

## Political Science 359: **American Foreign Policy**

Department of Political Science  
University of Wisconsin-Madison

September 2 - December 10, 2020 (Online)

**Professor:** Professor Jon Pevehouse ([pevehouse@polisci.wisc.edu](mailto:pevehouse@polisci.wisc.edu))  
**Office Hours:** Online office hours: By appointment.

**Teaching Assistants:** Caileigh Glenn ([caileigh.glenn@wisc.edu](mailto:caileigh.glenn@wisc.edu)): Sections 302 and 303  
Yumi Park ([yumi.park@wisc.edu](mailto:yumi.park@wisc.edu)): Sections 304, 308, and 311  
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**Course overview:** The purpose of this class is to undertake a historical and analytical examination of U.S. Foreign Policy since World War II. The course is divided into three main topics. First, we will discuss the history of U.S. Foreign Policy since World War II. We will examine topics such as how current U.S. policy has evolved and what was the impetus behind our important foreign policy choices. The second part of the class will examine the institutions and processes that guide foreign policy formation and implementation. Questions will revolve around who are the important people setting the foreign policy agenda and what are the important institutions attempting to implement this agenda. Finally, the last third of the course will review some of the more salient foreign policy challenges facing the U.S. as we enter the 21st century. Some of these issues include whether US foreign aid policy is effective, how the recent global health and economic crises will influence foreign policy, and how concerns about China may influence American foreign policy.

**Course requirements:** The lectures will be posted to our Canvas course page. The schedule provides a timeline for when you should view the week's lectures. All lectures for a given week must be viewed prior to the following discussion section.

*Lectures:* Lectures are accessible through the course website (Canvas). The lectures will become available at 11:59 pm (central US) the night prior to the scheduled date. The lectures are captured audio + slides. You can download the slides separately. Additional short videos clarifying concepts or providing context through current events may also appear on the course's main page.

*Discussion section (40% of final grade; including 5 quiz/writing assignments @ 4% each):* Discussion sections will be a mix of participation and short quizzes. The quizzes will take place the weeks of September 18, October 2, October 9, November 6, November 27. They are due at the end of those weeks on Friday, at 11:59pm Central time. Quizzes will be short-answer questions that draw on the previous weeks' lectures and readings. The remaining 20% of the participation grade will be assessed by a student's attendance and engagement in sections.

*Assessment:* All assignments are due by 11:59 pm (central time US) on the due date listed in the schedule below. If you are in a different time zone, please make sure you take this into account when handing in your assignments. Do **not** email your assignments to the instructor or TA. Turn in your assignment on Canvas under the "Assignments" tab on the left-hand menu. This is also where you will find the instructions for each assignment. You will be notified when feedback has been left. The assignment schedule is as follows:

1. Course Exam (due December 18) 25%  
The course exam will be distributed 48 hours before due date and will consist of two essay prompts.
2. Research Paper 35% (of which 5% is for your topic sheet; topic sheet is due September 25, final paper is due December 9). Formal instructions for the research paper are the last two pages of the syllabus: pages 10-12. This is meant to be a serious research paper that can be used as a writing sample for graduate school,

law school, employers, etc. There will be multiple check-in points during the research and writing process. Leaving this project until the last minute is not a good idea.

Other important information on assignments:

- Plagiarism and cheating are very serious offenses and are absolutely unacceptable. For all assignments, please use thorough and proper citations for materials obtained from primary and secondary sources. If you are caught plagiarizing or cheating on any assignment or exam, you will receive a failing grade for the class. In addition, the matter will be referred to the Dean of Students. If you have any doubts about whether and how to cite something, contact the professor or your TA for advice.
- Feel free to post questions about the assignments on the discussion boards. Again, it is likely someone else has the same question!

**Required Textbook:** Rosati, Jerel and James Scott. 2021. *The Politics of United States Foreign Policy*. Washington DC: Sage/CQ Press. Noted in the syllabus and “Rosati and Scott”.

The book is available to buy or rent from most online retailers. You can also rent or purchase an e-version here:

<https://www.vitalsource.com/products/the-politics-of-united-states-foreign-policy-james-m-scott-jerel-a-v9781544374536>

We have no preference as to how you access the book (buy/rent; e-version/printed) – just so you have access.

**Special accommodations:** We will make every effort to enable full participation in this course by all students. Students needing special accommodations should contact the TA or professor *as early as possible* (within the first two weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. Students holding a McBurney Connect notification letter must email it to the professor or the TA as early in the semester as possible.

**Inclusivity Statement:** We ask that all students:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their classmates
- appreciate the opportunity that we have to learn from each other in this community
- value each other’s opinions and communicate in a **respectful** manner
- keep confidential discussions that the community has of a personal (or professional) nature

In short, this is a political science course. We are going to be discussing political issues. In today’s polarized environment, one is bound to raise objections no matter what issue is raised. We should be respectful of each other and each other’s views. We’re not all going to agree. But we all should be respectful to one another as a learning community.

\* Note: there is a pinned discussion boards at the top of the Discussions page on Canvas. Under “Raise your hand,” ask any questions about the course, assignments, or logistics that you think others might be curious about as well. We will be monitoring that board for posts.

### **COVID-Related Information**

**Although lecture is online, several discussion sections meet in-person. For those sections, please follow the UW-Madison guidelines/rules on face coverings.**

### **Face Coverings During In-person Instruction Statement (COVID-19)**

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student

is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

#### **QUARANTINE OR ISOLATION DUE TO COVID-19**

Students should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

#### **PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

##### **Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for PS 359 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **Schedule and readings:**

### **Module 1: Introduction and History of American Foreign Policy**

#### **1.1 September 2, 2020**

##### ***Introduction: The international and domestic context in American Foreign Policy***

Jentleson, Bruce. 2013. *American Foreign Policy: The Dynamics of Choice in the 21<sup>st</sup> Century*. 5<sup>th</sup> ed. New York: W.W. Norton, Chapter 1, pp. 2-24.

Morgenthau, Hans. 1950. "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions." *American Political Science Review* 44(4): 833-854.

Kupchan, Charles. 2018. "The Clash of Exceptionalisms." *Foreign Affairs*. March/April 2018.

#### **1.2 September 4 & 9 & 11, 2020**

##### ***The Historical Context of American Foreign Policy***

Hook, Steven W. and John Spanier. 2019. *American Foreign Policy Since World War II*, 21<sup>st</sup> ed. Washington DC: CQ Press. Chapter 3, pp. 45-72.

Hook, Steven W. 2020. *U.S. Foreign Policy: The Paradox of World Power*, 6th ed. Washington DC: CQ Press. Chapter 2, pp. 12-43.

### **Module 2: The Formal Institutions of American Foreign Policy**

#### **2.1 September 14, 2020**

##### ***Presidential Power: Institutional Roots***

Rosati and Scott: Chapter 3

#### **2.2 September 16, 2020**

##### ***Presidential Power: NSC & Presidential Management***

Rosati and Scott: Chapter 7

#### **2.3 September 18, 2020**

##### ***Congress: Check or Empty Vessel?***

Howell, William G. and Jon C. Pevehouse, 2007. "When Congress Stops Wars: Partisan Politics and Presidential Power." *Foreign Affairs* 86(5): 95-108.

Rosati and Scott: Chapter 9

#### **2.4 September 21, 2020**

##### ***State Department: Directing Foreign Policy or Playing Second Fiddle?***

Rosati and Scott: Chapter 4.

#### **2.5 September 23, 2020**

##### ***Department of Defense: Changing Strategies and Institutions***

Rosati and Scott: Chapter 5.

Paul McCleary. 2017. The Pentagon's Third Offset May be Dead, but No one Knows What is Coming Next." *Foreign Policy*, December 2017.

#### **2.6 September 25, 2020**

##### ***Department of Defense: Civil-Military Relations***

Sapolsky, Harvey, Eugene Gholz, and Caitlin Talmadge. 2014. *U.S. Defense Politics*, 2<sup>nd</sup> ed. New York: Routledge. Chapter 3: Organizing for Defense: the Evolution of US civil-military Relations, pp. 32-54.

2.7 September 28, 2020

***The Intelligence Community: Still in Need of Reform?***

Rosati and Scott: Chapter 6

2.8 September 30, 2020

***Foreign Economic Policy: Partners with Security or Still Second Fiddle?***

Rosati and Scott: Chapter 8

October 2, 2020: **MIDTERM BREAK/READING CATCH-UP**

2.9 October 5-9, 2020

***Putting it together: Models of Decision-making and the Cuban Missile Crisis***

Rosati and Scott: Chapter 10

Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63: 689-718.

Monten, Jonathan and Andrew Bennett. 2010. "Models of Crisis Decision Making and the Iraq War." *Security Studies* 19(3): 486-520.

### **Module 3: Informal Institutions and American Foreign Policy**

3.1 October 12, 2020

***Public opinion: What does the public know and does it matter?***

Rosati and Scott: Chapter 11

3.2 October 14, 2020

***Interest Groups: Much Ado About Nothing?***

Rosati and Scott: Chapter 12

Pevehouse, Jon and Felicity Vabulas. 2019. "Nudging the Needle: Foreign Lobbies and U.S. Human Rights Ratings." *International Studies Quarterly*.

3.3 October 16, 2020

***Media: Agenda Setter or Conduit?***

Rosati and Scott: Chapter 13

3.4 October 19, 2020

***Taking Stock: Putting all the pieces together (mini-lecture)***

No reading!

### **Module 4: The Substance of American Foreign Policy**

4.1 October 21, 2020

***Foreign Aid: Millennium Challenge and Beyond***

Sachs, Jeffrey. 2005. "The Development Challenge," *Foreign Affairs* 84(2): 78-90.

Bhagwati, Jagdish. 2010. "Banned Aid." *Foreign Affairs* 89(1): 120-125.

Banik, Dan and Nikolai Hegertun. 27 October 2017. "Why do nations invest in international aid? Ask Norway. And China." *The Washington Post*.

4.2 October 23, 2020

***Race and Foreign Policy***

Nincic, M. and D. Nincic. 2002. "Race, Gender, and War." *Journal of Peace Research* 39 (5): 547-568.

Vitalis, R. 2000. "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations." *Millennium* 29 (2): 331-356.

*Optional:*

Fraser, Cary. "Crossing the Color Line In Little Rock: The Eisenhower Administration and the Dilemma of Race for US Foreign Policy." *Diplomatic History* 24(2): 233-264.

4.3 October 26, 2020

***Terrorism and Counter-terrorism***

Byman, Daniel. 2013. "Why Drones Work: The Case for Washington's Weapon of Choice." *Foreign Affairs* 92(4): 32-43.

Cronin, Audrey Kurth. 2013. "Why Drones Fail: When Tactics Drive Strategy." *Foreign Affairs* 92(4): 44-54.

4.4 October 28, 2020

***Immigration: Control vs. Refuge***

Oltman, Anna and Jonathan Renshon. 2017. "Immigration and Foreign Policy." In *The Oxford Encyclopedia of Foreign Policy Analysis*. Ed. Cameron G. Thies. Oxford University Press.

Hamlin, Rebecca. 2012. "Illegal Refugees: Competing Policy Ideas and the Rise of the Regime of Deterrence in American Asylum Politics." *Refugee Survey Quarterly* 31(2): 33-53.

4.5 October 30, 2020

***Global Health and Global Order: Before and After COVID-19***

Fukuyama, F. 2020. "The Pandemic and Political Order: It Takes a State." *Foreign Affairs*. July/August 2020.

Drezner, Dan. 2020. "The Song Remains the Same: International Relations After COVID-19" *International Organization Supplemental Online Issue*.

4.6 November 2, 2020

***China: Rising Threat or Satiated Giant?***

Jessica Chen Weiss, "A World Safe for Autocracy," *Foreign Affairs*, July/August 2019, 92-102.

Beckley, Michael. 2011. "China's Century? Why America's Edge Will Endure." *International Security* 36(3): 41-78.

November 4, 2020

***Election Recap!***

4.7 November 6, 2020

***International Human Rights***

Hassan, Oz and Jason Ralph. 2011. "Democracy Promotion and Human Rights in US Foreign Policy." *International Journal of Human Rights* 15(4): 509-519.

4.8 November 9, 2020

***Populism and Nationalism: Is Foreign Policy Changing?***

Mudde, Cas and Cristóbal Rovira Kaltwasser. 2017. "What is Populism?" In *Populism: A Very Short Introduction*. Oxford University Press.

Drezner, Daniel W. 2017. "The Angry Populist as Foreign Policy Leader: Real Change or Just Hot Air?" *The Fletcher Forum of World Affairs* 41(2): 23-43.

4.9 November 11, 2020

***Russia: Has the bear re-awakened?***

Thomas Graham. 2019. "Let Russia Be Russia." *Foreign Affairs* Nov/Dec. 2019.

Michael McFaul. 2018. "Russia as It Is," *Foreign Affairs*, July/August 2018.

Michael Mandelbaum. 2019. "The New Containment." *Foreign Affairs*, March/April 2019.

4.10 November 13, 2020

***Does the U.S. finally care about Africa?***

Reuben Brigedy. 2018. "A Post-American Africa." *Foreign Affairs*. August 2020.

Zoe Marks, Erica Chenoweth, and Jide Okeke. 2019. "People Power is Rising in Africa." *Foreign Affairs*. August 2019.

Gorm Rye Olsen. 2017. "The Ambiguity of American Foreign Policy Towards Africa." *Third World Quarterly*. September 2017.

4.11 November 16, 2020

***The Song Remains the Same: US Foreign Policy in the Middle East***

Jason Pack. 2020. "The Israel-UAE Deal Will Bring War, Not Peace—Starting in Libya." *Foreign Policy*, August 2020.

Steven Cook. 2020. "The Middle East Plays Hardball, and the Palestinians Always Lose." *Foreign Policy*, August 2020.

Brookings Institution. 2018. *The New Geopolitics of the Middle East: American's Role in a Changing Region*.

4.12 November 18, 2020

***Economic Statecraft: Sanctions and American Foreign Policy***

McDonald, Patrick J. 2007. "Revitalizing Grand Strategy: America's Untapped Market Power." *The Washington Quarterly*. 30(3): 21-35

Zarate, Juan C. 2009. "Harnessing the Financial Furies: Smart Financial Power and National Security." *The Washington Quarterly*. 32(4): 43-59.

*Optional:*

Lew, Jacob L. and Richard Nephew. 2018. "The Use and Misuse of Economic Statecraft." *Foreign Affairs*, November/December 2018. 139-149.

4.13 November 20, 2020

***Soft Power and American Foreign Policy***

Joseph Nye. 1990. "Soft Power." *Foreign Affairs*. Fall 1990.

Kal Raustiala. 2020. "Hollywood is Running Out of Villains." *Foreign Affairs*, August 2020.

*Optional:*

Keating, V.C. and Kaczmarzka, K., 2019. Conservative soft power: Liberal soft power bias and the 'hidden' attraction of Russia. *Journal of International Relations and Development*, 22(1), pp.1-27.

***Week of November 23: PAPER WORK WEEK!!***

4.14 November 30, 2020

***Environmental Politics and US Foreign Policy***

Brian Deese, "Paris Isn't Burning," *Foreign Affairs*, July/August 2017, 83-92.

Rebecca Henderson. 2020. *The Unlikely Environmentalists*. *Foreign Affairs*, May/June.

4.15 December 2, 2020

***What do American's Think About International Trade?***

Rho, S. and Tomz, M., 2017. Why don't trade preferences reflect economic self-interest?. *International Organization*, 71(S1), pp. S85-S108.

Autor, D., 2018. Trade and labor markets: Lessons from China's rise'. *IZA World of Labor*, 431, pp.1-12.

4.16 December 4, 2020

***The AI Arms race***

Horowitz, Michael C. "Artificial intelligence, international competition, and the balance of power (May 2018)." *Texas national security review* (2018).

Payne, K., 2018. Artificial intelligence: a revolution in strategic affairs?. *Survival*, 60(5), pp.7-32.

4.17 December 7, 2020

***Foreign Election Interference and Foreign Policy***

Laura Rosenberg. 2020. "Making Cyberspace Safe for Democracy." *Foreign Affairs*, May 2020.

Tomz, M. and Weeks, J.L.P., 2020. "Public opinion and foreign electoral intervention." *American Political Science Review*, 114(3), pp. 856-873.

4.18 December 9, 2020 PAPERS DUE! (11:59pm CST)

***Review, Summary, and Farewell: What a Long, Strange Trip it's been...***

No readings!

***Final Exam (Due December 18, 2020)***



## PS 359: PAPER GUIDLINES

The purpose of this paper is to research an important issue in US Foreign Policy. The range of topics is (nearly) limitless: negotiations of free trade agreements, human rights conditionality, foreign aid, military assistance, alliance politics, military basing policy, use of covert operations, American policy towards [Israel, Jordan, Russia, China, Japan, fill-in-the-blank], etc.

The paper should proceed in three sections. First, include background information on the issue. Why was/is this an important issue in American foreign policy? I do not need you to argue this is *the* most important issue in foreign policy, but rather give some context as to why we should care. Do not get carried away with this section – at best, each section should get equal time, this should not be the portion that gets all of your attention. This is probably the most common mistake made in the paper: someone spends 2/3 of their page limit reviewing history leaving little time for the other two sections.

Second, present a *detailed* look into who was making the important decisions and advising key decision-makers, the institutions with the relevant control and/or information, and the role of non-governmental actors (from public opinion to the media to NGOs to interest groups). This section is both descriptive (who did what?), but also analytical (why those particular actors had control or their particular interests).

Third and finally, an analysis of what it would take to change policy. Whether you personally believe the policy is good or bad, what would lead to change? If it is a historical case, think through the counterfactual: how could the decision have turned out differently? Of course, there is no way of knowing for certain if you are right, but based on the context (section 1) as well as the key actors (section 2), what would have to change within the government for policy to change?

One important note if you choose to examine US foreign policy towards a specific country: choose a finite period of time to examine. That is, I do not want a history of U.S.-Canadian relations since the French and Indian Wars. Or U.S.-Russian tensions since the Czars. Pick a relevant period of time involving an interesting event/episode and discuss how and whether U.S policy was formulated towards that country. I also do not want an in-depth history of the country in question. Rather, tell me what is unique about American foreign policy towards that country and why it would change. The change could come from the global environment, but then tell me how the different “owners” of the policy domestically would respond to that change.

I do not care whether your case/country is historical or present day. There are significant trade-offs in picking a recent decision rather than an historical one. Working on a historical case has the decided advantage that you may remember the situation and thus find it inherently interesting. In addition, you will be able to make use of the numerous electronic and on-line sources that have recently become available (but see below!). However, it is much more difficult to obtain detailed "inside" information about the decision-making process when most of the principal actors are still alive (especially if they are still in government). Much valuable material (such as the minutes of National Security Council meetings) will be classified and there may be

an elaborate mythology about the decision that you will need to disentangle. Feel free to discuss these issues with me or your TA at any point.

### **"The Rules"**

The paper should be 15-17 pages (double spaced) in length. There should be a *minimum* of 5 *unique* sources cited in the paper. The research may be based on secondary or primary material. *However*, I want to make two issues very clear with regard to online sources. First, **it must be a credible source**, i.e., no quoting from your best friend's web page, conspiracy.com, etc. If you have any question as to whether the source is credible, check with me or your TA! This does not exclude *opinionated* web sites, but just keep any particular point of view of the source in mind. Second, one web site counts for **one** bibliography cite. Every page you quote from cnn.com, for example, is not an individual bibliography entry!

By the time you sit down to write your paper, you should have a good idea of the contextual background, who was involved in the decisions, the history of relevant events/actors, the range of options/policies considered, and the possible importance of various sources of foreign policy (e.g., the personality of the President, public opinion, media influence, bureaucratic infighting). A careful outline will help organize your material and make clear where you need to fill in additional details. While part and parcel to any *analysis* of a contentious issue is expressing a viewpoint, do not take this as a license to harangue against a policy or an individual. The purpose of this paper is to try to understand the process of foreign policy and why certain outcomes are reached - whether they are intended or not.

All sources — both direct quotes and paraphrases (restatements) of another's ideas — should be cited, as should all quantitative data. *Plagiarism in all its forms is a serious matter and will be treated as such.* In terms of citation style, we have no preference which style you use but please be consistent in your usage of your chosen style. The key is to make sure all the appropriate information is supplied. If you have any questions, consult Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

The paper is due **December 9, 2020 by midnight Central time**. In fairness to those who finish the paper on time, there will be a penalty for late papers of five points per day, including weekends. You don't need to ask permission to turn in a late paper: you just get the penalty. Papers that are handed in after the due date will also receive fewer written comments. No papers will be accepted after **December 16, 2020 at midnight Central time**: these will automatically receive a zero. Papers can be turned into the Canvas assignment page.

*For your own protection, keep backup copies, even printed drafts.* I will request to see draft copies and/or old versions of files before I entertain any suggestions that a paper has been lost or on your laptop that was recently stolen (keep your paper in the cloud!).

## Topic Approval

You should submit a **one page** topic sheet discussing your topic by **October 2, 2020**. This one page should include: a) the subject of the paper as well as which actors/institutions/groups you *think* are going to be central figures in your paper (we won't hold you to that) and b) three references you plan on consulting (it's fine if they don't make it into the final paper). As you can tell, we expect you to have done *some* minimal research on the topic by this point. If you have questions about choosing a topic, please contact the TAs or myself. Do not change your project topic without letting myself or your TA know in writing: **Papers on a topic that was not approved will not be graded and will receive a zero. The last day to change your topics is October 30, 2020 by emailing a new topic sheet to your TA. Likewise, if you do not turn in a topic sheet, your paper will receive a zero!**

## Hints

First, start early!! The sooner you decide on your topic and have it approved the sooner you can get started doing research. This way, if you need to use inter-library loan or if someone has already checked out the books you need, you will have time to recall them. Second, do not overwhelm yourself with too large of a topic. I will try to keep people away from topics that would require a tome (e.g., the history of American military involvement in Southeast Asia), but remember that this should be an account of foreign policy decision-making in the space of 15-17 pages. As you will find out (if you haven't already) writing something short and concise is much more difficult than typing until your fingers hurt. Third, choose a topic of genuine interest to you. It will make the research even more fun and who knows, you may find yourself wanting to do further work on the topic in preparation for graduate school, a senior thesis, etc.

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Please feel free to email me about the paper *at any time*. If you hit a wall writing, or are having trouble getting some of your ideas on paper, etc., please let me know - I'm happy to talk and work with you on the paper.