This course is designed to familiarize students with the history, process and goals of American foreign policy. During the first section of this course, we will explore the ideological and cultural foundations of American foreign policy, as well as the important historical events that have shaped foreign policy. In the second part of the course, we will focus on the institutions and individuals that are influential over the foreign policy decision-making process. In the final part of the course, we will discuss several important case studies and issues, focusing on the post-Cold War period. You should emerge from this class not only with an understanding of American foreign policy and the processes by which it is made, but also with a more nuanced opinion of these policies.

Required Texts:

3. Derek Chollet and James Goldgeier, *America Between the Wars: From 11/9 to 9/11*
4. George Packer, *The Assassins’ Gate: America in Iraq*

Class Meetings: Class will begin and end on time, thus you should arrive on time. It will combine elements of a lecture and a discussion. Because of this, you need to do the assigned readings before each course and be willing and ready to participate. It is also important that you are attentive in class and avoid distracting yourself and others.

1. You may not use a laptop computer during class time. Laptops and wireless Internet connections have drastically increased distraction in the classroom. If you believe you have a valid reason for using a laptop for note-taking purposes, please see me and we can discuss your situation.
2. You may not use a cell phone or PDA to text or email during class. If I see you using a cell phone or PDA, I will ask you to leave class for the day.
Course Assignments: The course assignments include two papers, two exams, and three other short writing exercises that will go towards your participation grade. The first paper will be a theoretical paper; the second will be a policy memo. More details will be provided later in the semester.

The exams will cover the material presented in the readings and in lectures for the portion of the course immediately preceding the examination. They will be written exams that may combine multiple choice, short answers and an essay question. More information will be provided prior to each exam. The second exam will be held on the final examination date, but will not be cumulative.

Please note:
- Late papers will be reduced one letter grade per day.
- Examinations must be taken on the date specified in the syllabus.
- There will be no extra credit or makeup work allowed.
- Academic integrity policies will be enforced strictly.
- The only excuse for turning in a late paper or taking an exam late is family emergency or illness. If either of these circumstances arises, I will allow extra time if and only if (1) you communicate with me before the assignment or exam is due, and (2) if you provide documentation.

Key Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1</td>
<td>July 8th, 2010</td>
<td>in class</td>
</tr>
<tr>
<td>Exam #1</td>
<td>July 15th, 2010</td>
<td>in class</td>
</tr>
<tr>
<td>Paper #2</td>
<td>August 3rd, 2010</td>
<td>in class</td>
</tr>
<tr>
<td>Exam #2</td>
<td>August 12th, 2010</td>
<td>7:00 AM</td>
</tr>
</tbody>
</table>

Course Grades: Your grade will be a weighted average of the following components:

- Participation: 10%
- Paper #1: 15%
- Paper #2: 15%
- Exam #1: 30%
- Exam #2: 30%

You will be graded on the following scale: A (93 – 100), A- (90 – 92), B+ (87 – 89), B (83 – 86), B- (80 – 82), C+ (77 – 79), C (73 – 76), C- (70 – 72), D (60 – 69), F (0 – 59). Note: there are no +/- grades in the D or F range.

Academic Honesty Policy: The first injunction of the Honor Code is the call to "be honest." BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. For more information, see: [http://honorcode.byu.edu/](http://honorcode.byu.edu/).
**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.
Course Schedule

I. Introduction: Intellectual and Historical Traditions, Historical Roots

June 22: Introduction

June 24: Intellectual & Historical Traditions
- Schulzinger, Ch. 1
- Valerie M. Hudson, *Foreign Policy Analysis*, Chapter 1 (Blackboard)
- The United States Constitution
- George Washington’s Farewell Address
  [http://odur.let.rug.nl/~usa/P/gw1/speeches/gwfar.htm](http://odur.let.rug.nl/~usa/P/gw1/speeches/gwfar.htm)

June 29: History – Monroe Doctrine, Manifest Destiny, Spanish-American War and WWI
- Schulzinger ch. 2 & 4
- James Monroe, “Monroe Doctrine”
  [http://www.yale.edu/lawweb/avalon/monroe.htm](http://www.yale.edu/lawweb/avalon/monroe.htm)
- John L. O’Sullivan, “Manifest Destiny”
  [http://www.mtholyoke.edu/acad/intrel/osullivan.htm](http://www.mtholyoke.edu/acad/intrel/osullivan.htm)
- Albert Beveridge, “The March of the Flag”
  [http://www.fordham.edu/halsall/mod/1898beveridge.html](http://www.fordham.edu/halsall/mod/1898beveridge.html)
- Woodrow Wilson, “Fourteen Points”
  [http://www.fordham.edu/halsall/mod/1918wilson.html](http://www.fordham.edu/halsall/mod/1918wilson.html)

July 1: History – Pearl Harbor, WWII and Post War Alliances
- Schulzinger ch. 6, 7, 8
- Franklin D. Roosevelt, “Arsenal of Democracy”
- Franklin D. Roosevelt, “Day of Infamy”
  [http://www.law.ou.edu/hist/infamy.html](http://www.law.ou.edu/hist/infamy.html)
- John Lewis Gaddis, *Strategies of Containment*, Chapter 1
- Harry S Truman, “Truman Doctrine”
- Winston Churchill, “Iron Curtain”
  [http://www.fordham.edu/halsall/mod/churchill-iron.html](http://www.fordham.edu/halsall/mod/churchill-iron.html)

July 6: Development of Containment: Proxy Wars – Participation Assignment #1 Due
- John Lewis Gaddis, *Strategies of Containment*, Chapters 2 – 8
- NSC-68 Conclusions and Recommendations
- X (George Kennan), “Sources of Soviet Conduct”
  [http://www.historyguide.org/europe/kennan.html](http://www.historyguide.org/europe/kennan.html)
- U.S. Congress, “Tonkin Bay Resolution”
July 8: End of the Cold War – Paper #1 Due
- John Lewis Gaddis, Strategies of Containment, Chapters 9 – 12
- Jimmy Carter, “Human Rights and Foreign Policy”
- Ronald Reagan, “Evil Empire”
  http://www.mtholyoke.edu/acad/intrel/evilemp.htm

July 13: After the Cold War – Participation Assignment #2 Due
- Derek Chollet and James Goldgeier, American Between the Wars: From 11/9 to 9/11

July 15: Exam 1

II. Institutions and Decision-Making

July 20: The Presidency, Executive Decision Making, and the Bureaucracy
- U.S. Constitution – Review Article II
- Steven Hook, “U.S. Foreign Policy,” Chapters 4 & 6 (Blackboard)
- President Woodrow Wilson’s War Message of April 2, 1917
  http://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress

July 22: Congress
- U.S. Constitution – Article I
- Steven Hook, “U.S. Foreign Policy,” Chapter 5 (Blackboard)

III. Current Issues and Issues for the Future

July 27: September 11, 2001
- Ten Days in September series, The Washington Post
- George W. Bush, National Security Strategy of the United States, September 2002 (Blackboard)
- James Lebovic, Deterring International Terrorism and Rogue States, Chapter 1 (Blackboard)

July 29: The Iraq War
• George Packer, *The Assassins’ Gate: America in Iraq*

**August 3: Interventions of the 1990s, Genocide and Non-Intervention – Paper #2 Due**

**August 5: Changing Balance of Power and Conclusions – Participation Assignment #3 Due**
- Naazneen Barma and Ely Ratner, “China’s Illiberal Challenge,” *Democracy* (Fall 2006)
- Charles King, “The Five-Day War: Managing Moscow After the Georgia Crisis,” *Foreign Affairs*, November/December 2008 (Blackboard)

**August 12 7:00 AM – 8:50 AM FINAL EXAM**