

U.S. Foreign Policy – GOVT 360

Sample Syllabus, Upper-Level Undergraduate Course

Fall 2020, August 26 - December 18

Monday/Wednesday, 1:00 – 2:15

Room 101

Instructor: Andrew A. Szarejko

E-mail: aas247@georgetown.edu

Office Hours: Monday/Wednesday, 2:30 – 3:30, or by appointment

Course Description and Learning Objectives

This course is about how the United States interacts with other actors in world politics. We will discuss how best to approach this subject matter in the introductory class session. The remainder of the course is divided into four sections. First, we will consider the actors that influence U.S. foreign policy as well as some concepts that are useful in making sense of the policy-making process. Second, because current debates in U.S. foreign policy demand historical context, we will examine U.S. foreign policy from 1776 onwards. Third, having completed our historical study, we will turn to current issues in U.S. foreign policy—some with a regional focus, some with a substantive focus. Fourth, we will conclude the class with three sessions on the future of U.S. foreign policy and current debates as to what it ought to look like.

All of the course content is designed to accomplish four learning objectives. First, you will learn about all the areas I have described above—the U.S. foreign policy decision-making process, the history of U.S. foreign policy, current issues, and debates on the future of U.S. foreign policy. Second, in addition to acquiring some new knowledge from this class, you will become more adept at understanding scholarly arguments related to U.S. foreign policy and communicating your own arguments in speech and in writing. Third, you will learn how to apply International Relations scholarship to U.S. foreign policy and how to use U.S. foreign policy to inform more general arguments about International Relations. Fourth and finally, you will learn how to engage with the foreign policy process in various ways.

Assessment and Requirements

Ensuring that you realize all four of the learning objectives outlined above is a shared responsibility. I will try to provide an environment conducive to your academic success through lectures and in-class activities; you will need to be an active participant in the course, which means doing all of the readings and assignments outlined below. The assignments are as follows:

Participation – 15%

Simulation Paper – 10%

Book Selection – 10%

Literature Review – 15%

Policy Memo – 15%

Book Review – 35%

The key written assignment is a book review. Three of the prior written assignments—the book selection, literature review, and policy memo—will build up to the final review. I provide further detail on all aspects of these requirements below.

Grades are based on the merit of your work (not in relation to others). There is no “curve” employed in this class, and I will round up for grades at or above *N.5*. I will grade assignments on the following scale:

100 to 95	A
94 to 91	A-
90 to 87	B+
86 to 83	B
82 to 79	B-
78 to 75	C+
74 to 71	C
70 to 67	C-
66 to 63	D+
62 to 59	D
58 to 55	D-
Below 55	F

You will receive an “A” grade for truly outstanding performance. Such a grade means that you have reached a genuinely superior level of understanding of the subject, and you have provided ample evidence of that insight in class and in written work.

Attendance

Attendance at all class sessions is mandatory, save for cases of a documented medical or family emergency or religious exception. In the case of religious exceptions, you should notify me in writing prior to the beginning of the first class session if any religious observances will conflict with classes. Emergencies may not allow you time to e-mail in advance; in such cases, please just notify me as soon as possible (or contact your advising dean and ask them to notify all your instructors).

Unexcused absences will hurt your participation grade, which accounts for 15% of your overall grade. Each unexcused absence will result in a deduction of 3 points from your participation grade (that is, 3 points from the 15 total points). This means that if you have five unexcused absences, the best-case (but highly unlikely) scenario is an 85% for your final grade. Any unexcused absences in excess of that may, at my discretion, result in further penalties up to a failing grade for the course.

Participation

Attendance is a necessary but insufficient condition for a high participation grade. Good participation includes (1) asking questions and making contributions to in-class discussions that build on prior conversation and that provide evidence of having done the readings and paid attention to lectures; (2) taking appropriate notes during lectures or other class activities without distracting yourself or others.

Note that classroom discussions should not be recorded or disseminated. I will post my PowerPoint slides on Canvas, but in the spirit of encouraging open discussion, I expect students to observe “[the Chatham House Rule](#)”.

Readings

Each class session includes assigned readings. All the readings are mandatory, and while I will discuss some of them directly in lectures, the readings and lectures are meant to complement each other. You should read the assigned materials before a given day’s lecture, and I highly recommend reading the material in the order it is presented in the syllabus. I will make all readings freely available online through Canvas and/or through a link on the syllabus. If you have trouble accessing anything online, please contact me as soon as possible so we can resolve the issue. Please note that I reserve the right to change any of the readings or assignments listed below, but I will communicate any such changes with at least a week’s advance warning.

In addition to the assigned readings for the class, you should be reading the international affairs section of a major national newspaper, such as the *New York Times* or the *Washington Post*, on a daily basis. For online access and for information on evaluating media sources, see the Georgetown University Library’s [news](#) page.

If you have the time to listen to podcasts, you might usefully supplement your news consumption with podcasts like Rational Security, Bombshell, or the National Security Law Podcast. I do *not* advise that you get all of your news from podcasts and/or social media outlets. That said, Twitter can be a useful place to follow political scientists, historians, policy professionals, and other such individuals who can help you better understand the day’s political developments (or at least give you a sense of what real-time disciplinary discourse looks like). For example, you might follow Georgetown IR scholars such as Andrew Bennett (@IRGetsReal), David Edelstein (@dmedelstein), Lise Howard (@HowardLise), Matthew Kroenig (@kroenig), Kathleen McNamara (@ProfKMcNamara), Daniel Nexon (@dhnexon), Elizabeth Saunders (@ProfSaunders), Caitlin Talmadge (@ProfTalmadge), and Erik Voeten (@ErikVoeten).

Written Assignments

There are five written assignments for this course. As noted above, three of these assignments are meant to build up to the final book review. The simulation paper is the only written assignment unrelated to the book review. I thus detail the simulation paper here; you can find similar descriptions of the other four assignments below.

We will engage in an in-class simulation during our November 23 session. You will receive all the relevant details on this simulation the week before that session. The simulation paper will be due by 5:00 PM on November 25 (a day on which I will not lecture; you will instead have the day’s normal class time to complete the paper). The 750- to 1,250-word paper should include a very brief description of the simulation itself as well as an extended discussion of (1) the policy action you proposed in response to the scenario, (2) at least two other ideas you or others in your group rejected, (3) an explanation as to how your group came to a consensus, and (4) what you feel you learned about the U.S. policy-making process.

The four other written assignments are as follows:

- 1) Book selection (Deadline: September 25, 5:00 PM)
 - a. The first assignment asks that you select a book to review and include a brief explanation (between 500 and 1,000 words) as to why you have chosen that book. Specifically, you should first provide some brief context on the book—who is the author? Are they a senior or junior scholar? Where did they do their graduate training, and at what institution do they currently work? Does the book appear to be based on some prior work of the author's such as their dissertation? You should also explain (1) how the book fits with the topics discussed in class, (2) what you believe you will learn from writing about it, and (3) why you want to learn more about that topic. You should provide all relevant bibliographical information—the author(s), title, publisher, and publication date—at the beginning of your submitted file. I will not include this bibliographical information in the word count.

- 2) Literature review (Deadline: October 23, 5:00 PM)
 - a. Once you have chosen your book, I will ask you to prepare a 1,500- to 2,000-word literature review of how your selected book or article fits into scholarship on U.S. foreign policy. You should be able to glean much of this from the book itself, likely from one of the first two chapters, but you ought to put this into your own words, rely minimally on direct quotations, and expand on it. For this task, I want to hear (1) what topic the author is addressing, (2) what argument the author is making, (3) what work the author is critiquing or complementing and a discussion of how your chosen book relates to those other works, and (4) what new thing or more accurate claim the author believes they are adding to this literature. The third component of this review should take up the most space and should identify at least five additional journal articles or books that your selected book aims to critique or complement.

- 3) Policy memo (Deadline: November 20, 5:00 PM)
 - a. Once you have surveyed the relevant literature, I will ask you to submit policy memo of no more than 750 words on the basis of your chosen book. Your written piece should (1) identify the relevant foreign policy question facing current U.S. policy-makers and the goal to be achieved, (2) outline three potential courses of action, at least one of which must be the author's proposed response, and (3) specify why policy-makers should choose one of the three courses of action given the foreseeable costs and benefits of each approach. For books that address a broad array of policy issues, you may narrow your focus to one specific issue for this assignment. Because your hypothetical audience here is a U.S. policy-maker, the emphasis is on brevity and clarity.

- 4) Book review (Deadline: December 14, 5:00 PM)
 - a. The three assignments above will culminate with this book review of between 3,000 and 3,500 words. This final paper should briefly summarize the argument of your chosen book, but the rest of the paper should focus on the strengths and weaknesses of the argument as well as recommendations for future research. You should spend about 250 words introducing the book and its argument, 1,000-1,250

words on the strengths, 1,250-1,500 words on the weaknesses, and about 500 words on the recommendations for future research. In discussing the paper's strengths, for example, you might discuss the novelty or rigor of its data or methods, its assessment of competing hypotheses, or any ways in which it usefully speaks to ongoing political or theoretical debates. In discussing the weaknesses, you might similarly mention any limitations in the methods or data, any alternative explanations it fails to adequately anticipate and rebut, or any unconvincing assumptions it makes. In providing recommendations for future research on the topic of your chosen article/book, you might focus, e.g., on additional data that could be gathered, plausible alternative hypotheses that could be tested, or different approaches that one could take to the same basic question and data.

I would ask that you submit all of these assignments via e-mail to my e-mail address noted above. You should attach your assignments to e-mails as Word or Pages files (.doc, .docx, or .pages, not as PDFs, please), and the documents should be double-spaced and typed in 12-point Times New Roman font with standard spacing, 1-inch margins, and page numbers in the upper right-hand corner. I ask that you use footnotes and a bibliography as opposed to in-text, author-date citations. For relevant examples from the Chicago Manual of Style, see [here](#). Please note that I will not include headers, titles, page numbers, footnotes, or bibliographies in the word count for your papers (but do not abuse the space in the footnotes, please).

All books you select will be subject to my approval, which means you will want to consult with me before submitting the first part of this assignment on September 25. You can simply ask via e-mail, after class, or during office hours. The goal of this exercise is to get you to engage with an academic work, so you will want to look for a book published by an academic through a major university press (such as the university presses of Oxford, Cambridge, Cornell, Princeton, MIT, Harvard, Yale, Stanford, or the University of Michigan). For narrower ideas, you might consult Google Scholar, other U.S. foreign policy class syllabi available online, book reviews in journals like *Perspectives on Politics* or *International Studies Review*, or me. I do not expect or require you to purchase the book you choose. If you cannot access it through the library, please let me know.

Procedures

Office Hours and E-mail Etiquette

I will hold office hours twice each week, during which you are free to come discuss any relevant academic matters with me. You are encouraged to come for substantive questions about readings, lectures, and assignments (e.g., the sort of questions that might be difficult to answer briefly via e-mail). I am also happy to discuss any related academic matters such as post-graduate plans, internship ideas, and the like.

I also encourage you to send me questions by e-mail. When doing so, please include GOVT 360 in the subject line. If you send me an e-mail and do not receive a reply within 24 hours, please feel free to send a second e-mail to remind me of your question. If it is a more time-sensitive

matter, you may follow up sooner as well, but keep in mind that I might not reply immediately to e-mails sent at odd hours.

Green Teaching and Learning

I borrow from American University's Center for Teaching, Research, and Learning to encourage "green" teaching and learning [practices](#). Specifically, I will not provide paper hand-outs, nor will I ask for any assignments to be submitted on paper. Rather, I would encourage you to read this syllabus and all other assigned readings on a laptop or tablet, and I will ask that you submit all assignments electronically. I will also allow you to take notes on laptops/tablet in class. That said, [research](#) suggests that hand-writing notes can be better for recall and comprehension, so I leave the choice of digital vs. hand-written note-taking up to you. If you opt for the latter, I would suggest you try to mitigate paper usage by writing on recycled paper, maximizing the amount of writing per page, and so on. Likewise, if you choose to take notes on your laptop, I encourage you to close or lower the brightness on your device when note-taking is not necessary (e.g., during small group discussions). We will discuss optimal means of taking notes on readings on the first day of class.

Classroom Etiquette

Georgetown defines one of its core [values](#), *Cura Personalis* or "Care of the Person," as indicating the responsibility to offer individualized attention to the needs of the other, distinct respect for his or her unique circumstances and concerns, and an appropriate appreciation for his or her particular gifts and insights. This is something to practice toward others in the classroom and toward the people we will be discussing in class—that is, toward the scholars who produced the research we will read, the policy-makers whose decisions we will scrutinize, and the individuals affected by those decisions.

You should be in your seat and ready to begin at 1:00, and you should not start preparing to leave before 2:15. If you need to excuse yourself during class, please attempt to minimize the disruption. Similarly, food and/or drink is permissible in class (unless the classroom explicitly prohibits it), but please keep this within reason (e.g., nothing too smelly, noisy, or otherwise distracting to me and/or your fellow students). If you are going to bring food or drink to class, I encourage you to use reusable and/or recyclable packaging.

Late Assignments

I do not intend to grant any extensions in the absence of a genuine emergency, documented illness, or any other dean-excused absence. Predictable events, such as a heavy workload or extracurricular activities, are not grounds for an extension. That said, I will consider all appeals for extensions on a case-by-case basis. Late assignments submitted up to 24 hours after the deadline will automatically lose 15 points; anything submitted between 24 and 48 hours late will lose 30 points. Anything submitted later than that will receive an F.

Assignment Feedback

My goal in providing feedback on your written work is to help you improve and, ultimately, to meet the learning objectives defined above. If my feedback is not doing that for you, please let me know as soon as possible. That said, I will return all assignments with my feedback within one week. I will provide all feedback—grades and any additional comments I have—on the

Canvas course site. If at any point you would like to know if your participation has been satisfactory—or if you would like additional feedback beyond what I provide on Canvas—please e-mail me or come to office hours to ask for more detail.

Grade Disputes

You are entitled to a satisfactory explanation for why you received the grade you did. If you are not satisfied with the explanation I provide via Canvas, then you should arrange to meet with me in office hours. If, after further discussion, you remain unsatisfied with your grade, you may request that I regrade the assignment, albeit with the understanding that I may ultimately issue a grade that is better, the same, or worse than the original grade. You may also appeal your final grade, as per SCS policy, on the grounds of a mathematical error, error in grading procedures, or inequity in the application of policies stated in this syllabus. A disagreement with my professional judgment is not sufficient basis for an appeal of your final grade.

Honor Code

In this class we will uphold Georgetown values, including its Honor Code policies. Most importantly for our purposes, I will report suspected plagiarism or other acts of academic dishonesty to the Honor Council. As defined by the [Georgetown University Honor Council](#), plagiarism is “the act of passing off as one's own the ideas or writings of another”. To avoid any suspicion of plagiarism, please be careful in quoting and citing appropriately. Note that even if you are not quoting a source, you ought to cite it if you are taking an idea from it. If you have any questions about citations, please let me know *before* submitting the relevant assignment. I reserve the right to submit your paper to [Turnitin](#)'s plagiarism detection software if I suspect any material is plagiarized. I am required to report all cases of apparent plagiarism to the Georgetown Honor Council (and as students, you are strongly encouraged but not required to report any such violations of the Honor Code). If the Honor Council concludes that you plagiarized, you may face a range of possible penalties, which you can read about in detail [here](#).

Canvas and Instructional Continuity

You will find announcements, the syllabus, readings, lecture slides, grades, and information about assignments on the Canvas site for this course. If you have any trouble accessing Canvas, please let me know, or ask [University Information Services](#) for any necessary assistance.

Instructional activities will be maintained during unscheduled university closures. In the case of such unforeseen disruption, I will lecture (during the usual 1:00 – 2:15 period) via Zoom, which is freely available through Canvas. You can learn more about this software [here](#).

On Writing

The course assignments are designed to help you improve your writing skills, and I will provide feedback on those assignments to that same end. We will also discuss good academic writing in the first class session. If you are uncertain of your writing skills, you may want to consult with experts at the Georgetown [Writing Center](#), which offers free assistance to Georgetown students.

Special Accommodations

If you have a disability that you believe will affect your performance in this class, please contact the Academic Resource Center (arc@georgetown.edu). The ARC, which is located in the Leavey

Center (Suite 335), is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

Title IX Sexual Misconduct Statement

For information about campus resources and reporting on sexual misconduct, please go to <http://sexualassault.georgetown.edu>. University policy requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. This includes:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for Sexual Assault Response and Prevention

(202) 687-0323

jls242@georgetown.edu

Erica Shirley, Trauma Specialist

Counseling and Psychiatric Services (CAPS)

(202) 687-6985

els54@georgetown.edu

Office of Institutional Diversity, Equity & Affirmative Action (IDEAA) Discrimination Statement

Georgetown University provides educational opportunities without regard to, and does not discriminate on the basis of, age, color, disability, family responsibilities, familial status, gender identity or expression, genetic information, marital status, national origin, personal appearance, political affiliation, race, religion, sex, sexual orientation, source of income, veteran's status or any other factor prohibited by law in its educational programs and activities. If you believe any faculty or staff have discriminated against you, you should report that to [IDEAA](#) at 202-687-4798 or ideaa@georgetown.edu. Please note that IDEAA asks that any such complaints be filed within 180 days of the alleged act of discrimination, but sooner is better in such cases. IDEAA may, at its sole discretion, review cases filed past the 180-day period.

Introduction

Lecture 01 – August 26

Reading, Writing, and Thinking about U.S. Foreign Policy

Amelia Hoover Green, “How to Read Political Science: A Guide in Four Steps” (2013).

Available at: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.

Forrest D. Colburn and Norman Uphoff, “Common Expository Problems in Students’ Papers and Theses,” *PS: Political Science and Politics* Vol. 45, No. 2 (April 2012): 291-297.

Massachusetts Bay Colony Governor John Winthrop, “City Upon a Hill” (1630). Excerpt available at: <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Winthrop%27s%20City%20upon%20a%20Hill.pdf>.

Concepts and Actors in U.S. Foreign Policy

Lecture 02 – August 31

Making U.S. Foreign Policy

Margaret G. Hermann and Charles F. Hermann, “Who Makes Foreign Policy Decisions and How: An Empirical Inquiry,” *International Studies Quarterly* Vol. 33, No. 4 (1989): 361-387.

Lawrence R. Jacobs and Benjamin I. Page, “Who Influences U.S. Foreign Policy?” *American Political Science Review* Vol. 99, No. 1 (February 2005): 107-123.

Matthew A. Baum and Philip B.K. Potter, “The Relationships Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis,” *Annual Review of Political Science* Vol. 11 (2008): 39-65.

Lecture 03 – September 2

Bureaucracies and Decision-Making Processes

Stephen Krasner, “Are Bureaucracies Important? Or, Allison Wonderland” *Foreign Policy* No. 7 (Summer 1972): 159-178.

Yuen Foong Khong, *Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1965* (Princeton University Press, 1992): 3-19.

Elizabeth N. Saunders, “No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making,” *International Organization* Vol. 71, No. S1 (April 2017): S219-S247.

*September 4 - Add/Drop period ends; last day to drop without the grade of W.

*September 7 – Labor Day Holiday

Lecture 04 – September 9

Military Force

Benjamin Fordham. 2004. “A Very Sharp Sword: The Influence of Military Capabilities on American Decisions to Use Force,” *Journal of Conflict Resolution* Vol. 48, No. 5: 632-656

Gideon Rose, Martin Dempsey, et al., “Symposium: Tomorrow’s Military,” *Foreign Affairs* (Sept/Oct 2016): 2-44.

Martha Elizabeth Phelps, “Supporting the Troops: Military Contracting in the United States,” in *The Routledge Research Companion to Security Outsourcing*, edited by Joakim Berndtsson and Christopher Kinsey (Routledge, 2016): 9-19.

Lecture 05 – September 14

Treaties, Trade, and Aid

Lisa L Martin, “The President and International Commitments: Treaties as signaling devices,” *Presidential Studies Quarterly* Vol. 35, No. 3 (2005): 440-465.

Judith Goldstein, “Ideas, institutions, and American trade policy,” *International Organization* Vol. 42, No. 1 (1988): 179-217.

Helen V. Milner and Dustin H. Tingley, “The Political Economy of US Foreign Aid: American Legislators and the Domestic Politics of Aid,” *Economics & Politics* Vol. 22, No. 2 (2010): 200-232.

A Brief History of U.S. Foreign Policy

Lecture 06 – September 16

Independence, Confederation, and Unification

The Articles of Confederation. Available at: <https://guides.loc.gov/articles-of-confederation>

Woody Holton, *Unruly Americans and the Origins of the Constitution* (Hill and Wang, 2007): ix-17.

Bethel Saler, *The Settlers’ Empire: Colonialism and State Formation in America’s Old Northwest* (University of Pennsylvania Press, 2015): 1-12.

Mlada Bukovansky, “American Identity and Neutral Rights from Independence to the War of 1812,” *International Organization* Vol. 51, No. 2 (1997): 209-243.

Lecture 07 – September 21

Expansion, Civil War, and Reconstruction

Lars Schoultz, *Beneath the United States: A History of U.S. Policy Toward Latin America* (Harvard University Press, 1998): 14-39.

Matthew Karp, *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (Harvard University Press, 2016): 125-150.

Megan Stewart and Karin E. Kitchens, "Social Transformation and Violence: Evidence from U.S. Reconstruction," Working Paper. Available at:
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3223825.

Lecture 07 – September 23

From San Juan Hill to Versailles

John L. Offner, "McKinley and the Spanish-American War," *Presidential Studies Quarterly* Vol. 34, No. 1 (March 2004): 50-61.

President Theodore Roosevelt's Corollary to the Monroe Doctrine (1904). Available at:
<https://www.ourdocuments.gov/doc.php?flash=false&doc=56&page=transcript>

Barbara W. Tuchman, *The Guns of August* (Ballantine Books, 1962): Chapter 18, pp. 386-405.

President Woodrow Wilson's Fourteen Points (1918). Available at:
http://avalon.law.yale.edu/20th_century/wilson14.asp.

***September 25 – Book selection due by 5:00 PM.**

Lecture 08 – September 28

The Interwar Period and Entry into World War Two

Bear Braumoeller, "The Myth of American Isolationism," *Foreign Policy Analysis* Vol. 6, No. 4 (October 2010): 349-371.

Christopher Darnton, "Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II," *International Security* Vol. 42, No. 3 (Winter 2017/2018): 84-126.

Lecture 09 – September 30

The Cold War and Decolonization

Melvyn P. Leffler, "The American Conception of National Security and the Beginnings of the Cold War, 1945-48," *The American Historical Review* Vol. 89, No. 2 (April 1984): 346-381.

Patrick Thaddeus Jackson, *Civilizing the Enemy: German Reconstruction and the Invention of the West* (University of Michigan Press, 2006): Preface, vii-xii.

John Kent, "United States Reactions to Empire, Colonialism and Cold War in Black Africa, 1949-1957," *Journal of Imperial and Commonwealth History* Vol. 33, No. 2 (2005): 195-220.

George C. Herring, "America and Vietnam: The Unending War," *Foreign Affairs* Vol. 70, No. 5 (Winter, 1991): 104-119.

Lecture 10 – October 5

The End of the Cold War and Its Aftermath

Joshua R. Itzkowitz Shiffrin, “Deal or No Deal? The End of the Cold War and the U.S. Offer to Limit NATO Expansion,” *International Security* Vol. 40, No. 4 (Spring 2016): 7-44.

Mark Kramer and Joshua R. Itzkowitz Shiffrin, “Correspondence: NATO Enlargement—Was There a Promise?” *International Security* Vol. 42, No. 1 (Summer 2017): 186-192.

Lise Morjé Howard, “US Foreign Policy Habits in Ethnic Conflict,” *International Studies Quarterly* Vol. 59, No. 4 (2015): 721-734.

Lecture 11 – October 7

The Post-9/11 Period

Rebecca Friedman Lissner, “The Long Shadow of the Gulf War,” *War on the Rocks* (Feb. 24, 2016). Available at: <https://warontherocks.com/2016/02/the-long-shadow-of-the-gulf-war/>.

Jonathan Monten, “The Roots of the Bush Doctrine: Power, Nationalism, and Democracy Promotion in U.S. Strategy,” *International Security* Vol. 29, No. 4 (Spring 2005): 112-156.

Jeffrey Goldberg, “The Obama Doctrine,” *The Atlantic* (April 2016). Available at: <https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>.

Thomas Wright, “Trump’s 19th Century Foreign Policy,” *Politico* (January 20, 2016). Available at: <https://www.politico.com/magazine/story/2016/01/donald-trump-foreign-policy-213546>.

Monday, October 12 – Fall break

Current Issues in U.S. Foreign Policy

Lecture 12 – October 14

Conflicts from Afghanistan to Syria

Eric Schmitt, Alissa J. Rubin, and Thomas Gibbons-Neff, “ISIS is Regaining Strength in Iraq and Syria,” *The New York Times* (August 19, 2019). Available at: <https://www.nytimes.com/2019/08/19/us/politics/isis-iraq-syria.html>

Vivian Yee and Meredith Kohut, “What ‘Victory’ Looks Like: A Journey Through Shattered Syria,” *The New York Times* (August 20, 2019). Available at: <https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html>

Barbara F. Walter, “Hoping that peace comes to Afghanistan? Dream on.” *The Washington Post* (January 30, 2019). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2019/01/30/hoping-that-peace-comes-to-afghanistan-dream-on/>

Deb Riechmann, “Trump Vetoes Measure to End US Involvement in Yemen War,” *The Associated Press* (April 17, 2019). Available at: <https://www.apnews.com/1b17cee217b344d8a3a03642139fb606>

Lecture 13 – October 19

Relations with Russia

Director of National Intelligence, “Background to ‘Assessing Russian Activities and Intentions in Recent US Elections’: The Analytic Process and Cyber Incident Attribution,” January 2017, <https://assets.documentcloud.org/documents/3254259/ICA-2017-01.pdf>

Kathryn Stoner and Michael McFaul, “Who Lost Russia (This Time)? Vladimir Putin,” *The Washington Quarterly* Vol. 38, No. 2 (2015): 167-187.

Evan Osnos, David Remnick, and Joshua Yaffa, “Trump, Putin, and the New Cold War,” *The New Yorker* (February 24, 2017). Available at:

<https://www.newyorker.com/magazine/2017/03/06/trump-putin-and-the-new-cold-war>

Lecture 14 – October 21

NATO and Europe

Anne Applebaum, “Obama and Europe: Missed Signals, Renewed Commitments,” *Foreign Affairs* (September/October 2015).

Graham K. Wilson, “Brexit, Trump, and the Special Relationship,” *The British Journal of Politics and International Relations* Vol. 19, No. 3 (2017): 543-557.

Jordan Becker and Edmund Malesky, “The Continent or the ‘Grand Large’? Strategic Culture and Operational Burden-Sharing in NATO,” *International Studies Quarterly* Vol. 61, No. 1 (March 2017): 163-180.

***October 23 – Literature review due by 5:00 PM.**

Lecture 15 – October 26

Relations with China

Ana Swanson, “A New Red Scare is Reshaping Washington,” *The New York Times* (July 20, 2019). Available at: <https://www.nytimes.com/2019/07/20/us/politics/china-red-scare-washington.html>

Michael Beckley, “Stop Obsessing About China: Why Beijing Will Not Imperil U.S. Hegemony,” *Foreign Affairs* (September 21, 2018).

Oriana Skylar Mastro, “The Stealth Superpower: How China Hid Its Global Ambitions,” *Foreign Affairs*, (January/February 2019).

Ellen Nakashima, “U.S. Pushes Hard for a Ban on Huawei in Europe, but the Firm’s 5G Prices Are Nearly Irresistible,” *The Washington Post* (May 29, 2019). Available at: https://www.washingtonpost.com/world/national-security/for-huawei-the-5g-play-is-in-europe--and-the-us-is-pushing-hard-for-a-ban-there/2019/05/28/582a8ff6-78d4-11e9-b7ae-390de4259661_story.html.

Joe Parkinson, Nicholas Bariyo, and Josh Chin, "Huawei Technicians Helped African Governments Spy on Political Opponents," *The Wall Street Journal* (August 15, 2019). Available at: <https://www.wsj.com/articles/huawei-technicians-helped-african-governments-spy-on-political-opponents-11565793017>.

Lecture 15 – October 28

Using and Preventing the Spread of Nuclear Weapons

Kenneth N. Waltz, "Nuclear Myths and Political Realities," *The American Political Science Review* Vol. 84, No. 3 (1990): 731-745.

Neil Narang and Rupal N. Mehta, "The Unforeseen Consequences of Extended Deterrence: Moral Hazard in a Nuclear Client State," *Journal of Conflict Resolution* Vol. 63, No. 1 (2019): 218-250.

Rachel Elizabeth Whitlark, "Nuclear Beliefs: A Leader-focused Theory of Counter-proliferation," *Security Studies* Vol. 26, No. 4 (2017): 545-574.

Lecture 16 – November 2

Responding to Terrorism

Audrey Kurth Cronin, "Behind the Curve: Globalization and International Terrorism," *International Security* Vol. 27, No. 3 (Winter 2002/2003): 30-58.

Asfandyar Mir, "What Explains Counterterrorism Effectiveness? Evidence from the U.S. Drone War in Pakistan," *International Security* Vol. 43, No. 2 (Fall 2018): 45-83.

Daniel Byman, "Right-Wingers Are America's Deadliest Terrorists," *Slate* (August 5, 2019). Available at: <https://slate.com/news-and-politics/2019/08/right-wing-terrorist-killings-government-focus-jihadis-islamic-radicalism.html>.

Lecture 17 – November 4

Adapting in Cyberspace

Jon R. Lindsay, "Stuxnet and the Limits of Cyber Warfare," *Security Studies* Vol. 22, No. 3 (2013): 365-404. <https://www.tandfonline.com/doi/abs/10.1080/09636412.2013.816122>

Wyatt Hoffman, "Is Cyber Strategy Possible?" *Survival* Vol. 42, No. 1 (Spring 2019): 131-152.

Brandon Valeriano, Ryan C. Maness, and Benjamin Jensen, "Cyberwarfare Has Taken a New Turn. Yes, It's Time to Worry." *The Washington Post* (July 13, 2017). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/13/cyber-warfare-has-taken-a-new-turn-yes-its-time-to-worry/>.

Sarah Kreps and Jacquelyn Schneider, "Should the U.S. Try to Deter Cyberattacks by Promising Nuclear Retaliation?" *The Washington Post* (January 29, 2018). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/01/29/should-the-u-s-try-to-deter-cyberattacks-by-promising-nuclear-retaliation/>

Lecture 18 – November 9**Shifts in U.S. Economic Policy**

Jonathan Kirshner, “Bringing Them All Back Home? Dollar Diminution and U.S. Power,” *The Washington Quarterly* Vol. 36, No. 3 (Summer 2013): 27-45.

Chad P. Brown and Melina Kolb, “Trump’s Trade War Timeline: An Up-to-Date Guide,” *Peterson Institute for International Economics* (August 13, 2019). Available at: <https://www.piie.com/sites/default/files/documents/trump-trade-war-timeline.pdf>.

Adam S. Posen, “The Post-American World Economy: Globalization in the Trump Era,” *Foreign Affairs* (March/April 2018).

Lecture 19 – November 11**Addressing Climate Change**

Jessica Tuchman Matthews, “Redefining Security,” *Foreign Affairs* Vol. 68, No. 2 (Spring 1989): 162-177.

Joshua Busby, “Warming World: Why Climate Change Matters More Than Anything Else,” *Foreign Affairs* (July/August 2018): 49-55.

Johannes Urpelainen & Thijs Van de Graaf, “United States Non-cooperation and the Paris Agreement,” *Climate Policy* Vol. 18, No. 7 (2018): 839-851.

Lecture 20 – November 16**Ethics in U.S. Foreign Policy**

Mick Cook, “On Destroying Alderaan,” in *Strategy Strikes Back: How Star Wars Explains Modern Military Conflict*, edited by Max Brooks et al. (Potomac Books, 2018): 25-31.

Jo Becker and Scott Shane, “Secret ‘Kill List’ Proves a Test of Obama’s Principles and Will,” *The New York Times* (May 29, 2012). Available at: <https://www.nytimes.com/2012/05/29/world/obamas-leadership-in-war-on-al-qaeda.html>.

Lyric Thompson and Rachel Clement, *Defining Feminist Foreign Policy*, International Center for Research on Women (2019): 1-8. Available at: <https://www.icrw.org/publications/defining-feminist-foreign-policy/>.

Lecture 21 – November 18**U.S. Foreign Policy and International Law**

Erik Voeten, “International Law and Institutions Look Pretty Weak Now, But They Will Matter a Lot down the Road,” *The Washington Post* (March 2, 2014). Available at: <https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/02/international-law-and-institutions-look-pretty-weak-now-but-they-will-matter-a-lot-down-the-road/>.

Ian Hurd, “The Empire of International Legalism,” *Ethics and International Affairs* Vol. 32, No. 3 (Fall 2018): 265-278.

Sarah E. Kreps and Geoffrey P.R. Wallace, “International Law, Military Effectiveness, and Public Support for Drone Strikes,” *Journal of Peace Research* Vol. 53, No. 6 (2016): 830-844.

*November 19 – Last day to withdraw from the course.

*November 20 – Policy memo due by 5:00 PM.

Lecture 22 – November 23

In-class Simulation

Assigned reading will be distributed after the November 18th class. The brief reading will provide details on the simulation, including the scenario and your assigned role.

*November 25 – No lecture. Simulation paper due by 5:00 PM.

The Future of U.S. Foreign Policy

Lecture 23 - November 30

Debating U.S. Grand Strategy

Stephen G. Brooks, G. John Ikenberry, & William C. Wohlforth, “Lean Forward: In Defense of American Engagement,” *Foreign Affairs* (January/February 2013).

Barry Posen, “Pull back: The Case for a Less Activist Foreign Policy,” *Foreign Affairs* (January/February 2013).

David M. Edelstein and Ronald R. Krebs, “Delusions of Grand Strategy: The Problem with Washington’s Planning Obsession,” *Foreign Affairs* (November/December 2015).

Lecture 24 – December 2

U.S. Foreign Policy and the Liberal (?) International Order

Michael J. Mazarr and Ashley L. Rhoades, “What the Postwar International Order Means for the US,” *World Economic Forum* (April 4, 2018). Available at:

<https://www.weforum.org/agenda/2018/04/measuring-the-value-to-the-us-of-the-postwar-international-order/>

Paul Staniland, “Misreading the ‘Liberal Order’: Why We Need New Thinking in American Foreign Policy,” *Lawfare* (July 29, 2018). Available at:

<https://www.lawfareblog.com/misreading-liberal-order-why-we-need-new-thinking-american-foreign-policy>.

Rebecca Friedman Lissner and Mira Rapp-Hooper, “The Day after Trump: American Strategy for a New International Order,” *The Washington Quarterly* Vol. 41, No. 1 (2018): 7-25.

Jeff Colgan, “Three Visions of International Order,” *The Washington Quarterly* Vol. 42, No. 2 (2019): 85-98.

Lecture 25 – December 7**Whither U.S. Foreign Policy?**

Heather Hurlburt, “More Diplomacy, Less Intervention, but for What? Making Sense of the Grand Strategy Debate,” *Lawfare* (June 7, 2019). Available at:

<https://www.lawfareblog.com/more-diplomacy-less-intervention-what-making-sense-grand-strategy-debate>

United Nations, *Report of the Secretary-General on the Work of the Organization* (2018): 3-9.

Available at: <https://www.un.org/annualreport/>.

December 8-9**Reading days****December 10-18****Exam period**

***December 14 – Book review due by 5:00 PM.**