

POLS 420 — Fall 2013
Comparative Foreign Policy

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Class: TuTh 9:00–10:15am, Eng. Building 313
Office Hours: Tu 3:00-5:00pm, Th 10:30-11:30
and by appointment.

Course Description

Comparative Foreign Policy exists with two fundamental goals in mind: present students with theoretical frameworks in how foreign policy choices are made by actors and to analyze contemporary and ongoing problems in foreign policy. For this course specifically, we will examine the role force plays in the decision by actors. The decision to use or not use force is one that will affect the lives of millions and often involves actions made by individuals, groups, and states. This course is comparative in that we study foreign policy choices in a comparative framework.

Course Format

This course progresses through classroom-based discussion. My goal is to keep my lecturing to a minimum, but this can only happen with student participation and engagement. Additionally, assignments in this course are oriented towards the goal of facilitating discussion and student participation.

Required Text

There are four books required for the course:

1. Hudson, Valerie M. 2006. *Foreign Policy Analysis: Classic and Contemporary Theory*. ISBN: 978-0742516885.
2. Walzer, Michael. 2006. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. ISBN: 978-0465037070
3. Sagan, Scott Douglas & Kenneth N. Waltz. 2012. *The Spread of Nuclear Weapons: An Enduring Debate (Third Edition)*. ISBN: 978-0393920109.
4. Art, Robert J. & Kenneth N. Waltz. 2009. *The Use of Force: Military Power and International Politics*.

In addition to the books, there will be several articles required throughout the course. These articles will be available on blackboard under the **Course Documents** section.

This course does not require subscription to a newspaper or a magazine, but being knowledgeable about current events will certainly help your performance in the class as it will become easier to relate the topics we are discussing to ongoing events. A few recommended sources include:

- *The New York Times*
- *The Wall Street Journal*
- *The Economist*

Additionally, academic political science blogs can provide a wealth of information on specific topics. A few blogs worth following are (click to go to the website):

- The Monkey Cage
- The Duck of Minerva
- The Quantitative Peace

Finally, if you are a reddit users, there are several useful subreddits that can enhance your knowledge about world politics or international relations. Two academically inclined subreddits include:

- r/IRStudies
- r/PoliticalScience
- r/ForeignPolicyAnalysis
- r/GameTheory

Course Requirements

1. **Weekly Quizzes: 10%**

Almost every week, there will be one in-class quiz. The quiz will be drawn mostly from that day's or week's material, though, it may contain content from a previous week. The weeks with another major assignment or test due will not have a quiz; I expect there to be 10 quizzes in total for the class. Generally, the quiz questions will be posted on the digital display and students will write the answers on a full length sheet of paper.

2. **Midterm: 20%**

The midterm will be an even mix of multiple choice questions and short answers. Expect to spend 35 minutes on multiple choice questions and 40 minutes on short answer. Each section will be weighted equally for the final grade.

3. **Discussion Memos 10%**

Students will write two (2) one-page memos on a particular chapter or reading assigned for the day. The memo will be distributed to class by 5pm the night previous to class via Blackboard (so people have a chance to read it). If you are not familiar with how to send emails via Blackboard, consult with another student or with the instructor. The memo is four parts in single spaced text: a brief (no longer than one paragraph) summary of the work, one paragraph of critiques or novel thoughts about the work, four (4) solid discussion questions, and one citation or link to material (film, academic article, newspaper article, youtube video, song, board game, video game, etc.) related to the reading. The memos will be assigned during the third week of class.

4. **Analysis Paper 25%**

Take a decision by a non-US state to enter or intervene into a conflict. Analyze what caused a state to make that decision using from a particular frame of reference. Answer the question: Why did the state make that decision? Consider alternative explanations that and analyze how those alternative frames provide benefits and costs to analysis of this particular situation. This paper has a maximum size of 10 pages of text in length.

5. **Class Debate: 15%**

The class debate will occur throughout the semester. It will involve teams of 3-4 people. 2 people from each team will participate in the live debate. Early in the class, each team will be assigned a topic and a side. The students will prepare speeches in affirmation or negation of the topic. The time allotment

for the speeches will be 10-10-6-6 with 3 minutes of questioning after each of the 10 minute speeches by the opposing team. Each person will be graded individually based on the debate as well as by inter- and intra-group review. Guidelines will be available on Blackboard.

6. **Final 20%**

The final will be longer than the midterm, but the distribution will be about the same. Expect to spend 50 minutes on multiple choice questions and 50 minutes on short answer questions.

General Guidelines and Information

1. **Lectures will begin on time.** Avoid arriving late to class; otherwise, you may miss important material, quizzes, or information about class assignments. However, being late is better than not showing up at all. If you do arrive late, attempt to arrive quietly into class and avoid making too much of a disruption. The same is true if you have to leave class early. If you miss any information due to your absence, ask a classmate for notes and to help you catch up. In general, it is a good policy to find people within the class that you can share notes with and be able to study collectively.
2. **Study guides and extra credit.** I do not offer either of these.
3. **Please avoid classroom disruptions.** Turn your cellphones to silent before class begins.
4. **Use the APSA style of reference.** To standardize citations and references, follow the guidelines set out by the *American Political Science Association*. Information and guidelines can be found in the following pdf file: <http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>.
5. **Cheating and plagiarism will not be tolerated.** All written work is subject to being submitted to SafeAssignment through Blackboard. This is a program that will find copied work from both published sources, the internet, and other work by students. Student who are found to be plagiarizing or cheating on a given assignment or test will automatically fail that assignment or test. If you wish to use work from another class, you must obtain permission from both instructors. Doing so without permission is a form of plagiarism.
6. **SafeAssignment:** All written assignments must be turned in through SafeAssignment given the appropriate links on Blackboard as well as providing a physical copy to the instructor/teaching assistant. The digital copy is due by 5pm on the day the assignment is due to be turned in. Assignments not turned in digitally as well as physically will not be graded and receive a zero for that assignment. If you have trouble with submitting an assignment, contact the instructor immediately.
7. **Missing exams and late assignments:** There will not be makeup exams or quizzes. Late paper assignments will be severely penalized—as such, having work completed early will increase your chances of avoiding penalties to your grade. The standard deduction will be one full letter grade per day that the assignment is late. That is, an B- will become a C-.
8. **Collective Note-taking:** To encourage collaboration in studying, I am trying something new this semester in facilitating the sharing of notes through Blackboard's Wiki section.
 - (a) For each class topic, there will be a Wiki page associated with it.
 - (b) These notes will be publicly available. Everything that is available will remain available to everyone else. If you delete things, do so carefully. Also, I can see the notes as well.
 - (c) For students who have a grade on the precipice of a higher mark, evidence of taking the class seriously is something I consider. As such, active participation in the public notes can provide that extra consideration in your grade.

- (d) For the last point, not all students have access to laptops or can bring them to class. This should not discourage you from participating. You can backfill notes with additional thoughts, questions, and information from the book later on when you are reviewing the course material.
- (e) Finally, at some point after the semester concludes, I will delete the notes on each page. As such, if you want to keep the public notes, make sure to save a local copy for yourself.
- (f) There exists an inherent collective action problem with these notes: Will you be able to overcome it?

9. **Lecture Pace:** I speak quickly. Some thoughts on how to deal with this:

- (a) Ask questions.
- (b) Ask me to go over or to give more detail about a particular issue.
- (c) Use the recorded lecture format to fill in notes (discussed above).
- (d) Use group notes so you can worry less about the slides and more about what is being talked about.

Given these issues, students are strongly encouraged to attend class during the regular session.

- 10. **Grade appeals.** If you believe that you were not graded appropriately for a given assignment and wish to contest that grade, you must do so in writing. Appeals will not be accepted for 48 hours from which the assignment was returned. The appeal should clearly state your objection and request that your work be re-evaluated. Re-evaluated work will be graded from scratch and the grade can be increase or decrease from the grade originally assigned.
- 11. **The syllabus.** the syllabus is a living document that can and will be altered throughout the duration of the course based both on need and design. Generally, this may means readings will be removed or added as needed. All changes will be listed on Blackboard, so make sure to check announcements for any such change.
- 12. **Contacting the instructor.** The best way to get in touch with me is either through email. Any question that is of general interest to the entire class should may be answered in a way that provides the answer to the entire class.
- 13. **Accommodations:** To request academic accommodations for a disability contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, drcinfo@boisestate.edu. Students are required to meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Final Grades

A: 93-100
A-: 90-93
B+: 88-90
B: 83-88
B-:80-83
C+: 78-80
C: 70-78
D: 60-70
F: 0-60

Clarification: The upper limit is a boundary. For example, if a student's final grade is an 82.3, they will get a B-; however, if they get an 83, they will receive a B.

Course Schedule

This is the reading you are expected to have done *by the day it is assigned*. As mentioned earlier, the books are going to be the longest part and you should start reading them well in advance of the due date for discussion. Suggestions for readings will also be welcomed if they are offered early enough.

Week 1

Introduction

August 27th

Syllabus, FP Scenario

Read:

No assigned reading

August 29th

Introduction to FPA

Read:

Hudson: Chapter 1, Introduction

Related material that expand upon this week's topics

Article:

Leane Powner, "Reading and Understanding Political Science."

Blog Post:

How to Read in College

Week 2

Frames of Analysis

September 3rd

Individual and Group Decision Making

Read:

Hudson: Chapter 2-3

September 5th

Culture and Domestic Politics

Read:

Hudson: Chapter 4-5

Week 3

The State

September 10th

The International System

Read:

Hudson: Chapter 6

Walzer, Chapter 1

September 12th

Combining Frameworks

Read:

Hudson: Chapter 7-8

Going to War

Week 4

The Use of Force

September 17th

The Use of Force

Read:

Art and Waltz: Chapter 1 and Chapter 2

September 19th

Cooperation and the Security Dilemma

Read:

Art and Waltz: Chapter 3

Walzer Chapter 2

Related material that expand upon this week's topics

Week 5

World Wars

September 24th

Read:

WWI

Art and Waltz: Chapter 9

Lieber, 2007, "The New History of World War I and What it means for International Relations Theory." (Blackboard)

September 26th

Read:

WWII

Art and Waltz: Skim Chapter 10; Read Chapters 11-12

Walzer: Chapter 3

Related material that expand upon this week's topics

Article:

Snyder & Lieber 2008, "Correspondence: Defensive Realism and the 'New' History of World War I."

Video:

Animated map of World War II in Europe

Video:

Time-Lapse Map of Every Nuclear Explosion from 1945-2010

Week 6

Just and Unjust Wars I

October 1st

Read:

Theory of Aggression

Walzer, Chapter 4-7

October 3rd

Read:

Theory and Convention

Walzer, Chapter 8-12

Related material that expand upon this week's topics

Article:

Rothchild, 1991. "Conflict Management in Angola."

Article:

Greenwald, 2011. "Bush and Blair found guilty of war crimes for Iraq attack."

Pearl Harbor: A tragic example of a pre-emptive strike.

Rappert et. al. 2012. "The role of civil society in the development of standards around new weapons and other technologies of war."

10 myths about Afghanistan

The Siege of Helm's Deep

Book review of War Crimes and Just War

Woodrow Wilson Clip

Week 7

Just and Unjust Wars II

October 8th

Read:

Dilemmas of War

Walzer, 13-16

October 10th

Read:

Questions of Responsibility, Debate 1

Walzer, 17-19

Related material that expand upon this week's topics

Week 8

Intervention

October 15th

Read:

Intervention

Art and Waltz: Chapter 26

October 17th

Related material that expand upon this week's topics

Week 9

Post WWII

October 22nd	The Cold War, Debate 2
<i>Read:</i>	Art and Waltz: Chapter 13 & 15
October 24th	The Post-Cold War
<i>Read:</i>	Art and Waltz: Chapter 19-20

Related material that expand upon this week's topics

Week 10

WMDs I

October 29th	Nuclear Weapons I
<i>Read:</i>	Sagan and Waltz Chapters 1-2
October 31st	Nuclear Weapons II
<i>Read:</i>	Sagan and Waltz Chapters 3-4

Related material that expand upon this week's topics

Blog Post: Is the nonproliferation agenda stuck in the Cold War?

Week 11

WMDs II

November 5th	Nuclear Weapons III
<i>Read:</i>	Sagan and Waltz 5-7
November 7th	Nuclear Weapons IV, Debate 3
<i>Read:</i>	Art and Waltz: Chapter 23

Related material that expand upon this week's topics

Week 12

Bio/Chemical Weapons

November 12th	Biological Weapons
<i>Read:</i>	Art and Waltz: Chapter 22
November 14th	Chemical Weapons
<i>Read:</i>	Price, 1995, "A genealogy of the chemical weapons taboo." (Blackboard) Current News on Syria, TBD

Related material that expand upon this week's topics

Blog Post: Taboo or not Taboo

Week 13

Internal Violence

November 19th	Settlement and Occupation
<i>Read:</i>	Art and Waltz: Chapter 28-29
November 21st	Counter-Insurgency
<i>Read:</i>	Art and Waltz: Chapter 30

Related material that expand upon this week's topics

Thanksgiving Break

Week 14

Terrorism

December 3rd

Read:

Terrorism I

Art and Waltz: Chapter 5

Crenshaw 1981, "The causes of terrorism." (Blackboard)

December 5th

Read:

Terrorism II

Art and Waltz: Chapter 31-32

Due:

Foreign Policy Analysis Paper Due

Related material that expand upon this week's topics

Week 15

Unmanned Vehicles

December 10th

Read:

Drones

Sauer Schornig, 2012. "Killer drones: The Silver Bullet of Democratic Warfare." (Blackboard)

Erickson and Strange, 2013. "China has drones. Now what?" (Blackboard)

December 12th

Final Review

Related material that expand upon this week's topics

Final

Tuesday, December 17th, 9:30-11:30am