U.S. Foreign Policy
Political Science 376, section 001
Brigham Young University
Winter semester 2011

John D. Payne                Office: 852 SWKT                Class meets in:
jdpayne@byu.edu            Email for an appointment, or drop in TTh10-12.          262 SWKT
801 - 422 - 3374           or drop in TTh10-12.          MW 12:30 - 1:45 pm

Syllabus version 1.0 – last revised January 5, 2011. Syllabus may be subject to future revisions.

Course description
This course is an introduction to American foreign policy. We will begin by describing the history of American foreign policy, with a focus on the last hundred years. We will then examine how foreign policy is made, in theory and in current practice. Finally, we will examine current issues in American foreign policy, including economic, humanitarian, environmental, and security problems.

Students should see this course not just as a means to acquire specialized knowledge in the field of political science, but also as an opportunity to develop important academic and life skills, including critical thinking and communication. In this course, students can gain both a better understanding of the world around them and a greater capacity to influence it for the better.

For more information on the learning outcomes sought by the department of political science, as well as the department’s statement of purpose, please visit the following web page: http://learningoutcomes.byu.edu/.

Required texts
Three books are required for purchase. Reading assignments will be drawn almost exclusively from these texts, and students are expected to bring them to class so that we can refer to specific passages during discussions.


There are three other texts you may find helpful in this course, but which are not required. The first two are designed to aid you in conceptualizing, researching, and writing your
papers. Any student of political science will likely find them a valuable permanent addition to their library.

The third book, Leffler and Legro’s *To Lead the World*, will provide us with readings for some of our class discussions. These readings will also be posted to the Blackboard course website, to the book is not required for your purchase. It does have many insightful essays, and students interested in American grand strategy in the 21st century may wish to own it.


**Assignments and grades**

Twenty percent of your total course grade will be determined by your participation in class. I expect every student to be actively involved in our discussions, so please make sure you read each day’s assignment before class starts. Students should also be aware that several unannounced quizzes have been planned, and should prepare accordingly. Tardy students will not get extra time to finish their quizzes.

Fifty of your grade in this class will come from writing assignments. Thirty percent will be from six short (2-3 pp.) theoretical critiques. Theoretical critiques can be turned in the first day of each week of class, usually a Monday. These papers will describe and critique a theoretical argument found in the required readings for that week. Students may not turn in more than one per week, and must turn in one for each of the three major units of the course.

The other twenty percent of your grade derived from writing assignments will come from a 6-10 page policy memo, due on the last day of one of the three final sub-units. Students will choose a foreign policy problem confronting the United States today and write a memo advising the President and prescribing a course of action. More information on these two writing assignments will be provided in memos distributed later in class.

The final thirty percent of your grade in this class will be from three exams, one after each major unit. The exams will be administered in the testing center. No books or notes will be permitted. The final exam will be administered during the university’s scheduled examination period for this class, on Wednesday, April 20, from 7 to 10 AM. Like the other two exams, it will cover one major unit of the course, and will not be comprehensive.

**Learning environment**

As your professor, I am committed to fostering a positive learning environment for you, my students. If something is inhibiting your ability to study the course materials or complete the
necessary work for this class, please come talk to me as soon as possible. I am confident that we
will find a way to help you resolve this problem.

More specifically, you should know that 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.

Further, 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.

Other policies

Tardiness is very human, but it is not very professional (see D/C 107:100). Please turn in
your assignments at the start of class on the due date. All late work will be deducted one full
letter grade, unless the student has been granted an extension prior to the due date. Note: no
extensions will be granted on or after the due date. Accordingly, if you anticipate difficulty with
a particular due date, please speak to me as soon as possible. Those who seek help early are
more likely to find a solution to their problem.

Dishonesty is also very human, but in an academic setting it is inexcusable (see 2 Nephi
9:34). While all students sign the honor code, there are still specific skills students need to
master over time in order to correctly cite sources—especially in this internet age. Students also
need to learn to deal with the stress and strain of college life without resorting to cheating. I
have a good track record of noticing instances of cheating on exams and plagiarizing on papers,
and my policy is to report all such instances to the honor code office, without exception.

Further, any student I find cheating or intentionally plagiarising will receive a penalty I
deem appropriate, ranging from a zero on the assignment to a failing grade for the course. (If I
am convinced that an incident of plagiarism was inadvertent or due to ignorance, students may in
some instances be permitted to rewrite their work for half credit.) General information about the
honor code can be found at honorcode.byu.edu. Details about Academic Honesty are found at

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. For a more detailed discussion of plagiarism, please refer to Kate Turabian’s Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed., pp. 41-42, 77-80, 133-135, and 347-348.

Reading and class discussion schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Required readings</th>
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<tbody>
<tr>
<td>1.1</td>
<td>W 1/5</td>
<td>Hook pp. 28-41, from “The expansion of US power.” Schulzinger pp. 16-38, “The United States as a world power, 1898-1908.”</td>
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<td>M 1/17</td>
<td>NO CLASS. MLK Day. All Monday classes cancelled.</td>
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<tr>
<td>Date</td>
<td>Reading Material</td>
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Hook pp. 52-64, from “The expansion of US power.” |
Hook pp. 1-27, “The United States in a turbulent world.” |
| W 2/16 | CVAFP pp. 24-42, “Is the United States in Decline?”  
CVAFP pp. 2-23, “Is American Hegemony Good for the United States and the World?” |
| M 2/21 | CLASS ON TUESDAY. Presidents Day. All Monday classes moved to Tuesday. |
| W 2/23 | Hook pp. 102-135, “Presidential power.” |
| W 3/2 | Hook pp. 136-170, “Congress beyond the water’s edge.” |
| M 3/7 | Hook pp. 276-310, “Social movements and interest groups.” |
| W 3/9 | Hook pp. 210-241, “Public opinion at home and abroad.” |
### 3.2 Issues: Commons and cooperation


### 3.3 Issues: Strategy and security

- **M 4/4** Hook pp. 311-349, “National security and defense policy.”

**FINAL EXAM**

- **W 4/20** 7:00 a.m. to 10:00 a.m.