

# Fall 2024 Individual Report FAS-GOV 1790-American Foreign Policy 001 Rochelle Sun

Project Title: **2024 Fall Harvard FAS Course Evaluation**

Course Audience: **111**

Responses Received: **100**

Response Ratio: **90%**

## Report Comments

Note:

The order that the questions appear on this report is not the same as the way the questions were displayed to students.

The order has been changed to make the report more readable.

Creation Date: **Thursday, January 2, 2025**

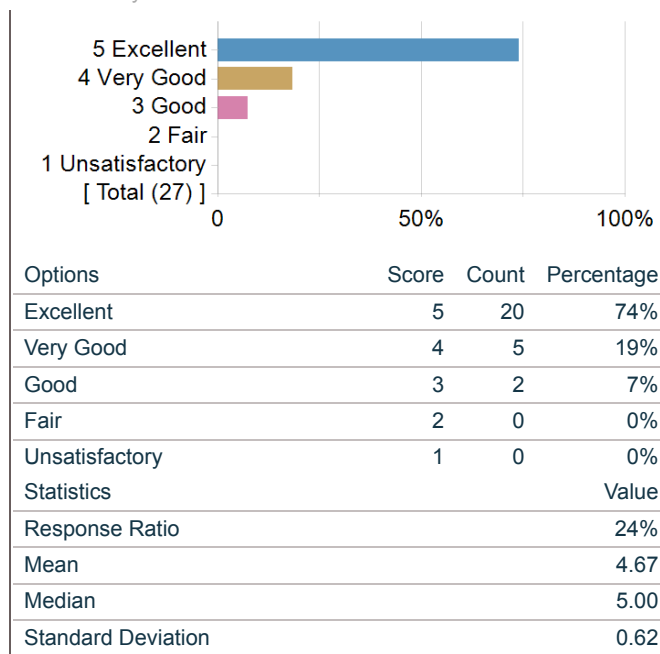
## Evaluation of Section Leaders

### Section Leader Questions

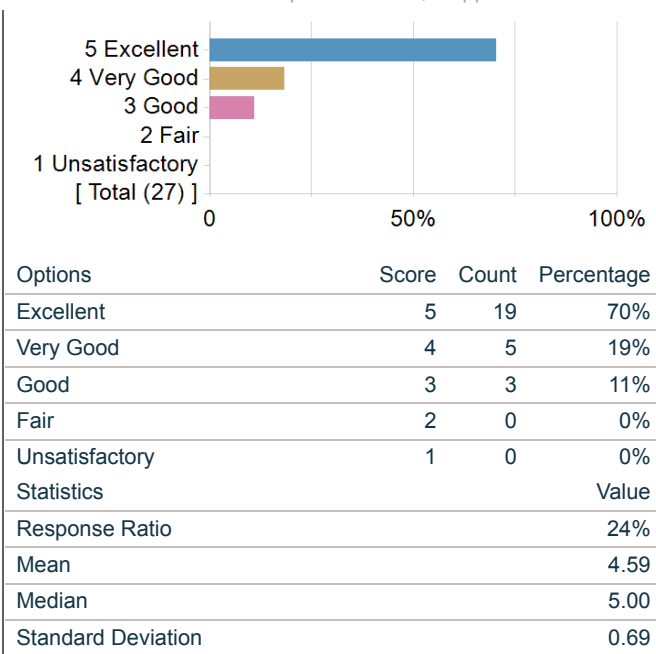
|  | Count | Excellent | Very Good | Good | Fair | Unsatisfactory | Instructor Mean | Dept Mean | Division Mean |
|--|-------|-----------|-----------|------|------|----------------|-----------------|-----------|---------------|
| Evaluate your Section Leader overall.  | 27    | 74%       | 19%       | 7%   | 0%   | 0%             | 4.67            | 4.60      | 4.55          |
| Gives effective lectures or presentations, if applicable                           | 27    | 70%       | 19%       | 11%  | 0%   | 0%             | 4.59            | 4.49      | 4.49          |
| Facilitates discussion and encourages participation                                | 27    | 70%       | 15%       | 11%  | 4%   | 0%             | 4.52            | 4.56      | 4.54          |
| Is accessible outside of class (including after class, office hours, e-mail, etc.) | 27    | 93%       | 7%        | 0%   | 0%   | 0%             | 4.93            | 4.70      | 4.63          |
| Generates enthusiasm for the subject matter  | 27    | 85%       | 7%        | 7%   | 0%   | 0%             | 4.78            | 4.55      | 4.51          |
| Gives useful feedback on assignments   | 27    | 74%       | 15%       | 4%   | 4%   | 4%             | 4.52            | 4.39      | 4.47          |
| Returns assignments in a timely fashion  | 27    | 85%       | 11%       | 4%   | 0%   | 0%             | 4.81            | 4.47      | 4.51          |

## Section Leader

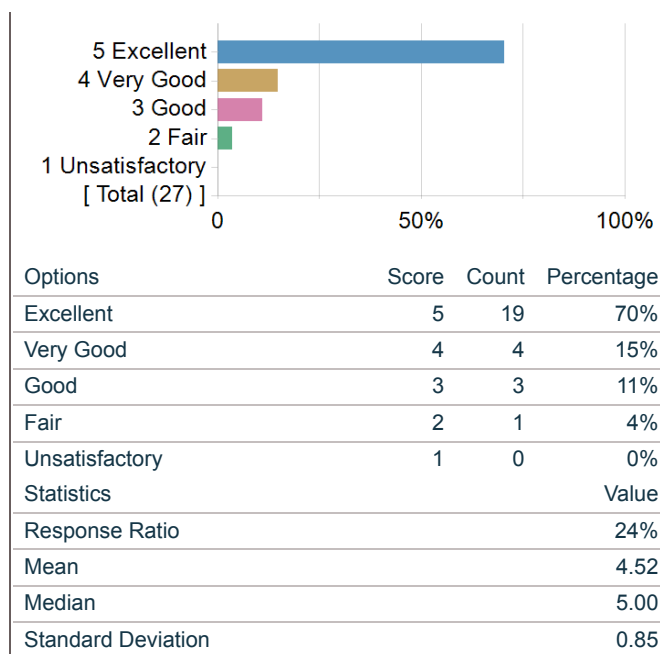
1. Evaluate your Section Leader overall.



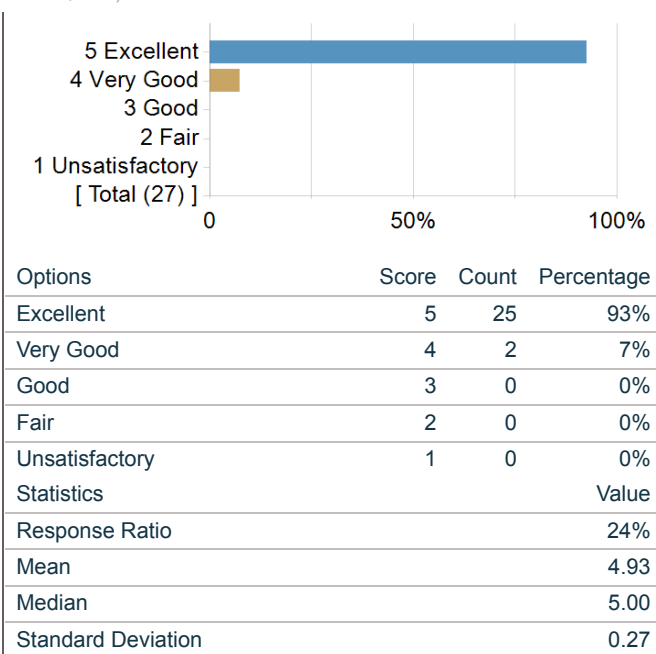
2. Gives effective lectures or presentations, if applicable



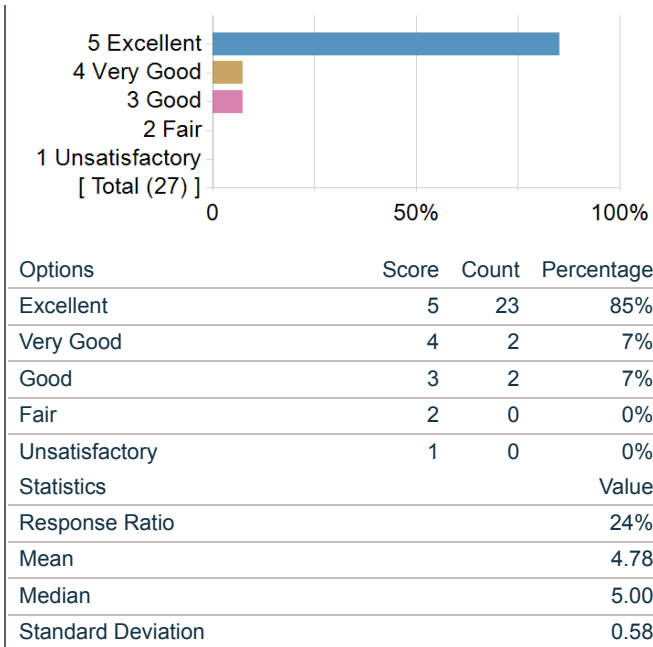
3. Facilitates discussion and encourages participation



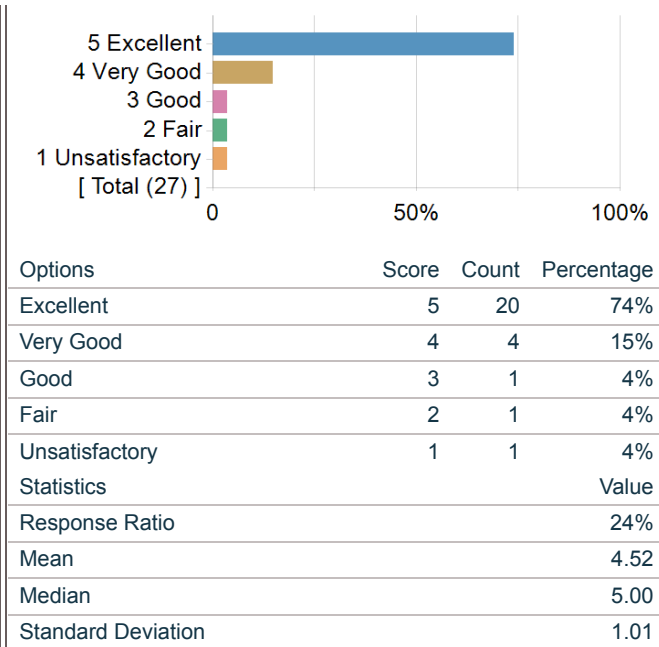
4. Is accessible outside of class (including after class, office hours, e-mail, etc.)



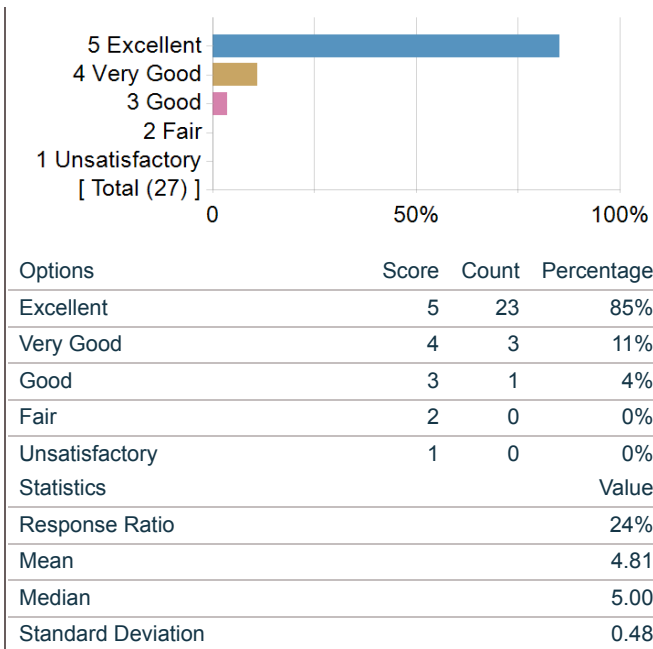
## 5. Generates enthusiasm for the subject matter



## 6. Gives useful feedback on assignments



## 7. Returns assignments in a timely fashion



## Section Leader Comments

Please comment on your Section Leader's teaching.

|   |
|---|
| Comments  |
| Rochelle is genuinely such an intelligent likeable person. She makes section engaging and incredibly helpful.   |
| She was very good at preparing us for the final   |
| Rochelle is awesome — she is dedicated, explains complicated topics in a digestible way, and is super responsive.   |
| Rochelle is an exceptional teacher with an excellent mastery of the content she is presenting on. She makes content digestible and understandable to people regardless of their level of experience with foreign policy. She has a clear and visible passion for the subjects she presents on, and it makes her work high-quality and engaging.   |
| Rochelle is a great TF. She is highly intelligent. She leaves insightful comments on work, and understands the material well.   |
| Rochelle was charming and organized, but she would often spend too much time on silly exercises and would rush through the course material.   |
| Rochelle was one of the highlights of this course. She was very well organized and clearly passionate about the topics. The readings were sometimes difficult to understand but Rochelle always broke them down and applied them to the real world which made it really easy to understand. Rochelle was really awesome in answering questions and giving helpful feedback on assignments. She really made this class for me.   |
| Too much love for Rochelle. She can do no wrong.  |
| Rochelle was amazing! She preps extensively for section, encourages lots of participation, and is always approachable.  |
| Rochelle is an incredible teacher. When leading section she thoroughly explained the topics and tied the topics to real life examples that aided in my understanding of the topic. Not only is she an effective teacher, she intentionally and carefully inserts places in her section where participants can ask questions, build on ideas, or clarify key concepts and ideas. As a result of having Rochelle immediately before lecture, I often came to lecture already understanding key concepts which aided in my comprehension of the material and the ways in which the material has tangible impacts on the US moving forward. |
| Rochelle was truly such an amazing TF. She was always accessible for questions, extremely responsive over slack and always made time out of her day for office hours. She was an extremely kind and understanding TF and I really enjoyed her sections  |
| Rochelle was a huge help this semester. From day one, she made the material easier to understand and always kept things interesting. She mixed things up by using group activities, discussions, and other fun ways to teach, which made the class more engaging. Outside of class, she was always available to help, whether through extra office hours, quick email replies, or one-on-one meetings. She was patient when explaining tough topics and made sure everyone felt comfortable asking questions. Overall, Rochelle was a great teaching fellow who really cared about helping students succeed.                            |
| Great section led by Rochelle! The slides were clear and concise. Often had an interactive component. Great at finding simple, grounded examples for concepts. Flexible.  |
| Rochelle was wonderful! I couldn't believe this was her first time teaching a section. She was able to explain concepts very effectively and made section engaging.   |

# Government 1790: American Foreign Policy

Autumn 2024

Lectures: Mon/Wed 1:30 -2:45 PM ET  
Classroom: CGIS S010 (Tsai Auditorium)  
Harvard University

PROFESSOR: Joshua D. Kertzer  
EMAIL: [jkertzer@gov.harvard.edu](mailto:jkertzer@gov.harvard.edu)  
CGIS K206  
OFFICE HOURS: Mon 2:45 PM - 4:15 PM

## Teaching Fellows and Course Assistants

### CONTACT INFORMATION AND OFFICE HOURS

Rochelle Sun (Head TF)  
[rochellesun@g.harvard.edu](mailto:rochellesun@g.harvard.edu)  
Office hours: Wed 10:00 AM - 12:00 PM  
Location: CGIS cafe

Mitsuru Mukaigawara  
[mitsuru\\_mukaigawara@g.harvard.edu](mailto:mitsuru_mukaigawara@g.harvard.edu)  
Office hours: Tues 7:00 PM - 9:00 PM  
Location: CGIS cafe

Kay Rollins  
[krollins@college.harvard.edu](mailto:krollins@college.harvard.edu)  
Office hours: Tues 9:15 AM - 10:15 AM  
Location: Lamont cafe

Thomas Tait  
[thomastait@college.harvard.edu](mailto:thomastait@college.harvard.edu)  
Wed 3:00 PM - 5:00 PM  
Location: CGIS cafe

Sang-Min Kim (Policy TF)  
[sangminkim@hks.harvard.edu](mailto:sangminkim@hks.harvard.edu)  
Office hours: By appointment

All TF office hours are held in the CGIS Knafel cafe (1737 Cambridge St) or the Lamont Library cafe

*Preliminary syllabus – specific readings on the syllabus may change (September 3, 2024)*

## Welcome video

To get a chance for the feel and personality of the class, you can check out the [video trailer](#) for the course, which is also posted on the [front page](#) of the course website.

## Course description

This course explores America's role in international politics, aiming to teach students some of the major theoretical perspectives in International Relations, and how to critically analyze the major dynamics shaping American foreign policy today. What would happen

if the United States stopped trying to play such an active role in world politics, and focused more on problems at home? Is China on the rise, and what does Chinese growth mean for the United States? How much of an effect does the media have on how Americans think about the world around them? Do nuclear weapons make us safer? How can we best understand Donald Trump and Joe Biden's foreign policy agendas? What caused the wars in Ukraine and Gaza, and why have the conflicts shaped up the way they have?

### **Should I take this class?**

Ultimately, the question of America's role in global politics is an enormous one, and deserves far more time than the twelve weeks allotted to us: an entire semester could be spent on each and every one of the issues we'll look at. Accordingly, the class is structured as a *survey class*, and is thus similar to a buffet, presenting a smorgasbord of topics in the hopes that you may decide to study some of them further in one of the many other Government courses offered here at Harvard. Because the class is structured as a survey, there are no prerequisites, apart from an interest in the subject matter. In previous years, the class has attracted a mix of students ranging from first-years who have never taken an IR class before, to senior Government concentrators with a diverse repertoire of classes under their belt.

Although we'll frequently turn to historical examples to make sense of the current political situation, this class *is not* a course on the history of American foreign relations. Similarly, although we'll analyze some of the most pressing issues facing US foreign policy today, the class *is not* simply a discussion of current events or a rehashing of the previous night's tweets. Our focus with the class is less on memorizing details of particular cases, and more about acquiring a vocabulary and set of theoretical frameworks we can use to make sense of the world around us as political scientists. Contemporary decision-makers in Washington face a large number of normative questions about how the United States should conduct its foreign affairs, but underlying many of these debates are sets of assumptions about how the world works. By the end of the semester, my hope is that you'll be able to interrogate those assumptions directly.

The class has been set up in two parts. The first half of the course begins with an introduction to International Relations (IR) theory and American grand strategy, before exploring the inputs of the American foreign policy process: the President and Congress, bureaucratic politics, public opinion, the media, and interest groups. This half of the class will foster an understanding of why the United States behaves the way it does, all the while exploring questions like the conditions under which leaders matter, the institutional causes of "intelligence failure," and why some interest groups exert more sway than others.

If the first half of the class focuses on the inputs to US foreign policy, the second half focuses on the outputs, as we analyze some of the most pressing issues in US foreign policy today. This portion of the course begins with questions about international order

and the rise and fall of great powers. We'll look at the challenges associated with American hegemony, and one potential reaction to it, anti-Americanism. We'll also examine another great power that may or may not pose a challenge to the American-led order: the rise of China. We'll then turn to an exploration of political violence: terrorism, (counter)insurgency, and asymmetric conflict, all of which loom especially large on the American foreign policy agenda in the wake of the war on terror, the wars in Afghanistan, Iraq, and Syria. Finally, we turn to the question of emerging technology in conflict, focusing on the domains of nuclear proliferation, and drones. We'll then conclude by bringing everything together, and asking what the future of US foreign policy holds. Every year we bring in a number of guest speakers to share their expertise in the second half of the semester, so that you have a chance to hear directly from the experts whose work you're reading in the class.

### **The class format**

- This class has two parts. The lecture portion of the class will be offered at 1:30 PM - 2:45 PM on Mondays and Wednesdays in Tsai Auditorium (CGIS S010).
- Additionally, there will also be a weekly hour-long discussion section in small groups with the Teaching Fellows. These will be scheduled so that students will be able to participate regardless of their other course commitments. Current section times are listed below; once enrollment stabilizes and we have a better sense of numbers, we may create additional sections as well.
- I'm also going to be holding Gov 1790 Happy Hours several times a week throughout the semester so I can get to know each of you outside of class — more on this below.
- The course does not have an enrollment cap, so anyone can enroll without needing to run a lottery.
- Lectures will be open to enrolled students only (e.g. visitors can't sit in on the class).

### **Technology**

We'll be using three different platforms for the course, each for a different purpose.

#### **Canvas**

- The course website (<https://canvas.harvard.edu/courses/136799>), which includes copies of all of the course materials (syllabus, readings, reading guides, lecture recordings, etc.).
- There are *no required texts to purchase* for this class; all readings are available electronically on the course website as PDFs, and consist of a mix of academic and policy articles and book chapters.



- For each class, you'll find a reading guide posted on course website, which contains both general strategic advice about how to read for Gov 1790, and guiding questions for each week. These guiding questions for each set of readings will be posted on the course website in advance of each class, to help you prioritize and focus on what you should be taking away from each piece.

#### **Zoom**

- All lectures and sections will be in person, but there will be an online option for office hours, exam review sessions, etc.
- Each Zoom link, if applicable, will be made accessible through Canvas and/or Slack.

#### **Slack**

- Used for all class communication and asynchronous participation/discussion about course material.
- The Gov 1790 Slack workspace has three channels.
  - #announcements. All class announcements from the teaching staff will appear here. (e.g. if there's a technical glitch with one of our Zoom meetings, we'll send an update about it in this channel).
  - #general. This channel is for general discussion about the course material. If you have a question about material presented in the lecture or the readings, or found a news story that relates to material we discussed in class, post it here! Participation in this channel counts towards your participation grade in the class (see below for details).
  - #readingresponses. Every week we'll post a discussion prompt in this channel asking your reaction to something from the week's readings. Participation in this channel counts towards your participation grade in the class (see below for details).

If you have technical difficulties with any of these platforms, more detailed information is available via [HUIT](#).

### **Course requirements and grading**

**25% Active participation in sections (synchronous) and Slack discussion threads (asynchronous)**

**15% In-class written exam on IR theory and US grand strategy: September 23, 2024**

**15% In-class written exam on sources of US foreign policy: October 21, 2024**

**22% Research/policy paper: due 1:30 PM on November 18, 2024**

**23% Final exam on contemporary issues in US foreign policy: date TBD**

Lectures will be held from 1:30 PM - 2:45 PM ET on Mondays and Wednesdays.

When the pandemic hit, we revised the course requirements for the class compared to its pre-pandemic predecessor, found we liked this new setup, and have kept it ever since. The largest single proportion of the final grade (25%) will be allocated based on active participation in the class's discussion sections, and asynchronous participation in the Gov 1790 Slack channels, described in further detail below. Otherwise, the class is set up so that there will be one assignment per month: two in-class written exams (in September and October), a research or policy paper (in November), and a final exam (in December). The exams will consist of a combination of short answers and essays, based on the readings and the material presented in class. The first exam will cover the introduction to IR theory and American grand strategy from the first two and a half weeks of class; the second exam will cover the sources of US foreign policy presented over the next four weeks. The final exam will cover the material on the contemporary sources of foreign policy presented in the second half of the semester. Practice exam questions will be circulated the week before each exam.

There will be an 10 page paper due for all undergraduate students in the course. There are two types of papers students can submit. The first is a 10 page research paper, in which you'll critically engage with an issue in US foreign policy and analyze it from a number of theoretical perspectives. The paper (to be submitted online through the course website, before the start of class) will give you the opportunity to research an issue that interests you about the US in world politics, and demonstrate understanding of the different schools of thought on the issue amongst political scientists. The second is a 10 page policy paper, which will give you the chance to write a more policy-focused paper. More information on the paper will be presented several weeks into the course.

The class will be graded on an A-F grading system, and is not normally offered pass/fail unless there are unusually extenuating circumstances. The class is not open to outside visitors.

| Key dates for the semester |   |
|----------------------------|---|
| Wednesday, March 27        | Crimson cart opens                                    |
| Wednesday, April 3         | Course registration opens (for returning students)    |
| Wednesday, April 17        | Course registration deadline (for returning students) |
| Monday, August 19          | Course registration opens (for incoming students)     |
| Tuesday, September 3       | Course registration deadline (for incoming students)  |
| Wednesday, September 4     | First lecture of this class                           |
| Week of September 9        | First section meeting                                 |

## Participation information

25% of the final grade will be based on participation: a mix of synchronous participation in discussion sections, and asynchronous participation on Slack.

| Discussion sections     |                |                |
|-------------------------|----------------|----------------|
| Time                    | Location       | Section leader |
| Tuesday 1:30-2:30 PM    | Northwest B109 | Kay            |
| Tuesday 6:00-7:00 PM    | CGIS K031      | Mitsuru        |
| Wednesday 9:00-10:00 AM | CGIS K450      | Rochelle       |
| Wednesday 3:00-4:00 PM  | CGIS K354      | Rochelle       |
| Thursday 10:30-11:30 AM | CGIS K050      | Mitsuru        |
| Thursday 9:00-10:00 AM  | CGIS K108      | Thomas         |
| Thursday 4:30-5:30 PM   | CGIS K108      | Thomas         |

### **Synchronous participation: discussion sections**

Half of the participation grade comes from active participation in sections, which will meet every week for an hour beginning after the first week of the class. Thanks to Harvard's shift to early registration, you'll know what discussion section you're in before the start of the semester, and the first sections will take place the week of September 9. Sections will be capped at 18 students, to facilitate small group conversations, and will each be led by a member of the teaching staff. Note that because of how Harvard's sectioning system works, we may not be able to accommodate sectioning switching requests after the semester starts apart from exceptional circumstances.

The participation grade in section will be based on a number of factors: showing up to section, but also having completed the readings, and being ready to ask questions, provide reactions, and critically engage with the course material. Participation grades will be based on the quality of participation rather than quantity, but you can't participate if you aren't there, so not only will multiple absences affect your participation grade negatively, but material discussed in class will feature prominently in the exams, so it is crucial for students to do the readings and come to class prepared to discuss the material. Some students tend to be less comfortable with speaking up in class than their peers; if this is something you're worried about, please contact your TF so that we can find other ways of calculating your participation grade.

### **Asynchronous participation: Slack**

The other half of the participation grade comes from asynchronous participation. As noted above, we've set up a Slack workspace to allow us to continue the conversation outside of the class and help build community. Your participation will be graded weekly based on one of two options.

- Option 1: at the beginning of each week we'll post a prompt in the #readingresponses channel, soliciting reactions to material presented in that week's readings. Students will have until 9 AM ET on the Monday of the following week to respond to each prompt in order to earn participation grades through this option. These short responses (no longer than 1-2 paragraphs) will be graded on the basis of participation (complete/incomplete).

- Option 2: students can also earn participation grades each week by helping answer other students' questions about the material presented in lecture and readings in the #general channel. Like with the #readingresponses channel, these will be graded on the basis of participation, and will be recorded weekly at 9 AM ET on the Monday of the following week.

Students should feel free to both respond in the #readingresponses channel and help answer questions in the #general channel, but our expectation is that each student will complete at least one of these two forms of participation each week.

We expect you to treat discussions on Slack the same way that you would treat in-person interactions in class. This means engaging with one another other respectfully and constructively.

Asynchronous participation through Slack can also be supplementary to synchronous participation in the discussion sections: students who may not be as comfortable speaking during section can make up for it by being more active in asynchronous participation over Slack, provided they have the preapproval of their TF. Students interested in this arrangement should speak to their TF.

Finally, there will be a small number of other forms of asynchronous participation (e.g. an entrance survey at the beginning of the semester, submitting questions to our guest speakers later on in the semester) that will also contribute to your asynchronous participation grade.

## Gov 1790 happy hours

Gov 1790 has traditionally been a bigger class. Its size has advantages: more of you can bring your energy, ideas, and enthusiasm to class, and we don't need to resort to a lottery to determine who's allowed in. Its size also has its disadvantages, though, in that bigger classes often tend to be more impersonal, and afford less of an opportunity for one-on-one interaction.

To try to retain the accessibility associated with a smaller class experience, I'll be holding regular "happy hours" throughout the semester, typically in small groups of 3-5 (in both Annenberg and the undergraduate house dining halls, though if things take a turn in the pandemic we can also hold these via Zoom!). The purposes of the happy hours are simply for me to learn more about you, to help you better get to know some of the other students in the class, and to give you the chance to chat about the class, International Relations, and whatever you might be interested in.

These informal sessions are, of course, entirely optional, but for those of you who want the chance to break out of the large lecture model of classroom interaction, these happy hours are one way of doing so.

More information will be circulated about how to sign up for happy hours early in the semester.

## Office hours, and questions?

Suppose you have a question about the class. There are three ways you can get it answered:

1. Have questions about the material featured in the readings or presented in the lectures? Or, saw something in the news that relates to the theories and topics we discussed in class? Post it to the #general Slack channel. (And, you should feel free to help answer questions you see in the channel. This will not only help build community for the course, but as noted above, also counts for your participation grade).
2. Alternately, come to open office hours (time TBD). You're welcome to attend these either in person, or over Zoom by appointment. If you have questions about things that came up in lecture or the readings, stick around after class, so we can talk through them as a group. The TFs will also be hosting office hours as well (see the front page of the syllabus for information).
3. There are some kinds of questions that are more private, which aren't really conducive to being discussed in a group setting. For those, send me or your TF a private message on Slack, and we'll set up a meeting.

## Collaboration, AI, and academic integrity policy

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to discuss the material presented in the course with your classmates. However, there will be no collaboration in the in-class exams, and you should ensure that any written work you submit for evaluation – whether in the research/policy paper, or the exams – is the result of your own research and writing and reflects your own approach to the topic. **We specifically forbid the use of generative artificial intelligence (AI) tools for any written assignments in the class. Violations of this policy will be considered academic misconduct.** You must also adhere to standard citation practices in political science and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance. Additional information on citation practices will be made available with the research paper instructions.

## Advice from last semester's Gov 1790 students

At the end of every semester of Gov 1790, I ask some of the students whose performance placed them amongst the top of the class to write a short paragraph of advice to be handed out to students who will be taking Gov 1790 next year, with advice on how to study for the exams and write the research paper. Even though the course isn't identical each time

it's offered, their advice tends to be quite helpful, and I've posted their recommendations on the course website.

### **Special accommodations**

Harvard has an office dedicated to students seeking accessibility accommodations, the [Accessible Education Office \(AEO\)](#). They're happy to help with any accommodation requests you require. Students requesting academic accommodations are requested to present their letter from the AEO by September 17. Failure to make these arrangements by this date may negatively affect our ability to implement the arrangements on time.

## **Tentative Class Schedule**

### **Part I: Theories of International Politics and Sources of Foreign Policy**

#### **Wednesday, September 4: Introduction to the class**

Review of the syllabus and overview of the semester

#### **A. IR theory and American grand strategy**

#### **Monday, September 9 and Wednesday, September 11: An introduction to IR theory**

Joshua D. Kertzer, "International Relations Theory: A Cheat Sheet for Gov 1790" (Working paper, 2022).

John J. Mearsheimer, "The False Promise of International Institutions", *International Security* 19:3 (Winter 1994/1995), pp. 5-49.

Robert O. Keohane and Lisa L. Martin, "The Promise of Institutional Theory", *International Security* 20:1 (Summer 1995), pp. 39-51.

Alexander Wendt, "Constructing International Politics", *International Security* 20:1 (Summer 1995), pp. 71-81.

#### **Monday, September 16 and Wednesday, September 18: Continuity and Change in US Foreign Policy**

Walter Russell Mead, *Special Providence: American Foreign Policy and How It Changed the World*. (New York: Routledge, 2002), pp. 3-29, 79-98.

Thomas Wright, "The Folly of Retrenchment: Why America Can't Withdraw From the World", *Foreign Affairs* (March-April 2020), pp. 10-18.

Barry R. Posen, *Restraint: A New Foundation for U.S. Grand Strategy*. (Ithaca, NY: Cornell University Press, 2014), pp. 24-68.

Hal Brands, "The Emerging Biden Doctrine: Democracy, Autocracy, and the Defining Clash of Our Time", *Foreign Affairs*, June 29, 2021. pp. 1-9.

#### **Monday, September 23**

🔒 In-class exam on IR theory and American grand strategy

## B. Sources of American foreign policy

### Wednesday, September 25: The President and Congress

- James M. Lindsay, "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations," *Presidential Studies Quarterly*, Vol. 33, No. 3 (2003), pp. 530-546.
- William G. Howell and Jon C. Pevehouse, "When Congress Stops Wars: Partisan Politics and Presidential Power", *Foreign Affairs* Vol. 86, No. 5 (Sep/Oct 2007), pp. 95-107
- Elizabeth N. Saunders, *Leaders at War: How Presidents Shape Military Interventions*. (Ithaca, NY: Cornell University Press, 2011), pp. 1-19, 186-211.

### Monday, September 30 and Wednesday October 2: Bureaucratic Politics

- Kevin Marsh, "Obama's Surge: A Bureaucratic Politics Analysis of the Decision to Order a Troop Surge in the Afghanistan War", *Foreign Policy Analysis* 10:3 (2013), pp. 265-288.
- Deborah D. Avant, "Are the Reluctant Warriors Out of Control? Why the U.S. Military is Averse to Responding to Post-Cold War Low-Level Threats", *Security Studies* 6:2 (Winter 1996/97), pp. 51-90.
- Joshua Rovner, *Fixing the Facts: National Security and the Politics of Intelligence*. (Ithaca, NY: Cornell University Press, 2011), pp. 1-35.
- Tyler Jost, Joshua D. Kertzer, Eric Min and Robert Schub, "The Advisers in the Room." In *Inside the Situation Room: The Theory and Practice of Crisis Decision-Making*, Edited by Hillary Rodham Clinton and Keren Yarhi-Milo. Oxford University Press, Forthcoming.

### Monday, October 7: Public Opinion

- Joshua D. Kertzer, Brian C. Rathbun, and Nina Srinivasan Rathbun, "The Price of Peace: Motivated Reasoning and Costly Signaling in International Relations", *International Organization* 74 (Winter 2020), pp. 95-118.
- A. Trevor Thrall and Erik Goepner, *Millennials and U.S. Foreign Policy: The Next Generation's Attitudes toward Foreign Policy and War (and Why They Matter)*, (Washington, DC: CATO Institute, 2015).
- Naima Green-Riley and Andrew Leber, "Whose War is it Anyway? Explaining the Black-White Gap in Support for the Use of Force Abroad", *Security Studies* 32:4-5 (2023), pp. 811-845.

### Wednesday, October 9: The Media

- Matthew A. Baum and Tim J. Groeling, *War Stories: The Causes and Consequences of Public Views of War*. (Princeton, NJ: Princeton University Press, 2010), pp. 17-45.
- Dursun Peksen, Timothy M. Peterson and A. Cooper Drury, "Media-driven Humanitarianism? News Media Coverage of Human Rights Abuses and the Use of

Economic Sanctions”, *International Studies Quarterly* 58:4 (2014), pp. 855-866

**Wednesday, October 16: Interest Groups**

Helen V. Milner and Dustin Tingley, *Sailing the Water's Edge: The Domestic Politics of American Foreign Policy*. (Princeton, NJ: Princeton University Press, 2015), pp. 33-51, 77-120.

William M. LeoGrande, “Pushing on an Open Door? Ethnic Foreign Policy Lobbies and the Cuban American Case”, *Foreign Policy Analysis* 16:3 (July 2020), pp. 438-456.

**Monday, October 21**

📌 In-class exam on sources of US foreign policy

**Part II: Contemporary Issues in US Foreign Policy**

C. Unipolarity and its discontents

**Wednesday, October 23: Hegemony and the Liberal International Order**

Charles P. Kindleberger, “Dominance and Leadership in the International Economy,” *International Studies Quarterly*, Vol. 25, No. 2 (1981), pp. 242-254.

Tanisha M. Fazal, “The Return of Conquest? Why the Future of Global order Hinges on Ukraine”, *Foreign Affairs*, Vol. 101, No. 3 (May/June 2022), pp. 20-27.

**Monday, October 28: Anti-Americanism**

Monti Narayan Datta, “The Decline of America’s Soft Power in the United Nations”, *International Studies Perspectives* 10:3 (August 2009), pp. 265-284.

Michael E. Flynn, Carla Martinez Machain, and Alissandra T. Stoyan, “Building Trust: the Effect of US Troop Deployments on Public Opinion in Peru”, *International Studies Quarterly* 63:3 (September 2019), pp. 742-755.

**Wednesday, October 30: The Rise of China**

Aaron L. Friedberg, “The Future of U.S.-China Relations: Is Conflict Inevitable?,” *International Security*, 30:2 (2005), pp. 7-45.

Andrew J. Nathan and Andrew Scobell, “How China Sees America: The Sum of Beijing’s Fears”, *Foreign Affairs*, 91:5 (September/October 2012), pp. 32-47.

**Monday, November 4: Nationalism in East Asia**

👤 Guest speaker: Dr. Jiyoung Ko, Associate Professor of Political Science and International Relations at Korea University

Jiyoung Ko, “Not So Dangerous? Nationalism and Foreign Policy Preference”, *International Studies Quarterly* 66:3 (2022), sqac053.



Michael Masterson, "Catching Fire: How National Humiliation Spreads Hostile Foreign Policy Preferences on Chinese Social Media", *International Studies Quarterly*, 68:2 (2024), sqae033.

**Wednesday, November 6.**

✓ Topic as decided by class vote on the entrance survey

**D. The logics of political violence**

**Monday, November 11 and Wednesday, November 13: Terrorism**

John Mueller, "Six Rather Unusual Propositions About Terrorism," *Terrorism and Political Violence*, Vol. 17, No. 4 (2005), pp. 487-505.

Robert A. Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review*, Vol. 97, No. 3 (2003), pp. 343-361.

Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security*, Vol. 32, No. 4 (2008), pp. 78-105.

Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism", *International Security*, Vol. 31, No. 1 (2006), pp. 49-80.

**Monday, November 18:**

📎 Paper due, to be submitted via the course website

**Monday, November 18: Counterinsurgency and Asymmetric Conflict**

Carter Malkasian, *The American War in Afghanistan: A History*. Oxford University Press, 2021. Excerpt: "The Obama Administration and the Decision to Surge", pp. 218-240.

Daniel Byman, "A War They Are Both Losing: Israel, Hamas and the Plight of Gaza", *Survival* 66:3 (2024), pp. 61-78.

**E. Arms control-alt-delete?**

**Wednesday, November 20. Nuclear Weapons**

♣ Guest speaker: Dr. Lauren Sukin, Assistant Professor of International Relations at the London School of Economics

Kenneth Waltz, "More May Be Better", in Scott D. Sagan and Kenneth N. Waltz. 2003. *The Spread of Nuclear Weapons: A Debate Renewed*. 2nd ed. New York: W.W. Norton. pp. 3-45.

Lauren Sukin, "Credible Nuclear Security Commitments Can Backfire: Explaining Domestic Support for Nuclear Weapons Acquisition in South Korea", *Journal of Conflict Resolution*, 64:6 (2020), pp 1011-1042.

**Monday, December 2. Drones and Emerging Technologies**

🦋 Guest speaker: Dr. Erik Lin-Greenberg, Leo Marx Career Development Associate Professor in the History and Culture of Science and Technology at MIT

Joshua A. Schwartz, Matthew Fuhrmann, and Michael C. Horowitz, “Do Armed Drones Counter Terrorism, Or Are They Counter Productive? Evidence from 18 Countries”, *International Studies Quarterly*, 6:3 (2022), sqac047.

Erik Lin-Greenberg, *The Remote Revolution: Drones and Modern Statecraft*, Cornell University Press: Forthcoming. Excerpts: Introduction and Chapter 1.

**Wednesday, December 4. Conclusion**

The Future of US Foreign Policy

**TBD. Final exam**

🦋 Final exam on contemporary issues in US foreign policy. Time: TBD