



GRADUATE SEMINAR
COMPARATIVE FOREIGN POLICY

Prof. Holly Oberle
HUSS 2023
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Class Sessions: Mondays 5:00-7:40 pm

Office Hours: Mondays and Thursdays 11:30 am - 1:00 pm, 3:30-4:45 pm (only for graduate students) or by appointment (email)

You MUST book an appointment with me if you want to see me during office hours. This helps me stay organized and make the most of our time together. Please use the following link: <https://oberle.youcanbook.me/>. The link can also be found in my email signature. Please be on time and cancel if you cannot make it. Walk-in appointments will only be accepted if your request is simple and will only take less than 5 minutes. Meetings can be arranged outside my office hours via email.

PURPOSE AND OBJECTIVES

The purpose of the course is to provide you with a **theoretically sound** basis to think about and analyze foreign policy from both an historical and contemporary perspective. While foreign policy analysis (FPA) and International Relations (IR) are strongly related they are also sometimes considered two different fields. This course will be organized along four levels of analysis: individual, unit, within-unit, and structure. At each level, the course will also introduce concepts and frameworks from FPA as well as other interdisciplinary theories of psychology, management studies, feminism, and cultural studies, among others. The goal is to better understand the practice, complexity, and any major patterns of foreign policy decision-making. While the course will be

very theoretically-grounded, the goal is also give students a variety of empirical puzzles in states around the world from which students can apply and critically analyze the approaches introduced. Throughout the course, you will be exposed to different methodologies as well as epistemological approaches for studying foreign policy. Finally, from a more general perspective, my goal in this course is prepare you for the writing and defense of your MA thesis by prompting you to ask clear, concise and answerable research questions, presenting them and “defending” them to your peers, and begin to think about your own theoretical and methodological approaches. As such, the course should not only improve your understanding of foreign policy, but also your research skills, your confidence as a scholar, as well as your intellect and professionalism.

LEARNING OUTCOMES

Upon successful completion of the course, you will:

1. acquire a deep understanding of IR theories as they apply to the study and practice of foreign policy;
2. acquire an understanding of other approaches outside the mainstream of IR that apply to the study and practice of foreign policy;
3. acquire an overview of various state’s approaches to foreign policy with specific examples;
4. develop your ability to write a clear, focused, organized, and theoretically grounded research proposal and paper;
5. be able to plan and lead seminar activities and discussions on course themes;
6. be prepared for more rigorous graduate level work in IR such as the planning, writing and defense of an MA thesis;
7. get a sense of what a career in IR academia is all about by thinking about PhD plans, publishing, and conference attendance.

COURSE MANAGEMENT

This course will NOT use Blackboard. The course will be managed almost entirely through Google Drive. You will receive invitations to view the Google Drive folder through your AUC email. The syllabus and all other important documents, including the readings and online lectures, will be shared with you using Google Drive. Please take your time to familiarize yourself with Google Drive. If you have questions about Google Drive, ***please go through the following steps before asking the professor for help:***

1. Google your problem. Google is actually a great resource for help with -- Google.
2. Ask a classmate.
3. Go to the Student Technology Assistant Help Desk in the library.
4. Ask the TA (contact information above).

Problems with Google drive will NEVER be accepted as a valid excuse for not getting your work done on time or not having prepared for class.

The preferred communication between students and the professor is through **email**. Not having received or read an email will NEVER be accepted as a valid excuse for not knowing about changes to the course or other important information. Changes and updates to the course schedule will be communicated through email, and reflected on the Google Drive folder. It is your responsibility to check the Google Drive (through your AUC email) and your AUC email often.

COURSE FORMAT

Each week, you will be assigned two **required** readings (occasionally three). The first will usually come from a standard FPA textbook (see below), and will be a general discussion of an approach or a theory to FPA or FPD (foreign policy decision-making). While the textbook chapter is a general discussion, the textbooks also offer a number of small case studies. Like International Relations, FPA is a fairly American-centric discipline. Many of the early studies in FPA came from studying the American foreign policy-making process and the American presidency. The *Hudson* textbook falls into this category. Many of the case studies she offers are from the American context. In a conscientious effort to “decolonize” this syllabus, I have incorporated two additional textbooks that rely on case studies outside of the United States (*Naeck* and *BKLS*). The textbook chapters are simple, easy to read, and relatively short. **I have done this on purpose**. I am hoping that with less required reading, **you will actually read the required readings diligently and thoroughly**. I expect **active reading**, which requires you to take notes, write down questions, look up unfamiliar words or events, and occasionally find the referenced articles and skim those as well. The first half of each session will be dedicated to discussing the textbook chapter.

The second required reading will be a lengthier, detailed case study. These articles will be a bit more dense and more difficult to read. **This is not an excuse not to read them**. Because I have given you one simple reading, you should be able to complete the second one. The discussion of the second reading will be led by a student. **It is easier to lead a discussion with students who have done the reading. When you lead a discussion, you will benefit from an audience that has completed the reading, so return the favor when it is not your turn to present**. As a presenter, you should have read the reading **at least twice, as well as completed additional research to familiarize yourself with the details of the case study**. As a discussion leader, you will be required to only **discuss** the required reading, but it is **HIGHLY RECOMMENDED** that you also read at least one of the recommended reading to better familiarize yourself with the topic. I have done my best to include readings from various parts of the world, with an emphasis outside the West, as well as case studies that are both historical and contemporary.

I will share with you a reading guide for academic articles that was created by a colleague, Dr. Green from Drexel University. This is a very useful guide that will help you read empirical case studies in political science, which can be very difficult at the beginning of graduate school.

ASSESSMENT

Assignment	Percentage	Due Date
Participation	15%	N/A
Discussion Leader	10% (5% each)	See schedule below
Research Proposal	45%	
<i>Abstract</i>	2%	March 11
<i>Research Statement</i>	3%	March 25
<i>Literature Review</i>	10%	April 8
<i>Case Selection</i>	10%	April 22
<i>Final Proposal with Revisions</i>	15%	May 14th by midnight Cairo time
<i>Peer Review</i>	5%	One week after each assignment
Conference Application	5% (P/F)	May 20th at the latest
Final Exam	25%	May 20th Time TBA

Participation: Participation will be based NOT on quantity, but on QUALITY engagement with the reading and the discussion. In order to get the most out of the class, participation is absolutely vital. Participation includes having read *all of the required reading and coming to class prepared to discuss. ALL of the required reading means ALL of the pages of ALL the assigned articles/chapters (i.e. not selecting one of the articles and ignoring the others), including footnotes, endnotes, and even skimming the bibliography. One of the more important parts of graduate school that separates you from undergraduate level courses is that you become familiar with the names of the important scholars in the field, as well as the important dialogues that have taken place in the field between these scholars. As such, skimming the bibliography is actually crucial.* You must show that you have not only read the required reading but you have also engaged with it as well. Your participation grade will NOT be negatively affected by your attendance as long as you are at or below FIVE total absences. See attendance policy below.

Discussion Leader: Each week, the professor will lead a discussion / lecture on the required theoretical reading. In the second half of the session, a student will lead the discussion of the in-depth case study article. You can lead the discussion in any way you decide, but I encourage you to at least have some guiding questions prepared to keep the conversation going. You are encouraged, but not required, to see me during my office hours prior to discussion. You will be assessed based on your level of preparation, your familiarity with the topic and ability to engage the class. As a discussion leader, you have the right to assume that your audience has read the article assigned for that day and thus, *it is not your job to summarize the reading*. It is your job to use the reading to engage the students in a discussion of that week's case study, which should ideally go beyond the article and discuss the country/event in a larger context than the article. The operative word is *discussion*—I don't expect you to lecture but rather ask students questions and guide the conversation. Here are some guiding questions to help you prepare:

1. Who is the author and what is his/her purpose? Where does this article/author fit into the oeuvre of FPA/IR literature? Why did the professor assign this article?
2. Does the case study utilize the theory or approach introduced from the textbook? Does it utilize other perspectives/theories/approaches?
3. What are the main takeaways of this article? How does it relate to the readings and approaches we've discussed?
4. What are the historical/philosophical/epistemological assumptions of the article?
5. What methods does the author use to make his/her case? Is the method persuasive? Is the case study comparative? If so, how and why were the cases chosen? What is the logic of comparison used? Is the logic sound?
6. What data does the case study use? Why did the author use that data and does the choice of data and methods fit within the author's theoretical orientation? What data does the case study exclude and why?
7. If the article is historical, can it tell us anything about the case in its contemporary behavior? If it is a more contemporary article, what added knowledge does the article give us about the world around us? What are the consistent elements of the case's foreign policy behavior, and what are the major changes?
8. What is the explanatory power of the article? What are its strengths and weaknesses? Are there obvious problems with the article?

I will try to provide written brief feedback on your presentation within one week of your presentation. If you haven't received feedback please remind me or see me during office hours.

Since we are a very small group, you will each lead two discussions.

Conference Application: One of the goals of this course is to expose you to the world of academia and encourage you to begin publishing and networking early in your career. This is useful even if you don't plan to stay in academia—NGO, policy, government, and IO work often require practitioners to attend and present at conferences. The goal of conference attendance is two-fold: 1) To jump start the publication process by allowing you to present an early draft of a paper to experts and get feedback; 2) to network with colleagues for publication opportunities, PhD spots and fellowships, and eventually, landing a job. Yes, you can do this even at the MA level. Thus, you will search for an academic conference on a theme you are interested in researching (it doesn't have to be related to FPA or IR, but could be somewhat related. For example, I often present at discourse conferences, where I present research on the *discourse* of American foreign policy). You have all semester to identify an appropriate conference and apply for it. In most cases, all that is required to apply for a conference is an abstract of a paper you either hope to write or

have already written. In some cases, a conference will require your CV as well. Most conferences are open and welcoming to MA students, although you may find some panels or other events that are only open to PhD candidates or faculty. I encourage you to send me your application abstract before you apply, but that is not required. You will not be graded on whether you are accepted to the conference or not, but simply whether you find a conference and you apply. Therefore, this assignment is graded on a pass/fail basis (100% / 0%). You must apply for a conference that you could theoretically attend, thus, one in the future. You cannot submit an abstract for a conference that has already happened or the deadline for submission has already past. Simply upload your abstract to the shared folder on Google Drive, and forward me the confirmation email you receive stating that your submission was received (please also copy our TA, Mona on the email as well). How do you find a conference? Start by consulting the websites of the most important professional organizations in the field:

- International Studies Association
- American Political Science Association
- Middle East Studies Association
- International Political Science Association
- European Consortium for Political Science

These organizations put on a number of different events every year--their annual convention which is usually based around a very general theme and thus most topics and research subjects are acceptable. They usually have other smaller, more specific conferences, either targeted to a specific region or to a more specific genre of research. After perusing these organizations, you can also look for conferences that are targeted towards a subfield you're interested in, such as discourse analysis, feminist theory, quantitative approaches, or area studies.

Another way to stay informed of conferences is to follow people in the discipline on Twitter. If you follow me on Twitter, I regularly retweet calls for conferences and other interesting events in the field. During this course I will tag anything I retweet that might be useful with the hashtag #PS5452. But conferences can also easily be found simply by Googling. Finally, AUC will hold a massive international conference next semester (December 2019) to celebrate the Centennial, and yours truly will be chairing a panel. Look for the CFPs (Calls for Papers) for this conference in the coming months.

If you are accepted to a conference, I am more than happy to assist you in terms of actually attending; i.e. applying for travel funds and the actual writing of the paper you present. Simply make an appointment to see me.

Final exam: a final cumulative exam, based on essay questions will take place on **Monday, May 20th at a mutually agreeable time.**

Research Proposal: You will use this class as an opportunity to develop your MA thesis proposal which will eventually need to be defended and passed by the Graduate Committee before you can begin writing your thesis. I have shared with you the Department's Thesis Guidelines on the Gdrive. This assignment will mostly mimic the requirements of the thesis proposal outlined in this document. If you think you might opt for a certificate rather than completing the thesis, this exercise will still benefit you. As you read the case study articles throughout this semester, I want you to pay attention to the following elements: abstract, research question, hypothesis, significance of research, literature review and/or theoretical framework, methodology, case

selection, logic of comparison, data selection, and results. These are the elements your MA thesis, when completed, will require. However, for this assignment, you are writing a *proposal*, not a full research paper. You will write your proposal in steps throughout the semester:

- **Abstract:** A 250 word statement that outlines the proposed research question. The research question needs to be clear, simple, and answerable (a question like, “will Trump withdraw the United States from NATO” is NOT answerable. A question like, “does regime type predict patterns of intelligence sharing,” is answerable). The abstract should identify a theoretical or empirical contribution you expect your research will make. The abstract is a first attempt at a good research question. It is expected that as you progress through the semester, your research question may change with each subsequent step.
- **Research Statement:** Two pages that present the following (1) revised research question if applicable; (2) a description of the substantive importance of the question; (3) a hypothesis to be tested; (4) a description of the required data to assess the hypothesis, and how you will obtain this data.
- **Literature Review / Theoretical Framework:** 3-5 pages that survey the relevant theories and case studies that are related to your topic. The purpose of the literature review is to give your reader a sense of what has been done before and where your study fits in this landscape. It is also used to identify gaps in the research that hasn't yet been done, thus, the literature review can serve as a statement of originality or significance of your own study. Literature reviews are not simply lists of previous studies and summaries of them, but are usually organized around particular themes or topics that helps the scholar build a theoretical framework that s/he will use in his/her study. The literature review should restate the research question, or revise it if needed. I will post helpful documents on Google drive for more on how to write a good effective literature review.
- **Case Selection:** This is a *comparative* foreign policy course. As such, your proposal for this course will need to include at least two case studies that you wish to compare in your analysis. Your case selection will be 2-3 pages that briefly describes two or more cases selected, and provides a rationale for selecting a case and upon what basis they will be compared, using *logic of comparison*. Discuss any foreseeable problems or difficulties or shortcomings with the comparison.
 - *All of the aforementioned assignments will be placed in a shared folder on the Gdrive by MIDNIGHT on the due date. The folder will be shared between myself, the TA and the peer reviewer.*
 - *All of the aforementioned assignments should be named using the following convention:*
 - FIRSTNAME_LASTNAME_PS5254S19_ASSIGNMENTNAME, for example:
 - HOLLY_OBERLE_PS5254S19_ABSTRACT
- **Final Draft:** The final draft will include all the previously written elements, edited and lengthened after considering peer review and instructor comments (see below). The final draft should be between 3500-4500 words using 12 point Times New Roman, double-spaced. Chicago Manual of Style is required. The first page of the final draft needs to include the following information: Name and ID, Title of proposal, Course Name, Code and Semester, Professor Name. The final draft should include a brief introductory paragraph or two, as well as transitions between sections in order to make the various sections flow. The final draft should also include a Table of Contents and a Bibliography. The draft should be converted to a

Google Doc, and then shared with me and the TA prior to the deadline. Please name your file as such:

o **FIRSTNAME_LASTNAME_PS5254S19_PROPOSAL**

- **Peer Review:** You will be put into groups of two for peer review, and each group will have a shared Google Drive folder. Every element in the research proposal, *except the final draft*, will be reviewed by the instructor as well as your peer reviewer. Your peer reviewer will comment on the Google Doc in order to improve the section for the final draft. I will grade your commenting based on quantity *and* quality of comments. I will share with you a document that gives helpful advice for peer review, and the sorts of comments that are best. **Comments are due one week after each assignment by midnight.**

*It is **HIGHLY RECOMMENDED** that you research literature management systems and bibliography output software. Some software I use and can recommend:*

- Scrivener (for writing large works that require a lot of revision; for managing literature)
- Refworks and EasyBib (automated bibliography and in-text citation software)
- Evernote (very flexible, many uses)
- But there are countless other methods and software platforms, AND it is important to create a system that works for you NOW. Don't wait until you're drafting your thesis!

LATE ASSIGNMENT POLICY

Late assignments turned in within 24 hours late or less will be downgraded by a third of a letter grade (a B+ paper will be downgraded to a B, a B- paper will be downgraded to a C+), another 24 hours another third of a letter grade and anything beyond that will be given a failing grade ("F"). I will only consider late papers without downgrading under the most exceptional of circumstances. Do not abuse this policy.

GRADE SCALE:

<i>Letter grade</i>	<i>Percentage</i>	<i>Letter grade</i>	<i>Percentage</i>
A	93+	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	70-76
B	83-86	F	Below 70

ATTENDANCE POLICY AND BEHAVIOR IN CLASS

No attendance mark is assigned in this course. However, the following policies will be STRICTLY adhered to:

- Students are expected to attend the classes (including rescheduled ones taking place on days other than Mondays) AND show knowledge of – and engagement with – the essential readings, that need to be read before the relevant class.
- **As per university policy, you are allowed to miss FIVE sessions without penalty. Missed sessions for any reason whatsoever, including AUC sponsored events, count towards this limit. I highly encourage you to minimize the number of sessions missed as much as possible. You are solely responsible for making up work or catching up on material missed. However, if you are going to miss class and you are at or under the 5 allowed absences, you may simply miss class without explanation. Please do not email me explaining your absence. It is your right to miss up to 5 classes; therefore, I do not need an explanation. It is up to you to keep track of how many sessions you've missed, although I will keep a record of attendance.**
- Missing more than 5 sessions will result in an automatic "F."
- According to the university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and/or health emergencies or participation in formal AUC activities, the student may petition to drop their course after the formal deadline to drop courses and before the deadline for withdrawal from the university, or may petition to continue the course.
- Students who, without a valid justification, arrive to class more than 10' late, leave more than 10' early without prior arrangement with me and with a valid excuse, or leave the teaching room repeatedly during the session will be considered as absent.
- If an attendance sheet is circulated in class, each student is expected to sign only for him/herself. Falsifying signatures is considered by AUC as a breach of academic integrity and the student(s) involved in this practice will be immediately referred to the AUC Academic Integrity Committee.
- Students are expected to refrain from using their mobile phones during class. Students may use a laptop or tablet in class but these devices are to be used for taking notes or referring to the reading ALONE, NOT to browse the internet or use social media. If students are repeatedly using their laptops for anything other than classroom activities, I reserve the right to revoke laptop privileges.

ACADEMIC FREEDOM AND INTELLECTUAL INTERACTION

In this course you will deal with a number of topics that are often controversial. You are free to offer the class any disagreement you may have with the readings or lecture. You will **NOT** be penalised for disagreeing with other students, the readings or the instructor, but your perspective must be based on documentable evidence from the course or other readings. Freedom of speech and ideas is a basic principle of academic life (and of universal human rights) and every student will have a chance to express her/his opinion as long as it is voiced in a respectful manner. However, varied points of view must be expressed in a manner that is sensitive to differences in abilities, ethnicity, religion, gender and lifestyle, and should not be perceived as a personal attack. In short, respect for others' differences is one of the most important prerequisites for us working together in this course.

ACADEMIC INTEGRITY AND PLAGIARISM

Students are expected to commit to the principles of academic integrity.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet or other sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Plagiarism for assignments and/or reports may result in a zero grade for the assignment and/or the report in question. Cheating during an examination may result in a zero grade for this examination. Further action, according to university regulations, would also be implemented.

You should be aware that all written work might be submitted to "Turnitin.com", the plagiarism detection and prevention software. By reading this syllabus, you will acknowledge that you have understood that any detected plagiarism will have to be reported.

The University's statement on academic integrity, from which the above statement is drawn, is available at <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>

STUDENTS WITH DISABILITIES

Generally, AUC informs instructors about any disabilities a student may have and works with the instructor to make sure each and every student has equal opportunity to participate in the course. If you have not done so already, please visit the AUC Disability Service (<http://www.aucegypt.edu/studentlife/gethelp/Pages/disabilityserv.aspx>). However, even if your specific case has not been documented I am willing to work individually with you. Please make an appointment to speak with me as soon as possible to discuss any accommodation necessary to guarantee your full participation.

SOCIAL MEDIA POLICY

Please do not send me a friend request on Facebook until after you graduate. I use Facebook as a personal space, not professional. However, Twitter is increasingly important for academics and professional development. Therefore, I encourage you to follow me @FemPoliSciProf and I'll follow you back. I tweet about upcoming events and conferences, calls for publications, the difficulties and rewards of an academic career, my research interests, and occasionally a picture of my dog back home (her name is Sky!). I encourage you to follow #AcademicTwitter and #PoliSciTwitter, as well as some of the more well-known scholars and practitioners in the field.

TEXTBOOKS

There are three “core” texts for this course, with additional articles listed below in the Course Schedule. The articles will be provided on a shared Google Drive, but all are freely available in one form or another through the AUC library. I have not uploaded the “Recommended” reading, but most should be easily available through the AUC library. Should you want an article (from the recommended reading list or simply for the purposes of preparing your discussion or your research proposal), and it is NOT available through the AUC library, please email me.

The “core” textbooks are as follows:

- Hudson, V. M. (2013). Foreign policy analysis: classic and contemporary theory. (2nd ed). Rowman & Littlefield.
 - *Please note: there are two editions of this book, which are essentially identical. Page and chapter numbers will reflect those of the second edition (2014). You can use the first edition, but simply make sure you’re reading the correct content, as the page numbers may be different between editions.*
 - *The entire book is available on Google Drive. As per university copyright rules, DO NOT share this pdf to anyone, and DO NOT post it to any publicly available site. Doing so can get you into legal trouble as well as myself.*
 - *On the course schedule, this book is abbreviated as Hudson.*
 - 2nd edition is available as an ebook through AUC library
 - 1st edition is available as a hard copy book, on reserve.
- Beasley, R. K., Kaarbo, J., Lantis, J. S., & Snarr, M. T. (Eds.). (2012). (2nd ed). Foreign policy in comparative perspective: domestic and international influences on state behavior. Sage.
 - *Please note: there are two editions of this book, BUT FOR THIS BOOK, PLEASE ONLY USE THE SECOND EDITION. Page and chapter numbers will reflect those of the second edition (2012).*
 - *The entire book is available on Google Drive. As per university copyright rules, DO NOT share this pdf to anyone, and DO NOT post it to any publicly available site. Doing so can get you into legal trouble as well as myself.*
 - *On the course schedule, this book is abbreviated as BKLS.*
 - This book is also available as an ebook through the AUC library. No hard copy is available.
- Neack, L. (2013). The new foreign policy: Complex Interactions, Competing Interests. (3rd ed). Rowman & Littlefield.
 - *Please note: there are several editions of this book. The differences between each edition are minor. I prefer the 3rd edition, and the course schedule below will reflect pages numbers/chapters from the 3rd edition. However, you may read the content from other*

editions, as long as you make sure you're reading the correct content. The 1st edition is available as a hard copy, on reserve. The 2nd, 3rd, and 4th are all available as ebooks through the library.

- *Selected chapters will be made available on Gdrive. As per university copyright rules, DO NOT share these pdfs to anyone, and DO NOT post it to any publicly available site. Doing so can you into legal trouble as well as myself.*
 - *On the course schedule, this book is abbreviated as Neack.*

COURSE SCHEDULE

Although I attempt to create a syllabus and a schedule in advance of the beginning of the course in as much of a completed nature as possible, I reserve the right to change readings, dates and schedule in order to facilitate the best learning environment for all students. Any changes will be announced via email and in class and reflected on the syllabus on the Gdrive.

Date	Theme	Case Study	Required Reading	Presenter	Assignments Due
Module 1: What is FPA? How is it different from IR? Why “comparative” analysis?					
Feb 4 (week 1)	Introduction	Tibet	Syllabus	Professor	
			Green, A.H. “How to Read Political Science: A Guide in Four Steps”		
			Neack pgs. 8-12 “The Tangled Tale of Tibet” (Chapter 1)		
Feb 11 (week 2)	FPA and IR Theory	N/A	Neack pgs. 12-34 (Chapter 1) “The New Foreign Policy,” “Defining the Subject,” “Selecting Entrance Points,” World Views and Theories”	Professor	
			Hudson chapter 1		
			Carlsnaes, W. (1992). The agency-structure problem in foreign policy analysis. International studies quarterly, 36(3), 245-270		
<p>Recommended: Hoffmann, S. (1977). An American social science: International relations. Daedalus, 41-60. Rose, G. (1998). Neoclassical realism and theories of foreign policy. World politics, 51(1), 144-172.</p>					

<p>Kaarbo, J. (2015). A foreign policy analysis perspective on the domestic politics turn in IR theory. <i>International Studies Review</i>, 17(2), 189-216.</p> <p>Wight, M. (1966) "Why Is There No International Theory?," in H. Butterfield and M. Wight (eds.) <i>Diplomatic Investigations</i> (London: George Allen & Unwin), pp. 17-34. Republished in J. Der Derian (ed.) <i>International Theory: Critical Investigations</i> (NY: New York University Press, 1995), pp. 15-35.</p> <p>Dunne, T., Hansen, L., & Wight, C. (2013). The end of international relations theory? <i>European Journal of International Relations</i>, 19(3), 405-425.</p> <p>Rose, G. (1998). Neoclassical realism and theories of foreign policy. <i>World politics</i>, 51(1), 144-172.</p> <p>Cantir, C., & Kaarbo, J. (2012). Contested roles and domestic politics: reflections on role theory in foreign policy analysis and IR theory. <i>Foreign Policy Analysis</i>, 8(1), 5-24.</p>				
Module 2: Individual Level of Analysis				
Feb 18 (week 3)	Rational Actors	Egypt	Neack chapter 2	Professor
			Mor, B. D. (1991). Nasser's Decision-Making in the 1967 Middle East Crisis: A Rational-Choice Explanation. <i>Journal of Peace Research</i> , 28(4), 359-375.	Nour
<p>Recommended:</p> <p>Oneal, J. R. (1988). The rationality of decision making during international crises. <i>Polity</i>, 20(4), 598-622.</p> <p>Snyder, J. L. (1978). Rationality at the brink: The role of cognitive processes in failures of deterrence. <i>World Politics</i>, 30(3), 345-365.</p> <p>Euben, R. (1995). When worldviews collide: Conflicting assumptions about human behavior held by rational actor theory and Islamic fundamentalism. <i>Political Psychology</i>, 157-178.</p> <p>McDermott, R. (2004). The feeling of rationality: The meaning of neuroscientific advances for political science. <i>Perspectives on politics</i>, 2(4), 691-706.</p> <p>Mueller, J. E. (1973). <i>War, presidents, and public opinion</i> (p. 63170). New York: Wiley.</p>				

Feb 25 (week 4)	Cognitive Theories	USA (Carter Admin)	<i>Neack</i> chapter 3 Note: class will not meet, professor lecture will be replaced by online lecture	Professor	
			Walker, S. G., Schafer, M., & Young, M. D. (1998). Systematic procedures for operational code analysis: Measuring and modeling Jimmy Carter's operational code. <i>International Studies Quarterly</i> , 42(1), 175-189. Note: this discussion and presentation will have to be rescheduled.	Mariam	
<p>Recommended: Rosati, J. A. (1988). Continuity and change in the foreign policy beliefs of political leaders: Addressing the controversy over the Carter administration. <i>Political Psychology</i>, 471-505. Walker, S. G. (1977). The interface between beliefs and behavior: Henry Kissinger's operational code and the Vietnam War. <i>Journal of Conflict Resolution</i>, 21(1), 129-168. Holsti, O. R. (1967). Cognitive dynamics and images of the enemy. <i>Journal of International Affairs</i>, 21(1), 16-39. Walker, S. G. (1995). Psychodynamic processes and framing effects in foreign policy decision-making: Woodrow Wilson's operational code. <i>Political Psychology</i>, 697-717. Holsti, O. R. (1967). Cognitive dynamics and images of the enemy. <i>Journal of International Affairs</i>, 21(1), 16-39. Post, J. M. (Ed.). (2010). "Assessing Leaders at a Distance: The Political Personality Profile," in <i>The psychological assessment of political leaders: with profiles of Saddam Hussein and Bill Clinton</i>, pgs. 69-104. University of Michigan Press.</p>					
Module 3: State and Intra-State Level of Analysis					
Mar 4	Group	The UK	<i>Neack</i> chapter 4	Professor	

(week 5)	Decision making		Walker, S. G., & Watson, G. L. (1994). Integrative complexity and British decisions during the Munich and Polish crises. <i>The Journal of Conflict Resolution</i> , 38(1), 3-23.	Kaitlin	
<p>Recommended: Marsh, K. (2014). Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war. <i>Foreign Policy Analysis</i>, 10(3), 265-288. Allyn, B. J., Blight, J. G., & Welch, D. A. (1989). Essence of revision: Moscow, Havana, and the Cuban missile crisis. <i>International Security</i>, 14(3), 136-172. Janis, I. L. (1982). <i>Groupthink: Psychological studies of policy decisions and fiascoes</i> (Vol. 349). Boston: Houghton Mifflin. Hart, P. T., Stern, E., & Sundelius, B. (Eds.). (1997). <i>Beyond groupthink: Political group dynamics and foreign policy-making</i>. University of Michigan Press. Sylvan, D. A., & Haddad, D. M. (1998). 'Reasoning and Problem Representation in Foreign Policy: Groups, Individuals, and Stories. <i>Problem representation in foreign policy decision making</i>, 187-212. Hart, P. T., Stern, E., & Sundelius, B. (Eds.). (1997). <i>Beyond groupthink: Political group dynamics and foreign policy-making</i>. University of Michigan Press.</p>					
Mar 11 (week 6)	Domestic Institutions	Germany and Israel	<p><i>Hudson</i> chapter 5</p> <p>Kaarbo, J. (1996). Power and influence in foreign policy decision making: The role of junior coalition partners in German and Israeli foreign policy. <i>International Studies Quarterly</i>, 40(4), 501-530.</p>	<p>Professor</p> <p>Rana</p>	Abstract
<p>Recommended: Hagan, J.D. (1987). "Regimes, Political Oppositions, and the Comparative Analysis of Foreign Policy," in <i>New Directions in the Study of Foreign Policy</i>, edited by Hermann, C.F., Kegley, C.W., and Rosenau, J.N. Allen & Unwin, 339-65. Van Belle, D. (1993). Domestic imperatives and rational models of foreign policy decision making. <i>The limits of state autonomy: Societal groups and foreign policy formulation</i>, 151-183.</p>					

Levy, J. S., & Vakili, L. I. (2014). Diversionary action by authoritarian regimes: Argentina in the Falklands/Malvinas case. The internationalization of communal strife, 118-46.					
Mar 18 (week 7)	Culture and National Identity	Belarus and Ukraine	Hudson chapter 4	Professor	Peer Review of Abstract
			Chafetz, G., Abramson, H., & Grillot, S. (1997). Culture and national role conceptions: Belarussian and Ukrainian compliance with the nuclear nonproliferation regime. <i>Culture and foreign policy</i> , 169-200.	Nour	
<p>Recommended: Duffield, J. S. (1999). Political culture and state behavior: why Germany confounds neorealism. <i>International organization</i>, 53(4), 765-803. Gaenslen, F. (1986). Culture and decision making in China, Japan, Russia, and the United States. <i>World Politics</i>, 39(1), 78-103. Banerjee, S. (1997). "The cultural logic of national identity formation: Contending discourses in late colonial India" in <i>Culture and Foreign Policy</i>, 27-44. Breuning, M. (1997). "Culture, history, role: Belgian and Dutch axioms and foreign assistance policy," in <i>Culture and foreign policy</i>, 99-124.</p>					
Mar 25 (week 8)	Public Opinion and (Social)Media	Arab States	Naeck chapter 7	Professor	Research Statement
			Telhami, S. (1993). Arab public opinion and the Gulf War. <i>Political Science Quarterly</i> , 108(3), 437-452.	Mona	
<p>Recommended: Zeitzoff, T., Kelly, J., & Lotan, G. (2015). Using social media to measure foreign policy dynamics: An empirical analysis of the Iranian–Israeli confrontation (2012–13). <i>Journal of Peace Research</i>, 52(3), 368-383. Knecht, T., & Weatherford, M. S. (2006). Public opinion and foreign policy: the stages of presidential decision making. <i>International Studies Quarterly</i>, 50(3), 705-727. Towle, M. J., & Towle, M. (2004). Out of touch: The presidency and public opinion (No. 16). Texas A&M University Press.</p>					

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Risse-Kappen, T. (1991). Public opinion, domestic structure, and foreign policy in liberal democracies. *World Politics*, 43(4), 479-512.

Holsi, O.R. (2002). "Public Opinion and Foreign Policy Analysis," in Brecher, M., Harvey, F. P., & Harvey, F. P. (Eds.). (2002). *Millennial reflections on international studies*. University of Michigan Press, 514–28.

Nacos, B., Shapiro, R. Y., & Isernia, P. (Eds.). (2000). *Decision Making in a glass house: Mass media, public opinion, and American and European foreign policy in the 21st century*. Rowman & Littlefield Publishers.

Foyle, D. C. (2004). Leading the public to war? The influence of American public opinion on the Bush administration's decision to go to war in Iraq. *International Journal of Public Opinion Research*, 16(3), 269-294.

Livingston, S., & Eachus, T. (1995). Humanitarian crises and US foreign policy: Somalia and the CNN effect reconsidered. *Political communication*, 12(4), 413-429.

Khatib, L. (2013). Qatar's foreign policy: the limits of pragmatism. *International Affairs*, 89(2), 417-431.

Module 4: System Level of Analysis

Apr 1 (week 9)	Comparative Analysis	N/A	Hudson chapter 6	Professor	Peer Review of Research Statement
			Bennett, A. (2004). Case study methods: Design, use, and comparative advantages. <i>Models, numbers, and cases: Methods for studying international relations</i> , 19-55.		

Recommended:
 East, M.A. (1978) "National Attributes and Foreign Policy." *In Why Nations Act*, edited by M. A. East, S. A. Salmore, and C. F. Hermann, 143– 60. Beverly Hills, CA: Sage.

Modelski, George (1981) "Long Cycles, Kondratieff's, and Alternating Innovation." *In The Political Economy of Foreign Policy Behavior*, edited by C. W. Kegley and P. McGowan, 63– 83. Beverly Hills, CA: Sage.

Elman, C. (1996). Horses for courses: Why not neorealist theories of foreign policy?. *Security Studies*, 6(1), 7-53.

Van Evera, S. (1997). "What are Case Studies? How Should They be Performed?" in <i>Guide to methods for students of political science</i> . Cornell University Press.					
Module 5: Multi-Level and Interdisciplinary Approaches					
Apr 8 (week 10)	Two-Level Games	China	Putnam, R. D. (1988). Diplomacy and domestic politics: the logic of two-level games. <i>International organization</i> , 42(3), 427-460.	Professor	Literature Review / Theoretical Framework
			<i>BLKS</i> chapter 6	Kaitlin	
<p>Recommended: Chung, C. P. (2007). Resolving China's island disputes: a two-level game analysis. <i>Journal of Chinese Political Science</i>, 12(1), 49-70.</p> <p>Pahre, R. (1997). Endogenous domestic institutions in two-level games and parliamentary oversight of the European Union. <i>Journal of Conflict Resolution</i>, 41(1), 147-174.</p> <p>Carment, D., & James, P. (1996). Two-level games and third-party intervention: evidence from ethnic conflict in the Balkans and South Asia. <i>Canadian Journal of Political Science/Revue canadienne de science politique</i>, 29(3), 521-554.</p> <p>Smith, M. (2004). Toward a theory of EU foreign policy-making: multi-level governance, domestic politics, and national adaptation to Europe's common foreign and security policy. <i>Journal of European Public Policy</i>, 11(4), 740-758.</p> <p>Schoppa, L. J. (1993). Two-level games and bargaining outcomes: Why gaiatsu succeeds in Japan in some cases but not others. <i>International Organization</i>, 47(3), 353-386.</p> <p>Blarel, N., & Sarkar, J. (2018). Sub-State Organizations as Foreign Policy Agents: New Evidence and Theory from India, Israel and France. Forthcoming in <i>Foreign Policy Analysis</i>.</p>					
Apr 15 (week 11)	Rising Powers and Regional FPA	Nigeria	<i>Naeck</i> chapter 9	Professor	Peer Review of Lit Review
			<i>BKLS</i> chapter 11	Mariam	
Recommended:					

<p>BKLS chapters 8, 9, 12, 13, 14.</p> <p>Bukkvoll, T. (2003). Putin's strategic partnership with the West: The domestic politics of Russian foreign policy. <i>Comparative Strategy</i>, 22(3), 223-242.</p> <p>Waters, C. (2005). Casey: four decades in the making of Australian foreign policy. <i>Australian Journal of Politics & History</i>, 51(3), 380-388.</p> <p>Korany, B. (1986). <i>How foreign policy decisions are made in the Third World: a comparative analysis</i>. Westview Press.</p> <p>Peterson, J., & Sjursen, H. (Eds.). (2005). <i>A common foreign policy for Europe?: competing visions of the CFSP</i>. Routledge.</p> <p>Tonra, B., & Christiansen, T. (2010). <i>Rethinking European Union Foreign Policy</i>. Manchester University Press.</p> <p>Keukeleire, S., & Delreux, T. (2014). <i>The foreign policy of the European Union</i>. Macmillan International Higher Education.</p>					
Apr 22	No Class – Spring Break				Case Selection
Apr 29	No Class – Spring Break				Peer Review of Case Selection
May 6 (week 12)	Feminist FPA	Sweden	<p>Williams, K.P. (2017). "Feminism in Foreign Policy," in <i>Oxford Research Encyclopedia of Politics</i>.</p> <p>Aggestam, K., & Bergman-Rosamond, A. (2016). Swedish feminist foreign policy in the making: Ethics, politics, and gender. <i>Ethics & International Affairs</i>, 30(3), 323-334.</p> <p>Asquith, C., & Thompson, L. (2018). One small step for feminist foreign policy. <i>Foreign Policy</i>.</p>	Professor and possible guest speaker via Skype from the Council of Feminist Foreign Policy	
<p>Recommended:</p> <p>Achilleos-Sarll, C. (2018). Reconceptualising Foreign Policy as Gendered, Sexualised and Racialised: Towards a Postcolonial Feminist Foreign Policy (Analysis). <i>Journal of</i></p>					

International Women's Studies, 19(1), 34-49.					
Weldon, L.; Alwan, C., (2017). "What is Feminist Foreign Policy? An Exploratory Evaluation of Foreign Policy in OECD Countries." Prepared for European Conference on Politics and Gender, University of Lausanne, Switzerland.					
Peterson, V. S. (Ed.). (1992). Gendered states: Feminist (re) visions of international relations theory (p. 31). Boulder, CO: Lynne Rienner.					
Garner, K. (2013). Gender and Foreign Policy in the Clinton Administration. First Forum Press.					
Hudson, V. M. (2017). 10. Feminist foreign policy as state-led expansion of human rights. Expanding Human Rights: 21st Century Norms and Governance, 177.					
May 13 (week 13)	Discursive Approaches	Iran	Shimko, K. L. (1994). Metaphors and foreign policy decision making. Political Psychology, 655-671.	Professor	Final Proposal (May 14th by midnight)
			Moshirzadeh, H. (2007). Discursive foundations of Iran's nuclear policy. Security Dialogue, 38(4), 521-543.	Rana	
Recommended:					
Doty, R. L. (1993). Foreign policy as social construction: A post-positivist analysis of US counterinsurgency policy in the Philippines. International studies quarterly, 37(3), 297-320.					
Pace, M. (2004). The Euro-Mediterranean Partnership and the Common Mediterranean Strategy? European Union Policy from a Discursive Perspective. Geopolitics, 9(2), 292-309.					
Khong, Y. F. (1992). Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1965. Princeton University Press.					
Brunk, D. C. (2008). Curing the Somalia syndrome: analogy, foreign policy decision making, and the Rwandan genocide. Foreign Policy Analysis, 4(3), 301-320.					
May 20 (week 14)	Final Exam				