

GWU
ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS &
SCHOOL OF MEDIA AND PUBLIC AFFAIRS

FALL 2026 **SMPA 6210.10 – IAFF 6208**
MEDIA AND FOREIGN POLICY
COURSE DESCRIPTION AND REQUIREMENTS

Professor: Dr. Patricia Kabra
E-mail: Kabrap@GWU.edu
Office Hours: Monday 5- 6 pm
MPA office – room 425
Or virtually by appointment

Course: SMPA 6210/IAFF 6208
CRN: 53183/54141
Credits: 3 credit hours
Class time: Mondays 6:10 - 8pm
Location: MPA 306 and Blackboard

Course Description & Goals

This course covers the theoretical and practical nexus of how media, public opinion, and other factors impact the foreign policy making process. The goal of this course is to develop an understanding of the interaction between foreign and domestic media, public opinion, other actors and those who craft and implement foreign policy.

The class will discuss a wide variety of issues: Why is foreign policy forecasting important and how is it done? What is the foreign policy making “establishment” and how does it function? Who are the major “players.”? How does the public learn about foreign policy? Do they care about it? Does public opinion influence the formation of foreign policy? Do governments use media/communication to influence public opinion? What is the role of media in foreign policy formation? What effect has a 24/7 news cycle, bots, “fake news,” cyber, AI and social/digital media had on foreign policy? What emerging issues and communication technologies will affect the formation of foreign policy in the future?

This is a seminar-based graduate course where you get out of it as much as you put in. Classes combine lectures by the instructor, guest speakers, student presentations, class discussions and written assignments. Students are expected to do the readings before class (including the first class in the semester), contribute constructively to discussions, write 2 thought critiques, make an oral presentation, participate in small group work, submit one take-home mid-term essay and submit a 15 -20 page final paper.

Learning Outcomes and Objectives

Upon successful completion of the course, students will be able to:

- Understand and articulate how public opinion, media and other actors have shaped foreign policy.
- Critically analyze and discuss debates among scholars and practitioners on foreign policy formation.

- Illustrate how global trends shape the foreign policy and media environment: rapid globalization, power diffusion, unclear boundaries between foreign and domestic, new diplomatic actors, technologies, etc.
- Analyze implications of new technologies and social media for foreign policy practitioners.
- Develop skills for critical analysis, expression, and defending points of view orally and in writing in academic and professional settings.

Average minimum out of class work/learning expected per week

This course of 3 credit hours meets 14 times during the 15 week semester and has 120 minutes of instruction and group work, and 60 minutes of available office discussion per week. A total of 335 minutes of independent learning (reading, research, writing, presentation preparation, group work, meeting with instructor, etc.) is expected each week. The total hours per week in class and learning is 7.5 hours (on average).

Course Requirements

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- Complete at least two required readings before each class.
- Be prepared to discuss key concepts: informed, constructive, thoughtful participation is key.
- Give a joint (with a partner/s) 10-minute oral presentation with slides or visuals on a key issue in the weekly course topic which critically analyzes assigned readings and their implications.
- Post two 1-2 page critical analyses on course readings on the course Blackboard “Blog” site.
- Submit a one page summary of an outside event you attend related to the topic of this class.
- Submit via-email a take-home Mid-term exam by October
- Submit a brief email paper proposal by September 29 and a 15 – 20 page paper by December 15 (policy at end of syllabus on late papers).
- Come to class **on time**. Attend all classes (except for illness, religious observance, or instructor approved absence). Email notification of unavoidable absence is required. Missing more than two classes will impact your grade (see policy).
- Meet with the instructor mid-way through the semester to discuss your final paper as needed.

Readings

**** NOTE:** Readings listed in the separate course readings schedule will be posted on Blackboard “**Electronic Reserves**” or can be found on accessible websites. If you cannot find a reading – try searching online before contacting the professor. Readings for some topics may change during the course. Students should look at Blackboard announcements and email for updates. Foreign policy debates are often covered by many news sites and will be referenced in class discussions: *The Hill*, *Politico*, *Pro-publica*, *The Atlantic*, *The Nation*, *NYT*, *WP*, *Wall Street Journal*, *The Guardian*, *Financial Times of London*, *Le Monde*, *Al-Jazeera*, etc.

****Online Public Diplomacy Resources that may be of interest** include [USC’s Center for Public Diplomacy](#); GW’s [Institute for Public Diplomacy and Global Communication](#) (IPDGC) which hosts a monthly book and article list.

Grading and Assessments and **Rubrics

All assessments will have detailed instructions and rubrics posted on Blackboard under the “**Assignments**” link. Grades are computed on a point system. Deadlines are listed below and on the course lecture/reading list. Each assessment will be scored using the grading rubric. **Read the Rubrics carefully.** You should review all of the instructions on Blackboard and the grading rubrics before submitting assignments. If you have questions about an assignment or how it is graded, please contact the instructor.

1. Class Participation: 15 points

This course will emphasize class discussion. You will be evaluated on your knowledge and critical assessment of assigned readings, listening skills, and capacity to build on and encourage the ideas of others. You should be prepared to **ask and answer questions**. Students should challenge the claims of the authors and provide reasoned, probing, and respectful analysis of the views of other students and the instructor. Appropriateness, enthusiasm, and civility are expected at all times. Overall, you will be evaluated on how you contribute to the *process* of discussion. Laptops are permitted in class – keep them focused on taking notes or doing in-class group activities.

2. Event summary: 5 points

Each student will be required to attend an outside event at a Think Tank, Embassy, University, etc.; draft a 1 - 2 page summary and, if there is time, briefly report back to the class.

3. Thought Critiques: 15 points

To help stimulate discussion, each student will write **2 critical analysis thought blogs**. The critiques will be an individual critique on one or more required course reading. The papers should be short: 1 - 2 pages. Post both of the papers on Blackboard on the “Blog” link. One paper should be posted **before the mid-term and one before the last day** of class. Students are encouraged to post comments on the blogs of others to discuss in class.

Papers should reflect careful thought and focus on issues worthy of class discussion. They should include a very brief summary of one or more of the reading’s central arguments. They should state what you learned from the reading, the extent to which you agree or disagree with the author’s views, examples to illustrate your points, and questions for class consideration. Post only one paper per course topic. **Don’t put them off.**

These papers will help you learn to “write short.” Make every word count. Include only what’s most salient and relevant. Write as you would for an executive summary or article abstract. These practical skills will prove useful in any knowledge-based career you pursue. A Reading Critique rubric will be provided on the Assignments link in BlackBoard.

4. Oral Presentation: 15 points

Students groups will make one **10-minute** Powerpoint presentation leading to class discussion of a course topic. A weekly schedule of presentation assignments will be posted under “assignments” early in the course for sign-up. If you need to change your date, you may exchange your presentation topic with another student by mutual agreement and with notification of the instructor.

Presentations will frame a central issue based on one or more key readings for the topic. (not all the readings for the week). Presenters will *speak knowledgeably and critically* to the issue, summarize the main arguments, use visuals/Powerpoint, and pose questions regarding the topic that will lead to a class discussion - serving as a “subject matter expert” during class discussion. You will be evaluated on your ability to show topic mastery and **observe the 10-minute time limit**. An oral communication evaluation rubric and a topic sign-up sheet will be provided. Presentations should be sent to the professor by email for the class session previous to the start of class.

5. Midterm: 15 points

This will be a take-home essay midterm based on the readings. You will choose one of three essay topics. You will email your exam to the professor. The midterm is expected to build toward your final paper.

Midterm exams will be passed out on **October 19 and due October 26 midnight EST via email**.

6. Writing/Final Paper Requirement: 35 points

The writing requirement consists of one long paper (15 -20 double spaced pages) Papers should:

- State and defend a point of view on a topic relevant to a course issue or theme.
- Use recent examples or case studies (ie from **2025 or 2026**) that have been in the news.
- Demonstrate your ability to synthesize material and make a cogent, persuasive argument.
- Apply one or more theoretical analyses to the case study you cover in the paper
- Topic proposals for papers are due **by September 28 via email**. The paper due date is Dec. 15. **These are hard deadlines. Paper grades will drop 2 points for each day they are late without an excused extension from the professor.**

Final Grade Calculation

Assessment	Points
Class participation	15
thought critiques (2) on blog	15
Oral Presentation	15
Midterm	15
Final Paper	35
Event summary report	5
Total points	100
Grade scale (points)	
A 96 – 100	
A - 90 - 95	
B+ 87-89	
B 84-86	
B- 80-83	
C+ 77-79	
C. 74-76	
C- 70-73	
F – under 70	

NOTE: Requirements for a “Virtual course” (in the event that we go virtual at some point in the term) In addition to the technology requirements for a virtual course (as in next section), there are a number of other things of which all students should be aware and adhere to in order to have an effective and interesting class. They are listed here and should be read carefully before going on to read the rest of the syllabus.

1. It is expected that you will have looked at the instructions for BlackBoard Ultra for students posted on the BlackBoard site under BlackBoard Guides. I will also post a guide on the syllabus link on BlackBoard.
2. It will be expected that during a virtual class session that you will turn your microphone off until you are ready to speak and that you will turn your camera on. In subsequent classes, you will turn on camera and microphone when speaking and then turn them off.
3. In the event that you cannot log on, a phone number to call into the class will be posted for each class session in advance on the Announcement page on BlackBoard.
4. All BlackBoard Ultra sessions are taped. The tapes are stored on BlackBoard Ultra per class session for review by students. No taped class session may be downloaded and shared with anyone outside the class. The tapes will be deleted at the end of the course. If you are concerned about taped sessions, please contact the instructor.
5. Some outside class speakers may not agree to be taped. If that is the case, then taping will be halted for that portion of the class and notes on the presentation will be posted later.
6. All class discussions and guest speaker presentations, even if they are taped, are “off-the-record” for purposes of publication in any journalistic or other publication without permission in writing from the individual you want to quote or reference.

7. All students should follow the “Netiquette” protocols during this course:
 - a. Remember that not everyone is comfortable with or familiar with cameras, chatrooms and BlackBoard Ultra. We will all make mistakes. So: BE PATIENT.
 - b. Be respectful and courteous.
 - c. Be gracious and open to differing opinions.
 - d. Think carefully before you push the send button.
 - e. Proofread and use the spell check when posting comments or sending email.
8. **All students should review the GWU policy for Acceptable Use for computing systems and services.**

Technology Requirements for Virtual Sessions

In the event that class is held virtually at any point during the semester, students should log-on to BlackBoard Ultra. Instructions will be distributed. Be prepared for this eventuality.

Technology requirements for BlackBoard Ultra

1. Use of a personal computer
2. Check this link for computer requirements:
<https://online.gwu.edu/technical-requirements-and-support>
3. Use of word processing and other software
4. Use of webcam and microphone on your device
5. Use of your computer to upload recordings, Power Point presentations. Images, etc.
6. Check link for support: <https://online.gwu.edu/student-support>

POLICIES – Instructor and University

Statement on Inclusive Teaching

Fostering an inclusive environment in the classroom is one of my goals and that of the university. Students are expected to listen, engage and respect others in the class. I encourage students to share their experiences and knowledge with the class and to meet with me if they have any concerns.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Please review GW's policy on academic integrity, located at <https://studentconduct.gwu.edu/code-academic-integrity>. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information see [Academic Dishonesty Prevention](#).

Artificial Intelligence

Students are prohibited from using generative AI in any form unless it is part of the class assignment or for research for information or data to be used in student written work. For this course, students are permitted to use GAI to assist in research to find sources and materials for papers or presentations.

It is incumbent upon the student to produce their own final draft and the student will be assessed as described in the rubrics on the veracity and suitability of sources and information. All data and information should be checked by the student as coming from a verifiable source. Students are strictly prohibited from using any text generated by AI in their assignments or otherwise presenting it as their own work. Violations of this policy will be treated similar to any other plagiarism case. Please review GW's [Guidelines for Using Artificial Intelligence](#) and [Additional Guidance Regarding Generative Artificial Intelligence](#) for more information.

Attendance:

Attendance is vital for successful completion of the course. **Students may miss classes for verifiable religious or medical reasons.** Visiting friends or family, scheduled or not, is not an acceptable reason to miss class. Any missed class without legitimate cause will negatively impact participation grades and missing up to two classes for any reason will negatively impacting participation grades. Any missed class still needs to be covered by watching the recording of the class that is automatically posted online, and completing any required assignments.

Religious Observances In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: registrar.gwu.edu/university-policies#holidays

Blackboard Course Access:

Blackboard will be used for posting course files, readings, reserve readings, posting assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/> Using your gwu.edu address) for updates to the syllabus/readings. The Official Blackboard Help Site, FAQs, and a variety of short video tutorials are available from Blackboard. Also, when logged in to Blackboard, check out the Student Guides section for links to helpful documentation. Additionally, students can contact the GW Division of IT at (202) 994-4948 for Blackboard assistance.

Bias-Related Reporting:

George Washington University supports excellence in learning, research, and service. Acts of bias, hate, or discrimination can undermine the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. GWU strongly encourages students to report possible bias incidents. For additional information, follow this link: <https://diversity.gwu.edu/bias-incident-response>.

Copyright Policy Statement:

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see [Libraries and Academic Innovations Copyright page](#).

Incomplete Grades:

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete Elliott School students should use the Elliott School's Incomplete Grade Contract: <http://go.gwu.edu/incompletecontractgraduate>
The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office.

All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin: <http://bulletin.gwu.edu/university-regulations/#Incompletes>

Instructor Response Time:

I will respond to emails within 48 – 72 hours on weekdays and on the next business day over weekends and holidays. I will return assignments within one week to ten days.

Inclement Weather:

Please note that online courses at the George Washington University will continue to be held even when the University is closed for inclement weather.

Late Work:

If you have a medical emergency that prevents you from attending class or completing an assignment on time, a medical professional must confirm this in writing. Accommodations will be made for students who have verified medical emergencies. Unexcused absences require either a grade reduction or a make-up assignment. Students are allowed two excused absences before their grade will be affected. Unexcused late work will be marked down by one letter grade for every day late. If you do not complete all assignments, you will receive a failing grade for that component of the course. If you do not hand in an assignment on time, that paper's grade will be **marked down 5 percentage points** for every day it is late. Any extenuating circumstances that are communicated to the instructor after the assignment was due will require written proof. If you think an issue may arise, communicate with early and often.

Sharing of Course Content:

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA):

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Use of Electronic Course Materials and Class Recordings:

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Course Schedule, Topics, Readings

Instructions

******Read at least 2 or more required readings per week – students may be grouped for in-class group discussions/exercises based on the articles they have chosen to read.

*******If there is no active link next to an article – check the readings on the electronic reserve in BlackBoard or search online before contacting professor. Any article that cannot be found will be added to the Electronic Reserves.

Class Sessions

8/24 Week 1: Issues for foreign policy decisions in 2026 and beyond

Required to read one of the listed reports – and, either the Ann Marie Slaughter or Drezner article

1. Council on Foreign Relations: Preventive Priorities Survey 2026
<https://www.cfr.org/preventive-priorities-survey>
2. Eurasia Reports: Top Risks 2026
<https://www.eurasiagroup.net/issues/top-risks-2026>
3. DNI Global Trends 2040 Report
This Report is a PDF on the Outline Link in BlackBoard – the original has been archived as per the note on this following link -
<https://www.dni.gov/index.php/gt2040-home/introduction>
4. <https://www.weforum.org/publications/global-risks-report-2026/> **(Read summary or whole report)**
5. <https://www.cfr.org/articles/visualizing-2026-five-foreign-policy-trends-watch>
6. <https://ecfr.eu/publication/imagining-trump-2-0-six-scary-policy-scenarios-for-a-second-term/> European Council on Foreign Relations Report (June 2024)
7. https://assets.publishing.service.gov.uk/media/669923bda3c2a28abb50d236/GST_7_Bite_size_web.pdf

Daniel Drezner, *Wonks Gone Wild*, January 15, 2021 in Foreign Policy. (on electronic reserve)

Slaughter, Ann Marie. *Global Complexity: Intersection of Chessboard and Web*. CIDOB 5/2016.
https://www.cidob.org/en/publications/publication_series/notes_internacionales/n1_147_global_complexity_intersection_of_chessboard_and_web_trends/global_complexity_intersection_of_chessboard_and_web_trends

Other Recommended readings

Preventive Priorities Survey 2018. <https://www.cfr.org/report/preventive-priorities-survey-2018>
Review the latest U.S. foreign policy discussions on one of the websites for *The Hill*, *Politico*, *The Atlantic*, *The Nation*, *Foreign Affairs*, *NYT*, *WP*, or *Wall Street Journal*.
<https://newlinesinstitute.org/forecast/2025-annual-forecast/>

8/31 Week 2: The why/how and pitfalls of foreign policy formation and forecasting

Required (Read at least 2)

European Council on Foreign Relations “2026: The year we stop pretending it is just a phase”
<https://ecfr.eu/article/2026-the-year-we-stop-pretending-its-just-a-phase/>

Obstacles to Harnessing Analytic Innovations in Foreign Policy Analysis: A Case Study of Crowdsourcing in the U.S. Intelligence Community, 2022. <https://bpb-us-e1.wpmucdn.com/sites.dartmouth.edu/dist/0/433/files/2022/10/Samotinl-Friedman-Horowitz-Crowdsourcing-INS.pdf>

J. Peter Soblic and Philip Tetlock, “A Better Crystal Ball: The Right Way to Think About the Future”, *Foreign Affairs*, Nov/Dec 2020. <https://www.foreignaffairs.com/articles/united-states/2020-10-13/better-crystal-ball>

Bob Davis, “A Forecasting Model Used by the CIA Predicts a Surprising Turn in U.S. – China Relations”, *Politico*, 5/26/22. <https://www.politico.com/news/magazine/2022/05/26/game-theory-predicts-biden-tariffs-china-cia-00035104>

Paul M. Leonardi, “On the Making of Crystal Balls” 2021.
https://www.researchgate.net/publication/349873583_On_the_making_of_crystal_balls_Five_lessons_about_simulation_modeling_and_the_organization_of_work

Linda W. Chang, et. al., “Does Counting Change What Counts? Quantification Fixation Biases Decision-making,” October 28, 2024, PNAS.

Other - Recommended

Yana Gorokhovskaia and Cathryn Grothe, *Freedom in the World 2024: The Mounting Damage of Flawed Elections and Armed Conflict*, Freedom House, February 2024.
https://freedomhouse.org/sites/default/files/2024-02/FIW_2024_DigitalBooklet.pdf
<https://freedomhouse.org/report/freedom-world/2026/growing-shadow-autocracy>

CSIS – seven revolutions project
https://csis-website-prod.s3.amazonaws.com/s3fs-public/2023-01/230119_Seven_Revolutions_Overview_0.pdf?VersionId=5k64746D.LOpqv00XGfpa9QLZa_mv_QFq

<https://www.csis.org/analysis/2026-national-defense-strategy-numbers-radical-changes-moderate-changes-and-some>

9/7 *Holiday – No Class*

9/14 Week 3: Media, Public Opinion and Foreign Policy – The “classic” theory
Read Two articles

Baum, Matthew and Philip Potter, *The Relationship Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis*” Annual Review of Political Science 2008, vol. 11. (39 – 43).

https://www.researchgate.net/publication/228283589_The_Relationship_Between_Mass_Media_Public_Opinion_and_Foreign_Policy_Toward_a_Theoretical_Synthesis

Carlsnaes, Walter, *Actors, structures and foreign policy analysis*, in Foreign Policy: Theories, Actors and Cases. Oxford University Press, 2012. Pg. 113 – 128

James Strong, *Spin doctors, media and mandarins: Why the substance and communication of foreign policy inevitably interact*. (June 2012) (Paper in PDF online)

<https://drjamesstrong.files.wordpress.com/2015/09/draft-4-to-isa.pdf>

Robert Entman, *Projections of Power: Framing News, Public Opinion and U.S. Foreign Policy*, (Studies in Communication, Media and Public Opinion) Chicago University Press. (2004) 1, 5-7

9/21 Week 4: Some recent issues affecting “classic” theory

Matthew Baum and Potter, *Media, Public Opinion, and Foreign Policy in the Age of Trump*. 2019 Journal of Politics 81:2.

https://www.researchgate.net/publication/331543555_Media_Public_Opinion_and_Foreign_Policy_in_the_Age_of_Social_Media

Joseph Nye, What is a Moral Foreign Policy? 2019 <https://tnsr.org/2019/11/what-is-a-moral-foreign-policy/>

Gordan Adams, “Responsible Statecraft Requires Remaking America’s Foreign Relations Tool Kit, Quincy Brief #9, 2/25/21. <https://quincyinst.org/report/responsible-statecraft-requires-remaking-americas-foreign-relations-tool-kit/>

CSIS report on foreign leader reactions to US foreign policies (2025)

https://csis-website-prod.s3.amazonaws.com/s3fs-public/2025-10/251006_GFP_Navigating_Disruption.pdf?VersionId=eSkSG.yasobvZC5BYzmmh_CbbJefp44T

Richard Stengel, *We're in the Middle of a Global Information War. Here's what we need to do to win*, Time Magazine <https://time.com/5686843/global-information-war/>

Pew Poll July 30, 2020. *Americans Who Mainly Get Their News on Social Media Are Less Engaged, Less Knowledgeable*
<https://www.journalism.org/2020/07/30/americans-who-mainly-get-their-news-on-social-media-are-less-engaged-less-knowledgeable/>
<https://www.pewresearch.org/short-reads/2021/06/02/americans-in-news-media-bubbles-think-differently-about-foreign-policy-than-others/>

9/28 Week 5: Who/what influences Foreign Policy? Who leads/who follows?
Paper Topics Due – send via email

<https://www.cfr.org/education/learn/resource-collections/us-foreign-policy/how-do-forces-outside-government-influence-policy-making> (click on link on right of landing page if you do not find this document)

Hamilton and Tiilikainen, “*Domestic Determinants of Foreign Policy in the European Union and the United States*” (read the introduction)
<https://archive.transatlanticrelations.org/wp-content/uploads/2018/01/Full-Book.pdf>

Edwards, George C. III and B. Dan Wood. “*Who Influences Whom? The President, Congress and the Media.*” *American Political Science Association*. 93 (June): 327-44.

Shapiro, Robert Y. and Lawrence R. Jacobs. “*Who leads and who follows? U.S. Presidents, Public Opinion and Foreign Policy.*” In Nacos, Brigitte L., Robert Shapiro and Pierangelo Isernia, eds. *Decision making in a Glass House: Mass Media, Public Opinion and American and European Foreign Policy in the 21st Century*, Rowman & Littlefield Publishers, Inc. 2000. Chap. 14, pp. 223-46.

Michael Horowitz, et al, “*What Makes Foreign Policy Teams Tick: Explaining Variation in Group Performance at Geopolitical Forecasting*”, *The Journal of Politics*, Vol. 81, n. 4, October 2019. (On electronic reserve)

Recommended

Baum and Potter, pg. 39 – 58

Ozkececi-Taner, Binnur. *Sequences in Foreign Policy Decision Making*. Oxford Research Encyclopedia of Politics. May 2017

Renshon, Jonathan and Stanley A. Renshon. *The Theory and Practice of Foreign Policy Decision Making*, “Political Psychology” Vol. 29, No. 4 The Enduring Legacy of Alexander L. George: A Symposium (Aug. 2008) pp. 509 – 536. [International Society of Political Psychology](https://cooperative-individualism.org/hoepli-phalon-nancy_how-u-s-foreign-policy-is-made-2011.pdf).
How US Foreign Policy is Made. Foreign Policy Association
https://cooperative-individualism.org/hoepli-phalon-nancy_how-u-s-foreign-policy-is-made-2011.pdf

10/5 Week 6: The Leaders, Legislative bodies and Interest Groups

Patrick Porter. 2018. "Why America's Grand Strategy Has Not Changed: Power, Habit, and the U.S. Foreign Policy Establishment." *International Security* 42(4): 9–46.

<https://direct.mit.edu/isec/article/42/4/9/12188/Why-America-s-Grand-Strategy-Has-Not-Changed-Power>

Jonsson, Christer, *Diplomatic Actors Beyond Foreign Ministries*. SWP Berlin, German Institute for International and Security Affairs. Working Paper No. 10. March 2017. https://www.swp-berlin.org/publications/products/arbeitspapiere/WP_Diplomacy21_No10_Christer_Jo%CC%88nsson.pdf

Daniel Drezner, *Ideas, Bureaucratic Politics and the Crafting of Foreign Policy*, American Journal of Political Science, 2000, 44, 733-49

Elizabeth Saunders, *No substitute for experience: presidents, advisors and information in group decision-making*. <https://profsaunders.files.wordpress.com/2016/07/nosubstitute3.pdf>

James Lindsay, *Congress and Foreign Policy: Why the Hill Matters*, Political Science Quarterly, 1992/3, 107(4) 607-28.

William Inboden, "Statecraft, Decision-Making, and the Varieties of Historical Experience: A Taxonomy," *Journal of Strategic Studies*, Vol. 37, No. 2 (April, 2014), pp. 291-318

Resources

White house press homepage

www.govtrack.US/congress

https://www.senate.gov/committees/committee_hearings.htm

<https://diplomaticacademy.us/2021/08/08/state-department-media/>

<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-185>

Foreign policy decision making in other countries

<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-398>

<https://www.chathamhouse.org/2021/11/who-decides-chinas-foreign-policy>

<https://larrlasa.org/articles/10.25222/larr.592/>

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10/12 HOLIDAY

10/19 Week 7: The importance of Public Opinion and what the public knows

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11/23 HOLIDAY

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12/9– Week 14 (using make-up for Monday on Wednesday)

The Future of Strategic Foreign Policy

Critique #2 due BY THIS DATE

Summary of event attended - due

Required

Global policy forecasting

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Alan K. Henrikson, “What is Public Diplomacy? Fostering Cooperation, Countering Disinformation,” *Baku Dialogues: Policy, Perspectives on the Silk Road Region*, Vol. 7, No. 2 (Winter 2023-2024), 98-117.

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Int Polit (Hague). 2022 Mar 11;59(5):767–785. doi: [10.1057/s41311-022-00381-0](https://doi.org/10.1057/s41311-022-00381-0) Polarization and US foreign policy: key debates and new findings

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12/15 – **FINAL PAPER DUE via email by midnight EST**