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 (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 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
25% Final Exam
15% Participation and Reading Response Essays
20% Policy Paper

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 -1 to +3 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 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 of them. 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 a 10-15 page research paper (double-spaced) on a foreign policy issue facing the U.S. today. You will also turn in a 2-page executive summary (single-spaced) of the paper. 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 is extremely heavy, especially since we only have seven weeks to cover a semester’s worth of material. In addition to six hours a week in class, you should plan to spend at least 12-18 hours a week outside of class during the term. You should expect to read 300 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

June 20  Introduction, Syllabus
  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

  Early History: Monroe Doctrine and Manifest Destiny
    James Monroe, “Monroe Doctrine”

    John L. O’Sullivan, “Manifest Destiny”

June 22  Early History: Spanish-American War to World War I
  Schulzinger ch. 2, pp. 60-68

  Albert Beveridge, “The March of the Flag”

  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”
June 24  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”

Cold War: Nuclear Standoff
Schulzinger ch. 9

NSC-68 Conclusions and Recommendations

June 27  Cold War: Proxy Wars
Schulzinger ch. 10-11

U.S. Congress, “Tonkin Bay Resolution”

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

Jimmy Carter, “Human Rights and Foreign Policy”

Ronald Reagan, “Evil Empire”

PART TWO: DECISIONMAKING–MORALITY AND PROCESS
June 29  Cold War

Morality
Thomas Aquinas, Summa Theologica [1265-1274], “War”

E. H. Carr, The Twenty Years’ Crisis, 1919-1939, 1964 [1939], pp. 154-69

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

July 1  EXAM 1

Morality
Michael Walzer, Just and Unjust Wars, 1977 [2006], preface & ch. 1-3

July 4  No Class: Holiday
July 6  Morality
    Michael Walzer, *Just and Unjust Wars*, 1977 [2006], ch. 4-6 & preface to 4th edition

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


July 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

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

Jul 11 Congress and Interest Groups
Hook ch. 5, 9, pp. 82-85, Appendix B (War Powers Resolution)


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


Bruce Ackerman, “Obama’s Unconstitutional War,” ForeignPolicy.com, 24 March 2011

July 13 Decisionmaking

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

July 15  
Grand Strategy: Overview


Grand Strategy: Primacy


July 18  
Grand Strategy: Neo-Isolationism


Grand Strategy: Selective Engagement


July 20  
EXAM 2

Terrorism in the Muslim World

Peter Ford, “Why Do They Hate Us?” *Christian Science Monitor*, 27 September 2001


July 22  Terrorism: Al-Qaida


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

Afghanistan and Pakistan
Schulzinger ch. 15


July 25  No Class: Holiday

July 27  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


((second hour, next page)
Middle East: Persian Gulf


July 29 Nuclear Proliferation: Optimists and Pessimists
Sagan and Waltz ch. 1-3, pp. 125-30, 156-66, 222-23 (map)

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
Aug 1  
Nuclear Proliferation: National Missile Defense


Edward Cody, “Russia to Aid NATO on Anti-missile Network in Europe,” *Washington Post*, 20 November 2010

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


Aug 3  
China: Taiwan Policy
Kurt Campbell and Derek Mitchell, “Crisis in the Taiwan Strait?” *Foreign Affairs*, July/August 2001


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

Aug 4/Thurs  
**POLICY PAPER DUE, 4:45 pm (745 Kimball Tower)**
Aug 5  Trade Policy: Ideas
    Mundo ch. 3

Trade Policy: Global Institutions–GATT/WTO
    Mundo ch. 4


Aug 8  Trade Policy: Regional and Bilateral–NAFTA, FTAA, etc.
    Mundo ch. 5


    *New York Times*, “Waiting For a Trade Policy,” 5 July 2010

Trade Policy: Unilateralism
    Mundo ch. 6-7


    Mike Allen, “President to Drop Tariffs on Steel,” *Washington Post*, 1 December 2003


Aug 10/Wed  Optional Exam Review, 10:00, Place TBA

Aug 11/Thurs  **9 am: FINAL EXAM (don’t be late!)**