



POLS. 3221 – United States in World Politics (MW9 [28009])

Fall 2025 – Date & Time: Mon & Wed 9:30 am – 10:45 am

Location: James Hall, Room 3403

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Office Hours: Mon 11:00 am – 12:00 am, or by appointment

Location: James Hall, Room 3416, or via Zoom

Course Description

As one of the superpowers in the world, the United States has always been an important player within the international political system. Every decision made by the United States had lasting consequences on the world stage and the U.S. relationship with other countries, whether as allies or enemies. This class will focus on the role of the United States on the world political stage. It will first explore how the U.S. historically evolved from a small country with a non-interventionist foreign policy, to a regional hegemon in the Americas, to being in the superpower position against the Soviet Union. Then, the class will focus on the role of the United States in the current world. A heavy focus will be given to the role of the U.S. in the current politics, in light of Trump's presidency.

Learning Objectives

This class is designed to:

- Question about the real world and how we could understand what is happening around the world, especially the role of the United States in world politics.
- Talk about current events and how we could use old examples to understand the current world.
- Understand the basic theories of the International Relations literature, and how they would be applied to the United States' role in world politics.

Learning Outcomes

After completing this course, you will be able to:

- Identify the current events and be able to explain what is happening with that event.
- Explain basic political ideas or theories, in writing and orally, using a clear thesis statement, a well-developed argument, and relevant and reliable evidence.

- Be able to know about the shift in the United States' position on Foreign Policy goals throughout time, and the academic debates surrounding it.

Grade Due Dates, Summary, and Breakdown

Assignments	Percentage	Due Date
Attendance & Participation	20%	Ongoing
In-Class Presentation	20%	Ongoing
In-Class Exams		
Exam 1	15%	Mar 4
Exam 2	15%	Apr 15
Final Research Paper		
Research Topic Proposal	5%	May 4
Final Research Paper	25%	May 22

Grading Scale

Your final grade will reflect the cumulative sum of the grade breakdowns above. You can check your provisional grade on BrightSpace, under Grades. The Grading Scale is below.

Letter Grade	Numerical Grade	GPA	Letter Grade	Numerical Grade	GPA
A+	97–100%	4.0	C	73–76.99%	2.0
A	93–96.99%	4.0	C–	70–72.99%	1.7
A–	90–92.99%	3.7	D+	67–69.99%	1.3
B+	87–89.99%	3.3	D	63–66.99%	1.0
B	83–86.99%	3.0	D–	60–62.99%	0.7
B–	80–82.99%	2.7	F	0–59.99%	0.0
C+	77–79.99%	2.3			

Note: The last day to drop a class is on **Monday, April 13, 2026**, which is when I would have given feedback on your mid-term exam, and feedback on at least one assignment if you did hand in any. If you have any questions about your performance and want to drop the class, I encourage you to **talk to me** first, as it will help both me to understand

your situation and for you to know where you stand in the class. This is to hope you will have a fully informed situation before you make your decision.

Assignment Details

Participation (20%; Ongoing)

Participation in class is the key to success in this class. Participation is supposed to help you in critical thinking skills by participating in in-class discussion activities. Students are encouraged to participate in class to get participation points and engage in the conversation in a respectful manner. Failure to participate constantly and respectfully would see their points being deducted. You may gain participation points by participating in discussions, answering questions, or even just raising questions.

Everyone in this class will start their participation grade at 17 points (which is equivalent to a B). The more you participate, the more points you will earn. For each class you participated in, you will receive 0.15 points. This means that to achieve 20 full points, you will need to participate in 20 out of the 25 classes. Points can be deducted for insufficient participation and cell phone usage. Given this is an upper-level class and we have a small class, please come to class prepared to read, as I may cold-call people to answer questions.

For those who are afraid to participate in-class, there will be an option for you to complete this portion of the class participation. You may also go to Brightspace and submit a 150-word reaction to the class discussion. You may comment on what you thought about the class material or the discussion in class. This is due 11:59 pm on the day of the class. This is in lieu of missing that day's participation, and if you participated that day, you are exempt from doing it.

If there is constant talking or cell phone usage during class, the instructor will reserve the right to take 0.5 points off each time such a situation is seen. I would like to emphasize that it is okay for you to use cell phones briefly to check the time or have brief conversations in class, but please keep it short and respectful to the instructors and the students next to you, and I will take points off when I find the situation is excessive.

Attendance and Lateness Policy

Lateness and Attendance are accounted for within the Participation score. I anticipate everyone to be punctual and on time for each lecture. I will take attendance at the beginning of each class, and if you are late, please let me know when the class is over to

make sure I mark you present. Lateness will induce a minor reduction of your participation points. For every two latenesses, one absence will be counted.

Each registered student should attend each and every single class. In case of absences, please notify the instructor in written format via email **at least 1 hour in advance**, with proof of absence such as a doctor's note or any equivalent proof. I will give each student **two free unexcused absence**; you do not need to submit anything, no questions asked. Beyond that, if a person misses class **six times or more** without prior approval from the instructor will result in **an automatic F** in the class's final grade. For each class a student misses without approval from the instructor, a 0.5 grade will be deducted from the participation grade. Each lateness will also result in a 0.25 grade being deducted from the participation grade. Note: Religious absence will be granted in accordance with Brooklyn College rules. Please send me an email in advance to discuss religious exemptions.

Students who experience the death of an immediate family member must contact the Division of Student Affairs, 2113 Boylan Hall, at 718.951.5352 or via email if they wish to implement either [the Standard Bereavement Procedure](#) or the Leave of Absence Bereavement Procedure. The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice). As such, for any family emergencies that involve the death of a family member, documentation from the Division of Student Affairs that you have applied for Bereavement is required. For more information about Bereavement, click the link [here](#).

Reading the News

As this is an introduction to global politics class, it is expected that students are reading the weekly and daily news about global politics and current events. Students are encouraged to bring these current events and incorporate them with the reading materials, and use them as examples for discussions. At the beginning of each class, I will set aside around 10 minutes of the time after attendance to talk about current events. Any views on the current situation are welcome, and I would ask that each student **be respectful to one another's comments**. The discussion is meant to discuss any current events that are happening, and try to see how the academic understanding of politics could help to understand what is happening in the real world.

As CUNY students, you have free access to the Wall Street Journal and the New York Times. Simply use your BCmail to register for an account to get access to it. Instructions could be found [here](#) and [here](#). I also recommend that you look at AP News or Reuters for non-partisan reporting. GroundNews is also useful to see how each of the news

organizations reports the news headlines from left to right, and you can follow their Instagram to get news outlet headlines comparison (their app requires a subscription).

In-Class Presentation (20%; Based on the day you selected to present)

Starting from the second week of the class, each student will need to do a presentation on the readings for the day of the class. In our second session of the class, each student will pick a day on which they would like to present. The presentation should be given in around 10 minutes, and I will do a cut-off when it reaches 12 minutes. For the Readings that are available to be presented, I have marked [#] before that specific reading. I will collect the names on who to present on which reading on **February 2nd** class.

The presentation will be given in class. It should have the following elements:

1. A critical reading of the readings that were assigned. What was the common theme in the readings assigned for that class? Do not just give a summary of the readings, as everyone has read the reading before class! Choose one common theme within the readings, and be concise! (around 5 minutes).
2. Offer an empirical example to the reading's theory and suggestions. Explain why you think this empirical example is good to explain the author's theory. (around 3 minutes).
3. Offer a class discussion question, or a question that arises within the reading that you do not understand when reading. (around 2 minutes).

Before the class starts, you are required to submit your outline of the presentation to Brightspace. The document should be submitted with Times New Roman 12-point font with a 1-inch margin, double-spaced. There is no page limit, and you may submit either point form or essay form, as long as it is helpful for you to give the presentation speech in class. No PowerPoint necessary. There is also no page limit as long as you are confident that the speech will be sufficient for class discussions.

In-Class Midterm Exam (30%; 15% Each)

There will be two midterm exams for you, each testing your knowledge on the first and second sessions of the course materials. The exam will be administered in a combination of multiple-choice, identification, and essay formats.

For the first portion of the exam, there will be 4 multiple-choice questions. Each will be worth 0.5 points towards your overall course grade (2% total each towards your final grade, which means 4% in total, counting both exams).

For the second portion, you will be given ten terms or vocabulary. Choose **three** of the six terms and write around 3-5 sentences, defining and explaining the term. Each of the terms will be worth 1-point, and will be worth 1-point each towards your overall grade (3% each towards your final grade, which means 6% in total, counting both exams).

Finally, the last portion of your grade consists of an essay. You will be given two choices, where you must respond to **one** of the questions. The essay response shall be in essay format and with citations to class materials (authors and slides). The more you cite and use the class materials, the better I can evaluate your grade. **You must cite at least two reading sources in your essay.** **No outside sources are allowed.** A good essay should contain an introduction paragraph with the argument clearly stated, readings and examples that support their claim, and a conclusion summarizing their argument and how the evidence supports their claim. This will be 10% of your total grade (20% in total towards your final grade).

For this exam format, you are allowed to have a **4x6-inch notecard** on which you can write notes on both sides of the notecard. This notecard is designed to help you as a tool for reminding you of authors' arguments and term definitions. *Your notecard shall be turned in to me after the exam is completed.* Please proceed with caution when you prepare notes and try to avoid relying on AI, as it will create hallucinations that will result in your paper having cite wrong materials. **Plagiarism is also strictly prohibited; you must cite everything.**

Final Research Paper (25%; Plus 5% on Topic Proposal)

The final product of this class will be a research paper. The final research paper will be an 8-10-page research essay, excluding the cover page and bibliography. The topic will be your choice, but it must be relevant to the class's topic (United States in World Politics). The topic can range from investigating an American Foreign Policy or global involvement, to a theory debate or literature review of the subject that you are most interested in.

To ensure that you are on the right track, you will need to submit a one-page, double-spaced topic proposal to me by **May 4, before class at 9:29 am** through BrightSpace. This way, I can give you feedback on your research idea and proposal, and give suggestive readings for the research paper. You are encouraged to talk to me during office hours about what is on your mind about doing this research paper.

The requirement of this Final Research Paper is that you must have **at least 10 academic sources** cited within the essay, excluding readings that we have discussed in class.

These sources must be academic sources, not newspaper articles or popular writings. We will have a class on citations and how to find reference papers later in the term. Citation format must be in APA or Chicago (author-date) format. **Please remember that AI can create fake sources, and I will check every single source you cite. Using a fake citation will result in an automatic F, and referring to the Brooklyn College Administration.** The Final Paper is due on **May 22nd, 2026, at 11:59 pm**, through Turnitin.

Extra Credit Opportunities

Throughout the semester, I will sometimes offer extra credit opportunities. Be sure to check your BrightSpace and your email (BCmail or your CUNYLogin email) regularly so you don't miss the extra credit opportunities. Two extra credit opportunities will be given on the day I canceled the class for academic conference attendance.

Course Policy

Assignment Policy

For assignments, I will offer a 2-day grace period for every student. Each student will have a 2-day grace period that is used for **all assignments**. You may use the 2-day grace period on whatever assignment you want, but not on the in-class portion of the exam or the presentation. The grace period will be counted by days, so even if you just used 1 hour, it will be counted as a day. Please note: this is not a grace period for all assignments. For example, if you used up the two-day grace period for the take-home portion of the midterm exam, you may not use it on the final paper. However, you may spread it into two one-day grace periods and apply it to each assignment. For every day of the 2-day grace period not used by the end of the semester, a 1-point extra credit to the overall grade will be applied.

After the 2-day grace period has been applied, for every day the assignment is late, a 2.5% of the grade for the assignment (which is equivalent to half a letter grade) will be taken off every day. Again, even just one hour will count as one day. I will not accept papers that are over one week late after the deadline, including the grace period. This will result in an F for the assignment grade. This does not apply to presentation, as that would result in an **automatic 0** if you missed that day of presentation.

For extending beyond the 2-day grace period, or missing the in-class portion of the midterm or your presentation, you must have a doctor's note or an acceptable explanation with documentation that you are unable to complete the assignment on time or exam during the designated time period (Note that death of a family member

would require the [application of Bereavement](#) to the Office of Student Affairs). These documents must be received by the instructor **by the deadline of the exam or assignment**, and failure to do so will result in the late policy being applied. Failure hand in any submission will result in that portion of the grade **becoming 0**. Note: Religious absence will be granted in accordance with state law and Brooklyn College rules. Please send me an email in advance to discuss religious exemptions.

The use of AI in class materials

With the rise of AI, I know that many of the courses have strived to ban AI usage by either moving to an in-person exam modality or considering AI usage once and for all as plagiarism. This class is also moving towards in-class exams. I cannot control whether you are using generative AI at home or not. *If you are caught using AI to generate your answers for your assignments without citations (or fake citations), it will be considered **academic dishonesty** and will be **REPORTED** to Brooklyn College for further investigation.* In other words, while I do not completely ban the use of generative AI, you are **discouraged** from using it in any form. Please limit the use of AI for brains and planning only, not as an answer generation tool.

Citation and Academic Integrity

Cheating and Plagiarism are strictly prohibited in this class and according to Brooklyn College's integrity policies. To avoid plagiarism, please cite everything that is not your original idea, ideally using the **Chicago (author-date) format or APA format**. If you have never used the Chicago format, the reference menu is [here](#). For exams, the use of the Chicago format would be expected only as an in-text citation, i.e., (Author Year, Page-Number).

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy can be found at www.brooklyn.edu/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation. Students should be aware that faculty may use plagiarism detection software. For this class, **Turnitin will be used to detect plagiarism**. All papers must be submitted through Brightspace through the Turnitin portal.

Student Behavior

Students are expected to maintain a tone of respect and professionalism at all times. It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you respond.

The above represents the guidelines for our class. Failure to comply with the above guidelines will first result in a verbal warning. If the disruptive behavior continues in the same class session, you will be asked to leave the classroom for the remainder of the class session. The behavior may be reported to Student Affairs for further disciplinary action.

Reading Materials

This class requires two books:

- Kaufman, Joyce P. 2021. *A Concise History of U.S. Foreign Policy*. **5th Edition**. Rowman & Littlefield. **(K)**
- Hook, Steven W., and Christopher Martin Jones. 2012. *Routledge Handbook of American Foreign Policy*. Routledge Handbooks. Routledge. **(H&J)**

Whenever the letter **K** or **H&J** appears, it means that we are reading Kaufman's book. Otherwise, the readings are available through BrightSpace, free of charge.

Powerpoints

When PowerPoint presentations are available, I will post them on BrightSpace for you to reference. However, this may only be a portion of the main points that will be on the PowerPoint. As such, attendance at the class is important to fully take advantage of the note-taking process.

Emailing Policy

Please use your Brooklyn College email address (@bcmail.cuny.edu) to email me for any inquiries you have, so that it is easier for me to identify your email and give a faster response. **Please check this syllabus first before sending in any questions.** I most likely had laid out my expectations here already. I will not respond to any questions I

deem answerable by the syllabus alone without clarification (i.e., When is the assignment due?).

I generally respond to emails within 48 hours after receiving them (expect delays during weekends). If you sent me an email titled POLS. 3221 Extra credit with the body saying that you have read the syllabus and send me a funny meme or reels that you saw (does not have to be political), you will receive a 2.5 points (equal to half a letter grade) extra credit. This opportunity ends on January 31st at 11:59 pm. If you have not received a response from me in 48 hours (or 72 hours for emails sent on Friday and Saturday), please send me a follow-up email. Email me if you have any inquiries, problems, or if you want to set up office hours on Zoom outside of the designated time stated above. **You are encouraged to contact me either through email or during office hours.**

Laptop and Cellphone Policy

For the purpose of instruction and your personal note-taking preferences, laptops and tablets are allowed to be used in class for note-taking purposes only. Please refrain from using your cellphone in class, as the class discussion is set to help you with the quiz and exams.

Brooklyn College Learning Center (Writing Center)

The Brooklyn College Learning Center offers, free for all current students, support and assistance to enhance your writing skills (<https://www.brooklyn.edu/lc/>) through workshops and individual instruction. Its online scheduling services are described here: <https://students.brooklyn.edu/article-categories/learning-center/>. The Learning Center has a staff of trained peer tutors who work with you to help you become a more effective writer, from planning and organizing a paper to writing and then proofreading it. The Learning Center is a valuable resource, and I encourage you to use it.

I strongly suggest you use the Learning Center as a resource to improve your academic writing, especially on your final paper. If I give you a referral form to the Learning Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

Recording of the Instructor

Video and/or audio recording of class lectures and review sessions without the advanced consent of the instructor is prohibited. Upon written request, the instructor may grant in writing permission for students to record course lectures, on the condition

that these recordings are only used as a study aid by the individual making the recording.

Students with approved accommodations from the [Center for Student Disability Services](#), permitting the recording of class meetings, must present the accommodation letter to the instructor in advance of recording. On any days when classes will be recorded, the instructor will notify all students in advance. Distribution of recordings without the written permission of the instructor violates educational law.

In cases of online class is required during the semester, the instructor reserves the right to **require** the turning on of a web-camera for the class.

Additional College Support

Center for Student Disability Services

In order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services (CSDS). Students who have a documented disability or suspect they may have a disability (physical or mental condition that substantially limits one or more major life activities) are invited to call the Center at (718) 951-5538 or visit 138 Roosevelt Hall. If you have already registered with the CSDS and submitted the necessary forms, you will receive your course accommodation letter to provide to your professor, and these specific accommodations can be discussed when appropriate.

Support for Student Wellness and Welfare

- **Personal Counseling Center** (0203 James Hall) provides individual and group counseling, emergency support, and other services to all Brooklyn College students. Call 718.951.5363 or email BCPersonalCounseling@gmail.com.
- **Immigrant Student Success Office** (117 Roosevelt Hall) provides immigrants and other first-generation students with immigration-informed academic and non-academic support and resources, including legal services, personal and career counseling. Call 718.951.5023 or email ISSO@brooklyn.cuny.edu.
- **LGBTQ+ Resource Center** (219 Student Center) is both a welcoming space and supportive network for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and other LGBTQIA+ identities, and allied students, staff, and faculty at Brooklyn College. Call 718.951.5739 or email LGBTQCenter@brooklyn.cuny.edu.

- **Women's Center** (227 Ingersoll Hall Extension) expands on the conventional direct services approach of traditional women's centers, which focuses on solving immediate crises through referrals and/or counseling, adopting a wide range of multidimensional needs-driven program activities that address the emotional, intellectual, physical, and financial well-being of the whole person. Call 718.951.5777.
- **Health Clinic** (114 Roosevelt Hall) is a primary care facility where enrolled students may receive evaluation and treatment for acute and chronic medical conditions as well as guidance on practices that promote good health and disease prevention – free of charge. Call the clinic at 718.951.5580 or email bchealthclinic@brooklyn.cuny.edu.
- **Other Help?** Tap or click the “**Hand Raise**” button in Navigate to get help with academic advisement and planning, technology, financial concerns, or emergency grants, physical and mental health services, food and housing assistance, and much more!

Outline of the Course

Section I: Basics of IR, Historical Lens of the U.S. in World Politics

Week 1: Introduction to the class

Week 2: Early Americas to World War I (1775 – 1920)

Week 3: Interwar Period (1920 – 1945) & Start of Cold War (1945 – 1963)

Week 4: Cold War (1945 – 1991) (II), CUNY Holiday

Week 5: Post-Cold War, the War on Terror (1991 – 2009)

Week 6: AFP under Obama, Trump, and Biden (2009 – Present), Exam 1

Section II: Domestic Institutions and Their Influence on the U.S. in the World

Week 7: The Presidency and Foreign Affairs

Week 8: Congress and Foreign Affairs

Week 9: Judiciary, Bureaucracy, and Foreign Affairs (Instructor's Conference, Online)

Week 10: The Public and Foreign Affairs, Spring Break!

Week 10.5: Spring Break!

Week 11: Interest Groups and Foreign Affairs, Exam 2

Section III: United States in World Politics: Contemporary Problems

Week 12: Should the U.S. involve itself in the world or isolate itself?

Week 13: Anti-Americanism and Global Economy

Week 14: The Rise of China, and its effect on the US (CACI Session)

Week 15: Military Funding and Other Contemporary Issues

Week 16: Final Paper Due

Weekly Schedule

Readings are subject to change; Readings Marked **K** and **H&J** are books that are assigned as required materials (see above).

Other Readings are available on BrightSpace

Section 1: Basics of IR, Historical Lens of the U.S. in World Politics

This section explores the evolution of the U.S. Foreign Policy in historical perspective, from its founding to modern days. We will look at how Presidents and the country's foreign policy have changed over time.

Week 1: Introduction to the class

#1 – 1/26 M – Introduction to the class! (4 Pages)

- This Syllabus!
- Green, Amelia Hoover. (2013). "How to Read Political Science: A Guide in Four Steps." https://calgara.github.io/Pol157_Spring2019/howtoread.pdf.

#2 – 1/28 W – Basic Theories of International Relations (11 Pages)

- Snyder, Jack. 2004. "One World, Rival Theories." *Foreign Policy*, October 26. <https://foreignpolicy.com/2009/10/26/one-world-rival-theories/>.
- **K**: Chapter 1: "Setting the Stage" (On BrightSpace).
- **Recommended (Not Required):**
 - **H&J**: Nau, Henry R. 2012. "Realism." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
 - **H&J**: Lyon, Alynna J. 2012. "Liberalism." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
 - **H&J**: Sterling-Folker, Jennifer, and Dina Badie. 2012. "Constructivism." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.

Week 2: Early Americas to World War I (1775 – 1920)

#3 – 2/2 M – Antebellum America, Monroe Doctrine, and Manifest Destiny

- **K**: Parts of Chapter 2: "The Beginning," "Manifest Destiny, the Monroe Doctrine, and Westward Expansion," and "Continued Expansion," 39–54.
- Jay, John. *The Federalist Papers* 2–5.
- Washington, George. 1796. "Farewell Address to the People of the United States."

Syllabus content are subject to change

#4 – 2/4 W – American Imperialism, Wilson, and World War I

- **K:** Rest for Chapter 2: “The Civil War” to “The Shifting National Interest,” 54–70.
- **[#]** Zachariah Mampilly. 2022. “The DuBois Doctrine: Race and the American Century,” *Foreign Affairs* 101(5): 156–67.
- Woodrow Wilson’s Speech to Congress asking for a Declaration of War against Germany, April 2, 1917.
- Woodrow Wilson’s Address to Congress, January 8, 1918 (Fourteen Points).

Week 3: Interwar Period (1920 – 1945) & Start of Cold War (1945 – 1963)

#5 – 2/9 M – Interwar Period: From Isolationism to Intervention

- **K:** Chapter 3: “From Isolationism to Superpower”, 76–97.
- Franklin D. Roosevelt. 1941. “On Maintaining Freedom of the Seas,” Radio Broadcast, September 11.

#6 – 2/11 W – Beginning of Cold War, the Korean War, to the Cuban Missile Crisis

- **K:** Parts of Chapter 4: “Background of the Cold War” to “The Kennedy Years,” 101–31.
- **[#]** Polsky, Andrew J. 2015. “Shifting Currents: Dwight Eisenhower and the Dynamic of Presidential Opportunity Structure.” *Presidential Studies Quarterly* 45 (1): 91–109.

Week 4: Cold War (1945 – 1991) (II)

2/16 M:

NO CLASS – CUNY Holiday

#7 – 2/18 W – Vietnam War, Hostile Crisis, and the End of Cold War

- **K:** Rest of Chapter 4, and Chapter 5 “The Cold War Continued,” 141–166.
- **[#]** Herring, George C. 1990. “America and Vietnam: The Unending War.” *Foreign Affairs* 70 (5): 104–19.

Week 5: Post Cold War, the War on Terror (1991 – 2009)

#8 – 2/23 M – H.W. Bush, Clinton, and the New World Order

- **K:** Parts of Chapter 6: “George H.W. Bush and the New World Order” to “Rethinking U.S. Foreign Policy under Clinton,” 169–88.
- **[#]** Dumbrell, J. 2002. “Was There a Clinton Doctrine? President Clinton’s Foreign Policy Reconsidered.” *Diplomacy & Statecraft* 13 (2): 43–56.

#9 – 2/25 W - Bush and the War on Terror

- **K:** Rest of Chapter 6: “George W. Bush: From Election to 9/11” to “President Bush and Wilsonian Idealism,” 188–208.

- **[#]** Boyle, Michael J. 2008. "The War on Terror in American Grand Strategy." *International Affairs* 84 (2): 191–209.

Week 6: American Foreign Policy under Obama, Trump, and Biden (2009 – Present)

#10 – 3/2 M – Obama, Trump, and Biden on American Foreign Policy

- **K:** Chapter 7 "Obama and Trump 2009–2021" and Parts of Chapter 8 "Other Threats," 209–64, 278–81.

#11 – 3/4 W – Exam 1

- Exam 1

Section 2: Domestic Institutions and Their Influence on the U.S. in the World

This session explores how domestic institutions and politics affect American Foreign Policy. Specifically, we will look into how each branch of the government interacted with American Foreign Policy, and how they have affected Foreign Policy outcomes.

Week 7: The Presidency and Foreign Affairs

#12 – 3/9 M – The Two Presidencies Theory (16 Pages)

- **[#] H&J:** Hastedt, Glenn P. 2012. "The Presidency." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Glenn P. Hastedt. Routledge Handbooks. Routledge.
- **[#]** Canes-Wrone, Brandice, William G. Howell, and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." *The Journal of Politics* 70 (1): 1–16.

#13 – 3/11 W – Does the President Matter to Foreign Affairs? Critiques to Realist Approach

- **[#]** Byman, Daniel, and Kenneth M. (Kenneth Michael) Pollack. 2001. "Let Us Now Praise Great Men: Bringing the Statesman Back In." *International Security* 25 (4): 107–46.
- **[#]** Burke, John P. 2005. "The Contemporary Presidency: Condoleezza Rice as NSC Advisor: A Case Study of the Honest Broker Role." *Presidential Studies Quarterly* 35 (3): 554–75.
- **Suggested Readings (Not Required):**
 - **H&J:** Auger, Vincent A. 2012. "The National Security Council." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.

Week 8: Congress and Foreign Affairs

#14 – 3/16 M – Congress’s role in Foreign Affairs

- **[#] H&J:** Carter, Ralph G., and James M. Scott. 2012. “Congress.” In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
- **[#]** Rockman, Bert A. 2000. “Reinventing What for Whom? President and Congress in the Making of Foreign Policy.” *Presidential Studies Quarterly* 30 (1): 133–54.

#15 – 3/18 W – Deferencing to the President?

- **[#]** Lindsay, James M. 2003. “Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy.” *Presidential Studies Quarterly* 33 (3): 530–46.
- **[#]** Howell, William G., and Jon C. Pevehouse. 2007. “When Congress Stops Wars - Partisan Politics and Presidential Power Essay.” *Foreign Affairs* 86: 95–108.

Week 9: Judiciary, Bureaucracy, and Foreign Affairs

#16 – 3/23 M – Judiciary and Foreign Affairs (Online, ISA)

- **[#] H&J:** Silverstein, Gordon. 2012. “Law and Courts.” In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Gordon Silverstein. Routledge Handbooks. Routledge.
- **[#]** Cabranes, Jose A. 2015. “Withholding Judgment: Why U.S. Courts Shouldn’t Make Foreign Policy?” *Foreign Affairs* 94 (5): 125–33.

#17 – 3/25 W – the State Department and the Department of Defense (Online?, ISA)

- **[#] H&J:** Rosati, Jerel, and Scott DeWitt. 2012. “The Department of State.” In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
- **[#] H&J:** Dombrowski, Peter J. 2012. “The Department of Defense.” In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.

Week 10: The Public and Foreign Affairs

#18 – 3/30 M – Public Opinion, News Media, and Foreign Affairs

- **[#] H&J:** Foyle, Douglas C. 2012. “Public Opinion.” In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
- **[#]** Baum, Matthew A., and Philip B. K. Potter. 2019. “Media, Public Opinion, and Foreign Policy in the Age of Social Media.” *The Journal of Politics* 81 (2): 747–56.

4/1 W:

NO CLASS – Spring Break

Week 10.5: Spring Break! (No Class; 4/6 & 4/8)

- **Spring Break!**

Week 11 - Interest Groups and Foreign Affairs

#19 – 4/13 M – Interest Groups and Foreign Affairs

- **[#]** Haney, Patrick J. 2012. "Interest Groups." In *Routledge Handbook of American Foreign Policy*, edited by Steven W. Hook and Christopher Martin Jones. Routledge Handbooks. Routledge.
- **[#]** LeoGrande, William M. 2020. "Pushing on an Open Door? Ethnic Foreign Policy Lobbies and the Cuban American Case." *Foreign Policy Analysis* 16 (3): 438–56.

#20 – 4/15 W – Exam 2

- **Exam 2**

Section 3: United States in World Politics: Contemporary Problems

This session explores the United States in World Politics and the contemporary issues that the United States faces on the international stage. Readings are chosen to reflect contemporary debates on American Foreign Policy and America in World Politics

Week 12 - Should the U.S. involve itself in the world or isolate itself?

#21 – 4/20 M – Internationalism, Isolationism, and Restraint

- **[#]** Daniel Deudney and G. John Ikenberry. 2021. "Misplaced Restraint: The Quincy Coalition Versus Liberal Internationalism," *Survival* 63(4): 7–32.
- **[#]** Sarang Shidore. 2021. "Calling 'Liberal Internationalism' What it is: American Primacy," *Responsible Statecraft*, August 4.
- **[#]** Charles A Kupchan. 2020. "Isolationism is Not a Dirty Word," *The Atlantic*, September 27.

#22 – 4/22 W – Allies and International Institutions

- **[#]** Nye, Joseph S. 2008. "Public Diplomacy and Soft Power." *The Annals of the American Academy of Political and Social Science* 616: 94–109.
- **[#]** Keohane, Robert O., and Joseph S. Jr. Nye. 2025. "The End of the Long American Century: Trump and the Sources of U.S. Power." *Foreign Affairs* 104 (4): 68–79.

Week 13: Anti-Americanism and Global Economy

#23 – 4/27 M – Anti-Americanism

- **[#]** Datta, Monti Narayan. 2009. "The Decline of America's Soft Power in the United Nations." *International Studies Perspectives* 10 (3): 265–84.
- **[#]** Flynn, Michael E, Carla Martinez Machain, and Alissandra T Stoyan. 2019. "Building Trust: The Effect of US Troop Deployments on Public Opinion in Peru." *International Studies Quarterly* 63 (3): 742–55.

#24 – 4/29 W – US and Global Economy

- **[#]** Dees, Stephane, and Arthur Saint-Guilhem. 2011. "The Role of the United States in the Global Economy and Its Evolution over Time." *Empirical Economics* 41 (3): 573–91.
- **[#]** El-Erian, Mohamed A. 2025. "Is America Breaking the Global Economy?" *Foreign Affairs*, July 14.
<https://www.foreignaffairs.com/united-states/america-breaking-global-economy-uncertainty-world-mohamed-el-erian>.

Week 14: The Rise of China, and its effect on the US (CACI Session)

#25 – 5/4 M – Rise of China

- **[#]** Mearsheimer, John J. 2014. "Can China Rise Peacefully?" *The National Interest*. Accessed January 25, 2026.
- **[#]** Walt, Stephen M. 2025. "Hedging on Hegemony: The Realist Debate over How to Respond to China." *International Security* 49 (4): 37–70.
- **[#]** Economy, Elizabeth. 2026. "Beijing's Strategy to Seize the New Frontiers of Power: How China Wins the Future." *Foreign Affairs* 105 (1): 58–73.
- **Essay Proposal Due**

#26 – 5/6 W – Trade War

- **[#]** Liu, Zongyuan Zoe. 2025. "How China Armed Itself for the Trade War." *Foreign Affairs*, April 29.
<https://www.foreignaffairs.com/united-states/how-china-armed-itself-trade-war>.
- **[#]** Posen, Adam S. 2025. "Trade Wars Are Easy to Lose." *Foreign Affairs*, April 9.
<https://www.foreignaffairs.com/united-states/tariffs-trade-wars-are-easy-lose>.

Week 15: Military Funding and Other Contemporary Issues

#27 – 5/11 M – Should Israel and Ukraine get Foreign Aids?

- **[#]** Mearsheimer, John J., and Stephen M. Walt. 2007. *The Israel Lobby and US Foreign Policy*. 1. ed. Farrar, Straus and Giroux. Chapter 2.
- **[#]** Mead, Walter Russell. 2007. "Jerusalem Syndrome - Decoding the Israel Lobby Review Essay." *Foreign Affairs* 86: 160–68.
- **[#]** Miller, Andrew P. 2026. "A New Paradigm for American Policy Essays: The End of the Israel Exception." *Foreign Affairs* 105 (1): 88–103.

#28 – 5/13 W – Future Forward: American Expansionism or Isolationism under Trump?

- **[#]** Kupchan, Charles. 2024. "The Deep Roots of Trump's Isolationism." *Foreign Affairs*, September 9.
<https://www.foreignaffairs.com/united-states/deep-roots-trump-isolationism-america-first>.
- **[#]** O'Hanlon, Michael E. 2026. "The Illusion of Isolationism." *Foreign Affairs*, January 5. <https://www.foreignaffairs.com/united-states/illusion-isolationism>.
- **[#]** Mukharji, Aroop. 2026. "The New Imperial Age." *Foreign Affairs*, January 9.
<https://www.foreignaffairs.com/new-imperial-age>.

Week 16: Final Paper Due

- **Final Paper Due on May 22nd at 11:59 pm.**