

POLI 2530

FOREIGN POLICY IN THEORY AND PRACTICE

WINTER 2024

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DECEMBER 26 VERSION

Domestic policy refers to the things that states do to govern the lives of people within their territory; *foreign policy* is the things that states do to relate to the “outside world”—that is, other states, but also international organizations, multinational companies, and transnational actors from NGOs to terrorist organizations. **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 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.

POLI 2530 is a companion course to POLI 2520, but they do not need to be taken together (unless your degree program requires it). POLI 2520 is about understanding the dynamics of the *international system as a whole*, as constituted by the collective interaction of many individual states. POLI 2530 (this course) is about understanding *how individual states make choices* and when the choices they make are likely to be effective in fulfilling their purposes.

The course includes both traditional social science perspectives on the field and a variety of critical perspectives, which raise questions not only about traditional theories but also some of 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.

Overview & fundamentals

This is an **in-person course**, built around a series of lectures, but also including a few opportunities for discussion with other students, in class or in online discussion boards. It’s possible to make special arrangements to accommodate students who miss one or two classes due to illness, but **there is no option to take this course remotely**.¹

¹ Of course, that could change if there is another pandemic surge, of COVID or another kind of highly-infectious respiratory illness. If that happens, and university and/or provincial guidelines require/recommend it, then the whole course will switch to online instruction. Obviously I'll update you about any such change, as far ahead of time as possible.

This course requires you to be pretty consistently engaged with it, every week. Of course we can accommodate occasional short-term illness or other challenges, but the bottom line is that you need to be able to come to lecture pretty much every week, take notes and—from time to time—to engage in discussion. Some students have other things going on in their lives—e.g., more or less full-time jobs, family commitments, health challenges, etc.—that make it very hard to manage a full-time course like this. I can definitely sympathize with that, as I have been in that kind of situation in the past. But it is up to each student to understand the requirements of any particular course they might want to take, and to choose the ones that are compatible with their schedules and commitments. If you are not going to be able to come to lectures regularly, keep up with reading, and prepare for the quizzes in Weeks 1, 4, and 7, then this course is probably not a good choice for you. If you are not sure whether this course could work for you, feel free to email me directly to ask about whether there are arrangements that could be made to make things more manageable. If there are, then it's best to make those arrangements early. If there aren't, then it's best to figure that out well before the deadline for withdrawal without penalty.²

The **syllabus for this course** is probably longer and more detailed than most of the course syllabi you've encountered so far. I'm putting the responsibility on you to read through this and figure out how to do the course, mostly so that we don't have to waste our limited class time on administrative stuff. That doesn't mean that I'm not going to answer questions about the course; it just means that I want you to try to get it from the syllabus *before* you ask me. I need every student to read all of the way through the syllabus, carefully, at least once, before the course gets going. **To incentivize you to read the syllabus carefully, I've set up an online quiz for the first week of class, which asks basic multiple-choice questions about the syllabus and the Brightspace site (more on this first quiz, below).**

While this course is based on in-person instruction, it does rely heavily on the **Brightspace** (BS) website, as the mechanism for providing updates on policies and deadlines, providing access to course readings and other materials, as the venue for three online quizzes, and as the means for submission and evaluation of the term paper assignment. You should be checking the BS site at least twice a week, every week, to keep up to date. The BS site's Announcements page is where I'll post a notice if there's a significant change to the course or if a class meeting has to be cancelled, e.g., because of bad weather.

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; see also <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 do what I can to help.

Please keep in mind that **I will be managing the BS site** for the course, uploading all of the readings, 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. If you're having a problem accessing BS itself, then you're better off contacting helpdesk@dal.ca.

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

² This deadline is usually in the third week of the semester, but changes from semester to semester. To check the date for this semester, and to find out more about relevant university policies, see: https://www.dal.ca/campus_life/academic-support.html

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, convert your file to an Adobe pdf, and submit that. No other file formats are acceptable.

Because students often ask about this (or don't ask, but then wonder and worry afterward), **my general preference is that you address me as "Professor Bow."** ("Bow" rhymes with crow, not cow.) Other things are OK, as long as it's respectful.

I won't be doing pre-scheduled office hours meetings this semester. **All meetings outside of class time will be by-appointment.** That doesn't mean that I'm reluctant to meet with you; quite the contrary. Please don't be shy about arranging a meeting: talking with students is an important part of my job, and I'm happy to meet with you; more importantly, a quick email exchange or a short meeting can save you many hours of confusion or trouble later. There are lots of different kinds of reasons why you might want to schedule a meeting—e.g., questions about an idea from a course lecture or reading; questions about some aspect of how the course works (e.g., an assignment); looking for advice about how to approach your term paper; questions or concerns about grading; etc. My schedule this semester will be quite flexible, and I'm quite happy to meet with you at whatever time works for both of us (but not after 6pm or on the weekend).

Whenever you have a question or a concern about the course, **start by checking the syllabus and BS site** to see if you can resolve it on your own. **If that doesn't work, send me a brief email** (brian.bow@dal.ca), let me know what you'd like to talk about, and suggest some days/times that might be good for you for a meeting. Also please be as clear as you can—preferably in the subject line of your email—which course you're asking about (i.e., POLI 2530). If your question or issue is easily resolved, I'll write back as soon as I can, and that'll be that. If it's something more complicated, I'll write back to schedule a meeting, either in-person at my office (HHAAB 357) or via MS Teams. I don't do Facebook, so I don't have Facetime. Please don't ask for my cell phone number; I won't be giving that out.

When you send me an email, I don't expect it to look like a formal letter; in fact, given the number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to **be clear in your emails**; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you **use the subject line of the email to tell me what the email is about** (e.g., "POLI 2530 term paper question" or "POLI 2530 missed quiz due to illness"). You'd be amazed by the number of emails I get from students, about really important stuff, that have unhelpful subject lines like "hi" or "question," and you'd be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 20 years.

What you need to do

The course is organized by weeks, with 12 weeks in total (though the last week doesn't have any in-person class meetings—see below).

Week	Themes	Required reading	Lecture?	Quiz?
1	Intro	syllabus + BS site; Barnett & Levy	yes: Jan 8, 10	yes

2	Conventional IR theories	Morgenthau; Brinkley; Flockhart	yes: Jan 15, 17	no
3	Critical IR theories	Rupert; Sabaratnam; Thomson	yes: Jan 22, 24	no
4	Democracy	Hendrickson; Börzel	yes: Jan 29, 31	yes
5	Bureaucracy	Levy; Marsh	yes: Feb 5, 7	no
6	Culture	Stairs; Larson & Schevchenko	yes: Feb 12, 14	no
BREAK	none	none	no	no
7	Leadership & decision-making	McDermott; Schramm & Stark	yes: Feb 26, 28	yes
8	Case studies & theory-testing	none	yes: Mar 4, 6	no
9	Case study: Falklands/Malvinas War	Arquilla & Rasmussen; Oakes; Fravel	yes: Mar 11, 13	no
10	Case study: Japan's remilitarization debate	Berger; Lind; Suzuki & Wallace	yes: Mar 18, 20	no
11	The future of foreign policy	Baum & Potter; Lian & Li	yes: Mar 25, 27	no
12	Term paper workshop (online only)	none (see below)	no	no



The class will meet twice per week, on **Mondays and Wednesdays** (1:05-2:25pm), in **Auditorium 1** (“Scotiabank Auditorium”) in the **Marion McCain Building** (<https://www.dal.ca/campus-maps/building-directory/studley-campus/marion-mccain.html>). The classroom will be much bigger than we actually need for this course; I’d appreciate it if you could sit in the centre part of the room, rather than out on the sides.

Class meetings will be “**lecture-discussion**” format. That means that I’ll have a prepared lecture to work through, but will pause the lecture from time to time, to switch over to an active/participatory learning component: e.g., seminar-style discussion, small group break-out meetings, etc. In most weeks, there will be a cluster of 2 or 3 required readings per week. Every student will be expected to have **read all of these required readings in advance** (i.e., *before* the class meetings for that week), made some basic notes about their core arguments, and taken some time to reflect on the readings and the way they fit into the overall framework of the course. During the class meetings, students are expected to take notes during the lecture portions, and to actively participate in the active-learning components.

I’ll use **Powerpoint slides** to provide visual cues designed to make it easier to follow the lectures. They will mostly consist of lists, tables, figures, maps, and photos. They won’t actually include a lot of info from the lecture, and they probably won’t be very useful for studying for the final exam; *having the Powerpoint slides is not a good substitute for actually being at lecture and taking good notes*. Really, **there is no good substitute for being at lecture and taking good notes**; note-taking is the best way to absorb and retain the core ideas from lecture, and it’s also the best predictor for who will do well on the final exam. I will post the Powerpoint slides to the BS site every week; I’ll do my best to make sure that they are posted *before* the relevant lecture, but it’s

possible that some of them won't be posted until after the lecture. I sometimes make changes to the slides just before or right after the lecture; when I do that, I'll replace the previously-posted version, and mark the new version as "revised."



On average, you should expect about 50-60 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. I've made the amount of reading a little heavier in the early weeks of the course and in the two case study weeks; try to take that into account when planning ahead.

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. 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 recommended 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.

Your (graded) work for this course will consist of three quizzes, a term paper, an online workshop, and a final exam. Basic info about scheduling, grading, etc. can be found in this table, and more details are provided below.

What?	Where?	When?	How much?
Week 1 Quiz	Online, via BS (Week 1 folder)	Covers material from Week 1; quiz window opens 8:00am Thurs Jan 11, closes 11:59pm Sat Jan 13	6%
Week 4 Quiz	Online, via BS (Week 4 folder)	Covers material from Week 2-4; quiz window opens 8:00am Thurs Feb 1, closes 11:59pm Sat Feb 3	12%
Week 7 Quiz	Online, via BS (Week 7 folder)	Covers material from Week 5-7; quiz window opens 8:00am Thurs Feb 29, closes 11:59pm Sat Mar 2	12%
Term paper workshop	Online, via BS (Term paper folder)	First post between 8:00am and 11:59pm on Mon Apr 1; last post to be made before 11:59pm on Wed Apr 3	6%

Term paper	Submit online, via BS (Term paper folder)	Work steadily on this all the way through the semester; final copy due Tue April 9, 11:59pm	32%
Final exam	In-person, location TBD	Covers material from <i>all</i> parts of the course; exam to be scheduled by the Registrar's Office, Apr 11-23 (see below)	32%



Quizzes will be held at the end of Week 1, Week 4, and Week 7 of the course. The Week 1 Quiz will be made up of multiple-choice questions about the course syllabus, the BS site, and the one required reading for Week 1 (i.e., Barnett & Levy). The Week 4 quiz will be made up of multiple-choice and short-answer questions based on ideas covered in the lectures and required readings for Weeks 2-4. The Week 7 Quiz will be made up of multiple-choice and short-answer questions based on ideas covered in the lectures and required readings for Weeks 5-7. Each quiz can be accessed through the Content folder for the corresponding week of the course and/or through the navigation tab for Assessments.

The quizzes will be **“open book”** (i.e., you are allowed to refer to your lecture notes and the course readings 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 done all of the required readings and taken notes during lecture, 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 64-hour window**, beginning at 8:00am AST on Thursday and ending at 11:59pm 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 one-day 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.) 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, navigating BS), 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.



Term papers will be due at 11:59pm on **Tuesday, April 9**. That’s less than two weeks after the last lecture and less than one week after the end of the Term Paper Workshop (see below). A “term paper”—for those that haven’t done one yet—is an essay that’s due at the end of the semester, and which students are supposed to work steadily on all through the semester. Most term papers involve some self-guided research, and that is the case here. For this course, it’ll be up to you to decide what your paper is about, but all students will be expected to do some similar things in their respective papers. It will also be up to you to work out a plan and timetable for your research and writing, and to manage your own time so that you make progress each week, and don’t have to rush things at the very end. I’ll give some advice about these practicalities in the BS site, and in lectures during Week 8 of the course.

The focus of the term paper for this course will be on using theories and/or concepts from the course to explain foreign policy decisions or outcomes in specific historical cases. Why, for example, did Iraq invade Kuwait in 1990? Why did Mexico agree to a free trade agreement with the US in 1993? Why did the UK decide to leave the European Union in 2016? Why did the US withdraw from the Paris climate accords in 2017? Etc. **Each student will choose their own historical case** (i.e., foreign policy decision/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 either of the cases discussed in Weeks 9 and 10 of the course (i.e., Argentina's decision to provoke a war over the Falklands/Malvinas or Japan's remilitarization).**

The **course has been designed to try to help you** identify a suitable case study, pose an interesting question about it, and undertake the research to apply theories and concepts from the course. Weeks 2-7 will review different theoretical approaches for explaining foreign policy outcomes, and some of the concepts that go with them. Week 8 will be a general discussion of research methods relevant to using theories to explain historical cases. Weeks 9 and 10 each focuses on a different historical case, and discusses some specific examples of political scientists' efforts to use theories to explain those cases. When thinking about their own term paper projects, students are encouraged to look ahead at the readings for Weeks 8-10, 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 me at some point in early 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 meeting to talk through your ideas. By the time we get to the end of Week 8, each student should have a pretty clear idea of what case they plan to explain, and how.

The final version of your term paper should be about **3000 words** (absolute max 4000 words). If you can, I would strongly prefer that you prepare your term 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.

On all written assignments, students are encouraged to confer with me and/or the teaching assistant(s), and to talk with classmates about their ideas. You can also have a classmate or friend proofread your writing to check for typos, grammatical errors, etc. It is, however, **extremely important that the work you do for this course is ultimately your own**. Trying to pass off something written by someone else—or by artificial intelligence—as your own work is strictly contrary to the university's academic integrity standards, and can result in serious consequences; repeat offenders are subject to expulsion from the university. Every student should take time to review the university's rules and policies: https://www.dal.ca/dept/university_secretariat/academic-integrity.html.

Generative writing tools (“artificial intelligence”) like ChatGPT, Jasper, and QuillBot are not permitted in FASS classes, unless explicitly allowed by the course instructor, and are all strictly prohibited in this course. AI-enabled writing-improvement and translation apps, like Grammarly and Google Translate, are acceptable as a way to correct small-scale errors in your writing, but cannot be used to generate substantial passages of text (i.e., more than a sentence or two).

In undertaking research for this course, you will be expected to draw on ideas published by others, and sometimes their specific way of presenting an idea. **When you borrow a bit of information, an opinion, or a way of explaining something from someone else, it is important that you explicitly recognize the source, by citing it in your work.** The university library system provides technical information about different systems for citing others' work, which you can access here: <https://libraries.dal.ca/help/style-guides.html>. I don't have strong preferences about which citation format you use; the important thing is that you choose one format, and then use it correctly and consistently. Again, if you have questions about any of this, please email me.



There is no in-person meeting in the final week of classes. Instead, we will have an asynchronous online discussion running through Mon Apr 1 to Wed Apr 3, to present and discuss your progress on the Term Paper, and to get some advice from classmates about changes you might make in the final week, to improve the paper before you hand it in on Tue Apr 9. Each student will post a brief **summary** of their project (about 200 words), as it is up to that point, and each student will post a **reply** to one other student's summary (about 150 words), to offer constructive criticism and advice. More detailed instructions will be provided in the discussion board, which is in the Term Paper

folder in BS.






There will be an in-person, closed-book **final exam** at the end of the semester, to test your understanding of key concepts and ideas from the course. The final exam will be scheduled by the Registrar's Office, some time during the university's designated exam period—i.e., for Winter 2024, April 11-23. *Do not make plans for travel or other commitments during this period until after the date and time of the final exam have been made official* (probably in early or mid-February). It is possible that the final exam will be scheduled quite early in the exam period (i.e., on or close to April 11), which would mean there wouldn't be much time to study after you've turned in your term paper; to protect yourself against this possibility, I would strongly encourage you to try to make a little bit of time to prep for the exam, as we go along, week by week.



The final exam will be **scheduled for two hours**, but many students will be able to complete it in 90 minutes or less. Students who have arranged for **accommodations** through the university's Accessibility office may have the option to write the final exam at the Accessibility Centre. This must be arranged well in advance; students who fail to make arrangements in advance will have no option but to write the regular exam with their classmates. To find out more about accommodations, to make special arrangements for the final exam, or to ask questions about your arrangements, please contact the Accessibility office directly: https://www.dal.ca/campus_life/academic-support/accessibility.html

The final exam for this course will have **two parts, a set of multiple-choice questions and a set of short-answer questions**. There will be 20 multiple-choice questions, each worth one point, and students will be asked to answer all of them. There will be 10 short-answer questions, each worth a maximum of four points, and students will be asked to answer 8 of them. The multiple-choice questions will be answered by using a pencil to mark a paper "bubble sheet," and will be graded by a computer. The short-answer questions will be answered by writing 80-100 words per answer in a paper booklet, and will be graded "by hand," by the professor and the teaching assistant. There will not be an in-class review session for this exam, but general instructions and advice will be posted on the BS site.


WEEK 1 (Jan 8 & 10): WARM-UP


	Required reading	<ol style="list-style-type: none">1. review course syllabus and BS site2. 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).
	Lectures	<ul style="list-style-type: none">• Mon Jan 8, "What this course is about"• Wed Jan 10, "Theory and practice"
	Week 1 Quiz	<ul style="list-style-type: none">• multiple-choice questions about syllabus and BS site: take quiz in BS site; quiz window opens 8:00am Thurs Jan 11, closes 11:59pm Sat Jan 13; 30 minutes

WEEK 2 (Jan 15 & 17): CONVENTIONAL IR THEORIES & FOREIGN POLICY




	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. Douglas Brinkley, "Democratic Enlargement: The Clinton Doctrine," <i>Foreign Policy</i> 106 (1997): 110-127.3. Trine Flockhart, "Constructivism and Foreign Policy," in Steve Smith, Amelia Hadfield, and Tim Dunne, eds., <i>Foreign Policy: Theories, Actors, Cases</i> (Oxford, 2016).
	Lectures	<ul style="list-style-type: none">• Mon Jan 15, "Realism vs liberalism"• Wed Jan 17, "Rationalism vs constructivism"

WEEK 3 (Jan 22 & 24): CRITICAL IR THEORIES & FOREIGN POLICY


	Required reading	<ol style="list-style-type: none">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> (3rd ed., Oxford UP, 2013).
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		<ol style="list-style-type: none"> Meera Sabaratnam, "Postcolonial and Decolonial Approaches," in John Baylis, Steve Smith, and Patricia Owens, eds., <i>The Globalization of World Politics</i> (8th ed., Oxford UP, 2020). 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.
	Lectures	<ul style="list-style-type: none"> Mon Jan 22, "Structures" Wed Jan 24, "Knowledge, power, and ethics"

WEEK 4 (Jan 29 & 31): DEMOCRACY



	Required reading	<ol style="list-style-type: none"> Ryan Hendrickson, "Clinton's Military Strikes in 1998: Diversionary Uses of Force?" <i>Armed Forces and Society</i> 28 (2002): 309-332. Tanya Börzel, "The Noble West and the Dirty Rest? Western Democracy Promoters and Illiberal Regional Powers," <i>Democratization</i> 22 (2015): 519-535.
	Lectures	<ul style="list-style-type: none"> Mon Jan 29, "Democracy's bright side" Wed Jan 31, "Democracy's dark side"
	Quiz	<ul style="list-style-type: none"> multiple-choice and short-answer questions about Weeks 2-4: take quiz in BS site; quiz window opens 8:00am Thurs Feb 1, closes 11:59pm Sat Feb 3; 60 minutes

WEEK 5 (Feb 5 & 7): BUREAUCRACY

	Required reading	<ol style="list-style-type: none"> Jack Levy, "Organizational Routines and the Causes of War," <i>International Studies Quarterly</i> 30 (1986): 193-222. 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.
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	Lectures	<ul style="list-style-type: none"> • Mon Feb 5, “What difference does bureaucracy make?” • Wed Feb 7, “Doing research on bureaucracy and foreign policy”
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WEEK 6 (Feb 12 & 14): CULTURE

	Required reading	<ol style="list-style-type: none"> 1. Denis Stairs, “The Political Culture of Canadian Foreign Policy,” <i>Canadian Journal of Political Science</i> 15 (1982): 667-690. 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.
	Lectures	<ul style="list-style-type: none"> • Mon Feb 5, “What is culture, and how does it matter?” • Wed Feb 7, “Doing research on culture and foreign policy”



WINTER BREAK: February 19-23 (no class meetings)

WEEK 7 (Feb 26 & 28): LEADERSHIP & DECISION-MAKING



	Required reading	<ol style="list-style-type: none"> 1. Rose McDermott, “Prospect Theory in International Relations: The Iranian Hostage Rescue Mission,” <i>Political Psychology</i> 13 (1992): 237-263. 2. Madison Schramm & Alexandra Stark, “Peacemakers or Iron Ladies? A Cross National Study of Gender and International Conflict,” <i>Security Studies</i> 29 (2020): 515-548.
	Lectures	<ul style="list-style-type: none"> • Mon Feb 26, “When do leaders matter, and how?” • Wed Feb 28, “Doing research on leaders and foreign policy”

	Quiz	<ul style="list-style-type: none"> multiple-choice and short-answer questions about Weeks 5-7: take quiz in BS site; quiz window opens 8:00am Thurs Feb 29, closes 11:59pm Sat Mar 2; 60 minutes
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WEEK 8 (Mar 4 & 6): CASE STUDIES & THEORY-TESTING


	Required reading	<ul style="list-style-type: none"> none
	Lectures	<ul style="list-style-type: none"> Mon Mar 11, "Theories, cases, and research, part 1" Wed Mar 13, "Theories, cases, and research, part 2"

WEEK 9 (Mar 11 & 13): CASE STUDY #1: ARGENTINA'S DECISION TO PROVOKE THE FALKLANDS/MALVINAS WAR, 1982



	Required reading	<ol style="list-style-type: none"> John Arquilla and María Moyano Rasmussen, "The Origins of the South Atlantic War," <i>Journal of Latin American Studies</i> 33 (2001): 739-775. Amy Oakes, "Diversionary War and Argentina's Invasion of the Falkland Islands," <i>Security Studies</i> 15 (2006): 431-463. M. Taylor Fravel, "The Limits of Diversion: Rethinking Internal and External Conflict," <i>Security Studies</i> 19 (2010): 307-341.
	Lectures	<ul style="list-style-type: none"> Mon Mar 11, "Falklands/Malvinas, part 1" Wed Mar 13, "Falklands/Malvinas, part 2"

WEEK 10 (Mar 18 & 20): CASE STUDY #2: JAPAN'S DEBATE OVER REMILITARIZATION, 1945-PRESENT


	Required reading	<ol style="list-style-type: none"> Thomas Berger, "From Sword to Chrysanthemum: Japan's Culture of Anti-Militarism," <i>International Security</i> 17 (1993): 119-150. Jennifer Lind, "Pacifism or Passing the Buck: Testing Theories of Japanese Security Policy," <i>International Security</i> 29 (2004): 92-121.
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		3. Shogo Suzuki & Corey Wallace, “Explaining Japan’s Response to Geopolitical Vulnerability,” <i>International Affairs</i> 94 (2018): 711-734.
	Lectures	<ul style="list-style-type: none"> • Mon Mar 18, “Japan’s remilitarization, part 1” • Wed Mar 20, “Japan’s remilitarization, part 2”


WEEK 11 (Mar 25 & 27): THE FUTURE OF FOREIGN POLICY

	Required reading	<ol style="list-style-type: none"> 1. Matthew Baum & Philip Potter, “Media, Public Opinion, and Foreign Policy in the Age of Social Media,” <i>Journal of Politics</i> 81 (2019): 747-756. 2. Chenchao Lian & Jinhong Li, “Legitimacy-seeking: China’s Statements and Actions on Combating Climate Change,” <i>Third World Quarterly</i> (2023).
	Lectures	<ul style="list-style-type: none"> • Mon Mar 25, “The future of the state” • Wed Mar 27, “Foreign policy in a post-Westphalia world”

WEEK 12 (April 1-3): TERM PAPER WORKSHOP

	Online discussion board	<ul style="list-style-type: none"> • no required readings, and no in-person class meetings this week; students will participate in an online workshop, Apr 1-3, to share ideas and advice about their term papers (for more detailed instructions, see “Term paper,” above, and in the Term Paper folder in the BS site)
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AFTER WEEK 12

	Term paper	<ul style="list-style-type: none"> • due on or before Tue Apr 9, 11:59pm, via the BS site (for more detailed instructions, see “Term paper,” above, and in the Term Paper folder in the BS site)
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Final exam

- to be scheduled by the Registrar's Office, some time during the official exam period, April 11-23; check the BS sites for updates about the specific date/time and location (announced separately)

Resources & policies

This course is governed by the academic rules and regulations in the University Calendar: <https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx>. Students are expected to carefully read the academic regulations in the 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.

Grading, absences/lateness, and accommodations

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 or practical arrangements to be made 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

All work for this class, except for the final exams, will be submitted electronically, through the BS site. There is no need for you to submit a hard copy of your term paper. When submitting the digital copy of your term paper 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.
3. There's no need for a cover page on your term paper, and I prefer that you don't include one. Instead, provide key 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.

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

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

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

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.

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) 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
- 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
- Classroom Recording Protocol: 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

Learning and Support Resources

- General Academic Support - Academic Advising: 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
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: 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
- Writing Centre: 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