



FOREIGN POLICY IN THEORY AND PRACTICE

(POLITICAL SCIENCE 2530)

Class Time and Room: Tuesdays and Thursdays, 2:35 – 3:55pm, MacMechan Auditorium

Instructor: **Prof. Brian Bow** brian.bow@dal.ca
 Instructor's Office: Henry Hicks Academic Administration Building, Room 301A
 Office Hours: Wednesdays, 9:30 – 11:30am, or by appointment
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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

Midterm Exam	25%	Thursday, February 9
Term Paper	35%	Tuesday, April 4
Final exam	40%	Exam period (TBA)

Exams

The midterm exam will be held in class on **February 9**. 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 Registrar's Office. The official exam period for the Winter 2017 semester is **April 12-26**. 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.

Term Paper

The term paper will be due on Tuesday, **April 4**. 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: The Obama administration talked tough in its August 2013 confrontation with the Assad government in Syria, but ultimately wasn't willing to back up its threats with military force. Why? Is there a way of reconciling—within a relatively simple explanatory framework—both the aggressive rhetoric and the lack of military intervention? We often see that one administration's foreign policy is shaped by lessons learned from the previous administration's successes and failures. Is that important here? What lessons are Americans likely to take from Obama's handling of the Syrian conflict, and how might that affect Trump's approach?
- Option #2: Many observers of international politics have argued that, in the post-Cold War world, conquest of neighbouring states is now basically "obsolete." Yet Russia was willing to run the risk of a direct confrontation with NATO by directly intervening in Ukraine and annexing Crimea. Why? And why did it happen when it did? Is this best explained in terms of the power and priorities of Vladimir Putin, or is it something that another Russian leader might have pursued in similar circumstances?
- Option #3: Some have argued that the 2015 Paris Agreement was an important breakthrough in addressing climate change, and others have argued that it is wholly inadequate. One of the striking features of the deal is the much more active involvement by so-called "middle-income" powers like China. Why did China accept the terms of the Paris Agreement? Was this decision consistent with China's position in previous global climate negotiations, or does it represent an important break with the past? What does China's involvement and accession tell us about which goals and groups are driving China's foreign policy?

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 Brightspace 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 30) 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 **Brightspace** 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 Brightspace 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 Brightspace site 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 Brightspace, not by email. **Students are expected to check the Brightspace site for announcements and updates at least once per week.**

List of **services** for current students: http://www.dal.ca/current_students.html

Tutoring from the Writing Centre: http://www.dal.ca/campus_life/academic-support/writing-and-study-skills/for-faculty.html

Free ESL workshop series: <https://www.dal.ca/faculty/cce/programs/english-as-a-second-language/programs-and-courses/free-workshops.html>

There are a variety of different programs and research centres on campus which host **public lectures and other events** relevant to foreign policy. Students are strongly encouraged to take advantage of these opportunities, by checking these events calendars:

- Centre for the Study of Security and Development: <https://www.dal.ca/sites/cssd.html>
- Jean Monnet European Union Centre of Excellence: <https://www.dal.ca/diff/jmeuce.html>
- MacEachen Institute for Public Policy and Governance: <https://www.dal.ca/dept/maceachen-institute.html>
- Marine and Environmental Law Centre:
https://www.dal.ca/research/centres_and_institutes/ofi.html

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 10, 12
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. Elizabeth Saunders, "What a President Trump Means for Foreign Policy," <i>Washington Post/Monkey Cage</i>, November 9, 2016. 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 17, 19
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. Douglas Brinkley, "Democratic Enlargement: The Clinton Doctrine," <i>Foreign Policy</i> 106 (1997). 3. Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," <i>International Organization</i> 46 (1992).

SECTION THREE	BRINGING DOMESTIC POLITICS IN
Class meetings:	January 24, 26
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	FOREIGN & DOMESTIC POLICY
Class meetings:	January 31, February 2
Topics/themes:	<ul style="list-style-type: none"> • Separating foreign & domestic policies • "Securitization"

Required reading:	<ol style="list-style-type: none"> 1. Barry Buzan, "Will the 'Global War on Terror' Be the New Cold War?" <i>International Affairs</i> 82 (2006). 2. Craig Forcece, "The New Abnormal Normal for the Canadian Security & Intelligence Community," National Security Law blog, November 9, 2016. http://craigforcece.squarespace.com/national-security-law-blog/2016/11/9/the-new-abnormal-normal-for-the-canadian-security-intelligen.html
GUEST LECTURE (REQUIRED)	<p>Reid Morden, former deputy minister of Foreign Affairs & director of Canadian Security Intelligence Service</p> <p>"Security, Privacy, and Oversight: Where is the Balance?"</p> <p>Thursday, February 2, 2:30-4:00pm</p> <p>Great Hall, University Club</p>

Midterm Exam Review – Tuesday, February 7

MIDTERM EXAM - THURSDAY, FEBRUARY 9

SECTION FIVE	DEMOCRACY
Class meetings:	February 14, 16
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. Ryan Hendrickson, "Clinton's Military Strikes in 1998: Diversionary Uses of Force?" <i>Armed Forces and Society</i> 28 (2002). 2. Tanya Börzel, "The Noble West and the Dirty Rest? Western Democracy Promoters and Illiberal Regional Powers," <i>Democratization</i> 22 (2015). 3. Alison Brysk & Aashish Mehta, "Do Rights at Home Boost Rights Abroad? Sexual Equality and Humanitarian Foreign Policy," <i>Journal of Peace Research</i> 51 (2014).

STUDY BREAK (NO CLASSES) - FEBRUARY 21, 23

SECTION SIX	BUREAUCRACY
Class meetings:	February 28, March 2
Topics/themes:	<ul style="list-style-type: none"> • When and how do bureaucracies influence foreign policy decisions? • How do we test this through systematic research?
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. 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).

SECTION SEVEN	CULTURE, IDENTITY
Class meetings:	March 7, 9
Topics/themes:	<ul style="list-style-type: none"> • Are states' foreign policies driven by ideas about what kind of state they are supposed to be? • 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. Jon Emont, "Asia Awaits the Trump Era," <i>The Atlantic</i>, November 21, 2016.

SECTION EIGHT	LEADERSHIP & DECISION-MAKING, 1
Class meetings:	March 14, 16

Topics/themes:	<ul style="list-style-type: none"> • What difference does leadership make, and how can we tell? • How do leaders' 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 21, 23
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. Rose McDermott, "Prospect Theory in International Relations: The Iranian Hostage Rescue Mission," <i>Political Psychology</i> 13 (1992). 2. Nicholas Wright and Karim Sadjadpour, "The Neuroscience Guide to Negotiations with Iran," <i>Foreign Policy</i>, January 14, 2014.

SECTION TEN	INSTRUMENTS OF FOREIGN POLICY
Class meetings:	March 28, 30
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. Richard Betts, "Picking Your Battles: Ending America's Era of Permanent War," <i>Foreign Affairs</i> 93 (2014). 2. Neil Narang, "Assisting Uncertainty: How Humanitarian Aid Can

	<p>Inadvertently Prolong Civil War,” <i>International Studies Quarterly</i> 59 (2015).</p> <p>3. Kyle Matthews, “Is Canada ‘Back’? Not Quite, but Here’s How It Can Get There,” <i>OpenCanada.org</i>, December 3, 2015.</p>
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SECTION ELEVEN	FINAL REVIEW
Class meetings:	April 4, 6
Topics/themes:	<ul style="list-style-type: none"> • Advice on term papers • Final exam review
<p>TERM PAPER DUE TUESDAY, APRIL 4</p> <p>FINAL EXAM TO BE SCHEDULED BY REGISTRAR’S OFFICE</p>	