SYLLABUS

Political Science 376
U.S. Foreign Policy
Fall 2013
MW 9:30-10:45 a.m.
280 SWKT

Dr. Earl H. Fry
Professor
774 SWKT
Ext. 2-2453
earl_fry@byu.edu

Office Hours
Monday Noon-1 p.m.
Wednesday 11 a.m.-Noon
or by appointment
COURSE DESCRIPTION:

In an era of globalization, unprecedented technology change, and creative destruction, “international relations” is more complicated than at any other period in human history. Since the end of World War II, the United States has been the world’s predominant superpower. U.S. foreign policy has assumed global dimensions and dramatically impacted many parts of the world.

Without any doubt, the 20th century was the “American century.” However, the 21st century may be different. Currently, the American people are equally divided on whether the 21st century will be the American century or the Chinese century. Some are also arguing that we have entered the non-superpower era.

Foreign policy has both domestic and international dimensions. What transpires within a country can have a tremendous effect on its influence on the global stage. For example, the former Soviet Union had a very powerful strategic capability but a relatively weak domestic economy. During the Cold War, one referred to two rival superpowers, the U.S. and the U.S.S.R., but in reality there was only one true superpower in terms of global reach and economic dynamism.

During the past few years, I have spent a fair amount of time away from Provo. For a year, I directed BYU’s program in Washington, D.C. and observed firsthand the policy-making process in the nation’s capital. During the second year, I held the Fulbright Bicentennial Chair in American Studies at the University of Helsinki. I had the opportunity to lecture in various parts of Europe and also gather research material on the European Union and trans-Atlantic relations.

My book Lament for America: Decline of the Superpower, Plan for Renewal was published in 2010. I argue in this book that America’s superpower status may be in jeopardy unless we make significant changes at home and in the conduct of our foreign policy. While in Europe, I worked on a draft of a new book entitled Renaissance America: A Best-Practices Blueprint for Enhancing U.S. Competitiveness. In this new manuscript, I examine best practices in the public and private sectors, at home and abroad, to see if these practices can be adapted in the United States to improve the quality of life for the average American and bolster America’s status globally.

In this course, we will view U.S. foreign policy through both the “Lament” and “Renaissance” lenses. The first part of this course will trace the major trends in U.S. foreign policy from the pre-World War II period until 2013, focusing on Cold War, post-Cold War, and post-9-11 decisions. The second portion of the course will concentrate on the policy-making process and the actors involved in the foreign policy arena. Finally, the latter part of the course will focus on U.S. policy towards a variety of issue areas and various regions in the world, and judge how well prepared the United States is at home and abroad to maintain its dominant position in the global arena.

Learning Outcomes:
Demonstrate a strong background in important developments and events in the history of U.S. foreign policy;
Demonstrate ability to explain the U.S. foreign policy-making process;
Demonstrate understanding of key current foreign policy issues facing the United States, and be able to discuss how history and policy processes shape the U.S. response to these issues;
Complete a scholarly research project that explains some aspect of contemporary U.S. foreign policy;
Demonstrate the ability to write a well-crafted and persuasive research paper;
Demonstrate the ability to analyze U.S. foreign policy in a specific policy area;
Learn the consequences of plagiarism and how to avoid it;
In written assignments, correctly acknowledge the words and/or ideas of other authors;
Be better prepared to participate as an active citizen in a globalized world.

Texts:
The following texts are required for this course. Please feel free to buy or rent used copies or purchase electronic versions of the texts. The price tags on most textbooks are outrageous, so use every legal method available to save some money.

- *New York Times*.

In addition to these books, articles from newspapers, journals, edited books, and the Internet will be assigned or recommended at various stages of the course.

Requirements:

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<tr>
<td>1.</td>
<td>Midterm examination</td>
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<td>2.</td>
<td>Term paper</td>
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<td>Final examination</td>
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<td>Class participation and quizzes</td>
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The examinations will consist of short-answer, identification, and essay questions.

The term paper will be a major research endeavor providing an in-depth analysis of an issue in U.S. foreign policy. You will be expected to consult with the instructor to
determine a mutually agreeable topic area. Late papers will be penalized one-half grade per day. The course cannot be passed without the submission of an acceptable term paper.

Attendance at all sessions is strongly encouraged. The course work will require a great deal of time. However, by organizing your time and by exercising self-discipline and perseverance, you should do reasonably well in this course. Please do not miss more than two sessions during the semester.

I have established office hours for the semester, but will also be flexible if you cannot come at the times stipulated. Please also feel free to e-mail me. I want you to feel that I am accessible to respond to your questions or needs. You are very important!

HONOR CODE AND PLAGIARISM

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. General information about the honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at http://honorcode.byu.edu/content/academic-honesty-details.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

DISCRIMINATION
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

DISABILITIES

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.

SCHEDULE OF COURSE PROGRAM:

I. American Foreign Policy in the Post-World War II Period--An Overview

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Sept 4</td>
<td>Millennial Questions</td>
<td>Required Readings: Hook, 1-20</td>
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<td>Lantis, 14-37</td>
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<td>Sept 16</td>
<td>The Roosevelt-Truman Years</td>
<td>RR: Hook, 21-66, 361-377</td>
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<td>Lantis, 38-67</td>
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<td>Sept 18</td>
<td>The Eisenhower Presidency</td>
<td>RR: Hook, 66-81</td>
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<td>Sept 23</td>
<td>The Kennedy-Johnson Period</td>
<td>RR: Hook, 82-100</td>
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<td>Sept. 30</td>
<td>The Carter Administration</td>
<td>RR: Hook, 116-126</td>
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<td>Oct 2</td>
<td>The Reagan and Bush I Era</td>
<td>RR: Hook, 127-173</td>
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<td>Oct 7</td>
<td>The Clinton Period</td>
<td>RR: Hook, 174-251</td>
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<td>Oct 9</td>
<td>The George W. Bush and Obama Administrations</td>
<td>RR: Hook, 252-335</td>
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II. Foreign Policy-Making Institutions and Processes

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<tr>
<td>Oct 16-21</td>
<td>The Presidency, Foreign Affairs Bureaucracy, and U.S. Congress</td>
<td>RR: Lantis, 71-162</td>
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<td>Oct 23</td>
<td>Parties, Interest Groups, the General Public, and Individual Policy-Makers</td>
<td>RR: Lantis, 163-242</td>
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<td>Oct 28</td>
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III. The Broad Parameters of U.S. Involvement in the International Arena

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### U.S. Foreign Environmental Policy

**Nov 6**
- **RR:** Readings in *New York Times*

### The Issue of War and Peace in the Nuclear Age

**Nov 11-13**
- **RR:** Lantis, 243-271

### Terrorism in the Aftermath of 9-11

**Nov 18**
- **RR:** Lantis, 274-276
- 9-11 Commission’s Executive Summary (online)

**Nov. 20**
- **RR:** Fry, *Expanding Role of State and Local Governments in U.S. Foreign Affairs*, 1-27

### IV. U.S. Foreign Policy towards Regions of the World

**Nov 19**
- **RR:** Readings through the semester in *New York Times*

**TERMS PAPERS DUE**

**Nov 25**
- **RR:** Readings through the semester in *New York Times*

### V. Lament vs. Renaissance: The Challenges Ahead

**Dec 2-4**
- **RR:** Fry, 1-122

**Dec 9-11**
- **RR:** Fry, 123-166
- Hook, 336-360

**Wednesday, Dec. 18, 11 a.m.-2 p.m.**
- **FINAL EXAMINATION**