

# FOREIGN POLICY IN THEORY AND PRACTICE

**ONLINE-ONLY VERSION, WINTER 2021**

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**DRAFT – UPDATED DECEMBER 15**

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.

The course includes both traditional perspectives on the field and a variety of critical perspectives, which raise questions not only about traditional theories but also the political and moral problems with “foreign policy” as a field of study. Our approach, in all parts of the class, will be to try to understand the various schools of thought on their own terms, but also to step back a bit from each school and each debate, to think about how it is reflective of particular times and places, intellectual fashions, and political agendas. Our goal will be to try to understand what the field has been, what it is now, and what it could become.

## **Basic format of the course**

As with many of the university’s larger lecture-format courses, this year’s version of POLI 2530 is **primarily asynchronous** (that is, most course content will not be delivered “live”). However: 1. I may experiment with delivering a small number of lectures “live” (though these will also be recorded and saved to the course website); 2. Though the asynchronous format allows for a certain amount of flexibility for students in scheduling the specific date and time when they will work on any particular part of the course, there are limits on that flexibility; the course is organized into weekly sections, and each week will end with an assignment that tests whether you are keeping up with the reading (i.e., **discussion boards, quizzes**); and 3. There is one significant synchronous component to the course: a **“live” group discussion** on major themes from the course. There will be **no major exams**. The main mechanisms for evaluating your work will be the discussion boards, quizzes, and a **term paper** which will be due at the end of the semester. Each of these components of the course will be outlined in some detail in the “What you need to do” section, below.

All of this is more **complicated** than the traditional version of the course, so you might (and I probably sometimes will) get a bit confused from time to time about what's next and what you should be working on. I'll post regular updates and reminders, and I encourage you to email me any time you have a question, about any aspect of the course.

## Technical stuff

Dalhousie has adopted **Brightspace** (BS) as a learning management system (LMS); BS uses **Collaborate Ultra** for synchronous video meetings and **Panopto** for pre-recorded video and audio recordings. The "live group discussion" exercise, near the end of the semester, will use a different video meeting software: **Zoom**. If we find we are having technical problems with these platforms/apps, or if I decide that there's something important that they can't do (in a user-friendly way), we may bring in some other software as necessary. (But in general my preference is to try to minimize the number of new software platforms you have to figure out...)

The university has made a substantial investment in **staff and software to support the transition to online instruction** for this year, and I'm counting on that investment to help all of us when we need it. If you have a technical problem with BS, with any of the associated software, or with your computer, please begin by emailing the university IT department's **Help Desk**, at [helpdesk@dal.ca](mailto:helpdesk@dal.ca). You can get more info about the Help Desk from their website: <https://www.dal.ca/dept/its/help.html>. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help.

Beyond the Help Desk, it's not entirely clear what the division of labour is between different support offices, so I've listed as many of them as I can, with links and contact info, below. I've also provided links to the technical support pages for Panopto, Collaborate Ultra, and Zoom. I think it might be a matter of trial-and-error in the early part of the semester; if one office/site is slow to reply, or can't answer your questions effectively, try one of the others. Response times may be slow across the board, especially in the first two weeks of January and right before and after the winter break.

- Information Technology Services (ITS): <https://www.dal.ca/dept/its/current.html>
- Panopto support site: <https://support.panopto.com/s/>
- BS self-serve help site for Collaborate Ultra: <https://help.blackboard.com/Collaborate/Ultra>
- Accessibility in Collaborate Ultra: <https://help.blackboard.com/Collaborate/Ultra/Participant/Accessibility>
- Zoom technical support: <https://support.zoom.us/hc/en-us>
- Centre for Learning and Teaching (CLT): <https://www.dal.ca/dept/clt.html>
- Bissett Student Success Centre: [https://www.dal.ca/campus\\_life/academic-support/student-success-centre.html](https://www.dal.ca/campus_life/academic-support/student-success-centre.html)

Information about **other relevant offices** (e.g., Accessibility, Writing Centre, etc.) is provided in the “Resources & policies” section of the syllabus, below.

Please keep in mind that **I will be managing the BS site** for the course, uploading all of the readings, video lectures, Powerpoint slides, etc. If you are having no trouble accessing BS, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I’ve made a mistake in uploading it. Please email me right away, and I’ll try to fix it ASAP.

The university has a policy on the **recording, copying, and/or sharing of lectures or other course materials**: you can only record or copy the video or audio lectures with my explicit permission, and—just to be clear—*I do not intend to give that permission except where necessary for students with disabilities to have full access to the course*. There are two main reasons for this: i. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the “Resources & policies” section, below.

I’ll be working on a PC laptop most of the time, and *where files are to be uploaded for your use*, most of those will be **Adobe pdf** files and/or Microsoft **Word** (for documents), and Microsoft **Powerpoint** files (for lecture slides). If you have trouble accessing or working with files in these formats, please let me know, and I’ll do what I can to help. *When you submit assignments and other documents to me*, I would strongly prefer that they be in the latest version of **Microsoft Word**; where that’s not an option for you, please convert your file to an Adobe pdf, and submit that.

### **What you need to do**

The course is organized by weeks, with 12 weeks in total (though the first week is short, and doesn’t have much to do—see below). The basic structure of each week is similar, but with some differences depending on whether it’s a quiz week or a discussion board week.



**Lectures** will be posted on or before the Monday of each week. In most cases, these will be pre-recorded videos, with Powerpoint slides, made in Panopto, and available through the BS site. *I may* also experiment with doing some lectures “live” in the scheduled dates/times; those “live” lectures will be recorded and made available on the BS site after the scheduled date. Lectures are a key part of the course material, in addition to the required readings. Students are expected

to watch all of the lectures. Some of the concepts and arguments from the required readings will come up in lecture from time to time, but overlap between lectures and readings will usually be minimal. Watching lectures is not a substitute for doing the reading, and vice versa.

Each week will have about an hour to an hour-and-a-half of lecture, total, though this will generally be broken up into smaller parts (e.g., four 20-minute videos). Most lectures will have three components, all visible at the same time (if you view the video in Panopto, which is recommended): a video recording of me presenting the lecture; text captions for the lecture; and Powerpoint slides.

The **captions** are generated automatically by Panopto, and usually have a lot of errors in them (sometimes pretty ridiculous ones). Most of the time, I will edit the automatically-generated captions to make sure they are accurate and easy to follow; if time is tight during a busy part of the semester, this (very time-consuming) editing of captions may not happen until after the posted date for the relevant lecture. The university library has set up a new system to have someone there correct captions for instructors of some courses; if that's an option for this course, I'll probably try it, even though it might mean that there will be a delay of a day or two between when the lecture is originally posted and when the captions are corrected. The **Powerpoint** slides will not provide a lot of information, on their own; they will mostly consist of lists, tables, figures, and photos designed to organize and clarify some of the main ideas in the lecture. The captions will probably be useful to you in preparing for quizzes, but the Powerpoint slides probably will not. I hope you'll find the captions useful, but I still strongly recommend that you take notes on key ideas while you are watching lectures (and while you're doing required readings), because taking notes helps a lot with short- and long-term retention of the course material.



On average, you should expect about 75 pages of **required reading** per week, but the number of pages varies a bit from one week to the next, as some readings are “denser” and more difficult than others.

The lectures for each week will provide some background and context for the required readings, and will point to specific things you are supposed to be looking for. But there are some things you should always be looking for and thinking about, for every reading, even if these things are not raised explicitly in the lecture: Who wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? When was this written, and what do we know about what was going on in the world at that time? Who's the target audience? What's the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., proposal of new theory or approach, clarification of existing theory or concept, critique of existing theory or approach, empirical test of an existing theory, etc.)? How does the author's main argument relate to other theories and debates we've discussed in the course?

**Recommended readings** and other recommended items (e.g., videos) are—as the name suggests—optional. They have been provided to give you extra context and/or provide suggestions for other things you may find interesting (during or after the Winter 2021 semester). They may be referred to in the lectures or in discussion boards, but you will not be evaluated on whether or not you've read/watched them. Note that these items are listed—and in most cases either provided or linked to—in the BS site, but they are not listed here in the syllabus.



**Quizzes** will be held every other week, in the odd-numbered weeks, all through the semester (i.e., Weeks 1, 3, 5, 7, 9, 11). Each quiz will cover all of the material since the previous quiz—i.e., the quiz at the end of Week 7 will cover material from Week 6 and Week 7. The quizzes will be administered through the BS site, in the folder for the Week in which they are held (e.g., the quiz at the end of Week 7 will be in the Week 7 folder).

Most of the quizzes will be **multiple-choice questions** (i.e., check the box for the best answer to the question), which can be graded by the BS system (and double-checked by me and/or the teaching assistant). Some of them will have **short-answer questions** (i.e., write 2 or 3 sentences of text in a box), which will be graded “by hand” (by me and/or the teaching assistant). The quizzes will be “**open book**” (i.e., you are allowed to refer to the readings and lecture notes while doing the quizzes). My aim in preparing the questions will be to make them the kind of thing that’s easy to answer if you’ve taken notes during lecture and done all of the required readings, but hard to answer if you’re desperately rushing to look things up (for the first time) while you’re writing the quiz. Quizzes will be **time-limited**, but the time constraints will not be very tight. Once your quiz is submitted, you will not be able to go back in and edit your responses.

The quizzes will be asynchronous, but **available within a 48-hour window**, beginning at 4:00pm AST on Thursday and ending at 4:00pm AST on Saturday. (Please note that the window’s falling partly on the weekend is not about intruding on your weekend; it’s an extension of the originally-planned 24-hour window, to accommodate students whose schedules won’t allow for writing the quizzes on Fridays, due to work, family or child care responsibilities, etc. Most students will write the quiz on Fridays, and this will not put them at any meaningful disadvantage vis-à-vis those who write their quiz on Saturday.) Students who are in a different time-zone, who feel that this might impact their ability to write the quizzes at some point during the 48-hour timeframe should get in touch me, as far in advance as possible, to work out special arrangements. More specific details about how to access, complete, and submit the quizzes will be made available on the BS site.

The quizzes are meant to evaluate each student’s own comprehension of the course material. You can talk with other students in the class about how to prepare for quizzes in general (i.e., study techniques, time management), but **you are expected to work on the**

**quizzes on your own, with no help from classmates or others.** If your quiz answers are very similar to those of other students, it may raise questions about possible cheating, so make sure you work out your answers on your own, and write them in your own words. For more information about university policies regarding academic dishonesty, see [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html).



**Discussion boards** will be held every other week, in the even-numbered weeks, all through the semester (i.e., Weeks 2, 4, 6, 8, 10, 12). There will be a new discussion board for each week. Each weekly discussion board will have 5-10 threads posted by me, in advance: these will be questions about the course material (i.e., lectures and/or required readings). Some of the questions will be quite broad (e.g., Do you agree with Smith’s main argument? Why or why not?) and others will be narrow and specific (i.e., Why, according to Smith, did France pull out of the NATO command structure in the 1960s?). Each student will be expected to make **at least 3 posts per week**, though of course all are welcome to post more than 3 times. Your posts can be direct replies to my questions, or replies to other students’ posts. To be counted toward the 3 minimum posts for the week, your post must be at least 30 words. (You can of course throw in some shorter posts as well—e.g., in reply to another student’s question or comment—but those will be treated as ordinary conversation, rather than posts that would be graded.) Further information about the discussion boards, and my expectations for your participation, will be posted on the BS site, in the folder marked “General/recurring.”

Rather than having one giant discussion board for the whole class, which could be kind of intimidating and hard to follow, the class is going to be divided into **6 roughly equal-sized groups**, and each group will have its own discussion board. You’ll be assigned to a group randomly, based on alphabetical order, and you’ll stay with the same group all semester. A list of which students have been assigned to which group will be posted on the BS site, in the folder marked “General/recurring.” I will read all of the discussion boards—often “in real time”—but I won’t have time to reply every single post. I may reply to student posts with new questions, which will open the door to further discussion within that thread. But in general it will be up to each group to initiate and sustain some discussion within “their” threads.



Near the end of the semester (Weeks 10, 11, 12), **each of the six discussion groups will meet “live” (i.e., synchronously) to talk about term paper ideas.** (Just to be clear, these are the same groups as for discussion boards, above.) These meetings will include all members of each group, the professor, and sometimes also the teaching assistant, and will be held using the **Zoom** video meeting software. I’ll send each of you an email with a link to join your group’s scheduled Zoom meeting.

In order to participate in the discussion, students **will need to have:** made arrangements to be available to participate on the scheduled date/time; a reasonably quiet place to be during the meeting; use of a computer with a stable wired or wifi connection to the internet, and a connected video camera and microphone, and the capacity to run Zoom. If, for whatever reason, you are concerned that you may not be able to commit to be available on your scheduled date/time, may not be able to arrange for the necessary space and computer equipment, or are concerned that you may have difficulty with participation due to relevant physical or mental health/ability challenges, you should contact the professor—as far in advance as possible—to make alternative arrangements. Additional information about this course component will be provided via the BS site.



**Term papers** will be due at 4:00pm AST on **Friday, April 9**. The focus of the term paper will be on using theories and/or concepts from the course to explain foreign policy outcomes in historical cases. Why, for example, did Japan attack the US in 1941? Why did Iraq invade Kuwait in 1990? Why did Mexico agree to a free trade agreement with the US in the early 1990s? Why did the UK decide to withdraw from the European Union in 2016-17?

**Each student will choose their own historical case** (i.e., foreign policy outcome) to explain, and the theories and concepts they will use to explain it. Just to be totally clear, you're not allowed to choose any of the three cases reviewed in depth in Weeks 10-12 of the course (i.e., Argentina's decision to go to war over the Falklands/Malvinas, Japan's remilitarization, United States' withdrawal from the Paris climate accords).

The **course has been designed to try to help you** choose a case, pose an interesting question and set it within a theoretical framework, and undertake the research to "apply" theories and concepts from the course. Weeks 2-8 of the course will review different theoretical approaches for explaining foreign policy outcomes, and some of the concepts that go with them. Week 9 will be a general discussion of research methods relevant to using theories to explain historical cases. Weeks 10, 11, and 12 each focuses on a different historical case, and discusses some specific examples of political scientists' efforts to use theories to explain those cases. Students are encouraged to look ahead at the readings for Weeks 10-12, to get a rough sense of what this kind of work might look like.




Each student is strongly encouraged (but not formally required) to email the professor at some point in February, to lay out their plan for the term paper (e.g., what foreign policy outcome do you think you might want to try to explain? what might be controversial or interesting about that outcome? which theories and concepts do you think might be relevant?), and **get some advice**. I'm happy to arrange a video meeting to talk through your ideas. By the time we get to Week 9 or 10, each student should have a pretty clear idea of what case they plan to explain, and how. In the "live" group meetings, each student will briefly outline their term paper plans, and we'll talk about what might help each student improve their work.

The final version of your term paper should be about **4000 words** (absolute max 5000 words). If you can, I would strongly prefer that you prepare your paper in **MS Word** format; if you can't, please convert the file from whatever format you've been working in to Adobe pdf format, and submit that. Final versions of papers are to be submitted through the BS site. Additional information about format and submission of the term paper assignment will be provided in the BS site.

Students can of course confer with me, with the teaching assistant, and/or with others about their term papers, and students are welcome to have a classmate or friend proofread their work to check for typos, grammatical errors, etc. It is, however, extremely important that the work in your term paper be your own, and that if you borrow ideas or ways of writing something from someone else, you explicitly recognize those people. You're expected to do research for your paper, and you're expected to give credit to the sources of information and insight that you draw on, by citing them. Using others' ideas or their writing without citing them may constitute a violation of the university's standards for academic integrity. Please take time to review the university's policies and advice, at [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html); if you have questions about any of this, please email me.




## CLASS SCHEDULE AND READING LIST

### WEEK 1 (Jan 6-8): warm-up



	Required reading	1. review course syllabus and BS site (see "Quiz," below...)
	Required video	1. lecture, "What this course is about": before Mon Jan 11, 12:00pm AST 2. lecture, "How to navigate this course": before Mon Jan 11, 12:00pm AST
	Discussion	• none
	Quiz	• questions about syllabus and BS site: asynch, between Thu Jan 8, 2:30pm AST and Mon Jan 11, 12:00pm AST




**WEEK 2 (Jan 11-15): theory and practice**




	Required reading	<ol style="list-style-type: none"> <li>1. Valerie Hudson and Christopher Vore, "Foreign Policy Analysis Yesterday, Today, and Tomorrow," <i>Mershon International Studies Review</i> 39 (1995): 209-238.</li> <li>2. 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).</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, "Theory, research, and practice": at or before Tue Jan 12, 2:30pm AST</li> <li>2. lecture, "Overview of theories in this class": at or before Thu Jan 14, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Jan 14, 4:00pm AST, and Sat Jan 16, 4:00pm AST</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>• none</li> </ul>

**WEEK 3 (Jan 18-22): conventional IR theories – realism, liberalism, and constructivism**




	Required reading	<ol style="list-style-type: none"> <li>1. Hans J. Morgenthau, "Six Principles of Political Realism," in Morgenthau, <i>Politics among Nations</i> (any edition, various publ.).</li> <li>2. Douglas Brinkley, "Democratic Enlargement: The Clinton Doctrine," <i>Foreign Policy</i> 106 (1997): 110-127.</li> <li>3. Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," <i>International Organization</i> 46 (1992): 391-425.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, "Realism vs liberalism": at or before Tue Jan 19, 2:30pm AST</li> <li>2. lecture, "Rationalism vs constructivism": at or before Thu Jan 21, 2:30pm AST</li> </ol>

	Discussion	<ul style="list-style-type: none"> <li>• none</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>• questions about Weeks 2 and 3: asynch, due before Sat Jan 23, 4:00pm AST</li> </ul>



**WEEK 4 (Jan 25-29): critical IR theories – feminist, (post)Marxist, and postcolonial theory**


	Required reading	<ol style="list-style-type: none"> <li>1. Mark Rupert, “Marxism [in International Relations Theory],” in Tim Dunne, Milja Kurki, and Steve Smith, eds., <i>International Relations Theories: Discipline and Diversity</i> (3<sup>rd</sup> ed., Oxford UP, 2013).</li> <li>2. Meera Sabaratnam, “Postcolonial and Decolonial Approaches [to World Politics],” in John Baylis, Steve Smith, and Patricia Owens, eds., <i>The Globalization of World Politics</i> (8<sup>th</sup> ed., Oxford UP, 2020).</li> <li>3. Jennifer Thomson, “What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas,” <i>International Studies Perspectives</i> 21 (2020): 424-437.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, “Structures”: at or before Tue, Jan 26, 2:30pm AST</li> <li>2. lecture, “Knowledge and ethics”: at or before Thu, Jan 28, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Jan 28, 4:00pm AST, and Sat Jan 30, 4:00pm AST</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>• none</li> </ul>

**WEEK 5 (Feb 1-5): democracy**

	<p>Required reading</p>	<ol style="list-style-type: none"> <li>1. Ryan Hendrickson, "Clinton's Military Strikes in 1998: Diversionary Uses of Force?" <i>Armed Forces and Society</i> 28 (2002): 309-332.</li> <li>2. Tanya Börzel, "The Noble West and the Dirty Rest? Western Democracy Promoters and Illiberal Regional Powers," <i>Democratization</i> 22 (2015): 519-535.</li> <li>3. Alison Brysk &amp; Aashish Mehta, "Do Rights at Home Boost Rights Abroad? Sexual Equality and Humanitarian Foreign Policy," <i>Journal of Peace Research</i> 51 (2014): 97-110.</li> </ol>
	<p>Required video</p>	<ol style="list-style-type: none"> <li>1. lecture, "Democracy's bright side": at or before Tue, Feb 2, 2:30pm AST</li> <li>2. lecture, "Democracy's dark side": at or before Thu, Feb 4, 2:30pm AST</li> </ol>
	<p>Discussion</p>	<ul style="list-style-type: none"> <li>• none</li> </ul>
	<p>Quiz</p>	<ul style="list-style-type: none"> <li>• questions about Weeks 4 &amp; 5: asynch, due before Sat Feb 6, 4:00pm AST</li> </ul>




**WEEK 6 (Feb 8-12): culture**

	<p>Required reading</p>	<ol style="list-style-type: none"> <li>1. Denis Stairs, "The Political Culture of Canadian Foreign Policy," <i>Canadian Journal of Political Science</i> 15 (1982): 667-690.</li> <li>2. Deborah Welch Larson and Alexei Shevchenko, "Russia Says No: Power, Status, and Emotions in Foreign Policy," <i>Communist and Post-Communist Studies</i> 47 (2014): 267-279.</li> </ol>
	<p>Required video</p>	<ol style="list-style-type: none"> <li>1. lecture, "What is culture, and how does it matter?": at or before Tue, Feb 9, 2:30pm AST</li> <li>2. lecture, "Doing research on culture and foreign policy": at or before Thu, Feb 11, 2:30pm AST</li> </ol>




	Discussion	<ul style="list-style-type: none"> <li>3 or more posts to disc board, between Thu Feb 11, 4:00pm AST, and Sat Feb 13, 4:00pm AST</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>none</li> </ul>

**WINTER BREAK: February 15-19**



**WEEK 7 (Feb 22-26): bureaucracy**

	Required reading	<ol style="list-style-type: none"> <li>Stephen D. Krasner, "Are Bureaucracies Important? (or Allison Wonderland)," <i>Foreign Policy</i> (1972): 159-179.</li> <li>Jack Levy, "Organizational Routines and the Causes of War," <i>International Studies Quarterly</i> 30 (1986): 193-222.</li> <li>Kevin Marsh, "Obama's Surge: A Bureaucratic Politics Analysis of the Decision to Order a Troop Surge in the Afghanistan War," <i>Foreign Policy Analysis</i> 10 (2014): 265-288.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>lecture, "What difference does bureaucracy make?": at or before Tue, Feb 23, 2:30pm AST</li> <li>lecture, "Doing research on bureaucracy and foreign policy": at or before Thu, Feb 25, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>none</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>questions about Weeks 6 &amp; 7: asynch, due before Sat Feb 27, 4:00pm AST</li> </ul>

**WEEK 8 (Mar 1-5): leadership and decision-making**





	Required reading	<ol style="list-style-type: none"> <li>Rose McDermott, "Prospect Theory in International Relations: The Iranian Hostage Rescue Mission," <i>Political Psychology</i> 13 (1992): 237-263.</li> <li>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.</li> <li>Madison Schramm &amp; Alexandra Stark, "Peacemakers or Iron Ladies? A Cross National Study of Gender and International Conflict," <i>Security Studies</i> 29 (2020): 515-548.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>lecture, "When do leaders matter, and how?": at or before Tue, Mar 2, 2:30pm AST</li> <li>lecture, "Doing research on leaders and foreign policy": at or before Thu, Mar 4, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>3 or more posts to disc board, between Thu Mar 4, 4:00pm AST, and Sat Mar 6, 4:00pm AST</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>none</li> </ul>

**WEEK 9 (Mar 8-12): case studies and theory-testing**





	Required reading	<ul style="list-style-type: none"> <li>none</li> </ul>
	Required video	<ol style="list-style-type: none"> <li>lecture, "Theories, cases, and research, part 1": at or before Tue, Mar 9, 2:30pm AST</li> <li>lecture, "Theories, cases, and research, part 2": at or before Thu, Mar 11, 2:30pm AST</li> <li>lecture, "Writing a term paper": before you get very far into writing your term paper</li> </ol>

		4. lecture, "Citing sources": before you get very far into researching your term paper
?	Discussion	• none
	Quiz	• questions about Weeds 8 & 9: asynch, due before Sat Mar 13, 4:00pm AST


**WEEK 10 (Mar 15-19): case study #1: the Falklands/Malvinas War**




	Required reading	<ol style="list-style-type: none"> <li>1. John Arquilla and María Moyano Rasmussen, "The Origins of the South Atlantic War," <i>Journal of Latin American Studies</i> 33 (2001): 739-775.</li> <li>2. Amy Oakes, "Diversionary War and Argentina's Invasion of the Falkland Islands," <i>Security Studies</i> 15 (2006): 431-463.</li> <li>3. M. Taylor Fravel, "The Limits of Diversion: Rethinking Internal and External Conflict," <i>Security Studies</i> 19 (2010): 307-341.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, "Falklands/Malvinas, part 1": at or before Tue, Mar 16, 2:30pm AST</li> <li>2. lecture, "Falklands/Malvinas, part 2": at or before Thu, Mar 18, 2:30pm AST</li> </ol>
	Discussion	• 3 or more posts to disc board, between Thu Mar 18, 4:00pm AST, and Sat Mar 20, 4:00pm AST
	Quiz	• none
	Synchronous (Zoom) meeting	<ul style="list-style-type: none"> <li>• Group 1: Tue Mar 16, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> <li>• Group 2: Thu Mar 18, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> </ul>


**WEEK 11 (Mar 22-26): case study #2: Japan and the question of remilitarization**

	Required reading	<ol style="list-style-type: none"> <li>1. Thomas U. Berger, "From Sword to Chrysanthemum: Japan's Culture of Anti-Militarism" <i>International Security</i> 17 (1993): 119-150.</li> <li>2. Jennifer M. Lind, "Pacifism or Passing the Buck: Testing Theories of Japanese Security Policy" <i>International Security</i> 29 (2004): 92-121.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, "Japan's remilitarization, part 1": at or before Tue, Mar 23, 2:30pm AST</li> <li>2. lecture, "Japan's remilitarization, part 2": at or before Thu, Mar 25, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>• none</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>• questions about Weeks 10 &amp; 11: asynch, due before Sat Mar 27, 4:00pm AST</li> </ul>
	Synchronous (Zoom) meeting	<ul style="list-style-type: none"> <li>• Group 3: Tue Mar 23, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> <li>• Group 4: Thu Mar 25, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> </ul>

**WEEK 12 (Mar 29-Apr 2): United States' withdrawal from the Paris Climate Accords**

	Required reading	<ol style="list-style-type: none"> <li>1. White House, "President Trump's Statement on the Paris Climate Accord," <a href="https://www.whitehouse.gov">whitehouse.gov</a>, June 1, 2017.</li> <li>2. David E. Sanger &amp; Jane Perlez, "Trump Hands the Chinese a Gift: The Chance for Global Leadership," <i>New York Times</i>, June 1, 2017.</li> <li>3. Ishan Tharoor, "What Trump's climate surrender means for the world," <i>Washington Post</i>, November 6, 2019.</li> </ol>
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		<ol style="list-style-type: none"> <li>4. Helier Cheung, "What Does Trump Actually Believe on Climate Change?" <i>BBC World News</i>, January 23, 2020.</li> <li>5. Ben Lefebvre, "The Oil Industry Actually Hasn't Done that Well under Trump," <i>Politico</i>, October 27, 2020.</li> <li>6. David Roberts, "The Absurd Controversy over Joe Biden's 'Transition Away from the Oil Industry,'" <i>Vox</i>, October 27, 2020.</li> </ol>
	Required video	<ol style="list-style-type: none"> <li>1. lecture, "US climate policy, part 1": at or before Tue, Mar 30, 2:30pm AST</li> <li>2. lecture, "US climate policy, part 2": at or before Thu, Apr 1, 2:30pm AST</li> </ol>
	Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Apr 1, 4:00pm AST, and Sat Apr 3, 4:00pm AST</li> </ul>
	Quiz	<ul style="list-style-type: none"> <li>• none</li> </ul>
	Synchronous (Zoom) meeting	<ul style="list-style-type: none"> <li>• Group 5: Tue Mar 30, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> <li>• Group 6: Thu Apr 1, 2:30pm AST (instructions to join Zoom mtg will be sent out by email)</li> </ul>

	Term paper	<ul style="list-style-type: none"> <li>• due on or before April 9, 4:00pm AST, via the BS site (for more detailed instructions, see "Term paper," above, and in the "General/recurring" folder in the BS site)</li> </ul>
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## Resources & policies

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:  
<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&topicgroupid=27571>

### Grading, absences/lateness, and accommodations

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the university's regulations, and all of the course policies outlined here, will be consistently enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines. If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university's standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students' grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper. Progress updates on grading will be posted on the Brightspace site.

### Guidelines for formatting of written work

Hard copies of written work are preferable for grading, but there's no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please

don't add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your Banner ID number, the course number (POLI 2530), and the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 10 (or 100!) of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI2530 – type of assignment – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

### University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

#### *Academic Integrity*

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are Required reading to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is Required reading to follow to ensure academic integrity.

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

#### *Accessibility*

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

### *Student Code of Conduct*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

### *Diversity and Inclusion – Culture of Respect*

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

<https://www.dal.ca/cultureofrespect.html>

### *Recognition of Mi'kmaq Territory*

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

### University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Student Submission of Assignments and Use of Originality Checking Software Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)
- Classroom Recording Protocol: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Student Accommodation Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html)

## Learning and Support Resources

- General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Libraries: <http://libraries.dal.ca>
- Student Health and Wellness (includes Counselling and Psychological Services): [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)