

POL4611-01 | Contemporary Foreign Policy Analysis
Department of Political Science
Spring Semester 2020

Course Information

Course Convener: Dr. Shourideh C. Molavi

Class Meeting: Sundays & Wednesdays, 11:30am-12:45pm

Location: WALEED C140

Course Resources: Available on Blackboard. Students are expected to check the Blackboard site of the course on a weekly basis, where any important announcement on class readings, scheduling and assessment will be posted.

Instructor Contact Information

Email: shourideh.molavi@auc.egypt.edu

Phone: Ext. 1897

Office: 2014 HUSS

Office hours: Sundays and Wednesdays 1:00-2:00pm, please email for appointment

Course Description

This interdisciplinary course examines the emerging foreign (and, simultaneously, domestic) policies of states. It begins by laying out key notions in the study of foreign policy, including concepts of empire, hegemony, imperialism, superpowers, world order and geopolitics. From there we begin studying specific actors and forces in foreign policy and critically examine various readings of how foreign policies of states are formed, maintained and amended within an imperial world order. While addressing the foreign policies of dominant states and regions, we will pay special attention to emerging powers and secondary imperialist forces in the world order. Together we will seek to understand changes in the global system and evaluate the direction of policy in the world order as they relate to the reproduction of state power.

Course Format and Teaching Methods

This course is based on lectures and discussion (1.25-hours) twice a week. Each week is assigned one topic and a set of readings.

For each week, we will focus on 1-2 key texts in relation to one another according to the key topics of the course (outlined below). At this is an interdisciplinary course, students will be given the opportunity to deepen their knowledge of multi-disciplinary and cross-disciplinary approaches to political theories and perspectives both at domestic and international levels.

The format of the classes will be discussion led. The instructor will begin the class with an overview and will then proceed to asking leading questions so that we can collectively extract the key contributions in the assigned readings for that week.

The instructor will make sure that all readings are provided to students in advance of each lecture. In addition to regular attendance, students are expected to participate and contribute actively during the class. Since the discussion will explore the required readings in detail, thorough preparation is essential. Simply put, do all of the assigned readings and make sure to bring them with you to class.

Assessment

1) Active Class Participation

10%

Students are expected to attend all classes regularly without any absence. Students will be evaluated on the quality (not quantity) of their participation in class. Additionally, students who are physically present in class but are unable or unwilling to contribute to the class discussions, or are otherwise distracted (for instance by using their mobile devices during the session), will have marks deducted from the participation grade.

Wherever possible, students will be encouraged to make links among various class discussions and readings from previous lessons and recent events as they develop. Keeping our fingers on the text is also vital as a primary objective of the course will be to understand and analyze the class readings. Importantly, when participating in the classroom, students are encouraged to respect the time and space of the class, how much of it they are taking up in each lesson, and actively listen to their peers so as to deepen our collective learning.

2) Four Reflection Papers:

40%.

Students are required to write four (4) Reflection Papers each covering any one of the weekly themes of their choice that is assigned from Weeks 2-6. The Reflection Paper must be centered around a reading, and summarize, discuss and critically analyze the assigned text.

Rather than regurgitating the chosen reading as outlined, student papers are expected to reflect a level of independent and critical thinking. Length should be 2-3 pages maximum (double spaced and not including references). No outside readings are allowed.

** All reflection papers must be submitted by the end of Week 6, March 11 **

3) Mid-Term Essay

15%

Students are required to submit an essay of 1,800-2,000 words, selecting one of the questions provided by the instructor ahead of time. The essay must clearly answer the question selected by the student while: (i) engaging with the topics and readings provided in class (ii) reflecting an in-depth awareness of the core issues being explored in the lectures and seminar and (iii) being properly referenced.

This paper must apply at least 3-4 readings from the class syllabus to inform the writing.

** Due Week 7, March 18 at beginning of class in print (15%) **

4) Final Research Paper

(i) Proposal

10%

Students are required to submit a Proposal that describes the subject, question or problematic in related to the themes and content of the course that they will analyze and critically examine in their Final Research Papers. The instructor will provide detailed instructions on the expected format and content of the Proposals beforehand.

The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her/him to suggest related readings and arguments for the student to consider. Feedback on the Proposal will be given ahead of the due date of the Final Research Essay.

** Due Week 11, Sunday April 22, beginning of class in print **

(ii) Research Essay

25%

Students have to submit a Research Essay of 2,000-2,500 words. The topic of the paper should correspond to the Proposal submitted or otherwise be approved by the instructor beforehand.

The papers are evaluated on the depth of thinking and quality of arguments presented. Focused and clear writing, an outlined and organized flow of arguments, and informed judgment is key to a solid analytical paper. Make sure that the details you provide are relevant to making your argument, and that you remain consistent throughout the paper as to your research question and objective.

** Due Thurs. May 21, end of day, via email **

Important Notes Regarding Written Assignments

- All written assignments are due in print to the Instructor at the beginning of class.
- All written assignments are graded on both form and content. This means that you are graded both on *what* you argue as well as *how* you present your ideas and claims.
- Students are required to include their name, course code, student number, Title Page and Bibliography, including standard formatting written in Times New Roman, 12pt font, and double-spaced.
- Make sure to include correct referencing for any materials used from the readings following the "Chicago Manual of Style" for citation as footnotes. Penalties for overly short and excessive papers may be applied at the discretion of the Instructor.
- Do not exceed the assigned word/page count as indicated above.

Penalties and deductions for any limitations or discrepancies regarding the above for written assignments may be applied at the discretion of the Instructor.

Grade Scale

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

Grade Policy

The instructor does not accept late assignments. If extenuating circumstances apply and the instructor accepts a late assignment without a justified excuse, a full 5% will be deducted. The grade that you receive at the end of the semester is the sum of grades received for your completed coursework and participation/attendance. This is not negotiable and no additional coursework will be provided to supplant grades. Grades are not altered based on a curve.

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 seminars (including rescheduled ones) AND take part regularly in class discussions, showing knowledge of – and engagement with – the essential readings. Students who are physically present in class but are unable or unwilling to contribute to the class discussions or are otherwise distracted will be considered as absent.
- Students who, without a valid justification, arrive to class more than 10 minutes late, leave more than 10 minutes early or leave the teaching room repeatedly during the session will be considered as absent.
- Students unable to attend class for justifiable reasons should contact the instructor ideally before class, and in any case no later than seven days after the missed class. Only serious and documented family or health emergencies and documented participation in formal AUC activities will be accepted as valid justifications. The procedure for correct documentation of such absences is outlined in the university-wide attendance policy.
- Unexcused absence in at least **THREE** sessions, and absence with or without valid justification in at least **FIVE** sessions, will result in an automatic “F” grade.
- Based on the current university-wide attendance policy, if the five-session limit is reached because of absences caused by serious family and 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.
- 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 students involved in this practice will be immediately referred to the AUC Academic Integrity Committee.

Academic Integrity

Teaching is based on a relation of mutual trust between the teacher and the students. When we research, we use other people's work to help develop our own: this is an essential part of the academic world. However, when you use someone else's work, you must cite it. This lets the reader know which parts of the work are your own, and which parts come from other sources. What that means is that anytime you draw from someone's ideas or use their actual words, you must give the name of the author and the book in proper citation form.

All students are expected to be familiar with the AUC code of practice on academic integrity which is available at: <http://in.aucegypt.edu/auc-academics/academic-integrity/academic-integrity-students>.

Please pay particular attention to the regulations on plagiarism, collaborative work and falsification of signatures. All breaches of the code of practice will be acted upon promptly and firmly, resulting at least in zero marks for the relevant piece of assessment and possibly in further action being taken by the instructor, depending on the severity of the offense.

If in doubt as to what constitutes plagiarism, do not hesitate to contact the instructor.

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 expressed so as to 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.

Note on Electronic Devices in Class

To enable open and uncensored discussion and protect the privacy of students, there is a zero-tolerance policy on any and all recording/surveillance devices in and around the classroom. Discovery of such devices will result in automatic reprimand and removal from the classroom. This is fundamental to ensure a fruitful discussion. As such, computers are also not required nor recommended unless absolutely necessary.

Students Who Are Differently-Abled

If you believe that you are differently-abled/have a disability that impacts your studies, or you have documentation of such, please contact the Instructor as soon as possible. The Instructor is happy to hear from you even if you do not have a formal proof; however, you may be asked to provide a note from the AUC Disability Services (<http://in.aucegypt.edu/student-life/student-well-being/disability-services>) when your condition requires substantial adjustments (e.g. to the structure of the exams etc.).

Leading Journals in International Affairs

International Affairs; Foreign Policy Analysis; Foreign Policy; International Security; European Journal of International Relations; International Organization; Review of International Studies; Cooperation and Conflict; Security Dialogue; International Studies Quarterly; Global Governance; Security Studies; Journal of Common Market Studies; World Politics; Contemporary Security Policies; European Security; World Politics; Millennium: Journal of International Studies; Journal of Peace Research; Review of International Political Economy; Journal of Conflict Resolution.

Relevant News Outlets for Students

The Guardian, The Economist, Foreign Affairs, The New York Times, International Herald Tribune, BBC, CNN, The Atlantic, Politico, Haaretz, and others.

Course Syllabus Plan

Week 1: Setting the Stage

Feb 2, Introduction and course outline

Feb 5

Bojang AS (2018) "The Study of Foreign Policy in International Relations," *Journal of Political Science and Public Affairs*, 6: 337.

Week 2: Defining Foreign Policy

Class moved to Tuesday February 11

Halvard Leira, The Emergence of Foreign Policy, *International Studies Quarterly*, Volume 63, Issue 1, March 2019, Pages 187–198

Lake, David A. "Escape From the State of Nature: Authority and Hierarchy in World Politics." *International Security* 32.1 (2007): 47-79.

Feb 12

Joseph S. Nye (2011) Power and foreign policy, *Journal of Political Power*, 4:1, 9-24,
Smith, Steve. "Theories of Foreign Policy: An Historical Overview." *Review of International Studies*, vol. 12, no. 1, 1986, pp. 13–29.

Week 3: State Sovereignty and Domestic Structures

Feb 16

Krasner, Stephen D. "Sovereignty." *Foreign Policy*, no. 122, 2001, pp. 20–29.

Walter Carlsnaes, The Agency-Structure Problem in Foreign Policy Analysis, *International Studies Quarterly*, Volume 36, Issue 3, September 1992, Pages 245–270.

Feb 19

Ikenberry, G. John, Michael Mastanduno, and William C. Wohlforth. "Unipolarity, state behavior, and systemic consequences." *World Politics* 61, no. 1 (2009): 1-27.

Week 4: Hegemony and Empire

Feb 23

Michael Hardt & Antonio Negri (2001) 'Preface' and 'World Order' in *Empire*, Harvard UP.
Available from: http://www.angelfire.com/cantina/negri/HAREMI_unprintable.pdf

Feb 26

M Coward (2005) "The Globalisation of Enclosure: Interrogating the Geopolitics of Empire." *Third World Quarterly*, Vol. 26, No. 6, pp. 855-871.

Hurd, Ian, "Legitimacy and Authority in International Politics," *International Organization*, 53 (2): pp. 379-408, 1999.

Week 5: Geopolitics and the International Order

March 1

Chaturvedi, S., & Painter, J. (2007). Whose World, Whose Order?: Spatiality, Geopolitics and the Limits of the World Order Concept. *Cooperation and Conflict*, 42(4), 375–395.

Joanne P. Sharp, “Geopolitics at the margins? Reconsidering genealogies of critical geopolitics,” *Political Geography*, Volume 37, November 2013, Pages 20-29.

March 4

Ikenberry, G. John. “The Illusion of Geopolitics: The Enduring Power of the Liberal Order.” *Foreign Affairs*, vol. 93, no. 3, 2014, pp. 80–90.

W.R. Mead, ‘The return of geopolitics’, *Foreign Affairs*, May 2014.

Week 6: Global Governance and ‘Policy-Shaping’ Powers

March 8

Antony Anghie, 2002, “Colonialism and the Birth of International Institutions: Sovereignty, Economy, and the Mandate System of the League of Nations,” *Journal of International Law and Politics*, 34: 513-523.

March 11

Ian Hurd, “Legitimacy, Power, and the Symbolic Life of the UN Security Council,” 8 *Global Governance* (8) 35 (2002): 35-51.

Ottaway, Marina and Bethany Lacina. "International Interventions and Imperialism: Lessons from the 1990s." *SAIS Review*, vol. 23 no. 2, 2003, p. 71-92.

** If pending, all Reflection Papers must be submitted by beginning of class in print **

Week 7: Sovereignty as Responsibility

March 15

Glanville, Luke, “The antecedents of ‘sovereignty as responsibility’,” *European Journal of International Relations*, Volume: 17 issue: 2 : 233-255.

Bellamy, Alex J. (2009) “Kosovo and the Advent of Sovereignty as Responsibility,” *Journal of Intervention and Statebuilding*, 3:2, 163-184.

March 18

Chomsky, Noam, “Humanitarian Imperialism: The New Doctrine of Imperial Right,” *Monthly Review*, New York Vol. 60, Issue 4 (Sep 2008): 22-50.

** Mid-Term Essay due beginning of class in print (15%) **

Week 8: Grand US Strategy?

March 22

M. Leffler, "9/11 and American Foreign Policy," *Diplomatic History*, pp. 395-414.

S. M. Walt. 2005. "In the National Interest: A New Grand Strategy for American Foreign Policy." *Boston Review* (February/March).

March 25

Falk, Richard, Joseph S. Nye Jr., Ervand Abrahamian, Khalil Shikaki, Naomi Chazan, Robert Vickers Jr., Mahmoud Mandani, John Tirman, Ivo Daalder, James Lindsay, Mary Kaldor, and Anne-Marie Slaughter. 2005. "Responses to Stephen M. Walt's In the National Interest: A New Grand Strategy for American Foreign Policy." *Boston Review* (February/March).

Week 9: The Legacies of Iraq (2003-2020)

March 29

Melvyn Leffler, "The Foreign Policies of the George W. Bush Administration," *Diplomatic History*, pp. 190-216.

April 1

Active class discussion: Conduct extensive research into contemporary US presence in Iraq in the wake of past Iraqi protests in 2019/2020 pushing for withdrawal.

Week 10: A Special Relationship? Israel/Palestine and the US

April 5

Kathleen Christison. U.S. Policy and the Palestinians: Bound by a Frame of Reference *Journal of Palestine Studies*, Vol. 26 No. 4, Summer, 1997; (pp. 46-59).

Khalidi, Walid. "Regiopolitics: Toward a U.S. Policy on the Palestine Problem." *Foreign Affairs*, vol. 59, no. 5, 1981, pp. 1050–1063.

April 8

Watch and make notes on Obama's *Cairo Speech*:

https://www.youtube.com/watch?v=B_889oBKkNU

D. Little. "The making of a special relationship: the United States and Israel, 1957–68." *International Journal of Middle East Studies* 25.4 (1993): 563-585.

Spring Break: April 12-20

Week 11: Global Migration and Foreign Policy

April 22

Watch: *Forensic Oceanography* “Left-to-Die-Boat”

<https://www.forensic-architecture.org/case/left-die-boat/>

- J. Park. “Europe’s Migration Crisis.” *Council on Foreign Relations*, September 23, 2015. Retrieved from: <http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874>.
- A. Luedtke. “‘Crisis’ and Reality in European Immigration Policy.” *Current History; Philadelphia* 114, no. 770 (March 2015): 89–94.
- J. Stewart. “The Politics of European Immigration.” *Quadrant* (November 2015): 39–41.

* Proposal due beginning of class in print (10%) *

Week 12: Emerging Powers

April 26

Andrew C. Kuchins, Russian Foreign Policy: Continuity in Change, *The Washington Quarterly*, Vol. 35, No. 1, Winter 2012.

F. Lyukanov, “Putin’s foreign policy”, *Foreign Affairs*, 2016.

April 29

S. Breslin, “China and the global order”, *International Affairs*, 89(3), May 2013, pp. 615–34.

Y. Deng, ‘China: The Post-Responsible Power’, *The Washington Quarterly*, Winter 2015, pp. 117–32.

E. Osnos, “Making China Great Again”, *The New Yorker*, 8 January 2018.

Week 13: Empire’s Ally—On Canadian Imperialism

May 3

Jerome Klassen (2009) Canada and the New Imperialism: The Economics of a Secondary Power, *Studies in Political Economy*, 83:1, 163–190.

Barker, Adam J. “The Contemporary Reality of Canadian Imperialism: Settler Colonialism and the Hybrid Colonial State.” *American Indian Quarterly*, vol. 33, no. 3, 2009, p. 325.

May 6

Shiple, Tyler. “The New Canadian Imperialism and the Military Coup in Honduras.” *Latin American Perspectives*, vol. 40, no. 5, 2013, pp. 44–61.

Week 14: Secondary Imperialist States?**May 10**

Anoush Ehteshami, "The foreign policy of Iran," in *The foreign policies of Middle East states*. Boulder, Co.: Lynne Rienner, 2002, pp. 283-309.

S. J. Dehghani Firouz Abadi, "Emancipating Foreign Policy: Critical Theory and Islamic Republic of Iran's Foreign Policy," *The Iranian Journal of International Affairs* Vol. 20, No.3: 1-26, Summer 2008.

May 13, Collective discussion and wrap up of course

J. Alterman. "The Gulf States and the American Umbrella", *Middle East Review of International Affairs*, vol. 4, no. 4 (December 2000): 77-86.

Lina Khatib, "Qatar's foreign policy: the limits of pragmatism", *International Affairs* Vol. 8, No. 2, 2013.

Josh Pollack. "Saudi Arabia and the United States, 1931-2002", *Middle East Review of International Affairs*, vol. 6, no. 3 (September 2002): 77-102.

* *Final Research Essay due Thurs. May 21, end of day, via email (25%)* *