



# Foreign Policy in Theory and Practice

Political Science 2530 / Winter 2013

Dalhousie University

**Class Time:** Tuesday and Thursday 14:35-15:55  
**Classroom:** McCain Arts and Social Sciences Building, (Scotiabank) Auditorium 1  
**Instructor:** Byron Peacock  
**Office:** Henry Hicks Academic Administration Building 351  
**Email:** [byron.peacock@dal.ca](mailto:byron.peacock@dal.ca)  
**Office Hours:** By appointment; I am VERY eager to meet with you to discuss anything related to the course, but I have found that *set* office hours rarely work for both parties. In general, I will be holding (variable) office hours before class on Tuesdays and Thursdays (usually sometime between 10 AM-2 PM), but you should ALWAYS contact me to set up a meeting time.

The study of foreign policy is, broadly speaking, an analysis of the interactions between decision-makers across traditional state boundaries. If you are looking for a course that will prepare you to work in a foreign ministry, a trade mission, or the like, you *may* want to look elsewhere; while we will be delving into both the 'theory and practice' of foreign policy, it will be with a critical, academic eye that will seek to identify which actors and structures of international power are most relevant and how it is that they make foreign policy decisions. With that said, we will be considering many first-hand accounts from the makers of foreign policy that will give us insight into how and which policies are executed. The purpose of this class is twofold: (1) to gain a greater understanding of how foreign policies are made and in what context and (2) to give students the tools to critically evaluate historical and contemporary foreign issues and events with an emphasis on who benefits and who loses from specific foreign policies.

**Blackboard Learn System:** We will be making extensive use of the Blackboard Learn system (<https://dalhousie.blackboard.com/>) in this course. Written assignments will be submitted through Blackboard (not through the instructor's email) and will also pass through the "SafeAssign" plagiarism-checking tool (<http://academicintegrity.dal.ca/SafeAssign/index.php>). I am very vigilant about plagiarism detection and severe penalties (in accordance with Dalhousie University guidelines) will be imposed for instances of plagiarism (see below for more details).

In order to minimize the costs to students, I am making every effort to make all readings accessible either via the *Journals* section of the Dal Libraries web portal (<http://libraries.dal.ca/>) or online through the Blackboard Learn system.

**Open Document Format:** For environmental, personal, and cost reasons, all assignments submitted to the instructor MUST be submitted digitally (please do not hand anything to me in hard copy).

Additionally, all materials submitted to the instructor whether through email or through the Blackboard Learn system MUST be submitted in the Open Document Format (ODF, or ODT in the case of a word processing document). I do not believe it is fair, economical, wise, or moral to use proprietary software (e.g. Microsoft's Word, Excel, Powerpoint, etc.) as the default standard, especially in an academic setting. Free and open source office suites which meet or exceed the quality of Microsoft Office or other proprietary suites abound. Given the frequent complaints from Macintosh, Linux, and other non-Microsoft users who worry that the quality of their work may be devalued because of poor formatting compatibility between their preferred software and the .doc, .xls, .ppt formats, and because of the relatively expensive software that students using all types of systems (including Microsoft Windows) are often required to purchase, I firmly believe that the free and open source formats offered through ODF are the only fair (and reasonable) options for submitting student work. To make use of ODF, students have two broad categories of options:

1. Students can quickly and easily download and install a number of cost-free and open source office suites. Libreoffice (<http://www.libreoffice.org/download/instructions/>) and OpenOffice.org (<http://www.openoffice.org/>) are two of the most popular and highest quality office suites which use ODF by default. Given the buggy nature of using ODF in proprietary office suites (as described in the next category), I recommend students install one of these suites. (These two suites can also be used in the future by students who want/need to save documents in Microsoft formats, albeit imperfectly at times, without paying for the proprietary software.)
2. Students may check whether or not their current office suite of choice (especially their word processors) have the ability to save documents in ODF (especially the .odt format for word processing). From my understanding, most modern word processors (including Microsoft Word 2007 SP2 and Microsoft Word 2010, but not necessarily Microsoft Word for Mac) advertise the ability to save documents in the .odt format. You may check your software to see whether or not it supports ODF, but it will be your responsibility to make sure that you save and submit your work in ODF and the defaults that are currently set. Also, be advised that many office suites have "extensions" that allow users to save in ODF, but the results vary widely; in order to avoid awkward formatting issues, you should verify whether your office suite has a good track record of using ODF.

If you have any questions or problems understanding or operating in the ODF format, please do not hesitate to contact me or technical support in the library. The two suites mentioned above are very easy to use and should feel familiar to most users of Microsoft Office and other proprietary suites. The point here is not to frustrate, confuse, or intimidate you, but rather to be fair to ALL students (Windows, Mac, or Linux; Word, Writer, or WordPerfect; rich or poor) regardless of their software preferences.

## ASSESSMENT VALUES:

<b>Course Engagement</b>	(40%)
Attendance	10%
Blackboard Discussion	15%
Documentary Discussion	10%
Foreign Policy Talk	5%
<b>Critical Comparative Report</b>	(35%)
Writing Centre Draft	10%
Final Draft	25%
<b>Final Exam</b>	25%

## GRADING SCALE:

90-100 = A+	76-79.9 = B+	64-67.9 = C+	50-55.9 = D
85-89.9 = A	72-75.9 = B	60-63.9 = C	50 > F
80-84.9 = A-	68-71.9 = B-	56-59.9 = C-	

## COURSE REQUIREMENTS:

**Course Engagement:** Learning (and the retention of what has been learned) depends largely on the amount of personal resources an individual student has invested in understanding *and discussing* the material. Despite the inherent difficulty of engaging and participating in a class with more than 100 students, I will make every effort to ensure that you have opportunities to, not only learn from the readings, lectures, and videos, but also dissect and debate the material with myself, the TA(s), and (especially) your peers. To make this happen, you will be evaluated on the four requirements listed below.

**Attendance:** It should go without saying that **you are expected to attend every class period**. The attendance policy for this class may seem draconian, but I hope it is illustrative of the importance I place on class-time engagement; I find it very disrespectful to your peers, myself, and whoever is paying your tuition (yourself, your parents, the funders of your scholarship, your billionaire-patron, etc.) to willfully abandon the most valuable (and hopefully most interesting) element of university education (i.e. discussing big ideas through face-to-face interaction). For my part, I pledge to make every effort to be prepared, present, punctual, and engaging (though, in this latter case, you may not always concur!).

Beginning with the second class period (i.e. Thursday, January 10), the TA(s) will have a class roll with them at the back of the auditorium near the entry doors. **It will be each individual student's responsibility to find the TA(s) at the beginning of class and sign their name next to their printed name on the class roll (even if you are late)!** In general, there will be no time for breaks since class only lasts 80 minutes, so if you must leave during the course of a class period, you must let one of the TA(s) know your name and if you are

planning on returning to class shortly. Students missing more than two class periods (without a verifiable and legitimate excuse, e.g. serious illness or a death in the family) will receive no (0%) credit for attendance (thus losing 10% from their final total grade). **You must also arrive to class on time and be committed to staying the whole time.** Students who arrive more than a few minutes late on four separate occasions or who leave class early (again, without verifiable and legitimate excuses) will likewise lose *all* participation points. **No matter what, if you are present for any part of any given class period, you must sign your name to the roll or you will not receive any credit for having attended.**

*Blackboard Discussion:* I have not assigned a tremendous amount of reading for this course, but I do expect all of the readings/viewings (there will be some videos) to be thoughtfully completed before each respective class period begins. Because there will be more than 100 students in our class, we cannot logistically have a tremendous amount of discussion and debate on the readings/viewings *in class*; however we will try to substitute for some of this discussion and debate online, through the BlackboardLearn system. In lieu of periodic quizzes to ensure the readings/viewings happen, **each student must use the “Discussions” tool to dissect, debate, problematize, or somehow engage the readings/viewings that were assigned before the respective class period begins.** In general, I (or the TA[s]) will try to ask a provocative or probing question after each class period that will pertain to the readings/viewings that are due for the next class period. The first 5 students to complete the readings/viewings and respond through the Blackboard system will be able to respond directly my question; after 5 students have responded, however, I would like the discussion to 'take on a life of its own', **meaning that subsequent student responses should address both my question and the points their peers have already made.**

The Blackboard comments do not need to be long (they should average around 75-200 words), **but they do need to reflect your thoughtful consideration of the readings/viewings and the previous comments others have made.** The comments must also be submitted punctually. **I will set the Blackboard system to cut off new contributions to the discussion by 2:00 PM every Tuesday and Thursday that we will be holding class** (with a five minute grace period for procrastinators with slow Internet connections). You will be evaluated on (a) whether you have made a comment before *each class period* (more than two missed comments will mean you receive no credit) and (b) whether you have consistently made a meaningful attempt to engage the assigned material *and* our class members. Although grammar, style, and technique are important to this kind of discussion, I will evaluate your comments based on these more technical aspects as long as you have made yourself understandable. The point of this assignment is to prove that you have engaged (read/viewed *and* considered) the material and can discuss it with your peers. If you are completely confused by any given reading/viewing, **you must still comment** on it; my advice would be to elaborate where it is that you got confused, why you think your peers may have misinterpreted the material, or perhaps how that day's material seems to relate to previous material covered.

I will be checking and moderating these discussions periodically and using them as the basis for class discussions. Please keep in mind that your comments will not (indeed *must* not) be

anonymous and that any disrespectful, rude, or threatening behavior (such as is often seen in online discussions) will be penalized and may be cause for disciplinary action by myself or the university. With that said, I highly encourage and expect to see vigorous and lively debates and disagreements; **heated discussion about the content of the ideas being discussed is desirable; questioning or attacking the morals, character, or personality of individuals is not!**

*Documentary Discussions:* On a number of occasions (depending on the number of TAs we have) we will watch documentaries or extended news reports (either in class or as an assignment) on relevant topics and spend a class period discussing and debating what we have seen. On these days, we will break the class into 2 or 3 smaller groups and invite this discussion and debate. Students will be expected to contribute vocally to these class periods; since we will be in smaller groups, we will be keeping note of participation on these days. The means by which this discussions will take place will be clearly stipulated once we can determine the number of TA(s).

*Foreign Policy Talk:* Each student will be required to attend at least one lecture, seminar, roundtable, debate, or similar event here at the university or in the community, to ask a question at that talk, and write a brief statement about their experience. The only stipulation about this event is that it be related to the course content (foreign policy) and that the student asks a question of one or more of the speakers at the event. I will be highlighting a number of good options periodically in class, but essentially any talk hosted by Dalhousie's Centre for Foreign Policy Studies (<http://www.dal.ca/dept/cfps/news-events.html>), the Halifax branch of the Canadian International Council (<http://opencanada.org/branches/halifax/>) or the Halifax Peace Coalition (<http://www.hfxpeace.chebucto.org/>) should be relevant. If you have a question about the relevance of a talk, contact me and we can discuss it. After you attend the event and have asked your question(s) of the speaker(s), you must submit the brief (~100-200 word) statement through the Blackboard tool that will be provided; the statement must clearly say (a) which event you attended, (b) on what date, (c) what the topic of the talk was, (d) what your question was, and (e) what the answer was to your question.

### **Critical Comparative Report**

The critical comparative report will require you to write a short paper using primary, first-hand account materials that you have accessed yourself to evaluate a historical foreign policy event. The exact details of this assignment will be concluded once we determine how many TAs we will have, so that each student who is desiring can receive meaningful feedback on their report. In every case, however, this report will have at least two drafts since a Writing Centre Review will be required for each report.

The critical comparative report is a relatively short, and very specific, research project that is aimed at familiarizing each student with the process of researching previously classified government texts (reports, memos, audio recordings, etc.) and critically comparing those texts against the public statements or explanations given for specific foreign policies. The report will not be a full, essay-length thesis-driven paper but is meant to extract out an important part of the research process (namely consulting primary, government sources that reveal the motivations, behaviors, processes, and decisions of foreign policymakers) and give students

the opportunity to discover and evaluate first-hand accounts of foreign policy decisions. The requirements are as follows:

1. Each student must identify one significant foreign policy event (e.g. a trade deal, an assassination carried out with significant foreign support or intervention, a nuclear proliferation conference, a military offensive or battle, the closure of a border crossing, summit among heads of government, etc.) for which they can find a previously classified text (reports, memos, audio recordings, videos, transcribed conversations, letters, emails, phone calls, diplomatic cables, etc.). You must not only find a previously classified text, but actually read, watch, listen to, or otherwise experience it. The entirety of this previously classified text must be attached (as a .pdf, a .doc, a .odt, a .jpg, an .mpg, an .avi, a similar digital format, or in hard copy form) as “Appendix A” at the end of the report; I will only permit a link to a website (such as a URL) if the text is a video or audio clip that you discovered online and cannot legally or easily download. Additionally, if the text is in a language other than English, German, or French, it will be your responsibility to provide a translation into English for me.

2. Each student must find a contemporary account (usually within the same month, unless the event they've selected is prolonged, such as multiple rounds of a trade negotiation, or a months-long bombing campaign) of what the government that was making the relevant foreign policy decision at the time was telling the public about that decision. This public account must be significantly different from what the same government institutions were discussing and executing out of the public eye; in other words, there has to be a significant discrepancy between what the government was *doing* when it was making these public statements. Examples of such discrepancies might include a major exaggeration, a false denial of knowledge about a relevant action, a false or misleading motivation for a given foreign policy, a knowingly false attribution of some action to the wrong person or institution, the sales of arms or other sensitive materials without public disclosure or against international law, etc. Such an account could arise from 'question time' in a parliamentary setting, a press release or press statement, on-the-record comments to journalists or media outlets, speeches, debates, etc. However the public account was made, it **MUST** come from an authorized, on-the-record-style government source and its intended audience **MUST** be the general public. The entirety of this account must be attached as “Appendix B” (in the same formatting as above, e.g. .pdf) at the end of the report.

3. Based on the material we will have covered in class, each student must make their best effort to suggest *why* there was this discrepancy between the foreign policy actions which actually occurred and the public accounts that were given about those actions. In doing so, you must make reference to *at least one source* from the readings/viewings we have done about “Actors” (readings for January 10 – February 12 inclusive) and *at least one source* from the readings/viewings about “Structures” (readings for February 14-21 inclusive). You must use these references to the class material to demonstrate the relevance of a given actor (e.g. a foreign ministry, a corporation, a nongovernmental organization, a prime minister, etc.) *and* a given structure (the anarchical international system, capitalism, patriarchy) to the outcome of the particular foreign policy event you have researched. In many (perhaps all) cases the actor you reference and the structure you reference will have been mutually involved in making your event what it ended up being. So, for example, if you find a previously classified memo about the need to use government resources to suppress foreign workers who are on

strike against the practices of the domestic multinational corporation which employs them, you could make reference to the readings (1) on CEOs, shareholders, bankers, or other economic decision-makers and (2) on the structure of global capital and the influence private ownership over large production centers. In the rare case that you do not feel that *any* of the three structures we will have time to cover in class (the anarchical international system, capitalism, or patriarchy) have had a major influence on the foreign policy event you have researched, then you must describe why you think that at least one of those structures is irrelevant to the event.

4. Each student must provide a 'works cited' page or a 'bibliography' at the end of the report to cite the sources they have referenced. You may choose whichever citation style you prefer but it **MUST** be a widely-used citation system (e.g. Chicago, Turabian, MLA, etc.) and it **MUST** be used consistently throughout the report (i.e. no switching styles halfway through). **IN ALL CASES, MAKE SURE THAT YOU CITE ANY SOURCE YOU ARE USING, WHETHER IT IS THE PRIMARY SOURCES OR THE SECONDARY SOURCES.** Plagiarism will be punished to the maximum extent possible.

5. Don't forget to include "Appendix A" (the previously classified text) and "Appendix B" (the public government account) at the end in their entirety. If, in very rare cases, one of these appendices will require you to photocopy more than 30 pages or will otherwise become exceptionally large, then come talk to me so we can work out an appropriate way to attach these materials.

6. Excluding the works cited/bibliography and the appendices (which can be as long as necessary), the content of the report should be no shorter than 1200 words and no longer than 2000 words. Any deviation from these limits will automatically reduce your report's final grade.

7. Each student must visit the Writing Centre anytime between February 21<sup>st</sup> and March 7<sup>th</sup>. Students can use the opportunity to work on whatever they feel is most necessary, but the appointment should last about an hour and should be instrumental in giving you some feedback in preparation for the final draft of the report. The Writing Centre does not have unlimited resources, therefore I recommend making an appointment early since the review must happen before March 8<sup>th</sup> in all instances. I will not be receiving any feedback from the Writing Centre about the quality of the draft, but I will be notified of who attended an appointment; you will receive an email from the Writing Centre sometime between March 8<sup>th</sup> and March 10<sup>th</sup> asking for your permission to notify me that you had a meeting with Centre staff (you must give this permission immediately upon receiving the email so that I can submit grades in a timely fashion). This appointment is worth 10% of your final grade.

8. Technically poor writing will have seriously negative consequences. Typos, misspellings, misuse of punctuation, inappropriate or faulty use of words or concepts, and other similar writing mistakes will be penalized. The best protection against this is to read the paper out loud to a friend (and also to the Writing Centre staff). If you are not sure about grammar, punctuation, the exact meanings of words, phrases, or concepts, it is better to discuss these with me or the Writing Centre staff before submission. We will spend some time of common technical problems in class; afterward, you will be responsible for eliminating these problems

from your report.

Your report should largely conform to the following outline:

1. Context of the foreign policy event you have researched (~100-200 words)
2. Brief but clear summary of the previously classified text you have found and its relation to the context you provided above. You may want to quote directly from this text on occasion, but you SHOULD NOT extensively cut-and-paste from the text. The majority of this section should be a summary or a paraphrasing of the most important points from the text (namely the ones that most clearly point out the discrepancies between foreign policy actions and public statements about those same actions). (~300-400 words)
3. Brief but clear summary of the contemporary public statement(s) that were made at the time. Again, you may want to quote directly from this text on occasion, but you SHOULD NOT extensively cut-and-paste from the text. The majority of this section should be a summary or a paraphrasing of the most important points from the text (namely the ones that most clearly point out the discrepancies between foreign policy actions and public statements about those same actions). (~300-400 words)
4. Your assessment of the discrepancy between government statements and government actions. This will include your analysis of the event with reference to the readings you deem most relevant. You should suggest *why* there was a discrepancy (whether you agree with those justifications or not) by analyzing the relevant *actors* and *structures* that we have covered in class and that, in your evaluation, have an impact on the foreign policy event. (~400-600 words)
5. Works cited/Bibliography
6. Appendices

You may use a secondary source to (1) give you ideas, (2) give you the necessary context to understand the event, (3) provide you with sources that you can go hunt down yourself. In every case, however, YOU MUST FIND THE ORIGINAL PRIMARY SOURCE FOR YOURSELF AND PROVIDE IT AS "Appendix A". If a secondary author makes reference to a text that they discovered in some archive in Ottawa, YOU MAY NOT USE THAT REFERENCE AS YOUR OWN PRIMARY, PREVIOUSLY CLASSIFIED GOVERNMENT TEXT UNLESS YOU TRAVEL TO OTTAWA AND CONSULT (and photocopy) THE TEXT YOURSELF! If the secondary source also suggests the reason for the discrepancy that you have identified, and you agree with his or her assessment, then you must (1) cite that authors argument and (2) clearly demonstrate why you think they were correct. This might include suggesting alternative interpretations that others might make about why there was a discrepancy and describing why you think those alternatives are not as convincing as yours.

## **Final Exam**

The final exam will (almost certainly) take place during the exam period after the last day of class. It will be designed to give you the chance to demonstrate what you have learned (probably through two essay questions) and the critical thinking skills you have developed. The exact nature of the exam will also be determined after we know how many TAs there will be.



## ACADEMIC INTEGRITY AND PLAGIARISM

### What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met. Make sure you understand Dalhousie's policies on academic integrity (see <http://academicintegrity.dal.ca/Policies/>).

### How can you avoid plagiarism?

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor. (These examples should be considered only as a guide and not an exhaustive list.)

### Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me:

- Academic Integrity website (see <http://academicintegrity.dal.ca/>) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre (see <http://writingcentre.dal.ca/>) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries (see <http://www.library.dal.ca/>) - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (see <http://www.dsu.ca/services/advocacy>)  
-Assists students with academic appeals and student discipline procedures.
- Senate Office ([www.senate.dal.ca](http://www.senate.dal.ca))  
-List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee.

### What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see

[http://senate.dal.ca/Files/AIO\\_/AcademicDisciplineProcess\\_Flowchart\\_updated\\_July\\_2011.pdf](http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf)) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from

instructors

- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.