
GOVERNMENT 1790/E-1897: AMERICAN FOREIGN POLICY

FALL 2012

Last updated: 8/23/2012

Professor Shawn L. Ramirez

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Course Information:

Lectures: Tues & Thurs 10 - 11:30
in Boylston Hall - 110 Fong Auditorium
(all students welcome)

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In-person sections: TBA
Live stream: in 1 Story St. Room 302,
tentatively Thursdays 6:35-7:35pm EST
and simultaneously in the chat room.

Goals

This course examines and explains the international actions of the United States government. We will analyze the policy-making process, major events and themes in American foreign policy across a variety of topics. Explanations are drawn from history, international relations theory, and from the study of American political and bureaucratic institutions. Emphasis is placed on the recent rise of the United States to a position of unprecedented military dominance, how this military power has been used, and how other states, non-state actors, or global governance institutions have responded.

At the minimum we will ask what did the U.S. do, and why? But to develop nuance to this answer, we'll also examine the policy-making process, geopolitical and domestic considerations, and underlying theoretical research across many topics. As a whole, we will pose three broad questions:

How is U.S. foreign policy determined? What is the policy-making process? Who are the important actors, and under what circumstances are they important? What are the relevant geopolitical and domestic considerations? What has been the role of individuals, institutions, and systemic considerations in setting the opportunities and limitations for the U.S.?

How has U.S. foreign policy evolved? What is the role of ideals and goals in the American foreign policy tradition (such as democracy promotion, human rights, and American exceptionalism)? How has the national interest been shaped by power, wealth and security concerns? What is the history of U.S. foreign policy when faced with threat, and how have our policies changed as we've moved from attacks on trading ships to nuclear weapons to cyber threats? What has been the U.S. role in the development of international institutions? How do these or other non-state actors provide new opportunities and limitations?

What are the (projected and real) consequences? U.S. policy has defined how the world addresses environmental issues, humanitarian and military intervention, genocide and authoritarian repression, state-building and failed states, oil and energy crises, economic crises, and more. How?

And to what consequence? What determines whether other states respond cooperatively? How has the world responded to recent U.S. policies, and what are the challenges as we look to the future?

Books

We'll be reading sections from the following books available at the COOP. The sections are often short, so you may borrow the books from the library or share with each other if you like. Feel free to read more than what is required if something sparks your interest.

- Mead, Walter Russell. *Special Providence* (Routledge, 2002)
- Mearsheimer, John J. *The Tragedy of Great Power Politics* (W.W. Norton, 2001)
- Nye, Joseph. *Soft Power: The Means to Success in World Politics* (Public Affairs, 2004)
- Sen, Amartya. *Development As Freedom* (New York: Random House, 1999)
- Art, Robert and Patrick M. Cronin. *The United States and Coercive Diplomacy*, ed. (USIP, 2003)
- Woodward, Bob. *The War Within*. (Simon and Schuster, 2008)
- Gilles Kepel. *Jihad: The Trail of Political Islam*. (Cambridge: Belknap Press of Harvard University Press, 2002)

For historical background: I recommend that you read one of the following books through selected chapters at your leisure throughout the course. Both are available at the COOP.

- For a manageable and comprehensive review: Hook, Steven W. and John Spanier. *American Foreign Policy Since World War II*. Washington: CQ Press (most recent edition)
- For a more thorough but lengthy review: George C. Herring. 2008. *From Colony to Superpower: U.S. Foreign Relations since 1776*. Oxford University Press.

Remaining readings: All remaining readings will be available in a coursepack, or through the site where specified. Coursepack will be available as a hard copy or as an ebook through Gnomon Copy, Harvard Square, 1308 Mass Avenue., situated across from Widener Library. If you would like the coursepack shipped to you or if you would like the ebook, you can email Gnomon directly at Gnomon@aol.com or call 617-491-1111. *NOTE: If you do not want to wait for the coursepack, you are free to research any of the readings online. Many of them are available (usually through Harvard library access).

Requirements

Grading

Research and Writing Assignment - 50% for FAS students, 60% for DCE students. Two options. Pick one and complete that track. The first emphasizes the development of press

and policy related skills. The second emphasizes theory and academic research. Everything is open topic, and page limits are guidelines. All assignments must be submitted to via isite Dropbox (this will time stamp your submission), and will be returned with comments and grade via isite Dropbox.

Section Participation - 10% for FAS students, strongly encouraged for DCE students. Section topics will be posted weekly. Actively participate, review identification terms, ask clarifying questions, discuss cases and theoretical material. For DCE students this will be especially useful practice for the oral exams.

Midterm - 20%. Identification and short answer questions. Study major events, concepts, and theories from readings and lectures.

Final Exam - 20%. Not cumulative, but try not to forget the materials from before the midterm. Same format as midterm.

*Notes about Exams: FAS students take the exams in-person as per University guidelines. DCE students will take online oral examinations. No cold calls. Students will sign up to meet with the TF/professor one-on-one in an online web conference during the exam week. A variety of sign up times will be available throughout the week. The TF/professor will ask the student a few questions to discuss specific concepts.

Research and Writing Assignment

Note: It is far easier to ask a specific question on a particular issue rather than a broad policy arena (“the lifting of sanctions against Myanmar in 2012” is more feasible than “the effectiveness of sanctions”), but you are free to choose anything you like.

- **Press and Policy option:** Open topic. Can switch topics throughout semester. Can be contemporary or historical (for ex: Bay of Pigs 1961, U.S. recognition of Israel in 1948, withdrawal from Somalia in 1994). You must complete all 4 parts (each worth equal parts of your final grade).
 1. Foreign policy Op-Ed. (about 1-2 pages plus bibliography) due 9/20.
 2. News Article (about 3-5 pages plus bibliography) due 10/11. Give an unbiased, well-researched, knowledgeable account.
 3. Foreign policy briefing (about 3-5 pages plus footnotes and bibliography) due 11/8. Give relevant background to identify an issue, lay out one (or a few) options for U.S. policy, discuss arguments for and against the policy (or contrast the few), and make an argument.
 4. White House Internal foreign policy “Decision Memorandum” (about 8-10 pages plus footnotes and bibliography) due 12/4. Three parts:
 - a) Issue for Decision and Recommended Course of Action: describe the issue, make specific recommendation.
 - b) Analysis: Analyze reasons your proposal is best, and discuss any issues that will need to be addressed (domestic and international considerations)
 - c) Strategies for Overcoming Problems: Evaluate potential strategies to overcome issues, and argue for why they will be successful.

- **Research option:** Research paper (15-22 pages plus figures, tables, notes and bibliography) due 12/4. Rough draft of your research paper due 11/15 (This can be a very rough cut. We just want to be sure you're on the right track.). Topics can be broad, but do your best to narrow it down (role of constitutional law and human rights... in Ecuador, for example). Topics must be approved by professor before 10/1, approval by email is okay. As a general rule, we would like you to include the following five parts (but often the project may dictate slightly different "methodology" and "results" sections):
 1. Introduction: motivate and state a clear central question (if applicable, central theory and hypotheses can go here too)
 2. Literature Review: Discuss and evaluate the relevant background literature
 3. Methodology: describe your research plans, the cases or data that you use and why those are the best
 4. Results: discuss the results and use tables, figures, etc., as necessary
 5. Conclusion: state what you accomplished, what you did not, implications, and where there is promising room for further research

Additional Policies

Availability: I try to be very available to students. In addition to regular office hours – during which I will be available in my office and online in the chat room – I am happy to meet with you by appointment. I can meet in person, by phone, or online via email, Skype, Facetime, Gchat, etc. You are encouraged to participate, ask questions, argue, and state your opinion (yes, do speak up in lecture and pose questions to the class on the course bulletin which you can find on the isite – as long as you are polite and respectful to the instructors and your fellow students).

Course isite: You will find lecture videos, as well as the following pages: Course Materials - Readings not found in the coursepack or in the books, lecture slides, and section topics can be found here organized by week. We'll also post midterm and final exam topics here. Course Bulletin - We will post tips and answers. There you can post your questions perhaps about the research paper, writing assignments, readings or difficult topics. We'll also post the 'Question of the Week'. Take a look and post your answer. The professor will announce the best answer on the following Tuesday at the start of lecture. The 'winner' will receive 5 bonus points on their weakest assignment/exam!

Sections: No sections will be held during the first 2 weeks of class. Sections will be conducted in person and in an online live-streaming section. Schedules for section location and availability will be posted online. **Sections are required for FAS students, and strongly encouraged for DCE students.** During sections students will get to know their peers, review concepts, ask clarifying questions, discuss the reading and lecture materials, receive help with the writing assignments, and receive help when studying for exams.

The live-streaming section: Once a week we'll have an evening live-streaming section where students can participate both in person and through a live chat room. The session is also recorded and will be posted online on the course isite. Therefore, students who are not able to attend can watch this streamed version online at their leisure. In addition, students who attend in person will need to sign a waiver, and do so voluntarily. Students who are logging on to the live chat room should please choose a screen name that is recognizable (first and last name, or something similar).

Chat room: This course uses a chat room that gives students access to the live streaming section and to online office hours. Students can also feel free to use this to meet as a group. It is available for class use 24/7. We'll notify everyone of specific times that the chat room is reserved for sections and office hours. To use the chat room, you'll need to pre-register. Please select a screen name that is recognizable (for example, the professor will use sramirez). Then look for the course link on the following website: <http://mychat.dce.harvard.edu/> to access the chat room. Note that conversations in this room are not private and are regularly monitored.

Regrading: Please contact the professor if you feel that your exam/writing assignment should be regraded. The new grade replaces the previous grade, and that change is absolutely final. Oral exams are not regraded. If you are uncomfortable with your oral exam grade, please contact the professor to discuss the possibility to retake the exam. You will not be asked the same questions. If you retake the oral exam, the new grade is final.

Final course grades: Once all final grades are calculated, letter grades will be allotted according to the following scale: A = 95 – 100, A- = 91 – 94, B+ = 87 – 90, B = 83 – 86, B- = 80 – 82, C+ = 77 – 79, C = 73 – 76, C- = 70 – 72, F = 0 – 70. Incomplete grades are highly discouraged. Please speak to the professor immediately (and early) if concerns arise about your grade.

Academic Integrity

This is not a course that will ruin your life! Don't even think about cheating or plagiarizing. All assignments submitted by a student should be that student's own original work. There are many forms of academic dishonesty, which include, but are not limited to: cheating, plagiarism, false citations, creating or using fraudulent records or official documents, and aiding another person in their academic dishonesty. No form of academic dishonesty will be tolerated. Any case of suspected academic dishonesty will be reported as per Harvard rules to the Administrative Board. Please speak directly to the professor if you ever have any concerns or questions.

Collaboration is Permitted When Preparing For Assignments and Exams

"Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline 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." (Course policy adopted from Harvard's Office of Undergraduate Education)

Schedule

Week of 9/4: The current tally and American foreign policy

QUESTIONS TO CONSIDER:

1. Brzezinski's article in 2009 describes the world that Obama met during his term as President. Were Brzezinski's priorities correct or misplaced? How has Obama done?

2. What is unique about American foreign policy? What are the roles of ideals, morality, and strategic interests? How does democracy complicate and facilitate that role?

REQUIRED READINGS:

1. Brzezinski, Zbigniew. "Major Foreign policy challenges for the next US president," *International Affairs* 85: 1 (2009), p. 53-60.
2. Walzer, Michael. "Political Action: The Problem of Dirty Hands," *Philosophy and Public Affairs*, 2:1 (Winter 1973), p. 160-80.
3. Aldrich, John H. et al. "Foreign Policy and the Electoral Connection," *Annual Review of Political Science* (2006), p. 477-502.

Week of 9/11: Ideals, Interests, and Founding Schools of Thought

QUESTIONS TO CONSIDER:

1. What determines the national interest? Is it power, wealth, and security? Or are ideals, cooperation, long-term gains, non-state actors more important?
2. Do commitment problems depend on the issues at stake (security, human rights, trade)? Can they be overcome?
3. How might domestic and international factors alleviate, or alternatively, increase the extent of the problem through the signals they send to the negotiating parties? How have traditions in U.S. foreign policy emerged and evolved?

REQUIRED READINGS:

1. Mead, Walter Russell. *Special Providence* (Knopf, 2002), ch. 1- 2.
2. Mearsheimer, John J. *The Tragedy of Great Power Politics* (W.W. Norton, 2001), ch. 2.
3. Reiter, Dan. "Exploring the Bargaining Model of War," *Perspectives on Politics* 1:1 (2003), p. 27-44.
4. Morrow, James D. "The strategic setting of choices: signaling, commitment, and negotiation in international politics," in David A. Lake and Robert Powell (eds). *Strategic Choice and International Relations*. Princeton, NJ: Princeton University Press (1999), p. 77-114.
5. Look over the following (isite): (Isolationism/Unilateralism) Washington's Farewell Address, 1796; (American Exceptionalism) John Quincy Adams's Speech: Warning Against the Search for 'Monsters to Destroy'. 1821; (Expansionism) The Monroe Doctrine: President Monroe's Annual Message to Congress, Dec. 2, 1823.

Week of 9/18: American Expansionism to the League of Nations

QUESTIONS TO CONSIDER:

1. What explains the emergence of the U.S. as a world power? How does the tension between geopolitical considerations and ideals affect U.S. policy?
2. To what extent are threats manufactured to garner public support or the extraction of resources?

3. What is the role of US foreign policy in the emergence and stability of international institutions? What mechanisms support international cooperation?

REQUIRED READINGS:

1. Morgenthau, Hans J. "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions." *American Political Science Review* 44: 4 (1950), p. 833-854.
2. Ikenberry, John G. "America's Liberal Grand Strategy: Democracy and National Security in the Post-War Era." *American Democracy Promotion* (August 2000), p. 103-127.
3. Lipson, Charles. "International Cooperation in Security and Economic Affairs," *World Politics* 37 (1984), p. 1-23.
4. Mearsheimer, John. "The False Promise of International Institutions," *International Security* 19: 3 (1994), p. 5-49.
5. Look over the following (isite): (Imperialism) Roosevelt Corollary; The Open Door Note Submitted by U.S. Secretary of State, John Hay; (Liberal Internationalism, Idealism, Wilsonianism) Woodrow Wilson's War Message to Congress; Senator Henry Cabot Lodge: Case against the League of Nations.

Week of 9/25: Power, Diplomacy and the Security Dilemma from WWII through the Cold War

QUESTIONS TO CONSIDER:

1. What was the interplay between domestic politics and global threats surrounding U.S. entry into WWII?
2. How did the depression and isolationism affect policies taken regarding economics, alliances, state-building, and intervention before and after WWII?
3. How did power, diplomacy and the security dilemma contribute to the end of the Cold War?

REQUIRED READINGS:

1. Nixon, Richard. "Superpower Summitry" *Foreign Affairs* (1985).
2. Nye, Joseph. *Soft Power: The Means to Success in World Politics*, (2004), Ch. 4 (p. 99-126).
3. Jervis, Robert. "Was the Cold War a Security Dilemma?" *Journal of Cold War Studies* 3:1 (Winter 2001), p. 36-60.
4. Look over the following (isite): (Post-WWII) Marshall Plan Speech, 1947; Truman Doctrine; (Cold War) Kennan's Long Telegram; Article X: The Sources of Soviet Conduct; NSC 68; Kennedy's Cuban Missile Crisis Address to the Nation; Reagan's Evil Empire Speech.

Week of 10/2: Policymaking I - President and Congress

QUESTIONS TO CONSIDER:

1. How do the President and Congress influence foreign policy? What are their constitutional powers and how have these powers evolved? Consider the advantages and pitfalls of foreign policy-making as a democratic process. What is the role of leadership, ethics, and statecraft?

REQUIRED READINGS:

1. Ornstein, Norman and Thomas Mann. "When Congress Checks Out," *Foreign Affairs* (Dec 2006).
2. Howell, William and Jon Pevehouse. "When Congress Stops Wars," *Foreign Affairs* (Oct 2007).
3. Prins, Brandon C. and Bryan W. Marshall. "Congressional Support of the President: A Comparison of Foreign, Defense, and Domestic Policy Decision-Making During and After the Cold War." *Presidential Studies Quarterly* 31:4 (2001), p. 660-679.
4. Gowa, Joanne. "Politics at the Water's Edge: Parties, Voters, and the Use of Force Abroad." *International Organization* 52:2 (Spring 1998).
5. Look over the following (isite): Gulf of Tonkin Resolution; The War Powers Resolution.

Week of 10/9: Policymaking II - Organizations, bureaucracies, the media, and the public

QUESTIONS TO CONSIDER:

1. How are insights from bureaucratic and organizational processes useful in understanding U.S. foreign policy? When are these models more useful than the rational actor model?
2. What is the relationship between the media, the public and government in foreign policy-making? How has this relationship evolved over time (consider the effects of changes in technology and new media)?
3. How does public opinion directly and indirectly influence policymaking?

REQUIRED READINGS:

1. Allison, Graham. "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* 63 (1969), p. 689-718.
2. Putnam, Robert. "Diplomacy and Domestic Politics: the Logic of Two-Level Games," *International Organization* 42 (1988), p. 427-460.
3. Kramer, Roderick M. "Revisiting the Bay of Pigs and Vietnam Decisions 25 Years Later: How Well Has the Groupthink Hypothesis Stood the Test of Time?" *Organizational Behavior and Human Decision Processes*, 73: 2/3 (1998), p. 236-271.
4. Baum, Mathew and Phillip Potter. "The Relationship Between Mass Media, Public Opinion and Foreign Policy: Toward a Theoretical Synthesis," *Annual Review of Political Science*, Vol. 11 (June 2008).
5. Jacobs, Lawrence R. and Robert Y. Shapiro. "Who Influences U.S. Foreign Policy?" *American Political Science Review* 99:1 (February 2005), p. 107-123.

Week of 10/16: Midterm (Tues), The Effect of Democracy (Thurs)

QUESTIONS TO CONSIDER:

1. How does democracy affect foreign policy? What is the relationship between domestic pressure, war, and the economy? How do the tools of modern warfare (drones, cyberwar, WMD) change these relationships?

REQUIRED READINGS:

1. Russett, Bruce M. and Harvey Starr. "From Democratic Peace to Kantian Peace: Democracy and Conflict in International System," in Manus I. Midlarsky (ed.). *Handbook of War Studies II*. Ann Arbor: University of Michigan Press, (2000), p. 93-129.
2. Rosato, Sebastian. "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* 97: 4 (2003), p. 585-603.
3. Oneal, John R. and Jaroslav Tir. "Does the Diversionary Use of Force Threaten the Democratic Peace? Assessing the Effect of Economic Growth on Interstate Conflict, 1921-2001," *International Studies Quarterly* 50: 4 (Dec. 2006), p. 755-779.
4. Leeds, Brett Ashley and David Davis. "Domestic Political Vulnerability and International Disputes," *Journal of Conflict Resolution* 41 (1997), p. 814-834.

Week of 10/23: The Middle East, Israel, Energy Security, and the Arab Spring

QUESTIONS TO CONSIDER:

1. How are U.S. national interests affected by regional conflicts, oil, and political changes such as the Arab Spring?
2. What shapes the complex relationship between the U.S. and Israel?

REQUIRED READINGS:

1. Kaplan, Robert. "The Coming Anarchy" *Atlantic Magazine* (Feb. 1994).
2. World Bank's *Stern Review: The Economics of Climate Change* (report).
3. Rosiny, Stephan. "The Arab Spring: Triggers, Dynamics, and Prospects," *German Institute of Global and Area Studies* 1 (2012), p. 1-7.
4. Sadjadpour, Karim. "The Sources of Iranian Conduct," *Foreign Policy* (November 2010).
5. Hicham Ben Abdallah El Alaoui. "The Split in Arab Culture," *Journal of Democracy* 22:1 (2011), p. 1-16.
6. Mearsheimer, John and Stephen Walt. "The Israel Lobby and U.S. Foreign Policy." (article)

Week of 10/30: The Use of Force from Cold War to Gulf War

QUESTIONS TO CONSIDER:

1. What fundamental shifts in U.S. security and grand strategy were brought about by the end of the Cold War?
2. What governs the decision to use force?

3. What explains the variety of U.S. responses to threats and crises throughout the 90s such as in Iraq, Somalia, China (Tian'anmen Square), Rwanda, and Bosnia?

REQUIRED READINGS:

1. Van Evera, Stephen. "Offense, Defense, and the Causes of War," *International Security* 22: 4 (1998), p. 5-43.
2. Krauthammer, Charles. "The Unipolar Moment," *Foreign Affairs* (1990).
3. Mastanduno, Michael. "Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold war," *International Security* 21:4 (Spring 1997), p. 49-88.
4. Rosen, Stephen. "An Empire, if You Can Keep It," *National Interest* No. 71 (Spring 2003), p. 1-7.
5. Rothman, Alex and Lawrence Korb. "Defense in an Age of Austerity" *Center for American Progress* (Jan. 6, 2012).
6. Biddle, Stephen. "Victory Misunderstood: What the Gulf War Tells Us about the Future of Conflict," *International Security* 21:2 (Autumn 1996), p. 139-179.

Week of 11/6: Humanitarian Intervention and Winning the Peace

QUESTIONS TO CONSIDER:

1. The U.S. led military interventions in Afghanistan and Iraq, led from behind in Libya, but is reluctant to become involved in Syria. What are the options for U.S. grand strategy in an age of relative unipolarity?
2. How do humanitarian concerns, respect for sovereignty, strategic considerations, and public opinion affect U.S. policy toward international crises?
3. What does it take to win the peace?

REQUIRED READINGS:

1. Ivan Arreguin-Toft, "How the Weak Win Wars: A Theory of Asymmetric Conflict," *International Security* 26:1 (2001).
2. Peceny, Mark "Forcing Them to Be Free," *Political Research Quarterly* 52:3 (1999) p. 549-582.
3. Power, Samantha. "Bystanders to Genocide: Why the United States let the Rwanda Tragedy Happen," *Atlantic Monthly* (2001).
4. Kuperman, Alan. "Rwanda in Retrospect." *Foreign Affairs* (January/February 2000).
5. Daalder, Ivo H. "Decision to Intervene: How the War in Bosnia Ended," *Brookings* (1998).
6. Barry R. Posen and Andrew L. Ross, "Competing Visions for U.S. Grand Strategy," *International Security* 21: 3 (Winter 1996/97).
7. Feinstein, Lee and Anne-Marie Slaughter. "A Duty to Prevent," *Foreign Affairs* 83: 1 (January/ February 2004).
8. Dobbins, James. "Nation Building: The Inescapable Responsibility of the World's Only Superpower." *Rand Review* (Summer 2003).

Week of 11/13: Coercion, Deterrence, WMD and 9/11

QUESTIONS TO CONSIDER:

1. Do sanctions and economic statecraft work? If so, under what conditions?
2. How did 9/11 change U.S. foreign policies toward terrorism? How real are these new threats?

REQUIRED READINGS:

1. Art, Robert and Patrick M. Cronin. *The United States and Coercive Diplomacy*, Ch. 7, 9.
2. DeRouen, Karl and Uk Heo. "Reward, Punishment or Inducement? US Economic and Military Aid, 1946-1996," *Defense and Peace Economics* 15: 5 (2004), p. 453-470.
3. Koblentz, Gregory. "Pathogens as Weapons: The International Security Implications of Biological Warfare," *International Security* 28: 3 (Winter 2003/04).
4. Lieber, Keir A. and Daryl G. Press. "The End of MAD? The Nuclear Dimension of U.S. Primacy," *International Security* 30:4 (Spring 2006).
5. Krauthammer, Charles. "The Bush Doctrine."
6. Look over the following (isite): Bush's Address to Congress.

Week of 11/20: Understanding Terrorism

QUESTIONS TO CONSIDER:

1. What do terrorists want? How can we use theory to inform policy in the fight against terror? What does our understanding of terrorism indicate about U.S. policy toward Iraq?

REQUIRED READINGS:

1. Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* (1993).
2. Carr, Caleb. "Terrorism as Warfare," *World Policy Journal* 13: 4 (Winter 1996-7), p. 1-12.
3. Doran, Michael. "The Pragmatic Fanaticism of al Qaeda: An Anatomy of Extremism in Middle Eastern Politics," *Political Science Quarterly* 117: 2 (2002), p. 177-190.
4. Gilles Kepel, *Jihad: The Trail of Political Islam*. Ch. 9: From the Gulf War to the Taliban, and Ch. 14 Hamas, Israel, Arafat, and Jordan.

Week of 11/27: Counter-Terrorism and the Wars in Afghanistan and Iraq

QUESTIONS TO CONSIDER:

1. What are some of the theoretical trends in counter-terrorism? What can we learn from the French experience?
2. How did the foreign policy debates over whether to invade Iraq, whether to launch the surge, and how to exit Iraq evolve?

REQUIRED READINGS:

1. Jordan, Jenna. "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation" *Security Studies* 18 (Dec. 2009), p. 719-755.
2. Chiozza, Giacomo. "Winning Hearts and Minds? The Political Sociology of the Support for Suicide Bombing." Manuscript.
3. Krebs, Valdis. "Uncloaking Terror Networks," *First Monday* 7: 4 (April 2002).
4. Shapiro, Jeremy and Benedicte Suzan. "The French Experience of Counter-Terrorism." Brookings article.
5. Mearsheimer, John and Stephen M. Walt. "An Unnecessary War," *Foreign Policy* (January/February 2003), p. 50-59.
6. Pollack, Kenneth M. *The Threatening Storm*, p. 243-280.
7. Woodward, Bob. *The War Within*, p. 209-315.
8. Feaver, Peter. "Anatomy of the Surge," *Commentary* (April 2008).
9. Biddle, Stephen, Michael O'Hanlon, and Kenneth E. Pollack. "How to Leave a Stable Iraq: Building on Progress," *Foreign Affairs* 87:5 (Sept/Oct 2008).

Week of 12/4: Globalization, Economic Crises, and Democracy

QUESTIONS TO CONSIDER:

1. Are economic stability and democracy promotion fundamental to the liberal tradition in American foreign policy? What are the potential costs and benefits of pursuing these global ambitions?
2. Given the increase in U.S. unipolarity/unilateralism and the recent rise of strategic competitors like Russia and China, what are the opportunities for both conflict and cooperation?

REQUIRED READINGS:

1. Layne, Christopher "The Unipolar Illusion Revisited: The Coming End of the United States' Unipolar Moment," *International Security* 31: 2 (Fall 2006).
2. Arbatov, Alexei. "Is a New Cold War Imminent?" *Russia in Global Affairs* 5:3 (July-September 2007).
3. Ikenberry, G. John. "The Rise of China and the Future of the West," *Foreign Affairs* 87: 1 (January/February 2008).
4. Sen, Amartya. *Development As Freedom*. New York: Random House 1999, p. 146-159 (Chapter on The Importance of Democracy).
5. Feldstein, Martin. "The Failure of the Euro," *Foreign Affairs* (2012).
6. Fukuyama, Francis. "Can Liberal Democracies Survive the decline of the Middle Class?" *Foreign Affairs* (2012).
7. Dollar, David and Aart Kraay. "Spreading the Wealth," *Foreign Affairs* (January/February 2002).