IR HONORS
CONFERENCE 2020

FRIDAYS, MAY 22 & 29, 12:00 – 2:00 p.m.

Stanford Program in International Relations
AGENDA

FRIDAY, MAY 22, 12:00 – 2:00 p.m.

Opening Remarks
Kenneth Schultz

Honors Thesis Presentations
Emily Bishko
Veronica Kim

Closing Remarks
Erica Gould

FRIDAY, MAY 29, 12:00 – 2:00 p.m.

Opening Remarks
Erica Gould

Honors Thesis Presentations
Erica Scott
Ma’ili Makalua-Yee

Closing Remarks
Kenneth Schultz
**EMILY BISHKO**

*Of Dinners and Diplomacy: What White House State Dinners Reveal About Relationship Building and Goodwill Signaling in U.S. Foreign Policy*

Advisor: Robert Rakove

Behind their glamour, White House State Dinners are innately political events that put the U.S. president face-to-face with a foreign counterpart for an evening of food and entertainment, usually followed or preceded by days of bilateral meetings. This thesis explores how these Dinners fit into presidents’ diplomatic toolbox by asking: how do White House State Dinners relate to U.S. foreign policy? It answers this question quantitatively by examining the characteristics of invited states from the first Dinner in 1874 through President Obama’s last Dinner in 2016. It then analyzes in-depth case studies of the Dinners hosted under three Presidential administrations—Ford, Carter, and Reagan—in order to further illuminate why Dinners occur. This thesis finds that Dinners are used both as signals and as mechanisms to improve leaders’ interpersonal relationships. It further concludes that the United States invites states to Dinners to endorse U.S.-oriented behavior, to build regional influence, to maintain traditional relationships, and/or to celebrate diplomatic breakthroughs.

**VERONICA KIM**

*Clinging to Power: British Economic Policy in Egypt, 1930-1952*

Advisor: Robert Rakove

By the end of World War II, the British Empire was in decline. As a result, the British government began to seek new methods to continue exerting British power and influence in strategically important regions overseas without risking confrontation or revolt. What were these “new methods” of control, and to what extent were they successful? My thesis examines the ways in which the British government employed economic policy to reinforce, and sometimes entirely replace, policies of overt political and military control in Egypt between 1930 and 1952. Egypt constitutes a unique case among the regions most crucial to British imperial strength due to the defensive importance of the Suez Canal and the value of Egyptian cotton exports to British manufacturers. However, Egypt is also exceptional for the strength and coherence of its nationalist movement, which offered a singular challenge to British imperial power. By relying on qualitative analysis of British archival records, I find that British efforts to build economic ties with Egypt during the Depression era were reasonably successful, yet suffered throughout the Second World War and the immediate postwar years, setting the stage for Egyptian revolution in 1952.

**ERICA SCOTT**

*Nations by the Numbers: Ethnoracial Data Collection and National Identity in the United States and France*

Advisor: Lauren Davenport

The question of how large, multicultural democracies balance diversity and national identity is crucial in an age in which OECD countries are both continuously diversifying and witnessing a surge in xenophobic nationalism. The politics of data collection exists at the heart of this tension. Quantifying people based on race, ethnicity, or religion can imply government legitimation of social divisions. In the United States, counting citizens by race and ethnicity is extremely common, yet this same practice is forbidden by law in France. From the French perspective, ethnoracial census categories serve to advance group-oriented rhetoric and undermine a unified French national identity. The motivation for my research is to test this claim--does the government’s sorting of citizens into ethnoracial categories diminish the extent to which they identify with their country? In addition to analyzing the history of ethnoracial data collection in the United States and France, the thesis presents results from an original survey assessing how ethnoracial categorization impacts respondents’ feelings of national identity in the United States.

**MA‘ILI MAKALUA-YEE**

*Confronting Settler Colonial Histories: Education, Race and Politics in the Hawaiian Kingdom*

Advisor: Karen Biestman

What was the role of Hawaiian ali‘i (chiefs) in establishing educational institutions and encouraging literacy prior to the overthrow of the Hawaiian Kingdom in 1893? Existing literature on the history of education in Hawaii portrays a linear narrative of foreign domination in which missionaries arrived in Hawaii and imposed western modes of learning and governance on Native Hawaiians. More recently, Hawaiian scholars have countered these dominant narratives by documenting the Hawaiian monarchy’s agency in actively adapting western political strategies, in part to protect their sovereignty from foreign imperialism. This thesis builds upon this recent Hawaiian scholarship and shows how Hawaiian leaders supported early missionaries as teachers of literacy and Christianity as part of an ongoing project of cultural and political adaptation. Using the framework of settler colonialism, I address how existing literature ignores Hawaiian agency and explicitly supports the American project of occupation. I then challenge this dominant narrative, relying on primary materials that show the major role of Hawaiian ali‘i and teachers in the adoption and spread of literacy in Hawaii. Using Punahou School as a case study, I argue that ali‘i and missionaries were primarily motivated by their desire to prepare their descendants for leadership and government positions.