

Teaching Portfolio

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1. Statement of Teaching Philosophy

I believe that people are able to learn and grow best when they feel like they belong. Feeling comfortable allows students who otherwise might feel out of place to know that their contributions are worthy. Feeling like they belong allows them the confidence to make mistakes and to learn from them rather than cower from them.

Early in my college career, I began to consider the paramount role that faculty members play in promoting inclusiveness. A few weeks into the fall semester of my freshman year, my Latin professor found me sitting on the floor outside of our classroom, waiting for another class to adjourn. At that point in the semester, I felt utterly out of place at my small school hundreds of miles away from home. I was a first-generation college student from a rural area seemingly surrounded by people who liked opera and fencing. To my surprise, instead of chatting with a colleague or walking away, my professor sat on the floor with me. That simple act of meeting me where I was made me feel at ease – made me feel at home. By treating me as a neighbor and colleague rather than simply as a student, he helped me to feel like I belonged and that my presence in the community was valuable.

As a professor, now I try to do the same for all my students who may feel out of place so that they might benefit fully from their academic opportunities. In addition to sitting on the floor when the occasion arises, I build comfort into my classrooms in a few different ways, namely through incorporating multiple learning styles into my instruction, building interdisciplinary connections, focusing on mistakes, and articulating clear expectations.

Incorporating multiple learning styles into my instruction builds multiple entryways into the conversation of each class, relieving the pressure that many students otherwise feel for their contributions to be “perfect” and instead encouraging collaboration with their peers and with myself. In addition to using traditional techniques such as lecturing and small group work, for example, I often encourage my students to carry their conversations beyond the classroom by requiring them to blog on class websites about their readings and current events. After students exchange ideas outside of the four walls of the classroom, they feel more comfortable speaking up inside them. Furthermore, I have published on the value of kinesthetic learning in college classrooms, and I regularly build these sorts of activities into my lesson plans. A simple but effective one is “Snowball,” in which I ask students to write their answers to a discussion question on slips of paper. After the students have finished, I ask them to crumple up their papers and throw them at each other or into the air. I love the brief moment of hesitation before the cascade of “snowballs” begins. Throwing the balls of paper around for a few seconds mixes up the responses so that they are anonymous, and it also quickly injects a bit of energy into the room. When I call time, each student must unfurl and read an answer from someone else. We then discuss the original question, but the students must answer according to their chosen slips of paper instead of their own opinions. The anonymity encourages shy students to speak up, and it promotes empathy in everyone, as the students must respectfully explain why others might think differently than they do.

In addition to using multiple pedagogical techniques, I layer multiple perspectives into my instruction. This allows students to connect the abstract concepts of political science to familiar ideas, building ease into what otherwise could be esoteric conversations. Oftentimes this is accomplished simply through using quotidian examples, such as discussing theories of decision-making in terms of making dinner plans. I also value the use of popular culture to discuss political processes; examples include discussing anarchy by pairing a reading from Hobbes with an episode of

The Twilight Zone and using a sketch from the comedy series *Key & Peele* to explain identity in constructivism. More traditional interdisciplinary viewpoints also have strong standing in my classes, whether from psychiatrists discussing fear and trauma in the Cold War, or philosophers examining the use of drones. This diversity of perspectives, like the use of multiple pedagogical styles, gives students multiple entryways into the conversation.

Helping students to feel comfortable in the classroom is important because it frees students to ask more questions and to take more academic risks, fueling both creativity and understanding. In short, the inclusion that I engender in the classroom lessens students' fears of making mistakes. Another of the ways in which I promote this space is through discussing policy mistakes in all of my courses. I believe that an integral part of entering full citizenship is grappling with the imperfection of political actors; contextualizing decision makers as people, flawed like everyone else, allows students to move beyond the easy rhetoric of good/bad and right/wrong and into the gray reality of incentives, perceptions, and cognition. This progression also prods them to contextualize their own mistakes. For example, at the end of my U.S. National Security course, I ask students to identify national security mistakes from the past in essays that force them to justify their choices, explain why the mistakes were made, and assess whether alternative policies were viable. This assignment pushes students to consider constraints on policymakers and to assess whether "perfect" policy options ever really exist. Additionally, I often create in-class simulations in which students make mistakes so that we can discuss the incentive structures that can lead to failure. When discussing the effects of domestic politics on foreign policy, for example, I assign students to different bureaucratic organizations in the American government and give them different scraps of intelligence about a fictional impending crisis. Inevitably, the groups guard their organizational information and positions fiercely, competing with the other students even though they ostensibly all answer to the same "president." Afterwards, when I prompt them to discuss their behavior, they understand how bureaucratic politics can lead to policy mistakes. Understanding why even highly accomplished people in positions of power can have missteps promotes a more mature understanding of politics and a more realistic context for personal failings; these more accurate perspectives on mistakes then encourage a sense of equality and belonging for students.

Finally, I have learned in my teaching career thus far that one of the most straightforward ways to relieve students' anxieties is to set and uphold clear, albeit high, expectations. In all my courses, I provide grading rubrics for assignments and detail the formats and requirements for exams, for example. The fact that many educators practice these steps does not make their impact any less significant. Though simple, providing as much transparency as possible around grading helps students who feel unsure of their position in the community to identify clear and attainable steps toward success in the classroom.

Creating that sense of inclusiveness and belonging within the classroom is the principle around which I structure my teaching. My personal and professional experiences inform both its importance and the role that educators play in creating it.

2. Description of Courses Taught

Wabash College

Course	Semester	Role	Course Description	Overall Rating
Introduction to Comparative Politics	Spring 2016	Visiting Assistant Professor	Capped 35 students	TBD
	Fall 2015	Visiting Assistant Professor	35 students	TBD
Comparative political themes in political science. The transition from feudalism to capitalism, state building, democracy, and interaction between political institutions and cultures in various politics. Examples drawn from developed, communist/post-communist, and developing political systems.				
American Foreign Policy	Spring 2016	Visiting Assistant Professor	Capped at 15 students	TBD
Major influences and consequences of American foreign policy, with emphasis on the role of American political institutions, networks, and ideologies. The goal of this course is to provide the student with the historical, institutional, procedural, and theoretical frameworks to understand the policy process and to evaluate the political and ethical consequences of its outcomes.				
Civil-Military Relations	Spring 2016	Visiting Assistant Professor	Capped at 15 students	TBD
An examination of the American military and its relationship to civilian domestic political institutions. Armed forces are created primarily to defend states and their interests against other states and threatening actors, yet they can also play an important role in the domestic political affairs of the states that they are created to defend. The course intends to improve students' understanding of military actors and the various ways in which they are related to both international and domestic politics. Topics covered include issues of strategy, social and health policies, and the role of technology.				

Description of Courses Taught at Wabash College (Continued)

International Organizations	Fall 2015	Visiting Assistant Professor	4 students, primarily political science majors	TBD
<p>International organizations (IOs) and the role that they play in the international system. Examines the relationships between key theoretical perspectives and IOs, as well as how international organizations operate across a variety of issue areas, including security, trade, human rights, and development. Heavy focus on both global and regional state-based organizations, while also touching on non-governmental organizations.</p>				
Comparative Foreign Policy	Fall 2015	Visiting Assistant Professor	4 students, primarily political science majors	TBD
<p>Evaluation of the significance of variables at the individual, group, state, and systemic levels of analysis on the foreign policy behaviors of states. Systematic analysis allows for comparison through a structured framework. Areas of analysis include cognitive theories of decision-making, bargaining approaches, political culture, bureaucratic politics, public opinion, special interests, non-state actors, historic rivalries, material capabilities, etc. Through the study of general theories and specific examples, students gain a broad understanding of the foreign policy literature and its application to cases beyond the United States.</p>				

Description of Courses Taught at the University of Georgia

Course	Semester	Role	Course Description and Teaching Responsibilities	Overall Rating*
Introduction to International Relations	Fall 2014	Instructor of Record	40 students, primarily international affairs and political science majors	4.59
	Fall 2012	Teaching Assistant	90 students, primarily international affairs and political science majors. 3 independent discussion sections once per week.	4.50; 4.44; 4.23
<p>Practices and problems of international politics in a global context, e.g., power, ideology, diplomacy, war, international organization and law, international economics, and the nature of independence in an interdependent world.</p>				
Introduction to Comparative Politics	May 2015	Instructor of Record	40 students, primarily international affairs and political science majors	TBD
	<p>Comparative political themes in political science. The transition from feudalism to capitalism, state building, democracy, and interaction between political institutions and cultures in various politics. Examples drawn from developed, communist/post-communist, and developing political systems.</p>			
U.S. National Security Policy	Spring 2015	Instructor of Record	80 students split into 2 sections, primarily international affairs majors	4.66; 4.59
	Spring 2014	Instructor of Record	80 students split into 2 sections, primarily international affairs majors	4.51; 4.42
	Summer 2013	Instructor of Record	28 students, primarily international affairs majors	4.68
<p>Examines the domestic sources of American security policy, including the presidency, the National Security Council, the Departments of State and Defense, intelligence organizations, and Congress. Focuses especially on the tension between security and liberty in policymaking and court decisions, as well as on the importance and dangers of threat perception.</p>				

Description of Courses Taught at the University of Georgia (Continued)

Course	Semester	Role	Course Description and Teaching Responsibilities	Overall Rating*
Global Security Policy	Summer 2014	Instructor of Record	30 students, primarily international affairs majors	4.64
	Fall 2013	Instructor of Record	16 students, primarily international affairs majors	4.14
By juxtaposing the notions of traditional security and human security, challenges the wisdom and implications of national and international policies that impact global security. Pushes students to critically analyze security problems from a globalized perspective.				
Introduction to American Politics**	Spring 2013	Lead Teaching Assistant	~30 students. 1 independent discussion section once per week. Coordinating and assisting 5 other TAs for the course.	4.43
	Spring 2012	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.09; 4.04
	Fall 2011	Lead Teaching Assistant	~30 students. 1 independent discussion section once per week. Coordinating and assisting 5 other TAs for the course.	4.04
	Spring 2011	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.00; 4.38
	Fall 2010	Teaching Assistant	~60 students. 2 independent discussion sections once per week.	4.29; 3.92
	Government and politics in the U.S., including the philosophical and constitutional foundations, political institutions such as Congress and the presidency, political practices such as voting, and civil rights and liberties.			

*Rating is out of a possible score of 5.00. **Indicates a mandatory course for undergraduates at UGA.

3. Teaching Interests

International Relations:

- Introduction to International Relations
- Comparative Foreign Policy
- Diplomacy and Grand Strategy
- International Law and Organizations
- Special Topics: Conflict, Ethics, and Literature

American Diplomatic and Security Policy:

- American Foreign Policy
- U.S. National Security Policy
- Special Topics: The U.S. Military, Veterans, and War

American Politics:

- Introduction to American Politics
- The Presidency

Research Methods

4. Involvement in Undergraduate Research at the University of Georgia

Date	Organization	Role	Description
Spring 2015	Center for Undergraduate Research (CURO)	Thesis Reader	Secondary adviser for an undergraduate thesis regarding media coverage of North Korean missile and rocket tests. Working with Holly Boggs '15 and Brock Tessman (Thesis Director). Jan.-May 2015.
Spring 2014	The Roosevelt Institute @ UGA (undergraduate policy think tank)	Invited Speaker	Conducted a seminar entitled “Blurred Lines: Drones, War, and Sovereignty” at the Bridging the Gap Conference, March 2014.
Fall 2012	Undergraduate Research Initiative on Congressional Development	Graduate Assistant	Assisted Anthony Madonna with the undergraduate research initiative and its associated course, Aug.-Dec. 2012.

5. Innovative Teaching Projects and Roles

Date	Project	Role	Description
Fall 2013-present	Association for Pedagogy in International Affairs at UGA	Charter Member	Collective of international affairs doctoral students and faculty members that meets several times per semester to engage pedagogical issues.
Fall 2013	Ditching the Desks: Kinesthetic Learning in the College Classroom	Co-author (with Sarah Fisher)	Developed a guide for the use of kinesthetic activities in college classrooms. Discussed at a regional conference and published in a peer-reviewed pedagogy journal.
Fall 2012	Critical Analysis of Teaching American Foreign Policy	Part of a three-member team (along with a fellow doctoral candidate, Sarah Fisher, and a faculty member, Brock Tessman)	Analyzed and evaluated American foreign policy courses and pedagogical approaches from across the country. Created undergraduate- and graduate-level syllabi and course blogs reflecting a new thematic focus. Presented findings to our department, which led to a publication in a peer-reviewed pedagogy journal.

6. Professional Activities Related to Teaching

Conference Presentations and Publications:

Date	Title of Activity	Role	Conference	Status
2013-2014	“Ditching the Desks: Kinesthetic Learning in College Classrooms”	Co-author (with Sarah Fisher)	Annual Conference of the International Studies Association-South (2013)	Article published in <i>The Social Studies</i> 105 (6): 301-309.
2013	“Cupcakes, Dragons, and Blogs: A Conversation on Pedagogy, Syllabi, and Course Construction”	Invited Talk (with Sarah Fisher)	Friday Forum of the Center for the Study of Global Issues (GLOBIS), University of Georgia	
2012-2014	“A Field Guide to Teaching Agency and Ethics: <i>The West Wing</i> and American Foreign Policy”	Co-author (with Sarah Fisher)	Annual Conferences of the International Studies Association-South (2012) and the International Studies Association (2013)	Article published in <i>Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy</i> 2 (1).
2011	“The Trade Game: A Re-imagining of an In-Class Simulation of the Global Trade System”	Co-author (with Matthew Clary)	Annual Conference of the International Studies Association-South	

Pedagogical Certificates:

Date	Certificate	University
2014	Interdisciplinary Certificate in University Teaching	University of Georgia
2014	Graduate School Teaching Portfolio Certificate	University of Georgia

7. Additional Teaching Experience

Course	Date	Role	Organization
U.S. National Security	July 2015	Instructor	University of Georgia Summer Academy
	June 2014	Instructor	University of Georgia Summer Academy
	July 2013	Instructor	University of Georgia Pre-College Summer Program, July 2013
You Say You Want a Revolution?	December 2014	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
	October 2013	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
Ten Things They Don't Teach You in International Relations	April 2014	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
	April 2013	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
<i>The West Wing</i> and American Foreign Policy	October 2012	Co-Instructor (with Sarah Fisher)	Duke University Talent Identification Program (TIP) Weekend Academy at the University of Georgia
American Foreign Policy	June 2012	Instructor	Duke University Talent Identification Program (TIP) Summer Studies Program at the University of Georgia
America and the World	June-July 2011	Teaching Assistant	Duke University Talent Identification Program (TIP) Summer Studies Program at Appalachian State University

8. Pedagogical Training and Coursework

Semester	Course	University
Fall 2014	Higher Education in the United States	University of Georgia
Spring 2014	Service-Learning Course Design	University of Georgia
Fall 2013	Graduate School Teaching Portfolio Seminar	University of Georgia
Fall 2012	Critical Analysis of Teaching American Foreign Policy	University of Georgia
Fall 2010	Graduate Seminar for Teaching and Laboratory Assistants	University of Georgia
Fall 2008	Methods of Teaching Writing	Sewanee: The University of the South
Spring 2008	The Liberal Arts: Tradition and Innovation	Sewanee: The University of the South

9. Evaluation of Teaching: Sample of Undergraduate Student Evaluations*

Term	Course (Role)	Evaluations
Spring 2015	US National Security Policy (Instructor)	<p>Professor Mobley is an excellent professor who is extremely organized, intelligent, and realistic with teaching everything related to IA. Her class was engaging and intellectually stimulating and was an extreme pleasure to have. I would highly recommend her for another course.</p> <p>Enjoyed this positive, opening, learning environment!</p> <p>She facilitates discussion and does a lot of student interaction in groups, etc. which makes the class so much more engaging. <u>YOU GO MOBLEY!</u></p> <p>Kayce is a phenomenal instructor. Very knowledgeable and is able to teach a way that holds students’ interests. Would undoubtedly take a course with her again.</p> <p>Professor Mobley took a great deal of time and thought into crafting this class. It was one of my favorites.</p> <p>Dr. Mobley has done a fantastic job of adapting a course to how students of this generation learn. By mixing in relevant readings, simulating films, and great discussion, students are able to stay engaged. Really impressed by her.</p> <p>LOVED this class. The instructor was great, she explains things every clearly and obviously wants us to succeed. The fact that we read articles instead of a textbook kept the course relevant.</p> <p>-great job of engaging the classroom. – very approachable. – keeps things interesting in the classroom. –creates activities that allow us to interact with other classmates & move around.</p> <p>Instructor was very creative in organizing activities to help absorb the course material.</p> <p>Absolutely loved this class! Ms. Mobley is a wonderful instructor and she does a great job of facilitating intelligent discussion of topics what can be sensitive and dividing.</p> <p>Overall, excellent course that improved and aided in my ability to think critically.</p>

Term	Course (Role)	Evaluations
Spring 2015 (Continued)	US National Security Policy (Instructor)	<p>Kayce did an amazing job in this course. Every day the discussion topics were all very different and challenged me to think in different ways. Overall, I would recommend this course highly.</p> <p>Excellent instructor, this is my second time taking Professor Mobley and I would take her again! The course is well-organized, fun, and her teaching-style really pushes critical thinking – which I love.</p>
Fall 2014	Introduction to International Relations (Instructor)	<p>The instructor knows the subject and I liked the class. She teaches well because she engages the class by writing her lecture on the board. I'm taking her again.</p> <p>Professor Mobley is great!!! Really engages with students and does an awesome job teaching the subject matter in a clear and concise manner.</p> <p>In all honestly, I really enjoyed this class. Though it was challenging, the subject matter was extremely interesting & the professor was not only interesting, but extremely fair. Would definitely recommend this instructor again.</p> <p>Ms. Mobley was one of the best professors I've had at UGA. She had a positive attitude each day and really cared for our class. I looked forward to this class each time we had it b/c I learned a lot.</p> <p>Loved current events. Engaging class, fun professor. Doing all my upper level electives in INTL classes now.</p> <p>GREAT CLASS. Kayce Mobley is a great instructor. Always helpful in & outside class.</p>
July 2014	Global Security Policy (Instructor)	<p>What makes this class stand out more than others are the choices of text. No book, just articles from the past year. She is able to relate today's world to her teachings.</p> <p>This was a great class. The material & use of videos/group work always kept things interesting.</p> <p>The instructor was excellent at engaging the classroom and providing relevant material.</p>

Term	Course (Role)	Evaluations
Spring 2014	US National Security Policy (Instructor)	<p>I really enjoyed this class in both the subject matter and the instruction. I would definitely take Mobley again. She does lots of discussion and in-class activities that help me more than a lecture would.</p> <p>Kayce organized everything very well and used multiple methods for teaching. Her relatability to the students and availability for one-on-one discussion was evident. I enjoyed her flexibility with the paper topics – allowing us to choose a topic greatly improved the quality of our work and interest.</p> <p>I really appreciated her diverse teaching methods. It made me want to actually learn the material rather than feel annoyed like some classes who just lecture. UGA is definitely lucky to have Kayce as a staff member.</p> <p>I've really enjoyed this class. The readings are great, much better than a textbook. Course stimulates my interest in the subject matter and videos and other media and class are interesting too. Great class, great teacher.</p> <p>I was shocked when I discovered Prof. Mobley was a grad student. Definitely one of the best teachers I've had. You can tell she has a passion for what she teaches.</p> <p>Really good class, clear expectations, well facilitated discussions while keeping student interest in activities.</p> <p>I honestly have nothing to say. Mobley is the best. She mixed media with lecture and group participation. There is a lot of work, but still one of best professors in the department.</p>
Fall 2013	Global Security Policy (Instructor)	<p>I enjoyed the topics + use of the blog site. The readings were usually very interesting + good length. The class environment made it easy to participate.</p> <p>Really enjoyed this class. It is nice to have only scholarly articles instead of a textbook. Course did a great job of exposing a very wide variety of opinions on many different important subjects.</p> <p>She made the class interesting with her teaching techniques and kept your attention throughout the semester.</p>

Term	Course (Role)	Evaluations
June 2013	US National Security Policy (Instructor)	<p>Unique style of teaching that was very engaging. Professor Mobley worked very hard to make sure we learned.</p> <p>The best tool Kayce helped me with was the emphasis on challenging my thinking/questioning/opinion in regards to security policy. I thought this was effective to help facilitate news discussions and relate concepts. She also helped demonstrate that this is not a black white issue with certain prescriptions for any occasion. Actors, history, school of thought, and training matters. I enjoyed the activities, especially forcing/encouraging me to speak/question in front of my classmates. <u>She was wonderful.</u></p>
Spring 2013	Introduction to American Politics (TA)	<p>Explained concepts very clearly. Always tried to generate interest with sharing current events. Used videos to reinforce learning (which I really liked).</p>
Fall 2012	Introduction to International Relations (TA)	<p>Kayce does a great job of breaking down and clarifying topics discussed in lecture.</p> <p>The professor engaged with students very well, especially in keeping us engaged in the material, and with each other. I enjoyed the wide variety used to present information and get us to interact with it.</p>
Spring 2012	Introduction to American Politics (TA)	<p>Kayce is a great instructor. I don't like political science, but she made it more than bearable.</p>
Fall 2011	Introduction to American Politics (TA)	<p>Ms. Mobley was an excellent teacher. Well spoken, organized, and intelligent. She also treated students with respect, not something graduate students always do. Give her a job, then give her a raise.</p>

*Full evaluations available upon request.

10. Sample Syllabus:

U.S. NATIONAL SECURITY
UNIVERSITY OF GEORGIA
SPRING 2015

Instructor: Kayce Mobley
Office Hours: Tuesdays, 9-11am, Candler B03
kayce@uga.edu / kaycemobley@gmail.com
<http://usnationalsecurity.wordpress.com/>

“Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety.”

-Benjamin Franklin, 1755

“A country that demands moral perfection of itself as a test of its foreign policy will achieve neither perfection nor security.”

-Henry Kissinger, 1994

“The blade itself incites to violence.”

-Homer

COURSE DESCRIPTION AND OBJECTIVES

In an anarchic world, how does the United States perceive and respond to threats? What factors influence its development of national security policies, and what consequences do those policies have internationally and at home? In this class, students will dive into the complex and fascinating realm of American national security. By the end of the course, students will be able to classify threats, understand the drivers of security policy, and recognize and critique the consequences of those doctrines. The material will focus both on current events and historical themes of American security politics, including the near-constant tension between security and liberty.

COURSE REQUIREMENTS AND GRADES

Evaluation

15% Attendance & Participation	Attendance and engagement in daily discussion and activities.
15% Reading Quizzes	Short reading quizzes. Lowest grade will be dropped.
25% Midterm	Midterm on Friday, March 7.
20% Policy Paper	Due at the start of class on Friday, April 18. Prompt and expectations below. Further instructions will be given in class.
25% Final Exam	Cumulative final exam.

Required Text

- [Mazzetti, Mark. 2013. *The Way of the Knife: The CIA, a Secret Army, and a War at the Ends of the Earth*. New York: The Penguin Press.](#)
- For the most current schedule of readings, visit the course website, <http://usnationalsecurity.wordpress.com/>.

Suggested Resources

- [The American Presidency Project.](#)
- [Congressional Research Service. 2013. *Instances of Use of United States Armed Forces Abroad, 1798-2013*.](#)
- [Congressional Research Service Reports.](#)
- [International Crisis Behavior Project. 2013. Data Viewer.](#)
- [The National Security Archive.](#)

POLICY PROJECT: GRAPPLING WITH MISTAKES

Further instructions and explanations will be given in class.

Prompt

In groups of 3-5, choose a current or historical episode/issue in U.S. national security and analyze it through one of the following lenses:

- Liberty vs. security; OR
- Actual/objective threat vs. perceived/subjective threat.

Pick a case in which you feel the dominant policy pursued by the U.S. could be perceived as flawed or deficient according to your chosen lens.

- I. Introduction
- II. Background to the issue.
- III. Make the case that the policy was a mistake.
 - A. Analyze the decision making process that led to the “flawed” policy, using concepts from class.
 - B. Using your chosen lens, explain why you believe the policy was flawed. Use facts, logic, and examples to justify.
 - C. Did/does a better policy option exist? If so, explain why you prefer this hypothetical policy option. Compare and contrast it to the flawed policy pursued by the administration.
- IV. Make the case that the policy was *not* a mistake.
 - A. Why were other policies not pursued? What constraints did the decision makers face?
 - B. Did/does a better policy option exist? If not, explain fully why, though flawed, this chosen option was the “least bad” option available to the administration.
- V. Conclusion - Mistake or not? Should we (the American people) have expected better?

Note

Defend your analysis and opinion with facts and logic; persuade me that your final perspective is correct.

POLICY PROJECT: GRAPPLING WITH MISTAKES (CONTINUED)

Final Paper

- Hard copies only.
- 8-12 pages.
- Times New Roman, 12 point font. Double-spaced. 1” margins.
- Bibliography/Works Cited page required.
 - At least 8 respectable, academic sources required.
 - Use MLA citation style.
 - For guidance: <http://owl.english.purdue.edu/owl/resource/747/05/>.
 - Use the menu on the left for more detailed instructions.
- Late submissions will be docked a letter grade for each day the paper is late.
- 70% of project grade.

Final Presentation

- 8-10 minutes.
- Cover the main points from your paper; present both sides of your argument, as well as your conclusion.
- All group members must contribute.
- May be presented live or pre-recorded.
- 20% of project grade.

Peer Evaluations

- Fellow group members will evaluate your contribution to the project.
 - 5% of project grade.
- Classmates will evaluate your final presentation.
 - 5% of project grade.

COURSE POLICIES

Absences

Attendance, participation, and reading quizzes make up 15% of your grade. Yet, life can occasionally get in the way of attending every class. As such, you get **3 unexcused** absences for the duration of this course. In addition, I grant excused absences for university-sanctioned events (sports/conference), a documented medical excuse (you **must** have a hard copy of the excuse from a doctor or the health center), or proof of the death of a deceased direct relative. Unexcused absences beyond the 3 freebies will automatically deduct points from your overall grade.

Do not make a habit of coming to class late or leaving class early. This behavior is rude to your fellow students and to your instructor. Missing more than 10 minutes of any class will cause that day to be counted as an absence. If you arrive to class less than 10 minutes late, you must ask the instructor to note your attendance after class.

You may **not** make up quizzes if you are absent. If your absence is unexcused, you will receive a 0 for that quiz. (Even if you miss a quiz due to one of your 3 allotted “freebie” unexcused absences, you will receive a 0 for the missed quiz.) If your absence is excused, that grade will simply not factor into your quiz score.

Missing a test requires advanced notice (at least 48 hours). Unless you are violently ill and can document this illness, you should be present for the test. Make-up exams will not be scheduled for unexcused absences (including family trips, weddings, etc.).

Participation

If you attend every class, but never say a word, you can expect to get a poor participation grade. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates’ questions, etc.

Classroom Etiquette

Turn your cell phone on silent when in class. I reserve the right to ban laptops from the classroom, but I generally do not have a problem with students who use laptops in class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be.

The purpose of this course is to see every side of each issue, a goal achieved through civil, informed debate and discussion. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some “hot button topics,” you must remain respectful of your classmates’ thoughts and opinions.

Academic Honesty

When you matriculated to the University of Georgia, you signed and agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. Your work must meet all requirements outlined in those documents which can be found at www.uga.edu/honesty. If you were unaware of breaking the honor code, I will still hold you

accountable for the violation. If you have any questions or concerns about the academic honesty policy, please direct them to the instructor.

Disability Resource Center

If you have a documented disability and need special accommodation, let me know during the first week of the semester. We will work with the Disability Resource Center to accommodate your needs.

Communicating with the Instructor

The best way to contact your instructor is via email at kaycemobley@gmail.com or kayce@uga.edu (though the UGA address will simply forward to my gmail account). In addition, I will hold office hours from 9:00-11:00am in Candler B03. Feel free to stop by with any questions or concerns you have. If that time does not work for you, we can schedule an appointment for another time.

The Fine Print

This syllabus is a general plan; some deviations will occur. As such, attending class, checking your UGA email, and keeping updated via the class web site are all crucial.

COURSE SCHEDULE

I. CONCEPTUALIZING NATIONAL SECURITY

A. Introduction

Monday, January 5: Course Introduction

Wednesday, January 7: Defining National Security

Required:

- Watch/read: [President Obama's May 2013 Address at the National Defense University.](#)
- [Sidoti, Liz. 2013. Presidents, Public Always Struggle With Appropriate Security and Liberty Relationship. The Washington Post. May 28.](#)

Friday, January 9: National Security as International Relations, Ideology, and Ethics

Required:

- Haass, Richard N. 2014. Unraveling: How to Respond to a Disordered World. *Foreign Affairs* 93: 70-79.?
- [Saad, Lydia. 2013. Republicans, Democrats Agree on Top Foreign Policy Goals. Gallup. February 20.](#)
- Gelb, Leslie H., and Justine A. Rosenthal. 2003. The Rise of Ethics in Foreign Policy. *Foreign Affairs* 82 (3): 2-7.
- Hastedt, Glenn. 2003. Definitions of Responsibility and American Foreign Policy. *PS: Political Science and Politics* 36 (1): 11-16.

Recommended:

- Snyder, Jack. 2004. One World, Rival Theories. *Foreign Policy* (145): 52-62.
- Walt, Stephen M. 1998. International Relations: One World, Many Theories. *Foreign Policy* (110): 29-46.
- Walt, Stephen M. 2010. Hawks, Doves, and Realists. *Foreign Policy*. July 28.
- Cohen, Michael. 2011. When Democrats Became Doves. *Foreign Policy*. December 2.
- Dobbs, Michael. 2012. The Original Hawks and Doves. *Foreign Policy*. October 11.

Monday, January 12: National Security as Decision Making

Required:

- [Lewis, Michael. 2012. Obama's Way. Vanity Fair. October.](#)

Recommended:

- Sofaer, Abraham D. 2010. The Best Defense? *Foreign Affairs* 89 (1): 109-118.
- Betts, Richard K. 2013. The Lost Logic of Deterrence. *Foreign Affairs* 92 (2): 87-99.
- Tertrais, Bruno. 2014. Drawing Red Lines Right. *Washington Quarterly* 37(3): 7-24.

Wednesday, January 14: National Security as Threat Assessment

Required:

- Zenko, Micah, and Michael A. Cohen. 2012. Clear and Present Safety. *Foreign Affairs* 91(2): 79-93.
 - Miller, Paul D. 2012. Be Afraid. *Foreign Affairs* 91(4): 146-149.
- Rothkopf, David. 2012. The Enemy Within. *Foreign Policy* (193): 1-3.
- [Drezner, Daniel. 2012. Why Presidents Love Foreign Affairs. The New York Times. September 20.](#)

Recommended:

- Zenko, Micah, and Michael Cohen. 2012. Zenko and Cohen Reply. *Foreign Affairs* 91(4): 149-151.
- Howard, Michael. 2002. What's in a Name? *Foreign Affairs* 81(1): 8-13.

Friday, January 16: National Security as Culture

Required:

- Friedman, Uri. 2012. American Exceptionalism. *Foreign Policy* (194): 22-23.
- [Holmes, Linda. 2013. Armor and Anxiety: Tony Stark Is the New Captain America. NPR. May 6.](#)
- [Fallows, James. 2015. The Tragedy of the American Military. The Atlantic \(January/February\).](#)

Recommended:

- [Franke-Ruta, Garance. 2013. Niall Ferguson, Ted Cruz, and the Politics of Masculinity. The Atlantic. May 7.](#)

II. PLAYERS AND PROCESSES

Monday, January 19: Martin Luther King Day - No Class

Wednesday, January 21: National Security as Domestic Politics

Required:

- [Mahler, Jonathan. 2008. After the Imperial Presidency. The New York Times Magazine \(9\).](#)
- Newhouse, John. 2009. Diplomacy, Inc. *Foreign Affairs* 88 (3): 73-92.
- Drezner, Daniel. 2013. Rebooting Republican Foreign Policy. *Foreign Affairs*. January/February.

Recommended:

- [Keith, Tamara. 2014. When Big Money Leads to Diplomatic Posts. NPR. December 3.](#)

Friday, January 23: Inside the West Wing

Required:

- Walcott, Charles E., and Karen M. Hult. 2005. White House Structure and Decision Making: Elaborating the Standard Model. *Presidential Studies Quarterly* 35 (2): 303-318.
- Fullilove, Michael. 2005. All the President's Men. *Foreign Affairs* 84 (2): 13-18.
- Purdum, Todd S. 2013. The Lonely Guy. *Vanity Fair*. November 8.

Monday, January 26: Inside the West Wing (Continued)

Required:

- Daalder, Ivo H., and I. M. Destler. 2009. In the Shadow of the Oval Office: The Next National Security Adviser. *Foreign Affairs* 88 (1): 114-129.
- Rothkopf, David J. 2005. Inside the Committee That Runs the World. *Foreign Policy* (147): 30-40.

Recommended:

- [Osnos, Evan. 2014. In the Land of the Possible. The New Yorker. December 22.](#)

Wednesday, January 28: Bureaucratic Politics

Required:

- Abrams, Elliott. 2013. *The Prince of the White House*. *Foreign Policy* (199): 64-70.
- Smith, Steve. 1984. Policy Preferences and Bureaucratic Position: The Case of the American Hostage Rescue Mission. *International Affairs* 61 (1): 9-25.

Recommended:

- Allison, Graham T. 1969. Conceptual Models and the Cuban Missile Crisis. *The American Political Science Review* 63 (3): 689-718.

Friday, January 30: Bureaucratic Politics

Required:

- Fessenden, Helen. 2005. The Limits of Intelligence Reform. *Foreign Affairs* 84: 106-120.
- Gates, Robert M. 2009. A Balanced Strategy: Reprogramming the Pentagon for a New Age. *Foreign Affairs* 88 (1): 28-40.
- [Zegart, Amy B. 2012. King David: Why Generals Shouldn't Run the CIA. *Foreign Policy*. November 21.](#)
- [Gomez, David. 2013. Spies Like Them. *Foreign Policy*. May 31.](#)

Recommended:

- Pfaff, William. 2010. Manufacturing Insecurity. *Foreign Affairs* 89 (6): 133-140.
- [Hudson, John. 2014. FBI Drops Law Enforcement as 'Primary' Mission. *Foreign Policy*. January 5.](#)

Monday, February 2: Three Branches

Required:

- Howell, William G., and Jon C. Pevehouse. 2007. When Congress Stops Wars. *Foreign Affairs* 86: 95-107.
 - Fisher, Louis, and Ryan C. Hendrickson. 2008. Congress at War. *Foreign Affairs* 87: 167-169.
- [Shapiro, Ari. 2013. Why Obama Wants to Change the Key Law in the Terrorism Fight. NPR. May 29.](#)
- Kaye, David. 2013. Stealth Multilateralism. *Foreign Affairs*. September/October. 113-124.
- [Yoo, John. 2010. The Supreme Court and National Security: After Justice Stevens. *The Wall Street Journal*. April 17.](#)

Tuesday, February 3: Movie Night

- *Wag the Dog*, 7:00 pm
- [If you cannot attend this showing, the film is available via the UGA library, the local Vision Video stores, and Amazon Instant Video.]

Wednesday, February 4: The Fourth Estate

Required:

- [Junod, Tom. 2003. The Falling Man. Esquire. September.](#)
- [Krug, Matthias and Stefan Niggemeier. 2013. Enhanced Reality: Exploring the Boundaries of Photo Editing. Spiegel. May 12.](#)
- Mermin, Jonathan. 1997. Television News and American Intervention in Somalia: The Myth of a Media-Driven Foreign Policy. *Political Science Quarterly* 112 (3): 385-403.

Recommended:

- [Junod, Tom. 2012. Falling \(Mad\) Man. Esquire. January 30.](#)
- Ariely, Dan. 2012. Liar, Liar. *Foreign Policy* (195): 22-23.
- [Popovic, Srdja and Mladen Joksic. 2013. Why Dictators Don't Like Jokes. Foreign Policy. April 15.](#)

III. WHERE HAVE WE BEEN?

A. Cold War

Friday, February 6: Red Scare and Containment

Required:

- [McCarthy, Joseph R. 1950. Enemies From Within. Speech in Wheeling, West Virginia. February 9. \[Also - Follow-up letter to President Truman.\]](#)
- Kissinger, Henry. 1994. Reflections on Containment. *Foreign Affairs*: 113-130.

Recommended:

- [Kennan, George F. 1946. The Long Telegram.](#)

Monday, February 9: Arms Race

Required:

- Goodman, Lisa A., John E. Mack, William R. Beardslee, and Roberta M. Snow. 1983. The Threat of Nuclear War and the Nuclear Arms Race: Adolescent Experience and Perceptions. *Political Psychology* 4 (3): 501-530.
- [Birch, Douglas. 2013. The USSR and US Came Closer to Nuclear War Than We Thought. The Atlantic. 28 May.](#)

Wednesday, February 11: Proxy Wars, 1950s-60s

Required:

- Huebner, Andrew J. 2004. Kilroy is Back: Images of American Soldiers in Korea, 1950-1953. *American Studies* 45 (1): 103-129.
- Takeyh, Ray. 2014. What Really Happened in Iran: The CIA, the Ouster of Mosaddeq, and the Restoration of the Shah. *Foreign Affairs* 93: 2-13.
- [Pentagon Papers](#).

Recommended:

- Weissman, Stephen R. 2014. What Really Happened in Congo: The CIA, the Murder of Lumumba, and the Rise of Mobutu. *Foreign Affairs* 93: 14-25.

Friday, February 13: Vietnam, Watergate, and the Aftermath

Required:

- [Kaplan, Robert D. 2013. In Defense of Henry Kissinger. *The Atlantic*. April 24.](#)
- Shay, Jonathan. 1994. "Introduction." *Achilles in Vietnam: Combat Trauma and the Undoing of Character*. New York: Simon & Schuster. xiii-xxiii.
- [Lee, Timothy B. 2013. In the 1970s, Congress Investigated Intelligence Abuses. Time to Do It Again? *The Washington Post*. June 27.](#)

Recommended:

- [Cooper, Michael and Sam Roberts. 2011. After 40 Years, the Complete Pentagon Papers. *The New York Times*. June 7.](#)

Monday, February 16: No Class

- Watch: *The Most Dangerous Man in America*

Wednesday, February 18: No Class

- Watch: *The Most Dangerous Man in America*

Friday, February 20: US and Latin America, Proxy Wars of the 1970s-80s

Required:

- Devine, Jack. 2014. What Really Happened in Chile: The CIA, the Coup against Allende, and the Rise of Pinochet. *Foreign Affairs* 93: 26-35.
- Saunders, Harold H. 2014. What Really Happened in Bangladesh: Washington, Islamabad, and the Genocide in East Pakistan. *Foreign Affairs* 93: 36-43.

Recommended:

- Grandin, Greg. 2006. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. New York: Owl Books. 52-86.

Monday, February 23: End of the Cold War

Required:

- Brzezinski, Zbigniew. 1992. The Cold War and Its Aftermath. *Foreign Affairs* 71 (4): 31-49.
- Mearsheimer, John J. 1990. Why We Shall Soon Miss the Cold War. *Atlantic Monthly* 266 (2): 35-50.

B. Post-Cold War Era

Wednesday, February 25: Gulf War

Required:

- Middup, Luke. 2010. The Impact of Vietnam on U.S. Strategy in the First Gulf War. *Comparative Strategy* 29 (5):389-404.

Friday, February 27: Clinton

Required:

- Power, Samantha. 2001. Bystanders to Genocide. *Atlantic Monthly* 288 (2): 84-108.

Monday, March 2: September 11, 2001 Attacks and Their Aftermath

Required:

- Byman, Daniel. 2005. Strategic Surprise and the September 11 Attacks. *Annual Review of Political Science* 8 (1): 145-170.
- Nye Jr, Joseph S. 2006. Transformational Leadership and U.S. Grand Strategy. *Foreign Affairs* 85: 139-148.
- [Hsu, Spencer S., Victoria St. Martin, and Keith L. Alexander. 2014. Four Blackwater Guards Found Guilty in 2007 Iraq Shootings of 31 Unarmed Civilians. The Washington Post. October 22.](#)

Recommended:

- Gaddis, John Lewis. 2002. Setting Right a Dangerous World. *Chronicle of Higher Education* 48 (18): B7.
- Kagan, Robert. 2008. The September 12 Paradigm. *Foreign Affairs* 87 (5): 25-39.
- [Crowley, Michael. 2013. Why Gitmo Will Never Close. Time. May 30.](#)

Wednesday, March 4: Obama

Required:

- Drezner, Daniel W. 2011. Does Obama Have a Grand Strategy? *Foreign Affairs* 90 (4): 57-68.
- Haass, Richard N. 2013. The Irony of American Strategy. *Foreign Affairs* 92(3): 57-67.
- Brennan, Rick. 2014. Withdrawal Symptoms: The Bungling of the Iraq Exit. *Foreign Affairs* 93: 25-36.

Recommended:

- [Stephens, Bret. 2013. The Kissinger Question: Does the US Need a Foreign Policy? Obama Thinks Not. The Wall Street Journal. May 13.](#)
 - [Heilbrunn, Jacob. 2013. Bret Stephens Misreads Kissinger. The National Interest. May 16.](#)

Friday, March 6: Midterm

March 9-13: Spring Break

IV. WHERE ARE WE NOW?

Monday, March 16: Nuclear Weapons

Required:

- Joffe, Josef, and James W Davis. 2011. Less than Zero-Bursting the New Disarmament Bubble. *Foreign Affairs*. 90 (1): 7-13.
- Jervis, Robert. 2013. Getting to Yes With Iran. *Foreign Affairs* 92 (1): 105-115.
- Blechman, Barry and Russell Rumbaugh. 2014. Bombs Away: The Case for Phasing out U.S. Tactical Nukes in Europe. *Foreign Affairs* 93: 163-175.

Recommended:

- Blair, Bruce, Matt Brown, Richard Burt, Josef Joffe, and James Davis. 2011. Can Disarmament Work? *Foreign Affairs* 90 (4): 173-178.
- Mousavian, Hossein. 2013. An Opportunity for a U.S., Iran Paradigm Shift. *Washington Quarterly* 36 (1): 129-144.

Wednesday, March 18: The Future of the Military: Strategy and Arms

Required:

- Odierno, Raymond T. 2012. The U.S. Army in a Time of Transition. *Foreign Affairs* 91 (3): 7-11.
- Robinson, Linda. 2012. The Future of Special Operations. *Foreign Affairs* 91: 110-122.
- Mosser, Michael W. 2010. The Promise and the Peril: The Social Construction of American Military Technology. *Whitehead Journal of Diplomacy & International Relations* 11 (2): 91-104.
- Lynn, William J. III. 2014. The End of the Military-Industrial Complex: How the Pentagon Is Adapting to Globalization. *Foreign Affairs* 93: 104-110.

Recommended:

- Caverley, Jonathan, and Ethan B. Kapstein. 2012. Arms Away. *Foreign Affairs* 91 (5): 125-132.
- Kaplan, Fred. 2013. End of the Age of Petraeus: The Rise and Fall of Counterinsurgency. *Foreign Affairs* 92 (1): 75-90.
- Katz, Daniel. 2013. Still on Top. *Foreign Affairs* 92 (2): 178-180.
- Korb, Lawrence J. 2013. The Less, the Better. *Foreign Affairs* 92 (2): 180-180.
- Moriarty, J. Thomas. 2013. Outgunned? *Foreign Affairs* 92 (2): 177-178.
- O’Hanlon, Michael. 2014. Sizing U.S. Ground Forces: From “2 Wars” to “1 War + 2 Missions.” *The Washington Quarterly* 37(1): 151-164.

Friday, March 20: The Future of the Military: Civil-Military Relations

Required:

- Philipps, Dave. 2013. Disposable: Surge in Discharges Includes Wounded Soldiers. Other Than Honorable. *Colorado Springs Gazette*. May 19.
- Londoño, Ernesto. 2014. The Last Casualties: As a Long War Ends, Risks Still Prove Real. *The Washington Post*. March 4.
- Horton, Alex. 2013. Helping Veterans by Taking Them Off the Pedestal. *The Atlantic*. November 13.

Recommended:

- Horton, Alex. 2012. Lonely Men on Campus: Student Veterans Struggle to Fit In. *The Atlantic*. August 28.
- Satel, Sally and Richard J. McNally. 2013. Retiring the Vietnam-Vet Stereotype. *The Atlantic*. November 13.
- Nicholson, Alexander. 2013. Time to Treat Veterans’ Problems as Defense Problems. *The Atlantic*. August 2.

Monday, March 23: Economics

Required:

- Gelb, Leslie H. 2010. GDP Now Matters More Than Force. *Foreign Affairs* 89 (6): 35-43.
- Cambanis, Thanassis. 2013. American Energy Independence: The Great Shake-Up. *The Boston Globe*. May 26.
- [Pincus, Walter. 2014. In Planning for the Future, the Pentagon Sees Fewer Troops and More Technology. *The Washington Post*. March 3.](#)
- [Dreazen, Yochi and Dan Lamothe. 2014. China Threat Cited as Pentagon Budget Takes Beating. *Foreign Policy*. March 5.](#)

Recommended:

- Miller, Gregory D. 2010. The Security Costs of Energy Independence. *Washington Quarterly* 33 (2): 107-119.
- Read/listen: Gjeltén, Tom. 2012. US Rethinks Security As Mideast Oil Imports Drop. NPR. November 14.
- [Mann, Charles C. 2013. What if We Never Run Out of Oil? *The Atlantic*. 24 April.](#)
- [Blackwill, Robert and Meghan O’Sullivan. 2014. America’s Energy Edge: The Geopolitical Consequences of the Shale Revolution. *Foreign Affairs* 93\(2\): 102-114.](#)
- Morse, Edward L. 2014. Welcome to the Revolution: Why Shale is the Next Shale. *Foreign Affairs* 93: 3-8.

Wednesday, March 25: Corrupt, Weak, and Failed States

Required:

- Shapiro, Andrew J. 2012. A New Era for U.S. Security Assistance. *Washington Quarterly* 35 (4): 23-35.
- Mazarr, Michael J. 2014. The Rise and Fall of the Failed-State Paradigm. *Foreign Affairs*. January/February. 113-121.
- Ryan, Missy and Phil Stewart. 2014. Eyeing Afghan exit, U.S. intensifies campaign against Haqqani militants. Reuters. February 26.

Recommended:

- Gates, Robert M. 2010. Helping Others Defend Themselves. *Foreign Affairs* 89 (3): 2-6.
- [Flock, Elizabeth. 2011. Egypt Dock Workers Protest U.S. Tear Gas Shipments to Tahrir Square. *The Washington Post*. November 30.](#)
- Kramer, Stephen D. 2012. Talking Tough to Pakistan. *Foreign Affairs* 91 (1): 87-96.
 - Evans, Alexander, and Stephen Krasner. 2012. Tough Talk Is Cheap. *Foreign Affairs* 91 (3): 166-170.
- [Myers, Steven Lee and Thom Shanker. 2012. After Sinai Attack, US and Egypt Step Up Talks On Security. August 11.](#)

Friday, March 27: Corrupt, Weak, and Failed States - Interventions

Required:

- Traub, James. 2010. In the Beginning There Was Somalia. *Foreign Policy* (180): 80-84.
- [Mezran, Karim, Jason Pack, and Haley Cook. 2013. Libya's Lessons on Syria. *Foreign Policy*. September 9.](#)
- Boot, Max. 2014. More Small Wars: Counterinsurgency is Here to Stay. *Foreign Affairs* 93: 5-14.
- Betts, Richard K. 2014. Pick Your Battles: Ending America's Era of Permanent War. *Foreign Affairs* 93: 15-24.

Recommended:

- Young, Marilyn B. 2006. Two, Three, Many Vietnams. *Cold War History* 6 (4): 413-424.
- [Patrick, Stewart M. 2014. Crimea: Stop Citing International Law and Start Condemning Russian Expansionism. *The Internationalist*. Council on Foreign Relations. March 17.](#)

Monday, March 30: Terrorism

Required:

- [Cassidy, John. 2013. After Boston, a Few Facts About Terrorism. *The New Yorker*. April 22.](#)
- Haqqani, Husain. 2013. Breaking Up Is Not Hard to Do: Why the US-Pakistani Alliance Isn't Worth the Trouble. *Foreign Affairs*. March/April.
- [Arquilla, John. 2013. Getting to Yes With the Taliban. *Foreign Policy*. May 20.](#)
- [Beinart, Peter. 2014. Ukraine: Is This How the War on Terror Ends? *The Atlantic*. March 4.](#)

Recommended:

- [Aikins, Mattieu. 2011. Our Man in Kandahar. *The Atlantic*. September 21.](#)
- [Gaskell, Stephanie. 2013. How the War on Terror Changed the Way America Fights. *The Atlantic*. September 1.](#)

Wednesday, April 1: Homeland Security

Required:

- Flynn, Stephen. 2011. Recalibrating Homeland Security. *Foreign Affairs* 90 (3): 130-140.
- [Fallows, James. 2013. Annals of the Security State, Gabriel Silverstein Division. The Atlantic. May 19.](#)
- Shapiro, Jeremy. 2014. Homeward Bound: Don't Hype the Threat of Returning Jihadists. *Foreign Affairs* 93: 37-46.

Recommended:

- [Junod, Tom. 2012. Counter-Terrorism Is Getting Complicated. Esquire. January 18.](#)
- [Kristof, Nicholas. 2012. A Veteran's Death, the Nation's Shame. The New York Times. April 14.](#)
- [Coster, Helen. 2013. The Long Island Jihadist. The New Yorker. November 27.](#)

Friday, April 3: Domestic Spying

Required:

- Priluck, Jill. 2013. On Privacy. *n+1*. July 31.
- [Danner, Mark. 2014. He Remade Our World. New York Review of Books. April 3.](#)
- [Nakashima, Ellen. 2014. White House pushes Congress to quickly pass changes to NSA data collection program. The Washington Post. March 27.](#)
- [Hosenball, Mark and Alina Selyukh. 2014. Obama's NSA overhaul may require phone carriers to store more data. Reuters. April 3.](#)

Recommended:

- Read/Listen: [Totenberg, Nina. 2013. Supreme Court Makes It Harder To Challenge Foreign Intelligence Surveillance Act. NPR. February 26.](#)
- Mundie, Craig. 2014. Privacy Pragmatism: Focus on Data Use, Not Data Collection. *Foreign Affairs* 93: 28-38.

Monday, April 6: Security Leaks

Required:

- Macmillan, Margaret. 2011. Cable News. *Foreign Policy* (185): 99-100.
- Gjelten, Tom. 2012. Does Leaking Secrets Damage National Security? NPR. June 12.
- Shafer, Jack. 2013. Opinion: Edward Snowden and the selective targeting of leaks. Reuters. June 11.
- Farrell, Henry and Martha Finnemore. 2013. The End of Hypocrisy. *Foreign Affairs*. November/December. 22-26.

Recommended:

- [Associated Press. 2013. Wikileaks Trial Begins Three Years After Bradley Manning's Arrest for Massive Leak of US Secrets. The Washington Post. June 3.](#)

Wednesday, April 8: Cybersecurity

Required:

- Shachtman, Noah. 2013. This Pentagon Project Makes Cyberwar Look as Easy as Angry Birds. *Wired Magazine*. May 28.
- Lin, Patrick, Fritz Allhoff, and Neil Rowe. 2012. Is It Possible to Wage a Just Cyberwar? *The Atlantic*. June 5.
- Rid, Thomas. 2013. Cyberwar and Peace: Hacking Can Reduce Real-World Violence. *Foreign Affairs*. November/December.
- Strasser, Max. 2014. Why Ukraine Hasn't Sparked a Big Cyberwar, So Far. *Newsweek*. March 18.

Recommended:

- Clark, Wesley K., and Peter L. Levin. 2009. Securing the Information Highway. *Foreign Affairs* 88 (6): 2-10.
- Lynn, William J. 2011. A Military Strategy for the New Space Environment. *Washington Quarterly* 34 (3): 7-16.
- Arquilla, John. 2012. Cyberwar Is Already Upon Us. *Foreign Policy* (192): 1-4.
- Rid, Thomas. 2012. Think Again: Cyberwar. *Foreign Policy* (192): 1-11.
- Segal, Adam. 2012. Chinese Computer Games. *Foreign Affairs* 91 (2): 14-20.
- [Nakashima, Ellen. 2013. Confidential Report Lists US Weapons System Designs Compromised by Chinese Cyberspies. The Washington Post. May 27.](#)
- [Osnos, Evan. 2013. The Year of the Hack. The New Yorker. May 28.](#)

Friday, April 10: Targeted Killings and Drones

Required:

- Byman, Daniel. 2013. Why Drones Work. *Foreign Affairs*. July/August.
- Cronin, Audrey Kurth. 2013. Why Drones Fail. *Foreign Affairs*. July/August.
- Kreps, Sarah and Micah Zenko. 2014. The Next Drone Wars: Preparing for Proliferation. *Foreign Affairs* 93: 68-79.

Monday, April 13: Targeted Killings and Drones: Agency

Required:

- [Junod, Tom. 2012. The Lethal Presidency of Barack Obama. *Esquire*. August.](#)
- [Mazzetti, Mark and Eric Schmitt. 2014. U.S. Militant, Hidden, Spurs Drone Debate. *The New York Times*. February 28.](#)
- [Power, Matthew. 2013. Confessions of a Drone Warrior. *GQ*. October 23.](#)
- [Jose, Betsy. 2014. The Trouble with Targeted Killings: The Rise and Fall of an International Norm. *Foreign Affairs*. September 12.](#)

Recommended:

- [Coll, Steve. 2013. Remote Control: Our Drone Delusion. *The New Yorker*. May 6.](#)
- [Kaste, Martin. 2013. Will Bureaucracy Keep the U.S. Drone Industry Grounded? *NPR*. April 30.](#) Article and podcast.
- Audio: [“Debate: Should the President Be Able to Order Citizens Killed Abroad?”](#) (Intelligence Squared U.S.)

Wednesday, April 15: Targeted Killings and Drones: Ethics

Required:

- Shane, Scott. 2012. The Moral Case for Drones. *The New York Times*. July 14.
- Kaag, John and Sarah Kreps. 2012. The Moral Hazard of Drones. *The New York Times*. July 22.
- Kaag, John. 2013. Drones, Ethics, and the Armchair Soldier. *The New York Times*. March 17.

Recommended:

- Roth, Marco. 2013. The Drone Philosopher. *n+1*. August 7.

V. APPRAISING US NATIONAL SECURITY

Friday, April 17: The Way of the Knife

Required:

- Pages 1-113.

Monday, April 20: The Way of the Knife

Required:

- Pages 115-211.

Wednesday, April 22: The Way of the Knife

Required:

- Pages 213-327.

Friday, April 24: Synthesis and Review

Required:

- Brooks, Stephen G., G. John Ikenberry, and William C. Wohlforth. 2013. Lean Forward. *Foreign Affairs* 92 (1): 130-142.
- Posen, Barry R. 2013. Pull Back. *Foreign Affairs* 92 (1): 116-128.
- Brzezinski, Zbigniew. 2012. After America. *Foreign Policy* (191): 1-4.

Monday, April 27: TBD

Wednesday, April 29: Final Exam for 10:10am Section, 8-11am

Monday, May 4: Final Exam for 9:05am Section, 8-11am

11. Sample Syllabus:

COMPARATIVE FOREIGN POLICY

WABASH COLLEGE

FALL 2015

MWF 1:10-2:00pm in Baxter 301

<https://comfopo.wordpress.com/>

Dr. Kayce Mobley

Office Hours: M 2-5pm; R 9am-12pm; and by appointment in Baxter 29

mobleyk@wabash.edu

“Domestic policy... can only defeat us; foreign policy can kill us.”

-John F. Kennedy

“...war is not merely an act of policy but a true political instrument, a continuation of political intercourse, carried on with other means.”

-Carl von Clausewitz

COURSE DESCRIPTION AND OBJECTIVES

What forces shape the foreign policy behaviors of states? How can we apply various theories of foreign policy processes and outcomes to particular case studies? Through this course, we will evaluate the significance of variables at the individual, group, state, and systemic levels of analysis, allowing us to construct a framework for comparing the foreign policy behaviors of major states. Areas of analysis will include cognitive theories of decision-making, bargaining approaches, political culture, bureaucratic politics, public opinion, special interests, nonstate actors, historic rivalries, material capabilities, etc. Through the study of general theories and specific examples, students will gain a broad understanding of the foreign policy literature and its application to cases beyond the United States.

COURSE REQUIREMENTS AND GRADES

Evaluation

20%	Attendance, Participation, Reading Quizzes, and Short Assignments	Attendance and engagement in daily discussion and activities, plus role as discussion leader for one week of class. Further instructions will be given in class. Also, short unannounced reading quizzes and several in-class and take-home assignments.
20%	Exam 1	Wednesday, October 14
20%	Exam 2	Friday, November 20
20%	Research Project	Components will be due throughout the semester, and the final paper will be due on Monday, December 7. Presentations on December 7 th and December 9 th . Further instructions will be given in class.
20%	Final Exam	Friday, December 18 th at 1:30pm.

Required Texts

- Neack, Laura. 2014. *The New Foreign Policy: Complex Interactions, Competing Interests*. 3rd Edition. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Other readings for this course will be available online either through the class website or through Lilly Library's website.

Suggested Resources

- [International Crisis Behavior Project. 2013. Data Viewer.](#)
- [Georgetown University Institute for the Study of Diplomacy Case Studies.](#)
- [The National Security Archive.](#)
- [The American Presidency Project.](#)
- [Congressional Research Service. 2013. Instances of Use of United States Armed Forces Abroad, 1798-2013.](#)
- [Congressional Research Service Reports.](#)
- Etc. If you need help finding research, contact Dr. Mobley and/or the excellent staff at Lilly Library.

COURSE POLICIES

Absences

Attendance, participation, and reading quizzes make up 20% of your grade. Yet, life can occasionally get in the way of attending every class. As such, you get **3 unexcused** absences for the duration of this course. In addition, absences will be excused for college-sanctioned events (sports/conferences), documented medical excuses, or family emergencies. Unexcused absences beyond the 3 freebies will automatically deduct points from your grade.

Do not make a habit of coming to class late or leaving class early. This behavior is rude to your fellow students and to your professor. Missing more than 5 minutes of any class will cause that day to be counted as an absence. If you arrive to class less than 5 minutes late, you must ask the professor to note your attendance after class.

You may **not** make up quizzes if you are absent. If your absence is unexcused, you will receive a 0 for that quiz. (Even if you miss a quiz due to one of your 3 allotted “freebie” unexcused absences, you will receive a 0 for the missed quiz.) If your absence is excused, that grade will simply not factor into your quiz score.

Missing a test requires prior notice (at least 48 hours). Unless you are violently ill and can document this illness, you should be present for the test. Make-up exams will not be scheduled for unexcused absences (including family trips, weddings, etc.).

Participation

If you attend every class, but never say a word, you can expect to earn a poor participation grade. Participation entails **thoughtfully** asking questions, answering questions, providing feedback to classmates’ questions, etc.

Classroom Etiquette

Turn off or silence your cell phone when in class, and do not use it during class. If you use a laptop, use it for taking notes or viewing class material, not surfing YouTube or Facebook, however great the temptation might be. Distracting other students or your professor with your use of technology during class is rude.

One purpose of this course is to evaluate every side of each issue, a goal achieved through civil, informed debate and discussion. We will discuss relatively controversial subjects throughout the course. Despite trespassing on some “hot button topics,” you must remain respectful of your classmates’ thoughts and opinions.

Academic Honesty

By matriculating to Wabash College, you agreed to abide by the Gentleman’s Code. Among other things, this means that you have agreed not to cheat, plagiarize, or otherwise submit dishonest work. As a professor at the school, I have agreed to enforce this standard. If you are caught cheating in any way, I will report the offense to the college administration. Furthermore, even if you break the Code unintentionally, I will still hold you accountable for the violation. Thus, if you ever have any questions or concerns about academic honesty, you should contact me.

Writing Center

The Wabash Writing Center is dedicated to coaching Wabash men to become the best writers that they can be. When a Wabash man comes into the Wabash Writing Center, he will meet one-on-one with a trained peer consultant, or the director. Writing Center sessions are scheduled to last 45 minutes, which is enough time to review 6-7 pages of writing.

The consultants can work with writers at any stage of their writing process. A writer can come to the Wabash Writing Center with a couple of notes on a napkin, and our consultants can help him turn it into the best paper the writer can produce. Writers have to do their own work, but our consultants will make suggestions and offer advice to make a paper better. Consultants are also well versed in grammar concerns, MLA, and APA, and they are happy to answer questions or make minor corrections. However, we leave the line editing and final revisions to the writer.

Located on the second floor of the Lilly Library, the Wabash Writing Center is open to all students, faculty and staff.

To make an appointment, follow one of the links to the Writing Center website—either from MyBash under Departments or under the Academic tab at the top of Wabash College websites—select the button labeled “Click HERE to make an appointment,” and register in the scheduling system.

If you have any questions, please email the director, Dr. Koppelman, at koppelmz@wabash.edu.

The Office of Student Enrichment

The Office of Student Enrichment (OSE) provides Wabash Men with one-on-one counseling regarding time management skills, study skills, reading skills, and Academic Honesty. The OSE also offers one-on-one support for English Language Learners.

Contact Dr. Koppelman at koppelmz@wabash.edu to arrange for a meeting if you would like assistance regarding time management, study skills, reading skills, understanding Academic Honesty, or if you would like support for learning American English.

Disability Resource Center

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with the disability coordinator, Heather Thrush, Director of Student Engagement and Success. If a student wishes to receive an academic accommodation, it is required that his documentation of the disability be on file with Heather Thrush, who can, in confidence, provide information and guidance. Early notification helps us all work together in the most effective ways. Heather Thrush can be reached at her office (Center Hall 112A), by phone (x6347), or by email (thrushh@wabash.edu).

Communicating with the Instructor

The best way to contact your instructor is via email at mobleyk@wabash.edu. Additionally, my office phone number is x6117, and I will hold regular office hours in Baxter 29. Feel free to stop by with any questions or concerns you have. If those times do not work for you, we can schedule an appointment for another time.

The Fine Print

This syllabus is a general plan; some deviations will occur. As such, attending class, checking your Wabash email, and keeping updated via the class web site are all crucial.

COURSE SCHEDULE

I. INTRODUCTION

Friday, August 28: Introduction to the Course

Monday, August 31: Comparative Foreign Policy, Foreign Policy Analysis, and the Roots of Controversy

Required:

- Neack. Ch. 1: Introduction: The New Foreign Policy. 1-28.

Recommended:

- Bueno de Mesquita, Bruce. 2002. "Domestic Politics and International Relations." *International Studies Quarterly* 46(1): 1-9.

Wednesday, September 2: No Class

Required:

- Rosenau, James. 1968. "Comparative Foreign Policy: Fad, Fantasy or Field?" *International Studies Quarterly* 12(3): 296-329.
- **Work on Assignment 1. Due at the start of class on Monday, September 7.**

Recommended:

- Smith, Steve. 1986. "Theories of Foreign Policy: An Historical Overview." *Review of International Studies* 12(1): 13-29.

Friday, September 4: No Class

Required:

- Rosenau, James. 1968. "Comparative Foreign Policy: Fad, Fantasy or Field?" *International Studies Quarterly* 12(3): 296-329.
- **Work on Assignment 1. Due at the start of class on Monday, September 7.**

Recommended:

- Hudson, Valerie. 2005. "Foreign Policy Analysis: Actor Specific Theory and the Ground of International Relations." *Foreign Policy Analysis* 1(1): 1-30.

II. BOTTOM-UP APPROACHES

Monday, September 7: Foreign Policy as Rational Decision Making

Required:

- Neack. Ch. 2: Rational Actors and National Interests. 29-46.

Recommended:

- Bueno de Mesquita, Bruce. 1980. "An Expected Utility Theory of International Conflict." *American Political Science Review* 74(4): 917-931.
- Mor, Ben D. 1991. "Nasser's Decision-Making in the 1967 Middle East Crisis: A Rational-Choice Explanation." *Journal of Peace Research* 28(4): 359-375.

Wednesday, September 9: Foreign Policy as Rational Decision Making: The Bargaining Model and Bounded Rationality

Required:

- Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1(1): 27-43.

Recommended:

- Fearon. James. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.

Friday, September 11: Foreign Policy as Rational Decision Making: Selectorate Theory

Required:

- Bueno de Mesquita, Bruce and Alastair Smith. 2011. "A Dictator's Handbook for the President." *Foreign Policy*. September 14.
- Bueno de Mesquita, Bruce and Alastair Smith. 2011. "Assessing Assad." *Foreign Policy*. December 20.
- Bueno de Mesquita, Bruce and Alastair Smith. 2012. "All About the Benjamins." *Foreign Policy*. December 12.
- Bueno de Mesquita, Bruce and Alastair Smith. 2012. "In Sickness and in Health." *Foreign Policy*. September 18.

Recommended:

- Bueno de Mesquita, Bruce, Alastair Smith, Randolph M. Siverson, and James D. Morrow. 2003. *The Logic of Political Survival*. Cambridge, MA: MIT Press.
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 2004. "Testing Novel Implications from the Selectorate Theory of War." *World Politics* (56)3: 363-388.

Monday, September 14: Foreign Policy as Cognitive Decision Making

Required:

- Neack. Ch. 3: Cognition and Personality. 47-71.

Recommended:

- George, Alexander L. 1969. "The Operational Code: A Neglected Approach to the Study of Political Leaders and Decision Making." *International Studies Quarterly* 13(2): 190-222.
- Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton, NJ: Princeton University Press.
- Hermann, Margaret G. 1980. "Explaining Foreign Policy Behavior Using the Personal Characteristics of Political Leaders," *International Studies Quarterly* 24(1): 7-46.
- Houghton, David. 1996. "The Role of Analogical Reasoning in Novel Foreign-Policy Situations." *British Journal of Political Science* 26(4): 523-552.

Wednesday, September 16: Foreign Policy as Cognitive Decision Making

Required:

- McDermott, Rose. 1992. Prospect Theory in International Relations: The Iranian Hostage Rescue Mission. *Political Psychology* 13(2): 237-263.

Recommended:

- Jervis, Robert. 1992. "Political Implications of Loss Aversion." *Political Psychology* 13(2): 187-204.
- Levy, Jack S. 1997. "Prospect Theory, Rational Choice and International Relations," *International Studies Quarterly* 41(1): 87-112.
- Nicic, Miroslav. 1997. "Loss Aversion and the Domestic Context of Military Intervention." *Political Research Quarterly* 50(1): 97-120.
- Berejikian, Jeffrey. 2002. "A Cognitive Theory of Deterrence." *Journal of Peace Research* (39)2: 165-183.
- Helfstein, Scott. 2012. "Backfire: Behavioral Decision Making and the Strategic Risks of Successful Surprise." *Foreign Policy Analysis* 8: 275-292.

Friday, September 18: Foreign Policy as Cognitive Decision Making

Required:

- Woods, Kevin, James Lacey and Williamson Murray. 2006. Saddam's Delusions: The View from the Inside. *Foreign Affairs* 85(3): 2-26.

Recommended:

- McDermott, Rose. 2004. "The Feeling of Rationality: The Meaning of Neuroscientific Advances for Political Science," *Perspectives on Politics* 2 (4): 691-706.
- Chorvat, Terrence and Kevin McCabe. 2004. "The Brain and the Law." *Philosophical Transactions of the Royal Society of London* 359: 1727-1736.
- Lake, David. A. 2010. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35(3): 7-52.
- Johnson, Dominic D.P. and Monica Duffy Toft. 2013/14. Grounds for War: The Evolution of Territorial Conflict. *International Security* 38(3): 7-38.

Monday, September 21: Foreign Policy and Small Groups

Required:

- Neack. Ch. 4: Decision Units, Small Groups, and Autonomous Groups. 73-90.

Wednesday, September 23: Foreign Policy and Small Groups: Groupthink

Required:

- Badie, Dina. 2010. "Groupthink, Iraq, and the War on Terror: Explaining US Policy Shift toward Iraq." *Foreign Policy Analysis* 6(4): 277-296.

Friday, September 25: Foreign Policy and Small Groups: Bureaucracy

Required:

- Power, Samantha. 2001. "Bystanders to Genocide." *The Atlantic*. September: 84-108.

Monday, September 28: Foreign Policy and Culture

Required:

- Neack. Ch. 5: National Self-Image, Culture, and Domestic Institutions. 91-108.
- Lind, Jennifer. 2009. "The Perils of Apology." *Foreign Affairs* 88(3): 132-146.

Recommended:

- Nathan, Andrew and Andrew Scobell. 2012. How China Sees America. *Foreign Affairs* 91(5): 32-47.
- [Galeotti, M. S. and Mark Bowen. 2014. Putin's Empire of the Mind. *Foreign Policy* 206: 16-19. May.](#)

Wednesday, September 30: Foreign Policy and Culture – Security Culture

Required:

- [Woolf, Virginia. 1940. "Thoughts on Peace in an Air Raid." August.](#)
- [Saint-Amour, Paul. 2015. "Waiting for the Bomb to Drop." The New York Times. August 2.](#)
- Karaosmanoglu, Ali L. 2000. "The Evolution of the National Security Culture and the Military in Turkey." *Journal of International Affairs* 54(1): 199-216.

Recommended:

- Rhodes, Edward. 1996. "Sea Change: Interest-Based vs. Cultural-Cognitive Accounts of Strategic Choice in the 1890s." *Security Studies* 5(4): 73-124.

Friday, October 2: Foreign Policy and Culture – Religion

Required:

- Mead, Walter Russell. 2006. "God's Country?" *Foreign Affairs*. September/October. 24-43.
- Owen, John M. 2015. "From Calvin to the Caliphate." *Foreign Affairs* 94(3): 77-89.

Monday, October 5: Cuban Missile Crisis A

Required:

- Allison, Graham. 2012. "The Cuban Missile Crisis." In *Foreign Policy*. 2nd edition. Eds. Steve Smith, Amelia Hadfield, and Tim Dunne. 256-272.

Wednesday, October 7: Cuban Missile Crisis B

Required:

- Group A: Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63(3): 689-718.
- Group B: Krasner, Stephen. 1972. "Are Bureaucracies Important? (Or Allison Wonderland)." *Foreign Policy* 7: 159-179.
- Group C: Haas, Mark. 2001. "Prospect Theory and the Cuban Missile Crisis." *International Studies Quarterly* 45(2): 241-270.

Friday, October 9: Cuban Missile Crisis C

Required:

- Prepare for the in-class debate and discussion.
- **Hard copy of article analysis due in class.**

Monday, October 12: Reflections on Case Studies and Midterm Review

Wednesday, October 14: Exam 1

Friday, October 16: Mid-Semester Break – No Class

Monday, October 19: Foreign Policy and Domestic Politics: Two-Level Games and Institutions

Required:

- Neack. Ch. 6: Domestic Politics. 109-116.
- Mervin, David. 1971. "Henry Cabot Lodge and the League of Nations." *Journal of American Studies* 4(2): 201-214.

Recommended:

- Robert D. Putnam. 1988. "Diplomacy and Domestic Politics: The Logic of Two Level Games." *International Organization* 42(3): 427-460.
- Lindsay, James M. 1992-93. "Congress and Foreign Policy: Why the Hill Matters." *Political Science Quarterly* 107(4): 607-628.
- Bailey, Michael A., Judith Goldstein, and Barry R. Weingast. 1997. "The Institutional Roots of American Trade Policy: Politics, Coalitions, and International Trade." *World Politics* 49(3): 309-338.
- Howell, William G. and Jon C. Pevehouse. 2005. "Presidents, Congress, and the Use of Force." *International Organization* 59(1): 209-232.

Wednesday, October 21: Foreign Policy and Domestic Politics: Interest Groups

Required:

- Kaufman, Chaim D. and Robert A. Pape. 1999. "Explaining Costly International Moral Action: Britain's Sixty-Year Campaign Against the Atlantic Slave Trade." *International Organization* 53(4): 631-668.

Recommended:

- Mearsheimer, John J. and Stephen M. Walt. 2009. "Is It Love or the Lobby? Explaining America's Special Relationship with Israel." *Security Studies* 18(1): 58-78.
- Rubenzer, Trevor. 2011. "Campaign Contributions and U.S. Foreign Policy Outcomes: An Analysis of Cuban American Interests." *American Journal of Political Science* 55(1): 105-16.

Friday, October 23: Foreign Policy and Domestic Politics: Regime Type

Required:

- Neack. Ch. 6: Domestic Politics. 117-123.
- Weeks, Jessica L. 2012. “Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict.” *American Political Science Review* 106(2): 326-347.

Recommended:

- Fearon, James D. 1994. “Domestic Political Audiences and the Escalation of International Disputes.” *American Political Science Review* 88 (3): 577-592.
- Mansfield, Edward D. and Jack Snyder. 1995. “Democratization and the Danger of War.” *International Security* 20(1): 5-38.
- Leeds, Brett Ashley. 1999. “Domestic Political Institutions, Credible Commitments, and International Cooperation.” *American Journal of Political Science* 43(4): 979-1002.
- Martin, Lisa L. 2000. *Democratic Commitments: Legislatures and International Cooperation*. Princeton, NJ: Princeton University Press.
- Reiter, Dan and Allen C. Stam. 2002. *Democracies at War*. Princeton, NJ: Princeton University Press.
- Downes, Alexander B. 2009. “How Smart and Tough Are Democracies? Reassessing Theories of Democratic Victory in War.” *International Security* 33(4): 9–51.

Monday, October 26: Foreign Policy, Public Opinion, and the Media

Required:

- Neack. Ch. 7: Public Opinion and Media. 125-142.

Recommended:

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

Wednesday, October 28: Foreign Policy, Public Opinion, and the Media

Required:

- Fletcher, Joseph F. and Jennifer Hove. 2012. “Emotional Determinants of Support for the Canadian Mission in Afghanistan: A View from the Bridge.” *Canadian Journal of Political Science* 45(1): 33-62.
- Keatinge, Tom. 2015. “Pay the Price: Washington’s Change of Heart on Ransom Payments.” *Foreign Affairs*. July 1.

Recommended:

- Aldrich, John H., John L. Sullivan, and Eugene Borgida. 1989. “Foreign Affairs and Issue Voting: Do Presidential Candidates ‘Waltz Before a Blind Audience?’” *American Political Science Review* 83(1): 123-141.
- Holsti, Ole. 1992. “Public Opinion and Foreign Policy: Challenges to the Almond-Lippmann Consensus.” *International Studies Quarterly* 36: 439-466.

Friday, October 30: Foreign Policy, Public Opinion, and the Media

Required:

- [Rainey, James. 2005. “Unseen Pictures, Untold Stories.” *The Los Angeles Times*. May 21.](#)
- TBD.

Recommended:

- Mermin, Jonathan. 1997. “Television News and American Intervention in Somalia: The Myth of a Media-Driven Foreign Policy.” *Political Science Quarterly* 112(3): 385-403.
- Baum, Matthew A. 2002. “Sex, Lies, and War: How Soft News Brings Foreign Policy to the Inattentive Public.” *American Political Science Review* 96(1): 91-109.
- Baum, Matthew A. 2004. “Circling the Wagons: Soft News and Isolationism in American Public Opinion.” *International Studies Quarterly* 48(2): 313-338.
- Entman, Robert M. 2004. *Projections of Power: Framing News, Public Opinion, and U.S. Foreign Policy*. Chicago: University of Chicago Press.

III. TOP-DOWN APPROACHES

Monday, November 2: Realism and Foreign Policy

Required:

- Neack. Ch. 8: Great Powers in General, the United States Specifically. 143-168.

Recommended:

- Walt, Stephen M. 1998. “International Relations: One World, Many Theories.” *Foreign Policy* 110 (Spring): 29-46.
- Waltz, Kenneth N. 2000. “Structural Realism after the Cold War.” *International Security* 25(1): 5-41.

Wednesday, November 4: Realism and Foreign Policy

Required:

- Hehir, Aidan. 2013. The Permanence of Inconsistency: Libya, the Security Council, and the Responsibility to Protect. *International Security* 38(1): 137-159.

Friday, November 6: Neoclassical Realism and Foreign Policy

Required:

- Rose, Gideon. 1998. “Neoclassical Realism and Theories of Foreign Policy.” *World Politics* 51(1): 144–72.

Monday, November 9: Neoclassical Realism and Foreign Policy

Required:

- Kropatcheva, Elena. 2012. “Russian Foreign Policy in the Realm of European Security through the Lens of Neoclassical Realism.” *Journal of Eurasian Studies* 3(1): 30-40.

Recommended:

- Cha, Victor D. 2000. “Abandonment, Entrapment, and Neoclassical Realism in Asia: The United States, Japan, and Korea.” *International Studies Quarterly* 44(2): 261-291.

Wednesday, November 11: Liberalism and Foreign Policy

Required:

- Neack. Ch. 9: Competitors, Rising Powers, and Allies. 169-192.

Friday, November 13: Liberalism and Foreign Policy

Required:

- Shambaugh, David. 2015. “China’s Soft-Power Push: The Search for Respect.” *Foreign Affairs* (July/August): 99-107.

Recommended:

- Russett, Bruce and Zeev Maoz. 1993. “Normative and Structural Causes of the Democratic Peace, 1946-1986.” *American Political Science Review* 87(3): 624-638.
- Milner, Helen V. and Keiko Kubota. 2005. “Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries.” *International Organization* 59(1): 107-143.

Monday, November 16: Constructivism and Foreign Policy

Required:

- Doyle, Michael W. 2011. International Ethics and the Responsibility to Protect. *International Studies Review* 13 (1): 72-84.
- Weiss, Thomas. 2014. Military Humanitarianism: Syria Hasn't Killed It. *The Washington Quarterly* 37(1): 7-20.

Recommended:

- Hoffman, Matthew J. 2003. “Constructing a Complex World: The Frontiers of International Relations Theory and Foreign Policy-making.” *Asian Journal of Political Science* 11(2): 37-57.

Wednesday, November 18: Constructivism and Foreign Policy

Required:

- [Sagan, Scott D. 1996-7. Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb. *International Security* 21\(3\): 54-86.](#)

Recommended:

- Price, Richard. 1995. A Genealogy of the Chemical Weapons Taboo. *International Organization* 49(1): 73-103.

Friday, November 20: Exam 2

Monday, November 23 – Friday, November 27: Thanksgiving Break

Monday, November 30: Case Study A

Required:

- TBD.

Wednesday, December 2: Case Study B

Required:

- TBD.

Friday, December 4: Case Study C

Required:

- TBD.

Monday, December 7: Research Presentations

Required:

- Hard copy of research paper due at the start of class.

Wednesday, December 9: Research Presentations

Friday, December 11: Conclusions

Friday, December 18: Final Exam – 1:30pm