



FOREIGN POLICY IN THEORY AND PRACTICE

(POLITICAL SCIENCE 2530)

Class Time and Room: Tuesdays and Thursdays, 2:35 – 3:55pm, Chemistry 125

Instructor: **Prof. Brian Bow** brian.bow@dal.ca

Instructor's Office: Henry Hicks Academic Administration Building, Room 301A

Office Hours: Wednesdays, 9:30 – 11:30pm, or by appointment

Introduction

Our purpose in this course is to try to make connections between broad, abstract theories of international politics and the real-world practice of foreign policy, by looking more closely at the ways states (and sometimes other relevant actors) make choices and take action. Along the way, we will look at a mixture of general theoretical and more concrete analytical and/or prescriptive readings.

Assignments / assessment

Mid-term Exam	25%	Thursday, February 11
Term Paper	35%	Monday, April 11
Final Exam	40%	exam period (see below)

Exams

The mid-term exam will be held in class on **February 11** (last class before spring break). For the midterm exam, you will be responsible for all of the ideas and issues raised in lectures and required readings, up to the date of the exam. There will be some choice (e.g., answer 3 of 5 questions in this section) in all parts of the exam.

The final exam will be scheduled by the University Registrar. The official exam period for the Winter 2015 semester is **April 9-23**. Do not make work or travel plans until after you know the official dates and times for all of your final exams. If you are obliged to be absent from the final exam for some compelling reason (e.g., serious illness or injury, death in your immediate family), you must explain that reason in a letter to the Chair of the Department, in advance of the scheduled exam; the Chair will render a decision on the matter.

For the final exam, you will be responsible for all of the ideas and issues raised in lectures and in the required readings, through the entire semester. There will be some choice (e.g., answer 3 of 5 questions in this section) in all parts of the exam.

Additional information about the exams will be made available through the Blackboard/OWL site.

Term Paper

The term paper will be due on Monday, **April 11**.

Each student will **choose one of the following three clusters of questions**, and use it as the basis for a short research paper:

Option #1: After the Mexican revolution, the country pursued a development strategy based on limiting its exposure to the world economy and building up industry with government support. In the 1980s, the Mexican government suddenly reversed itself, and began to aggressively pursue trade liberalization, joining the GATT and then NAFTA. Why? And why did it happen when it did? Did Mexico's economic situation in the 1980s "force" it to pursue internationalization/liberalization, or were other options available? What difference does it make—if any—that Mexico was not a proper democracy? What's more important in explaining Mexico's reversal on trade policy—leadership changes or shifting interest-group coalitions? How can you tell?

Option #2: Brazil was one of several developing states that built nuclear weapons during the Cold War (e.g., China, India, Pakistan), but, unlike virtually all of the others, Brazil voluntarily gave up its nuclear weapons program. Why? And why did it happen when it did? What kinds of changes to the external context (i.e., international and regional situation) can help explain Brazil's decision to give up nuclear weapons? What kinds of domestic political changes contributed to Brazil's decision? How can you tell? What kinds of lessons could we draw from Brazil's decision which might help efforts to encourage other states to give up their nuclear weapons?

Option #3: After WWII, Germany imposed strict constitutional restrictions on the use of its armed forces, particularly with respect to the deployment of troops abroad. When Yugoslavia fell apart, and ethnic conflict broke out, there was intense debate in Germany about whether and how to support NATO intervention in the region; ultimately the German government decided to send ground troops to Bosnia and then to Kosovo. Why? And why did it happen when it did? If Germany's self-restraint during the Cold War years can be explained in terms of political culture, then how do we explain the decision to relax those restraints? What role did changing political leadership play in Germany's decision? How can you tell?

Whichever option you choose, be sure to be absolutely clear about: a. which one you are doing; b. how you are answering each question; and c. where and how your answers connect up to the general theories discussed in lectures and required readings. Your paper should include an overview of what others have said about the answers to your questions (i.e., literature review), but it should also advance a clear argument (i.e., your own answers to these questions). While I do want you to answer all of the questions for your option, I don't want a series of disconnected short-answer responses; I want you to try to put them together so that they form one coherent essay.

Your essay should be **between 2000 and 2500 words**, which generally works out to be **9-10 pages**, double-spaced, with normal fonts and margins. **Papers that go beyond 2500 words will not be accepted, except with the professor's specific, explicit permission.**

Citations should be done with **footnotes**, and no separate bibliography is necessary. Additional information about the format and other requirements for the term papers will be made available through the Blackboard/OWL site.

All students are required to submit two copies of their term papers for this class: a hard copy paper, to be dropped off at the Political Science department office, and a digital copy to be submitted on-line in the course website. Both copies must be submitted before 4:00pm on April 11.

General policies concerning assignments, deadlines, and grades

The University Calendar makes plain that "[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines." **Late term papers will be assessed a penalty of one mark (out of 35) per day.** If you miss the term paper deadline on account of illness, you must hand it in within one week of your return to class, with a copy of a medical certificate, per academic regulations in the Dalhousie Calendar.

Essays not submitted directly to the professor must be submitted in person to the Political Science office (if the office is open, hand the paper to the secretary, and ask to have it stamped with date and time; if the office is not open, put the paper in the after-hours drop-box). Neither the professor nor the Department can assume responsibility for papers submitted by mail, fax, or email. Do not submit papers to teaching assistants.

Plagiarism (intentionally or unintentionally representing other people's ideas as your own) is a serious violation of academic ethics, and will be taken very seriously in this class. You can (and should) get information on what plagiarism is, how you can avoid it, and what the relevant university and departmental policies are, at <http://academicintegrity.dal.ca/>. Please also take note of the formal notice of university policy with respect to academic integrity posted on the course website.

The grading thresholds for this course are:

90-100 = A+	85-89 = A	80-84 = A-
77-79 = B+	73-76 = B	70-72 = B-
65-69 = C+	60-64 = C	55-59 = C-
50-54 = D	50 > F	

Resources

Readings can be accessed through the Blackboard/OWL site for the course. Login using the same ID and password that you use for your Dalhousie email.

In addition to links to course readings, the Blackboard/OWL site also has a downloadable copy of the course syllabus and general instructions and advice for the exams and term paper. Powerpoint slides from the lectures will be posted there (usually—but not necessarily always—in advance...).

The Blackboard/OWL website is a crucial resource for this course. If the professor or TAs want to send a message to students (e.g., class canceled due to snow, office hours changed for a particular week, etc.), they will do so through Blackboard/OWL, and not by email. **Students are expected to check the Blackboard/OWL site for announcements and updates at least once per week.**

Disclaimer

This syllabus is intended as a general guide to the course. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

Lectures and readings

SECTION ONE	INTRODUCTION
Class meetings:	January 5, 7
Topics/themes:	<ul style="list-style-type: none"> • Overview of the course; review of syllabus • General introduction to relationship between I.R. and F.P. • Foreign policy in theory and practice
Required reading:	<ol style="list-style-type: none"> 1. Valerie Hudson and Christopher Vore, "Foreign Policy Analysis Yesterday, Today, and Tomorrow" <i>International Studies Review</i> 39 (1995). 2. Stephen M. Walt, "Theory and Policy in International Relations: Some Personal Reflections," <i>Yale Journal of International Affairs</i> 7 (2012).

SECTION TWO	THEORIES OF INTERNATIONAL RELATIONS: OVERVIEW / REVIEW
Class meetings:	January 12, 14
Topics/themes:	<ul style="list-style-type: none"> • Outline/review of prominent IR theories • IR theories as explanations for foreign policy choices/outcomes

Required reading:	<ol style="list-style-type: none"> 1. Hans J. Morgenthau, "Six Principles of Political Realism," in Morgenthau, <i>Politics among Nations</i> (any edition, various publ.). 2. Michael W. Doyle, "Liberalism and World Politics," <i>American Review of Political Science</i> 80 (1990). 3. Jeffrey T. Checkel, "Constructivism and Foreign Policy," in Steve Smith, Amelia Hadfield, and Tim Dunne, <i>Foreign Policy: Theories, Actors, Cases</i> (Oxford 2008).
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SECTION THREE	BRINGING DOMESTIC POLITICS IN
Class meetings:	January 19, 21
Topics/themes:	<ul style="list-style-type: none"> • Domestic politics <i>versus</i> IR theories? • Complex approaches: IR or FP foundations?
Required reading:	<ol style="list-style-type: none"> 1. Michael N. Barnett and Jack S. Levy, "Domestic Sources of Alliances and Alignments: The Case of Egypt, 1962-73," <i>International Organization</i> 45 (1991). 2. Gideon Rose, "Neoclassical Realism and Theories of Foreign Policy," <i>World Politics</i> 51 (1998). 3. Juliet Kaarbo, "A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory," <i>International Studies Review</i> 17 (2015).

SECTION FOUR	DEMOCRACY
Class meetings:	January 26, 28
Topics/themes:	<ul style="list-style-type: none"> • Are democracies less war-like, or more? Why? • How do public opinion and the media drive foreign policy choices? • Individuals and interest groups
Required reading:	<ol style="list-style-type: none"> 1. Paul D. Miller, "American Grand Strategy and the Democratic Peace," <i>Survival</i> 54 (2012). 2. Ryan Hendrickson, "Clinton's Military Strikes in 1998: Diversionary Uses of Force?" <i>Armed Forces and Society</i> 28 (2002). 3. Jeffrey Frieden, "Invested Interests: The Politics of National

	Economic Policies in a World of Global Finance," <i>International Organization</i> 45 (1991).
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SECTION FIVE	BUREAUCRACY
Class meetings:	February 2, 4
Topics/themes:	<ul style="list-style-type: none"> • When and how do bureaucracies influence foreign policy decisions?
Required reading:	<ol style="list-style-type: none"> 1. Stephen D. Krasner, "Are Bureaucracies Important? (or Allison Wonderland)," <i>Foreign Policy</i> (1972). 2. Jack Levy, "Organizational Routines and the Causes of War," <i>International Studies Quarterly</i> 30 (1986). 3. James Fallows, "Blind into Baghdad," <i>The Atlantic Monthly</i> (February 2004).

SECTION SIX	MIDTERM REVIEW
Class meetings:	February 9
Topics/themes:	<ul style="list-style-type: none"> • Preparing for midterm and final exams • Researching and writing term papers

MID-TERM EXAM - THURSDAY, FEBRUARY 11

STUDY BREAK (NO CLASSES) - FEBRUARY 16, 18

SECTION SEVEN	CULTURE, IDENTITY
Class meetings:	February 23, 25
Topics/themes:	<ul style="list-style-type: none"> • Are states' foreign policies driven by ideas about what kind of state

	<p>they are supposed to be?</p> <ul style="list-style-type: none"> • How do we decide when ideas are really important, and when they are just a smokescreen for other kinds of pressures or motivations?
Required reading:	<ol style="list-style-type: none"> 1. Thomas U. Berger, "From Sword to Chrysanthemum: Japan's Culture of Anti-Militarism" <i>International Security</i> 17 (1993). 2. Jennifer M. Lind, "Pacifism or Passing the Buck: Testing Theories of Japanese Security Policy" <i>International Security</i> 29 (2004). 3. Matteo Dian, "Interpreting Japan's Contested Memory: Conservative and Progressive Traditions," <i>International Relations</i> 29 (2015).

SECTION EIGHT	LEADERSHIP & DECISION-MAKING, 1
Class meetings:	March 1, 3
Topics/themes:	<ul style="list-style-type: none"> • What difference does leadership make, and how can we tell? • How do leaders' cognitive and affective biases affect their decision-making?
Required reading:	<ol style="list-style-type: none"> 1. Daniel L. Byman and Kenneth M. Pollack, "Let Us Now Praise Great Men (and Women): Restoring the First Image" <i>International Security</i> 25 (2001). 2. Frank Harvey, "President Al Gore and the 2003 Iraq War: A Counterfactual Test of Conventional 'W'isdom," <i>Canadian Journal of Political Science</i> 45 (2012). 3. Stephen Benedict Dyson, "Alliances, Domestic Politics, and Leader Psychology: Why Did Britain Stay Out of Vietnam and Go into Iraq?" <i>Political Psychology</i> 28 (2007): 647-666.

SECTION NINE	LEADERSHIP & DECISION-MAKING, 2
Class meetings:	March 8, 10
Topics/themes:	<ul style="list-style-type: none"> • Can we base our explanations or predictions on foreign policy choices on the assumption that leaders are "rational"? • What can recent developments in psychology and neuroscience tell us about foreign policy decision-making?

Required reading:	<ol style="list-style-type: none"> 1. Jack Levy, "Psychology and Foreign Policy Decision-Making," in Leonie Huddy, David Sears, and Jack Levy, eds., <i>The Oxford Handbook of Political Psychology</i> (2nd ed.; Oxford, 2013). 2. Rose McDermott, "Prospect Theory in International Relations: The Iranian Hostage Rescue Mission," <i>Political Psychology</i> 13 (1992). 3. Rose McDermott & Peter Hatemi, "Studies of International Politics in the Neurobiological Revolution: A Review of Leadership and Political Violence," <i>Millennium</i> 43 (2014).
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SECTION TEN	CASE STUDY #1: IRAN AND THE BOMB
Class meetings:	March 15, 17
Topics/themes:	<ul style="list-style-type: none"> • How can we separate internal and external pressures on a state in a crisis? • How do we take relatively simple theories and turn them into more complex and more satisfying explanations?
Required reading:	<ol style="list-style-type: none"> 1. Kenneth N. Waltz, "Why Iran Should Get the Bomb," <i>Foreign Affairs</i> 91 (2012). 2. Uriel Abulof, "Nuclear Diversion Theory and Legitimacy Crisis: The Case of Iran," <i>Politics & Policy</i> 41 (2013). 3. Rahman Ghahremanpour, "Iran Looking West," in Rouzbeh Parsi and John Rydqvist, eds., <i>Iran and the West: Regional Interests and Global Controversies</i> (FOI, 2011).

SECTION ELEVEN	CASE STUDY #2: RUSSIA CONFRONTS THE WEST
Class meetings:	March 22, 24
Topics/themes:	<ul style="list-style-type: none"> • What drives foreign policy choices—material structures, ideas, or both? How do material structures and ideas interact? • Do states always have coherent foreign policy agendas? How do we deal with contradictory/inconsistent motivations?
Required reading:	<ol style="list-style-type: none"> 1. Alexander Tsygankov, "Contested Identity and Foreign Policy: Interpreting Russia's International Choices," <i>International Studies Perspectives</i> 15 (2014). 2. Deborah Welch Larson & Alexei Shevchenko, "Russia Says No:

	<p>Power, Status, and Emotions in Foreign Policy,” <i>Communist and Post-Communist Studies</i> 47 (2014).</p> <p>3. John J. Mearsheimer, “Why the Ukraine Crisis Is the West’s Fault,” <i>Foreign Affairs</i> 93 (2014).</p>
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SECTION TWELVE	INSTRUMENTS OF FOREIGN POLICY
Class meetings:	March 29, 31
Topics/themes:	<ul style="list-style-type: none"> • Military resources and strategies • Economic resources and strategies • Diplomatic resources and strategies
Required reading:	<ol style="list-style-type: none"> 1. David T. Miller, <i>Defense 2045: Assessing the Future Security Environment and Implications for Defense Planners</i> (Washington: CSIS, 2015), focus on ch. 2. 2. David Rohde, “Why Economics, Not Military Might, Is the Future of Foreign Policy,” <i>The Atlantic</i> (December 5, 2013). 3. Kyle Matthews, “Is Canada ‘Back’? Not Quite, but Here’s How It Can Get There,” <i>OpenCanada.org</i>, December 3, 2015.

SECTION THIRTEEN	END-OF-TERM REVIEW
Class meetings:	April 5
Topics/themes:	<ul style="list-style-type: none"> • Last-minute advice on term papers • Final exam review • Course evaluations
REMINDER	TERM PAPERS DUE APRIL 11