the Flag,” 1898
       Theodore Roosevelt, “Roosevelt Corollary,” 1904

Sept 13 Early History: Versailles to Pearl Harbor
       Schulzinger pp. 68-88, 118-21, and ch. 7
       Woodrow Wilson, “Fourteen Points,” 1918
       Franklin D. Roosevelt, “Arsenal of Democracy,” 1940
       Franklin D. Roosevelt, “Day of Infamy,” 1941

Sept 16 Cold War: Postwar Confrontation and Alliance
       Schulzinger ch. 8
       Harry S Truman, “Truman Doctrine,” 1947
       X (George Kennan), “Sources of Soviet Conduct,” 1947
Sept 18  Cold War: Nuclear Standoff  
    Schulzinger ch. 9  
    NSC-68, Conclusions and Recommendations, 1950

Sept 20  Cold War: Proxy Wars  
    Schulzinger ch. 10-11  
    U.S. Congress, “Tonkin Bay Resolution,” 1964

Sept 23  Cold War: End of the Cold War  
    Schulzinger ch. 12-14  

Sept 25  Cold War

Sept 27  **EXAM 1**

**PART TWO: DECISIONMAKING–MORALITY AND PROCESS**

**Remember: At least 3 of your 12 reading essays must be completed by October 21**

Sept 30  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

Oct 2  Morality: Just War  

Oct 4  Morality: Responsibility to Protect?  
Oct 7 The President and Executive Branch Agencies
Hook ch. 4, 6


Oct 9 National Security Advisor, White House Staff
Mac Destler, “How National Security Advisers See Their Role,” in *Domestic Sources of American Foreign Policy*, 2012


Mark Landler, “Obama’s Choices Reflect Change in Foreign Tone,” *New York Times*, 5 June 2013

Oct 11 Executive Decisionmaking
Hook pp. 85-87, 95-96


Oct 14 Congress vs. President
Hook ch. 5 and Appendix B (War Powers Resolution)


optional reading on Learning Suite (not in packet)
Oct 16 Interest Groups
    Hook ch. 9 and pp. 82-85

Oct 18 Courts and the Imperial Presidency Debate
    U.S. Constitution, Articles I & II


Oct 21 Elections, Media, and Public Opinion
    Hook ch. 7, 8

PART THREE: POST-COLD WAR ISSUES

Oct 23 Grand Strategy: Overview


Oct 25 Grand Strategy: Primacy

    Joseph Nye, Jr., The Paradox of American Power, 2002, 1-17, 35-40

Oct 28 Grand Strategy: Neo-Isolationism

Oct 30  Grand Strategy: Selective Engagement and Obama’s Strategy  
Robert Art, “Geopolitics Updated: The Strategy of Selective Engagement,”  

Nov 1  Terrorism in the Muslim World  
Peter Ford, “Why Do They Hate Us?” *Christian Science Monitor*, 27 September 2001  
Fareed Zakaria, “The Politics of Rage: Why Do They Hate Us?”  
*Newsweek*, 15 October 2001  
optional reading on Learning Suite (not in packet)  

Nov 4  **EXAM 2**

Nov 6  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)  
John McCain, “Bin Laden’s Death and the Debate Over Torture,”  
Nov 8 Middle East: Persian Gulf and Syria


Julie Pace, “In First Major Test, Obama Overrules New Team,” Associated Press, 2 September 2013

Nov 11 Middle East: Arab-Israeli Conflict
*CQ Researcher*, “Middle East Tensions,” by Peter Katel, October 2006, and Irwin Arieff, July 2010


Nov 13 Nuclear Proliferation: Optimists and Pessimists
Sagan and Waltz ch. 1-2 and pp. 82-89, 110-26, 132-34 and ch. 5
Nov 15  Nuclear Proliferation: Policy Options
Sagan and Waltz ch. 6


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


Nov 18  Nuclear Proliferation: National Missile Defense


Nov 19  POLICY PAPER ROUGH DRAFT DUE, 4:45 pm (745 Kimball Tower)

Nov 20  China: Strategy and Policy
3 US-PRC Communiques (1972, 1979, 1982) and Taiwan Relations Act


Nov 22  China and Taiwan
   Thomas Christensen, “Posing Problems Without Catching Up,”

   Might,” *Washington Post*, 17 August 2010

   Office of the Secretary of Defense, *Military and Security Developments
   Involving the People’s Republic of China, 2010*, excerpts

   Keith Richburg, “U.S. Pivot to Asia Makes China Nervous,” *Washington
   Post*, 16 November 2011

Nov 25  China and Taiwan: Strategic Ambiguity
   Kurt Campbell and Derek Mitchell, “Crisis in the Taiwan Strait?” *Foreign
   Affairs*, July/August 2001

Nov 26  Trade Policy: History and Process
   (Tuesday)
   Mundo pp. 21-25 and ch. 2

   John Ikenberry, “Institutions, Strategic Restraint, and the Persistence of

Dec 2  Trade Policy: Ideas
   Mundo ch. 3

Dec 3  Trade Policy: Cold War and After
   (Tuesday)
   Mundo ch. 4

   POLICY PAPER DUE, 4:45 pm (745 Kimball Tower)

   Delays,” *Financial Times*, 8 August 2013
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Notes</th>
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| Dec 6 | Trade Policy: Unilateralism | *Mundo* ch. 6 *and* pp. 231-44  
Mike Allen, “President to Drop Tariffs on Steel,” *Washington Post*, 1 December 2003  
| Dec 9 | Trade Policy: Regional and Bilateral Agreements | *Mundo* ch. 5  
| Dec 11 | Wrap-up, Exam Review | |
| Dec 19 | 11:00 am - 12:20 pm: FINAL EXAM (don’t be late!) | (Thursday) |