

# **POLI 384-001: UNITED STATES FOREIGN POLICY, FALL 2020**

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- Professor:** Sidita Kushi ([skushi@bridgew.edu](mailto:skushi@bridgew.edu))
- Course Time:** Asynchronous online with one live Zoom session a month, 3:25 PM-4:40PM
- Office hours:** Zoom, Mondays and Tuesdays, 10-12pm and by appointment
- Tech Support:** Visit the [Information Technology web page](#) for IT contact information. For email and password assistance, contact our IT Service Center at [itsupport@bridgew.edu](mailto:itsupport@bridgew.edu) or 508.531.2555.
- Peer Forum:** Within our Blackboard site, students can pose course-related questions to classmates and the instructor in the *Peer Forum* discussion board located in the *Getting Started* section.
- Technical Skills Required** Ability to use the Blackboard Learning Management System for accessing course resources, assignments, and grades. We will also be using the following programs: Zoom, Flipgrid, PowerPoint, Screencast-o-Matic.
- Software Required** You will need a web browser for accessing our Blackboard site. Use the [Browser Checker](#) feature to ensure that your browser meets Blackboard standards. [Blackboard support](#).
- Course Site** [Blackboard](#)
- Email** You are required to have an active Bridgewater email account and check it frequently for class communication. I will respond to your emails within one business day, Monday-Friday.

## **COURSE DESCRIPTION**

How should the United States of America decide upon and pursue its national interests on the world stage? How should it interact with other countries and institutions? In this course, we will first embark upon a fast-paced journey through the historical origins of America’s foreign policy to understand the ideas and events that have shaped US interactions with the world. Thus, the course introduces students to pivotal US foreign policy eras, defined by different national objectives and a unique set of tools of statecraft (War, Trade, and Diplomacy). As we progress through the history of US foreign policy, we will learn how to apply main theories of international relations and concepts of grand strategy to US political decisions and policy outcomes – from the perspective of individual leaders, states, interest groups, the public, and more. We will also emphasize the values and ethics by which we judge foreign policy, and the institutions, tools, and tactics that go into forming foreign policy.

The course concludes by focusing on several contemporary issues and regions where the US faces ongoing foreign policy challenges – including foreign policy in response to global economic crises, climate and security policy, how terrorism and democracy promotion shape US foreign policy, and

the US relationship with growing great powers and new rivals. Of course, we will reserve time to discuss the very recent COVID-19 pandemic and its impact on US foreign policy into the future. As a unique component, this class will introduce new empirical trends from the *Military Intervention Project (MIP)* across every key era of US foreign policy.

Along the way, we will engage with a number of academic and policy debates, such as:

- 1.) What is US “exceptionalism”? Is the US exceptional in its foreign policy and political origins?
- 2.) What are national interests? What is the nature of power? How have these changed over time?
- 3.) How much of a role should public opinion play in formulating US foreign policy?
- 4.) To what degree should the US continue to participate in international political institutions?
- 5.) How should the US engage today with rising powers such as China and old rivals like Russia?
- 6.) Should the US hold a restrained role internationally or continue to seek global primacy through military might?

### **COURSE OBJECTIVES**

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As students progress in the course, they will strengthen their understanding of the international political system as well as their ability to apply theoretical tools to interpret, analyze, and evaluate issues in international politics. Students will be required to make analytical arguments and counter-arguments, and to support their claims with theoretical and empirical evidence.

Specifically, students will achieve the following learning outcomes:

#### ***BSU Departmental of Political Science Learning Outcomes:***

- ❖ *Critical Analysis of Political Processes, Institutions, & Practices:* Students will critically assess the systematic factors that underlie political processes, systems, and practices.
- ❖ *Effective Written Communication:* Students will effectively communicate about political systems, processes, and theories in a rigorous manner by developing cogent, logical arguments that properly employ and make use of relevant evidence.
- ❖ *Application of Quantitative &/or Qualitative Skills:* Students will analyze a problem and draw correct inferences using both quantitative and qualitative methods.

#### ***Course Learning Outcomes:***

- ❖ Write, discuss, and present descriptions of the major theories of foreign policy.
- ❖ Apply grand strategy frameworks to explaining real world political events through written arguments, oral presentations, and class discussions.
- ❖ Synthesize and critically evaluate major arguments related to key foreign policy challenges confronting the US and the world.
- ❖ Understand the power structures, values, and institutions that comprise American foreign policy decision-making and enforcement.
- ❖ Formulate compelling arguments as well as counter-arguments on key topics in international politics by applying evidence gathered through course readings, current events, and outside sources.
- ❖ Communicate effectively and respectfully on controversial topics, in written and oral formats, including via course participation, presentations, and the class paper.
- ❖ Apply political science analytical methodologies to understanding regional and thematic US foreign policy issues.

## **PREREQUISITES**

Students must have previously taken undergraduate level **POLI 260: International Relations** before embarking upon this course, or have received instructor permission to join. General knowledge of American history and international politics should be helpful as well as an interest in current events.

## **COURSE REQUIREMENTS**

Students are expected to complete the readings, all assignments, and exams for the course. Students must view all posted lectures and actively participate in class discussions. Familiarity with current events and geography is also required and will be considered an important element of the course.

**Online Course Schedule:** This course is scheduled to run asynchronously for the majority of the semester, with four live Zoom sessions scheduled on Tuesdays from 3:25 PM to 4:40PM throughout the duration of the course. These class sessions will be recorded. The recording will capture the instructor's audio, video and computer screen. Student audio and video will be recorded if students share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course for review through Blackboard. These recordings will not be shared with or accessible to the public.

These are our scheduled live Zoom meeting days and times. I will offer additional optional live sessions during the semester, after polling the class. These sessions will be recorded and posted for students who cannot attend.

9/3 – Live meeting, Introduction and syllabus review

10/6 – Live meeting, Midterm review

11/17 – Live meeting, Election version

12/8 – Live meeting, Review

### **I. Course Readings**

1. Cox, Michael and Doug Stokes. 2018. *US Foreign Policy*, 3<sup>rd</sup> edition (New York: Oxford University Press). Referred to as “the text”.
2. Other selected readings, posted on Blackboard and/or linked in the schedule.

### **II. Subscribe to a daily digest of foreign policy news**

A primary goal of the course is to help students become critical consumers of current events, media, and academic writing on these subjects. Thus, students should subscribe to both the *Foreign Policy* (foreignpolicy.com) and *Foreign Policy Initiative* (foreignpolicyi.org) email lists. Similarly, *The New York Times* offers a free online subscription to those with an .edu address. You must create an account first, then “subscribe” your account and confirm using your .edu address. To make this process easier, I recommend that students subscribe to a daily digest of foreign policy news such as *Foreign Policy Magazine's* Editor's Picks. To sign up for this free e-newsletter, please go to:

<https://id.foreignpolicy.com/identity/siteRegistration/addRegistration>

### III. Grades

|                                   |     |   |
|-----------------------------------|-----|---|
| Take-home Midterm                 | 20% | Exam due on <b>October 13<sup>th</sup></b>  |
| Take-home Final                   | 25% | Exam TBA (during final exam period)   |
| Weekly Discussion Board Responses | 20% | Includes weekly discussion posts, responses, and participation to other students' comments.                     |
| Leading Discussion                | 20% | Due during students' chosen week/module.  |
| Meme Briefing                     | 15% | Students submit 2 meme briefings through course of semester, at the end of a week of their choosing (7.5% each) |

**Exams** – The take home Midterm will cover all material up to that point. It will consist of short answer identification questions and a brief debate writeup prompt. The Final Exam will focus on material covered after the Midterm. It will include short answer IDs and a choice of essay questions. The exams will be assigned 2 days before they are due.

**Participation**– I expect students to attend our online course by checking into the course site on Blackboard at least 3 times per week. I also hope that students will make every effort to attend our optional “live” online sessions as they are meant to assist with assignments and to clarify course content. I understand that students’ may have a schedule conflict for these meetings, thus I will make every effort to poll students on their availability and also record each “live” session for those who can’t make it.

Students are also required to participate in weekly Blackboard discussions and review all posted videos. If students miss more than 3 Blackboard discussions, they risk failing the participation percentage of their final grade.

**Discussion Board** – This course is a 100% online and not a lecture course. While I will provide some optional online lecture sessions, the expectation is that students will read the assigned material and be prepared for the reciprocal learning that takes place from the shared online discussions and other activities. The expectation is that all students will volunteer for or be assigned to facilitate a discussion based on the readings from the text and/or other sources. Leading the class discussion around the assigned readings means being prepared to summarize the content of the material, raise questions about the material and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate.

Participation in the Discussion Board is perhaps the most vital component of online learning. Through active participation in the DB, you are an active member of a community of thoughtful practitioners who are learning how to integrate theory into application. In order to receive full credit, you must post a primary response by Wednesday of the week and post responses to one classmate by Saturday. A response includes clarifying questions, critical wondering, and pointed agreements, so that there is thoughtful growth of ideas from the discussions. There should then be a return to the Discussion Board over the weekends for ongoing conversations between the responses.

**Leading Discussion** – Towards the end of the semester, each student will be responsible for leading class discussion on an assigned chapter on regional foreign policy or challenging issues. This will count towards your class participation and can bolster this component of your grade if it is suffering. This leading of discussion can take a wide range of styles, and it will be shared on the week’s Blackboard Discussion forum. It can entail a short (no more than 10 minutes) PowerPoint presentation with discussion questions at the end, recorded through Screencast-O-Matic, Zoom, mobile app, or a YouTube video linked via Blackboard discussion. It can also be a compelling handout of the week’s themes, illustrations, and key questions. The overarching goal of this activity will be to prompt class discussion on the week’s topics, so the leading student must offer discussion prompts in some form. Games, simulations, and debates are also highly encouraged! Other students should comment at least twice on each policy briefing submission. The discussion leader must submit their post on the Monday of the chosen weekly module.

**Grading Rubric for Discussions<sup>1</sup>**

| <b>Points</b> | <b>Skills</b>  |
|---------------|--|
| <b>100</b>    | Demonstrates excellence in grasping key concepts; critiques work of others; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. |
| <b>85</b>     | Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions.  |
| <b>70</b>     | Minimal posting. Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.  |
| <b>0</b>      | No posting of material.  |

**Meme briefings** – Students will submit two “meme briefings” through the duration of the semester, during a week of their choosing. They will create a meme related to the week’s assigned readings. The meme should encapsulate the main themes, arguments, or paradoxes of that week’s core reading(s). Students will be expected to offer a one paragraph description of their created meme and a corresponding Flipgrid video (max 2 minutes), embedded on Blackboard. If given permission, I will share students’ memes during lecture. The overarching goal of this activity will be to prompt class discussion. This assignment will be graded on a Pass/Fail basis.

**Potential Pop Quizzes** – Although not preferred, I reserve the right to announce a pop quiz on the day’s main concepts if I am unconvinced that the class is completing their readings in a consistent fashion. If a pop quiz is given, it will be graded on a Pass/Fail scale and be included as part of the participation grade.

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<sup>1</sup> Adapted from John F. Bauer, “Assessing Student Work from Chat Rooms and Bulletin Boards.” *New Directions for Teaching and Learning* 91 (Fall 2002): 35.

*Final grades will be determined using the following percentage scale:*

|            |            |                 |
|------------|------------|-----------------|
| A = 93-100 | A- = 90-92 | B+ = 87-89      |
| B = 83-86  | B- = 80-82 | C+ = 77-79      |
| C = 73-76  | C- = 70-72 | D+ = 67-69      |
| D = 63-66  | D- = 60-62 | F = 60 or below |

***Appealing a Grade:***

You have one week from the day that I hand back your assignment or post your grade to question said grade. If you wish to appeal the grading on an assignment, you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required.

**POLICY ON LATE ASSIGNMENTS AND INCOMPLETES**

Students are highly encouraged to hand in papers on time. Late papers, if accepted, will be at minimum marked down ½ a grade per day late. Except in the direst of circumstances, incompletes in this course are not possible. If I agree to an incomplete, a form in the Political Science Department must be filled out, representing a contract between the student and the faculty member on when and how the course will be completed.

**MAKE-UP EXAMS**

A make-up exam will only be given if a student informs me prior to the scheduled examination and provides a valid excuse with documentation for their absence. If you miss the exam and do not give prior notice or if you do not have a valid excuse, you will not be given a make-up exam and you will receive an F. If you miss the scheduled make-up exam, there will be no subsequent make-ups, and you will receive an F.

**ACADEMIC HONESTY AND PLAGIARISM**

According to the University, “Academic dishonesty is an attempt to misrepresent one’s efforts on any academic assignment or exercise submitted for evaluation” (Academic Integrity Policy). This includes, but is not limited to: Plagiarism, Cheating, Fabrication or work or data, Multiple submissions of the same work, and Ghost-written work (work you buy off the internet).

**Even three words** copied from a source without attribution can count as plagiarism. Plagiarism can occur either accidentally or deliberately; claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing. If you use any ideas that are **not** common knowledge without citing your source, this counts as plagiarism, even if it is paraphrased in your own words. Be sure to attribute any ideas that you gleaned from authors. In research papers, you are expected to have both in-text citations and a bibliography. For the in-text references, **I allow either footnotes or parenthetical citations**, both of which allow me to easily verify from where you obtained material. Chicago, APA, and MLA will all be accepted, as long as you are consistent. ***I will be far more lenient with over-citing than with under-citing. When in doubt, cite!***

If you made it to this point, congratulations. Please email me a cat photo to receive a bonus point added on to your midterm grade. It pays to read the syllabus.

By accepting this syllabus, you agree to avoid academic dishonesty as outlined [BSU's Academic Integrity policy](#). If you violate the rules, you will be subject disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

## **ACCOMMODATIONS**

Your engagement and success in this course matter to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as early as possible, and we will develop strategies to meet both your needs and the course requirements. If you experience any personal or health challenges that prevent you from meeting class requirements or deadlines, please contact me before your work is affected. It is always easier to find solutions before a deadline than after one. Additionally, it is your responsibility to bring your accommodation letter to me early in the semester. It is also the student's responsibility to schedule exams with DRO. You may request appropriate academic accommodations from the Disability Resources Office at 508-531-2194 or [disability\\_resources@bridgew.edu](mailto:disability_resources@bridgew.edu). The Disability Resources Office is located on the ground floor of the Maxwell Library within the Academic Achievement Center.

## **TITLE IX AND SEXUAL VIOLENCE**

The office of equal opportunity and the title ix coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. Visit their [support site](#) to learn more regarding all resources for victim-survivors. Resources include steps to take to report sexual and relationship violence and/or to seek alternative forms of aid.

## **ADDITIONAL POLICIES FOR ONLINE COURSES**

**Technical Issues** – Back up course work often, for you are responsible for course work lost to technical difficulties. When contributing to discussions or lengthy essay exam questions, consider composing your work in Microsoft Word and then copying and pasting the text into Blackboard.

If there are system-wide issues with Blackboard or BSU email, the instructor will contact you via email to provide you with an alternative means of completing course assignments or due date extensions. If you experience individual technical issues, please [contact the IT Service Center](#) and provide as many details, including screenshots, so that the IT Service Center can assist you.

**Netiquette** – Before posting to a course discussion forum, please consider the following guidelines for appropriate web-based communications:

- Passion is great; positivity and politeness should also be in step with your passion when communicating with peers and the instructor.
- To err is human; to forgive is divine. Be gracious when others make spelling or grammatical errors.
- Even with emoticons, tone and context can often be lost in text-based communications. Keep that in mind when sharing a post that is comical or satirical.
- Respect the privacy of others. If you are sharing information of a personal nature that affects a classmate, check with that classmate before posting.
- Proofread your responses before submitting. Maintain the mindset that anything posted on the web is permanent.
- Let your instructor know if something that has been posted in our discussion forum is inappropriate or offensive to you.

***The Geography of our Blackboard Course Site***

- 1.) Visit the *Getting Started* section of our Blackboard course site for a copy of the course syllabus, an overview of the course, and our “ice breaker” activity.
- 2.) Our course is broken into fifteen weeks corresponding to 15 different modules. To access a learning module, click on the week on the left side of the screen and choose which learning module you would like. Learning activities, assignments, resources, and due dates are all listed within the learning module.



## SCHEDULE OF TOPICS AND READINGS\*

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Subject to change – will provide advance notice

\* Assigned readings are DUE at the beginning of the week in which they are listed.

### PART I: THEORIES

#### Week 1 (Sept. 2-6)

#### Introduction

**Live class session on 9/3**

As citizens, what is our role, what is our responsibility, regarding foreign policy? Why should we care? What can we do to respond to international affairs or influence US foreign policy?

#### READINGS:

- Review syllabus
- Powner, Leanne. "Reading and Understanding Political Science." [Link](#)

#### Week 2 (Sept. 7-13)

#### Interests & Contemporary US Foreign Policy

What are national interests, and how does the US pursue them through foreign policy? What does contemporary US foreign policy look like?

#### READINGS:

- Chapter 1 in Text
- Nye, Joseph S. 1999. "Redefining the national interest." *Foreign Affairs*: 22-35. [Link](#)
- Toft, Monica. 2018. "The Dangerous Rise of Kinetic Diplomacy." *War on the Rocks*. [Link](#)

*Optional Listen:* "How 9/11 Changed How Americans View the World" [Link](#)

*Optional Read:* Barno, David, and Nora Bensahel. 2020. "Five Ways the U.S. Military Will Change after the Pandemic." *War on the Rocks*. [Link](#)

#### Week 3 (Sept. 14-20)

#### Theories of Foreign Policy

How can we analyze US foreign policy? Which theoretical lenses are best suited to examining the trajectory of US power, image, or economic interests?

#### READINGS:

- Chapter 2 in Text
- Cavanna, Thomas. 2019. "US Grand Strategy," *Oxford Research Encyclopedia, American History*. NY: Oxford University Press (blackboard)

*Optional reads:*

- Hudson, Valerie M. 2008. "The History and Evolution of Foreign Policy Analysis." *Foreign Policy: theories, actors, cases*: 11-29. [Link](#)

- Chaudoin, Stephen, Helen V. Milner, and Dustin H. Tingley. 2010. "The Center Still Holds: Liberal internationalism survives." *International Security* 35.1: 75-94. [Link](#)

## **PART II: HISTORY**

### **Week 4 (Sept. 21-27)**

### **Historical Foundations of American Foreign Policy**

Is America unique? What defines the American experience and how does this translate to US interactions with the rest of the world? Is contemporary US foreign policy just an extension of historical patterns or something new?

#### *READINGS:*

- Chapter 3 in Text
- Kingdon, John W. 1999. *America the Unusual*, Chapters 1 and 2. [Link](#)

### **Week 5 (Sept. 28-Oct. 4)**

### **The Doctrines and America's Rise to Power**

Understanding US foreign policy in the 19th century and main concepts like the Monroe Doctrine, Manifest Destiny, and Imperialism. Why and how did the United States expand its role in the world at the end of the 19th century?

#### *READINGS:*

- Chapters 4 and 5 in Text
- Kingdon, John W. 1999. *America the Unusual*, Chapter 4. [Link](#)
- *The Frontier Wars*, Sample and Data from the Military Intervention Project (MIP)

### **Week 6 (Oct. 5-11)**

### **Midterm Review**

**Midterm review live session 10/6; Take-home Midterm assigned on 10/8**

### **Week 7 (Oct 12-18)**

### **The Cold War**

**MIDTERM EXAM DUE – 10/13**

Understanding the importance of containment, the origins of the Cold War, and the reasons behind the Cuban Missile Crisis. How do we apply theories of foreign policy to a specific historical event, especially the mess of bureaucratic politics? We'll also begin the discussion of the Vietnam War and the role of bureaucracies in US Foreign Policy.

#### *READINGS:*

- Chapter 6 in Text
- Kennan, George. 1947. "The Sources of Soviet Conduct." *Foreign Affairs*: 566-582. [Link](#)
- Seymour Richard. 2014. "The cold war, American anticommunism and the global 'Colour Line'." [Link](#)

#### *Optional reads:*

- Krasner, Stephen. 1972. "Are Bureaucracies Important? Or, Allison Wonderland" *Foreign Policy* (pp.159-178). [Link](#)
- Appy, Christian. 2018. "What was the Vietnam War About?" *NYT*. [Link](#) (see whole collection of articles on Vietnam '67 [here](#))

## **PART III. CONTEMPORARY FOREIGN POLICY ISSUES**

### **Week 8 (Oct. 19-25)**

### **The Unipolar Moment**

As the victor of the Cold War, how did US foreign policy shift during this era of “unipolarity”? Was the US truly pursuing its national interests by waging humanitarian military interventions abroad and other forms of human rights-oriented missions? What were the consequences of this policy?

#### *READINGS:*

- Chapter 7 in Text
- Krauthammer, Charles. 2002. “The Unipolar Moment Revisited.” *The National Interest* (pp. 5-18). [Link](#)
- Lagon, Mark. 2011. “Promoting Human Rights: Is U.S. Consistency Desirable or Possible?” *Council on Foreign Relations Markets and Democracy Brief*. [Link](#)

*Optional read:* Mueller, J. 2002. “Harbinger or aberration? A 9/11 provocation.” *The National Interest* (pp. 45-50). [Link](#)

### **Week 9 (Oct. 26-Nov. 1)**

### **US Foreign Policy After 9/11**

How did the 9/11 terrorist attack on American soil change US foreign policy strategies and trends of military interventions? What is the legacy of the War on Terror? Where does drone warfare fit in?

#### *READINGS:*

- Chapters 8 and 18 in Text
- Bureau of Investigative Journalism. 2018. Drone Warfare Database. [Link](#) [review data].

#### *Optional reads:*

- Boyle, Michael J. 2013. “The costs and consequences of drone warfare.” *International Affairs* 89 (1): 1-29. [Link](#)
- Jordan et. Al. 1016. "The Strategic Illogic of Counterterrorism Policy." *The Washington Quarterly* (pp. 181-192). [Link](#)

### **Week 10 (Nov. 2-8)**

### **Institutions of Foreign Policy**

How do domestic dynamics, such as electoral politics, public opinion, lobbyists, business interests, or economic trends, impact US foreign policy? What is the role and influence of the media?

#### *READINGS:*

- Chapters 9 and 11 in Text
- Saunders, Elizabeth. 2015. "War and the Inner Circle: Democratic elites and the politics of using force." *Security Studies* 24.3: 466-501. [Link](#)

*Optional read:* Holsti, O. R. 1992. “Public opinion and foreign policy: Challenges to the Almond-Lippmann consensus.” *International Studies Quarterly* (pp.440-461). [Link](#)

## Week 11 (Nov. 9-15)

## Important Issues Today

We survey contemporary issues in American foreign policy and apply the lessons and lens of the past to better understand them. Key topics include US force deployments around the world, counterterrorism efforts, potential future conflict arenas, cybersecurity, and climate security and the impact of refugee flows to American national security.

**This week:** Beyond the assigned readings, students will pick a chapter to read in Section 5 – Religion, Gender, or Global Environment – to lead discussion to the rest of the class. Each student will pick one chapter to read and relate it to specific current event of choice. More details to come.

### READINGS:

- Tierney, Dominic. 2015. “Why Has America Stopped Winning Wars?” *The Atlantic*. [Link](#)
- Deese, B. 2017. “Paris Isn’t Burning: Why the Climate Agreement Will Survive Trump.” *Foreign Affairs*. [Link](#)

#### *Optional reads:*

- Schroeder, Emma. 2017. “Is America Really Ready for CyberWar?” *The National Interest*. [Link](#)
- Rosenberg, Brett and Mark Hannah. 2020. “After the Coronavirus, Don’t Repeat 9/11’s Mistakes.” *Foreign Policy*. [Link](#)

## Week 12 (Nov. 16-22)

## Foreign Policy by Region

### **11/17: Live Class Session**

Understanding current American foreign policy in critical, strategic regions of the globe and assessing the likelihood of conflict and other changes given trajectory of US power, international standing, and emerging rivals.

- Students will pick a regional chapter in Section 4 to lead class discussion – more details to come.

### READINGS:

- ~~Chapter 10 in Text~~
- Lynch, M. 2016. “Belligerent Minimalism: The Trump Administration and the Middle East.” *The Washington Quarterly* (pp. 127-144). [Link](#)

#### *Optional reads:*

- Cha, Victor. 2016. “The Unfinished Legacy of Obama’s Pivot to Asia,” *Foreign Policy*. [Link](#)
- Allison, Graham. 2017. “The Thucydides Trap.” *Foreign Policy*. [Link](#)
- Haddad, Benjamin and Alina Polyakova. 2018. “Don’t Rehabilitate Obama on Russia.” [Link](#)

**Week 13 (Nov. 23-25)**

**The Future of US Foreign Policy**

What does the future hold for US power, influence, and foreign policy? Should the US pull back its international engagements, or expand them even more? Which tools of foreign policy should the US predominantly rely upon in the 21<sup>st</sup> century? Should it act unilaterally or multilaterally? Which current policy trends should it nip in the bud?

*READINGS:*

- Chapters 22 and 23 in the Text
- Pillar, Paul et al. “A New US Paradigm for the Middle East.” *Quincy Institute*. [Link](#)

**11/26 – 11/29: Thanksgiving Break**

**Week 14 (Nov. 30-Dec. 6)**

**The Future of US Foreign Policy, Continued...**

*READINGS:*

- Chapters 24 and 25 in Text
- Posen, Barry. 2013. “Pull back: The case for a less activist foreign policy.” *Foreign Affairs*. [Link](#)

*Optional read:* Brooks, S. G., Ikenberry, G. J., & Wohlforth, W. C. 2013. “Don't come home, America: The case against retrenchment.” *International Security*, (pp. 7-51). [Link](#)

**Week 15 (Dec. 7-9)**

**12/8: Last Day of Class Review, Live Session**

## Foreign Daily News Sources in the English Language

This is **not** an exhaustive list. You may select a source not included here. If you are fluent in another language, you are welcome to select a source in that language. If the source is behind a paywall, you may be able to access it through the university library.

### Europe

|                                      |   |
|--------------------------------------|---|
| The Times (UK)                       | <a href="http://www.thetimes.co.uk">www.thetimes.co.uk</a>                                      |
| The Guardian (UK)                    | <a href="http://www.guardian.co.uk">www.guardian.co.uk</a>                                      |
| Financial Times (UK)                 | <a href="http://news.ft.com/home/uk">http://news.ft.com/home/uk</a>                             |
| The Telegraph (UK)                   | <a href="https://www.telegraph.co.uk/">https://www.telegraph.co.uk/</a>                         |
| The BBC (UK)                         | <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>  |
| The Irish Times (Ireland)            | <a href="http://www.irishtimes.com/">http://www.irishtimes.com/</a>                             |
| Der Spiegel (Germany)                | <a href="http://www.spiegel.de/international/">http://www.spiegel.de/international/</a>         |
| Kathimerini (Greece)                 | <a href="http://www.ekathimerini.com/">http://www.ekathimerini.com/</a>                         |
| The Prague Post (Czech Republic)     | <a href="http://www.praguepost.com/">http://www.praguepost.com/</a>                             |
| El Pais English Edition (Spain)      | <a href="https://elpais.com/elpais/inenglish.html">https://elpais.com/elpais/inenglish.html</a> |
| The Warsaw Business Journal (Poland) | <a href="http://wbj.pl">http://wbj.pl</a>   |
| Pravda (Russia)                      | <a href="http://english.pravda.ru/">http://english.pravda.ru/</a>                               |
| Tass (Russia)                        | <a href="http://tass.ru/en">http://tass.ru/en</a>   |
| New Eastern Europe                   | <a href="http://neweasterneurope.eu">http://neweasterneurope.eu</a>                             |

### Asia

|  |   |
|--|---|
| The South China Morning Post (HK)          | <a href="http://www.scmp.com/">http://www.scmp.com/</a>                                       |
| The China Daily                            | <a href="http://www.chinadaily.com.cn/index.html">http://www.chinadaily.com.cn/index.html</a> |
| The People's Daily English Edition (China) | <a href="http://en.people.cn/index.html">http://en.people.cn/index.html</a>                   |
| The Daily Yomiuri (Japan)                  | <a href="http://www.yomiuri.co.jp/dy/">http://www.yomiuri.co.jp/dy/</a>                       |
| The New Straits Times (Malaysia)           | <a href="http://www.nst.com.my/">http://www.nst.com.my/</a>                                   |
| The Straits Times (Singapore)              | <a href="http://straitstimes.asia1.com.sg">http://straitstimes.asia1.com.sg</a>               |
| The Times of India                         | <a href="http://www.timesofindia.com">www.timesofindia.com</a>                                |
| The Manila Times (Philippines)             | <a href="http://www.manilatimes.net/">http://www.manilatimes.net/</a>                         |

### Oceania

|                                       |   |
|---------------------------------------|---|
| The Sydney Morning Herald (Australia) | <a href="http://www.smh.com.au/">http://www.smh.com.au/</a>                               |
| The Australian                        | <a href="http://www.theaustralian.news.com.au/">http://www.theaustralian.news.com.au/</a> |
| The Dominion Post (New Zealand)       | <a href="http://www.stuff.co.nz/dominion-post/">http://www.stuff.co.nz/dominion-post/</a> |
| New Zealand Herald                    | <a href="https://www.nzherald.co.nz/">https://www.nzherald.co.nz/</a>                     |

### Canada

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| The Globe and Mail | <a href="http://www.theglobeandmail.com">www.theglobeandmail.com</a> |
| The National Post  | <a href="http://www.nationalpost.com">www.nationalpost.com</a>       |

### Africa

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| Daily Mail and Guardian (South Africa) | <a href="http://www.mg.co.za">www.mg.co.za</a>                      |
| The Star (Johannesburg)                | <a href="http://www.thestar.co.za/">http://www.thestar.co.za/</a>   |
| The Daily Nation (Nairobi)             | <a href="http://www.nation.co.ke/">http://www.nation.co.ke/</a>     |
| The Daily Graphic (Ghana)              | <a href="http://www.graphic.com.gh/">http://www.graphic.com.gh/</a> |

### The Middle East

|                                   |   |
|-----------------------------------|---|
| Ha'aretz English Edition (Israel) | <a href="http://www.haaretz.com/">http://www.haaretz.com/</a>                         |
| The Daily Star (Beirut, Lebanon)  | <a href="http://www.dailystar.com.lb">www.dailystar.com.lb</a>                        |
| Turkish Daily News (Istanbul)     | <a href="http://www.turkishdailynews.com.tr/">http://www.turkishdailynews.com.tr/</a> |

### Latin America and the Caribbean

|                             |   |
|-----------------------------|---|
| The Jamaica Observer        | <a href="http://www.jamaicaobserver.com">www.jamaicaobserver.com</a>          |
| Trinidad and Tobago Express | <a href="http://www.trinidadexpress.com/">http://www.trinidadexpress.com/</a> |
| Bolivia Times               | <a href="http://www.boliviaticimes.com/">www.boliviaticimes.com/</a>          |