Political Science 5840 – Spring 2016
Foreign Policy Analysis

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Office Hours: Tue 2:00-4:00pm, and by appointment. E-mail anytime with questions.

COURSE OBJECTIVES
This seminar provides an introduction to foreign policy analysis (FPA) as a field of study. The seminar will introduce both classic works and contemporary literature, aiming to give you a broad overview of the scope of research that fits under the FPA umbrella. That said, you will notice that the course’s emphasis is on decision making and psychological approaches to the study of foreign policy, and includes some emphasis on the role of women and gender in foreign policy making as well.

FPA has long incorporated both a strong focus on US foreign policy and efforts to understand foreign policy decision making in a broader, cross-national perspective. Although US scholarship maintains a tendency to focus on the US case, there is increasing attention for comparative scholarship. In addition, there has been an increased effort in recent years to connect scholars working on various aspects of FPA in different countries. Both the cross-national focus of research and the increasingly international nature of the field suggest that FPA, although generally defined as a subfield of international relations (IR), dovetails well with the study of comparative politics. As a result, the course should be valuable to students focusing on comparative politics as well as provide students of IR with a grounding in this important subfield.

In addition to the introduction to FPA as a field of study, the seminar will assist students in writing a journal article. Students need not write the article from scratch. Instead, they may select a paper they have previously written and revise it for publication. Students will complete weekly writing assignments. The goal is to submit the manuscript to a journal at the end of the semester.

COURSE REQUIREMENTS
Participation in seminar discussions. This is a graduate seminar and students’ active participation is essential. In our discussion of the literature, students are expected to go beyond summarizing the material. Students are expected to raise analytical questions to make connections not only between the various readings assigned each week but also across the weeks. Active participation in class discussion is important, with an emphasis thoughtful and insightful contributions.

Short papers. Students are expected to complete a series of five short papers, according to the schedule given below. Students may turn in additional papers, but must turn in at least one paper within each set of weeks. If additional papers are turned in, the five highest scores will be used to calculate the grade for this portion of the course grade.

Each of these papers should contain an analytical discussion that integrates the required readings for that week. These papers should be 3-4 double-spaced pages (12pt font, 1 inch
margins). Each paper is due at the start of class on the day that the material is discussed. No late papers will be accepted.

Paper 1: week 2, 3 or 4
Paper 2: week 5, 6 or 7
Paper 3: week 8, or 9
Paper 4: week 10, 11, or 12
Paper 5: week 13, 14 or 15

Writing a Journal Article. A major component of the course will be to revise a seminar paper, conference paper, or dissertation chapter into a peer-reviewed article and submit it for publication. We will work with Wendy Laura Belcher’s *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Each student will complete weekly assignments for this component of the course. This will require a significant commitment of time, but you will learn a lot about writing a journal article and the publication process.

Course Examination. At the conclusion of the semester, you will complete a take-home examination. This examination will not only test your knowledge of FPA, but will also serve as preparation for the IR field exam. During the examination, students may consult course readings and class notes (and will need to use APA or equivalent in-text citations), but may not confer with other students (whether or not enrolled in the seminar) about the test questions. Evidence of any collaboration with other students—or anyone else—will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of “0” for the exam and an “F” for the course.

1. The precise timing of the examination will be based on agreement between the seminar participants and the instructor. The examination will take place during finals week. Once the examination is distributed, students will have a window of 48 hours to complete the examination.
2. There will be a partial grade penalty (3 points out of 100) for each day (or partial day) the exam is turned in late.

**COMPOSITION OF COURSE GRADE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Policy Analysis Participation in seminar discussions</td>
<td>10</td>
</tr>
<tr>
<td>Short papers (5 minimum)</td>
<td>25</td>
</tr>
<tr>
<td>Examination</td>
<td>25</td>
</tr>
<tr>
<td>Writing a Journal Article Completing weekly assignments</td>
<td>10</td>
</tr>
<tr>
<td>In-class discussions and small groups exercises</td>
<td>10</td>
</tr>
<tr>
<td>Completed article (incl. proof of submission)</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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**COURSE READINGS**

Required books:

The forms from this book can also be found at:

Recommended book:

We will read selected chapters. I highly recommend that you purchase the book and make an effort to read the chapters that are not listed on the syllabus to get a more comprehensive understanding of the book’s argument.

Articles and book chapters:
You are expected to look up and download other required readings individually. Articles may be downloaded free of charge through the library website. Any articles that are not in the library’s holdings and all book chapters will be made available through Blackboard. Recommended readings will not routinely be placed on Blackboard. Ask the instructor for copies if you are interested.

**COURSE OUTLINE**

**week 1 (1/20): I.a. Introduction**
Our first meeting of the semester has two goals: First, we will discuss the objectives of the course, both regarding substance and skills, as well as outline the path to success in meeting the course’s learning objectives. Second, we will discuss in greater depth the main writing assignment, its purpose, and the plan for achieving this course objective.

**I.b. Writing a Journal Article**
Belcher, Introduction.

**week 2 (1/27): II.a. The intersection of international relations (IR) and foreign policy analysis (FPA)**
How is FPA different from IR? How do FPA and IR intersect? We will delve into these questions. In addition, we’ll ask what has prompted the (re-)emergence of a focus on leaders and the emergence of the empirical study of gender in IR.

**II.b. Writing a Journal Article**
Belcher, Chapter 1. Read and complete assignments. Complete worksheets to plan your work – and turn in at start of class.

**Required:**


**Recommended:**


**week 3 (2/3): III.a. What is Foreign Policy Analysis (FPA)? Why study foreign policy comparatively?**
What are core assumptions of foreign policy analysis (FPA)? In addition to these questions, the readings for this week also address the origins and development of FPA, its frequent focus on US foreign policy, and the benefits of studying foreign policy comparatively.

**III.b. Writing a Journal Article**
Belcher, Chapter 2. Read and complete assignments.
Complete your abstract – and turn in at start of class.

**Required:**

Read the SBS essay, pp.21-152.

**Recommended:**


Although FPA includes many approaches that may be familiar to students of IR, this seminar places its emphasis on decision making and psychological approaches. Do the theories and models presented in this week’s reading represent a radical shift away from rational choice models? In what way are these models different from rational choice ones? To what degree are they compatible with rational choice approaches?

IV.b. Writing a Journal Article

Belcher, Chapter 3. Read and complete assignments.
Turn in argument statement at start of class.

Required:


Recommended:


week 5 (2/17):

V.a. Analogical Reasoning and Reasoning Style
What are the key features of analogical reasoning? How do explanations that rely on analogical reasoning differ from explanations that rely on assumptions of rationality? To what degree are theories of analogical reasoning at odds – or compatible – with rational choice models? What are the empirical challenges for scholars seeking to establish the role of analogies in decision making? What is the contribution to knowledge of explanatory models using analogical reasoning?

V.b. Writing a Journal Article
Belcher, Chapter 4. Read and complete assignments. Turn in journals list at start of class.

Required:

Chapter 1 and 2

Chapter 13


**Recommended:**


**week 6 (2/24): VI. Role Theory**

What are the key features of role theory? According to role theory, how do states (or their foreign policy decision makers) determine what sort of foreign policies to pursue? How is role theory different from approaches discussed in previous weeks and/or (specific strands of) IR theory? What are the empirical challenges for scholars using role theory?

**VI.b. Writing a Journal Article**

Belcher, Chapter 5. Read and complete assignments. Turn in the literature review at start of class.

**Required:**


**Recommended:**


**week 7 (3/2): VII.a. Ideas and Norms**

Is the influence of ideas, norms, and values in foreign policy consistent with rational decision making? If so, how are ideas and rationality compatible? If not, what is the role of ideas, norms, and values? Is the impact of ideas conducive to “good” policy making? Why or why not?

**VII.b. Writing a Journal Article**

Belcher, Chapter 6. Read and complete assignments.
Turn in the article outline at start of class.

**Required:**


**Recommended:**


**week 8 (3/9): VIII.a. Emotion, Illness, and Judgment**

What is the impact of emotions of decision making? How does illness affect judgment? Do emotion and illness suggest deviations from rational decision making? Do they imply problems for good judgment? And what is good judgment? What is the connection, if any, between rationality and good judgment?

**VIII.b. Writing a Journal Article**

Belcher, Chapter 7. Read and complete assignments. Turn in the entire article at start of class.

**Required:**


**Recommended:**


3/14-3/18: Spring Break, no class

week 9 (3/23): IX.a. Decision Makers and Leadership
A variety of strategies has been devised to study leader personality and leadership style. How well do these strategies help us evaluate individual traits that are relevant to foreign policy decision making? Are the traits measured indeed aspects of personality or are the measured qualities situationally driven? To what degree do carefully devised schemes permit us to understand personality and/or private beliefs through evaluation of public statements?

IX.b. Writing a Journal Article
Belcher, Chapter 8. Read and complete assignments.
Turn in the introduction at start of class.

Required:


Recommended:


**week 10 (3/30): X.a. Advisory Systems and Small Group Decision Making**
Foreign policy is frequently made by groups of decision makers. Do such groups perform better than individuals on their own? Or are such groups subject to dynamics that have deleterious effects? What is the difference between group dynamics and manipulation? When and why is it important to understand group dynamics and manipulation?

**X.b. Writing a Journal Article**
Belcher, Chapter 9. Read and complete assignments. Turn in the entire article at start of class.

**Required:**
  Chapters 1 and 8


**Recommended:**


**week 11 (4/6): XI.a. Bureaucratic Politics: the Connection between Organizational Structure and Decision Making**
What is the impact of the institutional structure of government on decision making? How do the organization of government and the bureaucracy impact on foreign policy decision making? When and why is it important to understand the impact of institutions on decision making? What is the difference between the small group focus of last week and the bureaucratic politics focus of this week’s material?

**XI.b. Writing a Journal Article**
Belcher, Chapter 10. Read and complete assignments.
Bring the entire article to class.

**Required:**


    Chapters 4 and 8


doi: 10.1111/fpa.12000
week 12 (4/13): XII.a. Legislators, Legislatures, and Coalition Governments
What are the possibilities for individual legislators and political parties to influence foreign policy? Does it matter whether there is a presidential or a parliamentary system? Does it matter whether a single party holds a majority of the seats in the legislature or whether there is a coalition government? Would you place this literature as an extension of the bureaucratic politics literature or do you view it as wholly separate? Why?

XII.b. Writing a Journal Article
Belcher, Chapter X. Read and complete assignments.
Turn in the revised article at start of class.

Required:


Recommended:


week 13 (4/20): XIII.a. Public Opinion, the Media, and Foreign Policy
To what degree does public opinion influence foreign policy decision making? Does domestic public opinion form a constraint on decision makers or do decision makers shape domestic public opinion? Does public opinion in other countries influence foreign policy making towards those countries? In other words, does public opinion, whether at home or abroad, affect foreign policy? If so, does one or the other have a more distinct impact? If not, why not?

XIII.b. Writing a Journal Article
Individual meetings to discuss the revised article.

Required:


**Recommended:**


Chapter 7, “Public Opinion and Foreign Policy: Where Do We Go From Here?” pp.289-324.


**week 14 (4/27): XIV.a. Small States, Dependent States, and Foreign Policy Change**

A fundamental observation in IR is that all states are not created equal. What are the consequences of small size, dependence, etc., on the foreign policies of small and/or dependent states? What might be reasons to study the influence of such structural factors on foreign policy making?

Do the foreign policies of states form a predictable pattern? Under what circumstances do states make significant changes to the overall outlines of their foreign policies? Why does foreign policy change matter for understanding international politics?

**XIV.b. Writing a Journal Article**

Belcher, Chapter 11. Read and complete assignments. Bring the introduction and conclusion to class.

**Required:**


Recommended:

Especially:


**week 15 (5/4): XV.a. Women, Gender, and Foreign Policy**

Is foreign policy different when women are in positions of leadership? Is foreign policy influenced by the degree of gender equality within the state? There is an emerging research agenda on the impact of women and gender on foreign policy. This literature intersects with work in comparative politics, but also with feminist scholarship in international relations.

**XV.b. Writing a Journal Article**

Belcher, Chapter 12. Read and complete assignments.

Turn in the evidence of submission of the article at start of class.

**Required:**

* Hudson, Valerie M. and Patricia Leidl. 2015. The Hillary Doctrine: Sex and American Foreign Policy. Chapters 1, 2, and 7.


**Recommended:**


**finals week (5/7-5/13):**
The university schedule lists the course final at Wednesday, May 11, 2-5pm. However, the course examination will be administered as a take-home examination. Everyone will take the examination in the same 48-hour timeframe. The 48-hour block of time for this examination will be determined in consultation with the class.
STATEMENT OF ADA COMPLIANCE

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.

POLICY ON CHEATING AND PLAGIARISM

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

POLICY ON ACADEMIC INTEGRITY

The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”
Policies on academic dishonesty: http://www.vpaa.unt.edu/academic-integrity.htm

University of North Texas -- Department of Political Science

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Course drop information: see schedule at http://essc.unt.edu/registrar/schedule/scheduleclass.html