COURSE SYLLABUS

We believe in respect for the individual, in personal integrity and in education as a means of improving the human condition.

LAST PREPARED/UPDATED ON: OCT 12, 2015

INSTRUCTOR DETAILS

INSTRUCTOR: Univ. Ass. Prof. Dr. Samuel R. Schubert
e-mail: Samuelschubert30@webster.edu
phone: 01-2699293-4358
office room: 2.06

COURSE DETAILS

TERM: FALL 2015
COURSE: POLT 3310 Conduct of Foreign Policy
PREREQUISITES: POLT 1050 and POLT 2600 or INTL 2700
CLASS LIMIT: 25
LAB FEE: None
TEXTBOOK:
- Gallhofer/Saris (1996) Foreign Policy Decision-Making: a Qualitative and Quantitative Analysis of Political Argumentation (Praeger)

REQUIRED READING MATERIALS:
In addition to the above readings, students will be required to read, take extensive notes (delivered week 6), write a scholarly book review (delivered by week 8), and present a ten minute oral summary and review of one of the following books to be loaned from my library:


Additional books may be considered upon nomination.

COURSE DESCRIPTION

UG Course Cat.: Examines the techniques and problems of foreign policy decision making in the contemporary nation-state system.

Students will learn about history Foreign Policy Analysis (FPA) and Comparative Foreign Policy (CFP), their theoretical models from levels of aggregation, decision-making, organization, and groupthink to bureaucratic politics and examine the roles of the actors and state and situation-dependent processes involved and then apply them to analyze cases. Cases will include historical and contemporary events and integrate multiple perspectives.

Students will be introduced to the key theoretical approaches used to understand and explain foreign policy making, the actors, institutions, and processes involved, as well as the role of ideology and grand strategies learning to identify the underlying factors that drive a state’s foreign policies with the goal of providing a framework for analysis and debate. With this basis in place, students will examine contemporary foreign policy issues and debates of the late twentieth and early twenty-first century.

Throughout the first half of the course, students will in parallel to learning various models of FPA and decision making theories apply them to the case of the 1991 Gulf War examining the US decision of whether and how to go to war with Iraq over Kuwait. The second half of the course will focus on apply those models and theories to various contemporary case studies.
COURSE OBJECTIVES / LEARNING OUTCOMES

1. Demonstrate an understanding of the most important foreign policy analysis models.
2. Explain and evaluate competing theoretical models of foreign-policy making.
3. Demonstrate the skill to apply different FPA models to explain different aspects of a foreign policy decision and evaluate their explanatory power.
4. Identify the principal foreign policy actors in several states and identify how and why policies are developed.
5. Demonstrate an understanding of the US foreign policy making process; and distinguish it from other states.
6. Discuss and compare the consequences of the foreign policies of different states as well as conduct research on and critically examine contemporary Foreign policy issues
GRADE BREAKDOWN

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<tr>
<td>FINAL EXAM:</td>
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<td>QUIZZES:</td>
<td>10% (5% each quiz)</td>
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<td>WRITTEN AND ORAL WORK:</td>
<td>10% - Policy Memo (Written &lt;500 words) Delivery: Week 7</td>
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<td>10% - Policy Briefing (Oral) Delivery: Week 7-8</td>
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<td>10% - Literature review on the Contemporary Foreign Policy of Russia, China, the US, Canada, France, Japan, Iran, Israel, North Korea, Brazil, Venezuela, or India or an approved choice. (Written: 800-1000 words) Delivery: Week 5</td>
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<td>10% - Single Model Policy Analysis (1000-1500 words) Delivery: Week 7</td>
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<td>10% - Book Review (Written: 800-1000 words) Delivery: Week 8</td>
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<td>10% - Book Review Notes (Written: detailed and cited) Week 6</td>
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<td>PARTICIPATION:</td>
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COURSE POLICIES / ADDITIONAL INFORMATION

Attendance is mandatory. Students are required to read everything that is assigned. Although students will not be tested on the contents of books, they will be required to debate the topics raised, cite sources, and conduct both quantitative and qualitative analysis of countries, terrorist groups, and their methods. Debates will be an essential part of the course. Objectivity is required to the maximum extent possible.

Students should have junior standing, but must have successfully completed POLT 1050 and POLT 2600 or INTL 2700 and preferably completed POLT 3310, ECON 2020 and 2030. This is an intensive course over 8 weeks. We will meet once per week for two sessions of 2 hours each with a short break.

The reading and analytical thinking load for this class is heavy. Students will be expected to read 3 books in their entirety and the equivalent in another in the form of scholarly articles. Students are also expected to read the New York Times and the CFR website on a daily basis, possibly screen one movie at home, prepare a written policy memo and present an 10 minute briefing, prepare an essay analyzing the contemporary foreign policy of a currently relevant state actor, and competitively debate a foreign policy issue against a paired colleague. Expect additional readings to be added during the course of the term.

WEEKLY SCHEDULE

| SESSION 1  | Introduction                                                                                                                                  |
| Oct. 30    | - Overview, key concepts, competing analytical frameworks, history of FPA, and Levels of Aggregation, Levels of Analysis, Domestic vs. foreign sources of FP and the relationship between capabilities and instruments of FP; The agent-structure problem in FPA; Decision making and implementation (whether to vs. how to); Economic Statecraft; External vs. internal explicanda; |
The (ir)relevance of Grand IR theory for the study of FP: Realism, Liberalism, Constructivism, post-structuralism and foreign policy

Geography and Foreign Policy

Core: Readings:
- Hudson: Chapters 1 and 6
- Beasely: Chapter 1
- Yetiv: Introduction Chapters 1 and 12 (4 pages only)

Background Reading (assumed knowledge):

SESSION 2
Nov. 6

Theoretic Models of Decision Making/Key Theoretic Models of FPA (aka midrange)

Qual. Analysis of Participant Argumentation in Decision Making (Gallhofer/Saris)
- Argumentation Theory, Cognitive Mapping, Means-Ends Analysis
- Decision Theory, Classes of Argumentation
- Detecting argumentation in documents
- Historical Case: Hitler’s argument for starting World War II
- Analysis of George H.W. Bush’s “This will not stand” comments.

Core Reading:
- Gallhofer/Saris: Introduction, Chapters 1,2,3,5, Summary to Part 1 (125-127)

Quiz #1: Grand theories
| SESSION 3  
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<tr>
<td>- The Rational Actor Model (Allison, T1)</td>
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<td>- Organizational Behavior (Allison T2)</td>
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<td>- Government Politics (Allison T3)</td>
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<td>- Historical Case: The Cuban Missile Crisis</td>
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<td>Core Reading:</td>
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<td>- Allison Zelikow: All.</td>
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<td>- Yetiv: Chapters 2 and 6</td>
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<td>Recommended Preparation: Screen the movie 13 Days.</td>
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| SESSION 4  
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<tr>
<td>Midrange Theories, Models, Components of FPA, Part 2</td>
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<td>The role of perceptions (individuals and groups):</td>
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<td>- Cognitive Compass: Why individuals matter; The importance of analogies and perceptions of elites.</td>
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<td>- Groupthink (Small group dynamics, Janis)</td>
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<td>- Which factor were present in US and Iraq in the run up to the 1991 Gulf War and during the Cuban Missile Crisis</td>
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<td>Core Reading:</td>
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<td>- Yetiv: Chapters 3, 5</td>
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<td>- Hudson: Chapters 2 and 3</td>
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### SESSION 5  
**Nov. 27**

**Domestic Sources of Foreign Policy:**
- The FP framework of Liberalism
- Domestic Politics Perspective (DPM): For personal/political or policy promotional goals.
- Domestic Politics and Opposition;
- The role of culture an national identity;
- The role of the Media and Public Opinion
- The role of Business, and Lobbies
- Case: US framing in the Iraq War,
- Case: Russia (1) in Ukraine and Syria (2) Energy

**Core Readings:**
- Yetiv: Chapter 4
- Hudson Chapters 4-5
- Background reading: Moravcsik (primer)
- Smith et al: 188-222
- Case study: Energy and foreign policy: EU-Russia energy dynamics Smith et al. 441-462
- Case Study (Russian FP in Historical and Current Context, Oliker et al., RAND): http://www.rand.org/content/dam RAND_PE144.pdf

**DUE:** Book Review Notes

**Dues:** Book review draft 1.

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### SESSION 6  
**Dec. 4**

**Putting it all together:**

**A discussion comparing FP decision making:**
- The 1991 Gulf war vs. the 2003 Invasion of Iraq.
- The 2011 French led attack on Libya vs. 2013 international inaction over CW in Syria
- Russia’s decision to annex Crimea vs. China’s (ongoing) decision to seize the Spratley Islands

- Hudson chapter 7
- Beasley Chapter 15
- Yetiv: Chapter 8, 10, 11
- http://www1.american.edu/ted/ice/spratly.htm

**Quiz #2: Midrange theories**

**DUE:** Policy Memos Draft

**DUE:** Literature review Draft
| SESSION 7 | Dec. 11 | Policy Briefings/FP Decision making simulation  
DUE: Single Model Policy Analysis  
DUE: Policy Memos |
|-----------|--------|--------------------------------------------------------------------------------------------------|
| SESSION 8 | Dec. 18| Policy briefings/ simulation (Contemporary Case to be determined)  
DUE: Book Review Final  
DUE: Literature review Final  
Final Exam. |
UNIVERSITY POLICIES

Students are required to inform themselves of WUV academic policies. A full list of these policies is available on the WUV website: http://webster.ac.at/academic-policies

Academic Honesty & Cheating:
The University is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. A special Honor Code that the Vienna Student Council has developed applies to students and faculty. Any student found cheating on any part of the course work (homework assignment, term paper, quiz, exam, etc.) will automatically be given an “F” for the course. Any student found to be helping another student to cheat will likewise be given an “F” for the course. In each case, the student will also be put on disciplinary probation for the remainder of her or his stay at Webster. If the student is found to have engaged in cheating a second time, s/he will be automatically expelled from the University. Faculty members are held responsible for upholding and enforcing the Honor Code.

Academic Work:
Students are required to save digital or hard-copy files of any and all materials they use for any assignment in any WUV course. Upon the instructor’s request they have to provide complete text documentation for any sources they have used. In every case, should the assignment or project be shared outside the academic department, the student’s name and all identifying information about that student will be redacted from the assignment or project.

Contact Hours:
Graduate courses are only offered in an 8-week term format and meet 1-time per week for 4 hours. Graduate Mid-term and final exams sessions are scheduled in 2-hour block sessions in addition to weekly class meeting times (36 total contact hours). Please see the Graduate Course Schedule/Timetable on the website for specific exam dates/times: http://webster.ac.at/graduate-course-offerings-and-schedules

Undergraduate courses are offered either in term format, which meets for two 2-hour sessions per week for 8 consecutive weeks (32 contact hours), or a 15-week semester format, which meets for two 1.5-hour sessions for 8 consecutive weeks followed by a break week (no classes are held) and then for another 7 consecutive weeks. The total number of contact hours for undergraduate semester courses is thus 45.

Attendance:
Students are expected to attend all class sessions of this course. In the case of unavoidable absence, the student must contact the instructor and provide written documentation. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

Excused absences—based on submitted documentation—must not exceed:
- Four class sessions when the course meets twice a week;
- Two class sessions when the course meets only once a week.
Should the number of excused absences be higher, it is the student’s responsibility to withdraw from the course.

In the case of unexcused absences, amounting to:
- Four class sessions when the course meets twice a week;
- Two class sessions when the course meets only once a week;
the instructor must lower the student’s grade by one letter grade and inform the student of the action. Should the number of unexcused absences be higher, the instructor must assign the grade of F and inform the student of the action.

Note: In the case of a mixture of excused and unexcused absences, the instructor’s response must be based on the dominant category.

Student Conduct:
Since every student is entitled to full participation in class or exams without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course. All and any use of a cell phone is strictly prohibited during class. Students using a cell phone may be sent out of the classroom, which may result in an unexcused absence. If a calculator is needed in any class, the student must bring a calculator—and not a cell phone. It is up to the individual instructor to rule on the use of laptops or i-pads. Instructors have the right to prohibit students’ use of such electronic devices.