POL 347 COMPARATIVE FOREIGN POLICY
Spring 2019; MW 3:35–5:15 @Lindner 102

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Office Hours: MW 10:30-12:00, or by appt.

Course Description
This class explores the scholarly study of foreign policy analysis in comparative perspective. In Spring 2019, it will be a research-intensive seminar. First, the course introduces conceptual tools and theoretical perspectives in this field. Then, it will review the foreign policies of many different (types of) countries.

The study of foreign policy entails every level of foreign policy decision making. To start with, as foreign policy analysis scholars put it ‘leaders are at the heart of politics’ (Hudson 2007). Hence, political elites’ decision making in small groups constitute an integral part of foreign policy analysis. In addition, foreign policy is influenced by a state’s characteristics: historical experience, political culture, foreign policy bureaucracy, political opposition, interest groups and public opinion. Finally, the international environment impacts foreign policy making. Leaders act within or react in response to the distribution of power in the international system, are constrained by alliances or international legal codes.

Course Objectives
- to understand the genesis, evolution, and current status of the field of Foreign Policy Analysis,
- to understand what is meant by "foreign policy,” “foreign policy behavior,” and “foreign policy decision-making,”
- to appreciate explanations of foreign policy/behavior/decision-making on a variety of levels - individual, group, organizational, societal, systemic, etc,
- to examine the various methodologies employed in Foreign Policy Analysis, such as event data, psychobiography, content analysis, and so forth,
- to begin integration of these diverse types of explanation through case studies and model formalization,
- to probe the limits of the comparative approach and of the idiosyncratic approach to explanation in foreign policy analysis,
- to learn to write a substantial piece of original research, and to have experience writing a book review.

Learning Outcomes
At the conclusion of this course, students will be able to:
- Demonstrate an understanding of the basic theoretical literature regarding the making of foreign policy,
- Evaluate the foreign policy history of several states in the international system,
- Demonstrate a familiarity of the foreign policy challenges facing those countries in the current international system,
- Describe the foreign policy making and challenges of states that are not major powers in the international system,
- Analyze the foreign policy of a country or group of countries within a theoretical framework(s),
- Engage in productive library research, demonstrated through your individual research projects.
Readings
This following book is required in this class:

***I do expect to assign required readings (articles, or chapters, or even books) in addition to the ones listed here –or, re-schedule those already assigned. Please follow the email and in-class announcements.

Grading and Evaluation
The following standard levels will be used to determine the letter grade:

- 93%-100% = A
- 90%-92% = A-
- 87%-89% = B+
- 83%-86% = B
- 80%-82% = B-
- 77%-79% = C+
- 73%-76% = C
- 70%-72% = C-
- 67%-69% = D+
- 63%-66% = D
- 60%-62% = D-
- 59% and below = F

Your grade will be based on the following:
- Participation 20%
- Current Events 10%
- Quizzes 10%
- Midterm exam 25% [March 20th, in class.]
- Research Paper 35%
  - Paper I 10% [April 1st @8pm]
  - Paper II 20% [draft: April 29th @8pm; final: May 17th @6pm]
  - Presentation 5%

Participation. You are expected to come to each class session having completed all readings and ready to participate actively and constructively in the discussions and other class activities. Your participation in class activities is an essential part of both other students’ experience in the classroom and yours. This participation grade includes: contributing to class discussions by posing questions for further debate or offering your opinion, asking questions when you would benefit from further clarification. I encourage disagreement and debate, but I require that you refrain from ad hominem attacks and provide reasons and evidence for your claims. This part of your grade may also reflect your attendance record during the semester.

Current Events: Once we started working on the country studies, you are asked to read about a current event on the foreign policy agenda of each country. You will submit five assignments on different countries –all in the month of April; each assignment is worth 2 points. Before class (by noon), you must submit to Moodle a memo about this event –see, pages 11-12. During class, you are expected to be ready to discuss this issue at length with your classmates and analyze it following the example of the theoretical and conceptual debates covered in Smith et al. This exercise replicates Dr. Cristian Cantir’s (Oakland University) practice.

Quizzes: There will be four unannounced quizzes about the course content (lectures, discussion, and required readings). These quizzes will include diverse forms of questions (fill in the blanks, short answer, multiple choice, etc.). Each quiz will be worth 4 points, and the highest three will count towards your course grade.

Midterm exam: This exam will cover the assigned readings from sections I and II in Smith et al. An exam review sheet will be available by a week in advance of the exam date.

Research Paper: Please the pages attached (pp. 8-10) to this syllabus, which explain your paper assignments in detail. This assignment is borrowed from Dr. Marijke Breuning’s Comparative Foreign Policy class (Spring 2011, University of North Texas).
Course Website
There is a Moodle website for this course: https://moodle.elon.edu For all Moodle related issues, please contact the Information Technology Help Desk at (336)-278-5200, or at servicedesk@elon.edu

Course Policies and Requirements
*Methods of communication:* E-mail is the best, and preferred, way of communication. I will be using your University email account to communicate with you. It is assumed that you regularly check your emails. During the weekdays, you may expect that I will respond to your queries within 24 hours. Likewise, I do expect that you will get in touch with me promptly when I contact you.

*Method of instruction:* The method of instruction will be directed discussion, interspersed with lectures on background material. The lectures and discussions will build on, rather than duplicate, the readings assigned for each day. Readings must be completed before the date listed on the schedule; that is, you must read those in preparation for that class meeting. (If there are multiple dates listed, you must be ready to discuss the reading(s) on the first day listed.) Always bring the assigned reading to class.

For most class sessions, we will also reserve time to work on your paper projects in class, and in conversation with each other.

*Attendance.* It is expected that the students will regularly attend the class; during class you have the opportunity to gain information and to contribute to the class yourself. I will take attendance for every class meeting. Be aware that you will be held responsible for any information given in class. You may incur up to two unexcused absences with no penalty; after two unexcused absences, I will deduct two points from your course grade for each class session you miss. Absences due to illness with proper documentation may be excused (i.e., medical absences do not deduct points from your overall grade).

*Discussion Rules:* Students should feel free to share their comments and questions, and respect the right of their peers to do the same. In order to foster an atmosphere of thought, learning, and discussion, it is important that students express themselves in an appropriate manner, listen, and learn from the debates at hand. I encourage disagreement and debate, but I require that you refrain from ad hominem attacks and provide reasons and evidence for your claims.

*Office Hours:* I urge you to come to my office hours and please not wait until it is too late in the semester. If my office hours do not work with your schedule, I will happily schedule an appointment with you to suit your schedule.

*Classroom Etiquette:* Please arrive class on time, and minimize the need to leave during class. Should you need to enter late or leave class early, please do so as quietly as possible. If a prior commitment requires you to arrive late or leave early I would appreciate receiving advance notice. Respect your classmates in every manner; please do not disturb, interrupt your peers’ experience in the classroom. Eating is not permitted in class.

*Deadlines:* Only under truly exceptional circumstances (emergencies or bereavement), which are easily and unambiguously documented, you may be granted an extension for an assignment’s due date. In that case, you need to inform me by email or phone (there is voice mail) as soon as reasonably possible. Otherwise, all deadlines are non-negotiable and not open for discussion. No work will be graded after the due date and time.

*Written Works:* All written assignments will be submitted online to Moodle (only in .doc, .docx, or .pdf formats). No handwritten work will be accepted. Students should save copies of written work (electronic or print) until the semester is ended. All other graded coursework (including exams and quizzes) must be kept as well.

*Quizzes:* I reserve the right to give quizzes throughout the semester to test knowledge of the material covered in class and in the texts.

*Grade Appeals:* Any and all grade appeals must be submitted in typewritten form. No sooner than 48 hours and no later than a week after the original grade was issued. This letter must be submitted along with the original graded assignment. You must explain why you think the grade you received is not
accurate or appropriate. While I am open to reviewing grades in appropriate circumstances, I reserve the right to lower or raise the original grade based upon the re-assessment of your work.

*Use of Electronic Devices during Class:* All electronic devices must be put away during class. Violation of this norm will result in deductions from your course grade—at my discretion.

*Statement of Online Privacy:* Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like e-mail or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

*Religious Observances:* Students who wish to observe a holiday during the semester must complete the online [Religious Observance Notification Form](#) (RONF) within the first two weeks of the semester. Students are responsible for making up the work or exams according to an agreed-upon schedule. This policy does not apply during the final examination period. Students may contact the Truitt Center staff with any questions (336-278-7729).

*Revisions to the Syllabus:* While it is unlikely, I reserve the right to amend the contents of the syllabus.

For additional information on university course policies, please consult the [Academic Catalog](#).

**Students with Disabilities**

If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Resources in the Koenigsberger Learning Center, Room 226B/C (x6568), for assistance in developing a plan to address your academic needs. For more information about please visit the [Disabilities Resources](#) website.

**Elon Writing Center**

Elon’s [Writing Center](#) in the Center for Writing Excellence is staffed by trained peer-consultants who can help you with all your writing projects (for any class or major and for any extracurricular, personal, or professional purposes), so take advantage of this excellent academic resource and include a visit to our Writing Center as part of your own writing process. The main Writing Center, located in Belk Library, is open extensive hours. The Writing Center also staffs satellite Writing Centers in CREDE and in the Business School (see The Writing Center website for more details). If you have questions, please contact The Writing Center Director, Dr. Julia Bleakney, at jbleakney@elon.edu or x5642.

**Honor Code**

Elon’s honor pledge calls for a commitment to Elon’s shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values; students should be familiar with code of conduct policies in the [student handbook](#).

Students with questions about the specific interpretation of these values and violations as they relate to this course should contact this instructor immediately. Violations in academic-related areas will be documented in an incident report which will be maintained in the Office of Student Conduct, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F. Violations specifically covered by academic honor code policies include: plagiarism, cheating, lying, stealing and the facilitation of another’s dishonesty. Multiple violations may result in a student’s temporary suspension from the University.

**Miscellaneous**

Please record the names and phone numbers/e-mail addresses of at least two other class members in case you have general questions on an assignment or want to form study groups.

1) _______________________________  2) _______________________________
Class Schedule

Week 1

Feb 4 M: Introduction
Read: Syllabus.
Skim: Go over the table of contents and take a thorough look at Smith et al.

Feb 6 W: What is Foreign Policy?
Read: Smith et al., Introduction and Chapter 1.

Week 2

Feb 11 M: IR Theories and FPA I
Read: Smith et al., Chapters 2 and 3.

Feb 13 W: IR Theories and FPA II
Read: Smith et al., Chapters 4 and 5.

Week 3

Feb 18 M: Subject Librarian Visit
Assignment: Review the paper guidelines, and the Smith et al. contents before this class.
Task: Schedule individual meetings to discuss possible paper topics.

*Feb 19 Tue: Lecture, The Peacemakers by Dr. Bruce Jentleson (Duke University) at 6:30pm in McKinnon Hall.

Feb 20 W: Agent vs. Structure Debates
Read: Smith et al., Chapter 6.
Read: Cuhadar, Kaarbo, Kesgin, and Ozkececi-Taner, 2017

Week 4

Feb 25 M: Foreign Policy Decision Making
Read: Smith et al., Chapter 7.

Feb 27 W: FPDM Individuals

Week 5

Mar 4 M: FPDM Groups

Mar 6 W: Role Theory
Guest Lecture: Dr. Ozgur Ozdamar (Bilkent University, Turkey; Fulbright Scholar, SAIS).

There may be modifications to the content and/or the order of lecture topics. If there are, those will be announced in class at the earliest possible time. It is also essential that you closely follow the pace of class, because we will likely have content that will carry over from one class to another.
Week 6
Mar 11 M: FPDM Institutions
Read: Kesgin and Kaarbo, 2010
Task: Submit paper project.

Mar 13 W: Implementation and Behavior
Read: Smith et al., Chapter 8.

Week 7
Mar 18 M: Media and Public Opinion
Read: Smith et al., Chapter 10.

Mar 20 W: Midterm Exam

Week 8
March 25 and 27: No classes – Spring Break.

Week 9
Apr 1 M: No class. – Dr. Kesgin is at Brandeis University.
Task: Submit Paper I.

Apr 3 W: Australia and Global Climate Change
Read: Smith et al., Chapter 20.

*Apr 4, Thu: Spring Convocation and Baird Lecture by Julia Gillard, former Prime Minister of Australia, at 3:30pm.

Week 10
Apr 8 M: China and the Tian’anmen Crisis
Read: Smith et al., Chapter 17.

Apr 10 W: Rising Brazil
Read: Smith et al., Chapter 19.

Week 11
Apr 15 M: Foreign Policy Making in Parliamentary Systems
Read: Smith et al., Chapter 18.

Apr 17 W: Foreign Policy Making in Authoritarian Systems
Read: Smith et al., Chapter 21.

Week 12
Apr 22 M: No class. Easter break.

Apr 24 W: Writing Workshop
Week 13

Apr 29 M: Foreign Policy Making in Small States

*Apr 30, Tue is the SURF Day. You are expected to attend the presentations across campus.

May 1 W: Supranational Foreign Policy?
Read: Smith et al., Chapter 22.

Week 14

May 6 M: Presentations

May 8 W: Presentations

Week 15

May 13 M: Integrating Foreign Policy Analysis
Read: Hudson (2014), Chapter 7. [Moodle.]

Week 16

May 17, Fri: Roundtables
Meet in class: 3:00pm – 6:00pm.
**Paper Assignment**

You are asked to write a paper (in two stages) for this class; you have two options:

- **Option 1: Leader Profile**
  - You may select a leader of a state or other high-level policy maker for this profile.

- **Option 2: Case Study of Foreign Policy Decision**
  - Select a situation that required policy makers to make a decision or to act.

For both options, you may **not** select a decision maker or a situation from U.S. foreign policy. In all cases, you must check that sufficient resources can be found in the university library’s collections to complete the assignment before making a decision regarding your subject.

If you wish or need help choosing a leader or case study, you should speak with the course instructor. If at any time during the process of writing the papers you have questions about how to proceed, be sure to ask your instructor. This is a challenging assignment! Plan ahead and ask for help along the way.

The two papers for this course are linked assignments; the first paper is essentially a draft of the first half of the second paper. You are expected to revise that part as you work towards the complete, second paper. The feedback on the first paper is intended to help you to produce a better research paper for the course.

**Paper 1: Introduction, Literature, Theory/Question**

**Due: April 2, Monday by 8:00pm**

In this paper, you summarize and explain a specific theoretical framework. The various approaches to studying leaders, advisors, the impact of legislatures on foreign policy, or other domestic or international factors are all acceptable. Review the Smith et al. textbook for ideas and to guide you to additional literature in your chosen theoretical approach, and meet with the instructor to discuss your project further. Review the journal articles not only for content, but also to understand how to structure a review of the literature in a specific area of study.

End this paper with a short statement that specifies the case you will explore in the research paper. Explain why and how this case is either illustrative of the principles elaborated by the theoretical framework or tests propositions derived from the framework. This need not be more than a few sentences at the end of the paper.

**Components of the first paper:**

1. **Introduction**
   - Concisely introduce the topic and the question that motivates your paper.

2. **Literature**
   - For option 1: start with the literature discussed in Hudson (2013), Chapter 2.
     - You are expected to go and read the articles, chapters, and books cited in this chapter, **not** just paraphrase from the text!
   - For option 2: start with the literature discussion in Section II of Smith et al., as appropriate to your case study.
     - You are expected to go and read the articles, chapters, and books cited in this chapter, **not** just paraphrase from the text!
   - Supplement the articles, chapters, and books you found through the citations in your textbook with additional, relevant literature.
     - If you need help identifying appropriate material, see your instructor.

3. **Question**
   - What, specifically, do you hope to discover about the leader or the case study?
Paper 2: Research Paper
Draft due: April 29, Monday by 12:00pm
Paper due: May 17, Friday by 6 p.m.

Include the revised theoretical framework as the first part of the second paper. The second part of the paper is the fully developed leader profile or case study. The purpose of the profile or case study is to test the theory, or to confirm whether the explanations offered by the existing literature hold for your leader or case. You must structure the case study to show how the theory informs your approach to the subject. Next, you must evaluate how well the theory helps you understand or evaluate the case.

The case study portion of the paper will require different types of sources than those used in the theoretical portion. Here, you may use news sources, biographies, historical narratives, etc. Better papers will use multiple sources to check facts found in one source against information provided by other sources – and cite all of those sources!

Components of the second paper:

1. Introduction (revised from paper 1)
   a. Concisely introduce the topic and the question that motivates your paper.

2. Literature (revised from paper 1)
   a. For option 1: start with the literature discussed in Hudson (2013), Ch2.
      i. You are expected to go and read the articles, chapters, and books cited in this chapter, not just paraphrase from the text!
   b. For option 2: start with the literature discussion in Section II of Smith et al., as appropriate.
      i. You are expected to go and read the articles, chapters, and books cited in this chapter, not just paraphrase from the text!
   c. Supplement the articles, chapters, and books you found through the citations in your textbook with additional, relevant literature.
      i. If you need help identifying appropriate material, see your instructor!

3. Question and Strategy (revised from paper 1)
   a. In addition to your research question, you now explain your plan for conducting your leader profile or case study. For both options:
      i. List the type of information you employ and the sources from which you will derive it.
      ii. Explain how you will use the information. Will you use the information to answer a set of questions? Will you use the information to reconstruct a narrative of what happened? Be as specific as possible to explain how you plan to evaluate information, arrive at assessments, and draw conclusions.

4. Leader profile or case study, depending on the option chosen.
   a. Be careful to follow the plan you constructed for yourself in the previous section.

5. Conclusion.
   a. Revisit your research question and explain what you have learnt as a result of doing this research.
   b. Your conclusion should include two distinct elements:
      i. What have you learnt about the leader or the case?
      ii. What have you learnt about the literature? Does your case confirm what others have found? Fully, in part, or not at all? Why do you think this is the case?
Research and Sources
A. You must use a variety of sources for this paper. These sources must be varied in type (as enumerated below) and in terms of viewpoint. You must present sources that reflect a variety of different viewpoints and factual information must be checked against alternative sources as well. In short, you must assess the quality, veracity, and completeness of your sources before deciding to use them!
B. You must have at least 10 sources in the completed paper (i.e. paper 2), but preferably more. Papers which use the minimum number of sources are generally average (i.e. “C” range).
C. You must cite your sources meticulously. This means: every fact and every assertion must be attributed to a source.
D. Your own analysis and judgments must be clearly grounded in your research. I.e. your analysis must clearly build on the information derived from your sources. It should also be clear what comes from sources and what is your own assessment.
E. You reference list may include web based sources, but you should not rely on web-based sources exclusively. Make sure you consult scholarly journals, books or book chapters. For this paper, newspaper and/or newsmagazine articles may also be appropriate.
F. When using web-based sources, investigate them for reliability and trustworthiness, as well as potential bias – irrespective of whether you agree or disagree with the source. Personal webpages, blogs, etc., are not acceptable sources.
G. The sources listed in the bibliography must all be cited in the text. And, conversely, all sources cited in the text must be in the bibliography.

Format
A. Paper 1 should be about 4-6 pages long. Paper 2 should be about 12-15 pages long. Write for content, not to fill the requisite number of pages.
B. Use a separate title page and include your name, the course the paper was written for, the semester you wrote it, etc. The APA style guide mentioned below has examples.
C. Use an in-text citation style, such as APA or APSA. There should also be a bibliography at the end of the paper, which also uses APA or APSA style. A good and accessible guide to APA style is the OWL at Purdue, see http://owl.english.purdue.edu/owl/resource/560/01/
D. Remember that you must provide page numbers for all direct quotes. For what to do when you are quoting from an electronic source that does not provide page numbers, see http://www.apastyle.org/lectext.html
E. The use of subheadings to organize the paper is highly recommended.
F. Contrary to the APA style guide, you do not need to provide an abstract.
G. Start your bibliography on a new page. Bibliographies should contain only those works actually cited or referenced in the text.
H. Number your pages.
I. Edit your paper. Check for any spelling or grammatical errors. Do not rely exclusively on your software’s built-in spellchecker to catch your errors!
J. Double space the text. Use an acceptable font size, such as Times New Roman 12 pt. Use reasonable margins, such as 1 inch on all sides.
K. Staple your paper in the upper left-hand corner.
L. Do not hand in folders, plastic covers, paper clips.
Current events assignment

What do I have to do?
For each country, you will have to write up a report of the foreign policy issues that the country we are going to be talking about has been dealing with in the past week or month. You should provide two news stories each time.
There is no minimum or maximum length on the stories.

Where do I look for these news stories?
There are two ways in which you can find news stories on the topic:
2. Go to LexisNexis through the SU library website. Click on “Advanced Search” and look for your country in either “Major World Publications” or in “All News.” This will be a much more comprehensive way of finding news stories, although you will sometimes get thousands of news stories and will have to narrow them down.

What should the assignment look like?
See the attached model, next page.

How will this be graded?
I will read these news stories and judge based on the completeness and comprehensiveness of your coverage.
Foreign policy events in the United Kingdom

Title of news story: Iraqis receive 14m compensation from Ministry of Defense

Date: December 21, 2012.

Source: http://www.bbc.co.uk/news/uk-20815501 (you do not need to print out the news story as long as you have a stable link to it).

Short description: The Ministry of Defense has settled claims from more than 200 Iraqis who said they were abused by British troops in Iraq while in detention.

Foreign policy issue: British involvement in Iraq.

Domestic actors involved: Ministry of Defense.

Any historical context provided? No.

Any mention of external factors or actors? No.

Connections with your readings for this week

There are a number of connections between this news story and the topics covered in the textbook. First, the topic is about British involvement in the war in Iraq, which is covered extensively by the textbook in the context of ethics and interventionism (44-45).

Second, the news story mentions one domestic actor – the Ministry of Defense – which is part of the British executive (38). Although this particular institution isn’t mentioned in the textbook, it seems like the Defense Ministry does play a role in how the United Kingdom is implementing policy toward Iraq.