



Comparative Foreign Policy

Political Science 224

Spring 2019

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Office Hours:
MT 3:00-4:00 pm,
or by appointment

Course Description

Global politics is shaped, in large part, by foreign policy decisions taken by many different governments every day. In some situations, such as the 2017 Treaty on the Prohibition of Nuclear Weapons and the 2015 agreement at the UN Conference on Climate Change in Paris, countries cooperate when foreign policy interests seem to align. In others, such as efforts to lower tariff barriers to trade or coordinate responses to the Syrian civil war (2011-present), foreign policies often seem to conflict. This class explores critical questions in international relations through the lens of foreign policy analysis, including: How and why do states respond differently to similar challenges in world politics? What is the role of power and ideas in shaping state behavior? To what extent are domestic characteristics of states, such as historical experience, culture, and institutions responsible for dictating foreign policy decisions? How important are individual leaders? We survey prominent theories of foreign policy analysis and develop, test, and explore these questions through contemporary case studies of foreign policy decision-making in countries in Asia, Europe, Latin America, Africa, and the Middle East.

Course Objectives

This course prepares students to critically analyze foreign policy from a comparative perspective, as well as to assess theoretical development in the subfield, as a foundation for further research. By the end of this course, you should be able to:

- Develop connections between disparate texts, theories, and materials for a broad knowledge of foreign policy in comparative perspective;
- Use and critically evaluate insights from main theoretical approaches and divergent theories of foreign policy;
- Explain the context and process of foreign policy decision-making in a range of different countries;
- Learn to structure arguments, provide evidence, and evaluate contending theoretical approaches to understand policies;
- Design and execute in depth research projects on foreign policy.

Course Requirements

This is an advanced seminar, and students are expected to be enthusiastic participants in a collective educational enterprise. Assignments include study questions on the readings, a foreign policy review paper, a research paper, and examinations. No make-up exams will be given unless the student has consulted with the instructor before the scheduled exam. Assignments will be weighted in the following manner:

Class Participation and Professionalism	15%
Study Question Assignments	15%
Foreign Policy Review Paper	10%
Midterm Examination	15%
Response Paper	10%
Research Paper	20%
Final Examination	15%

Required Texts

1. Laura Neack, *Studying Foreign Policy Comparatively: Cases and Analysis*, 4th Edition, 2019, ISBN: 978-1-53810-962-5
2. Ryan K. Beasley, Juliet Kaarbo, Jeffrey S. Lantis, and Michael T. Snarr, eds., *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior*, 2nd Edition, 2013, ISBN: 978-1-60871-696-8
3. Required Readings on E-Reserve:
 Weblink: http://libguides.wooster.edu/er.php?course_id=12044
 Password: compare

Participation and Professionalism

Students are expected to attend class, prepare course material in advance, and participate actively in class discussions. Participation is essential to success in this course, and students will benefit the most if they complete required readings and come to class ready to discuss them. The participation and professionalism grade, worth 15% of the overall course grade, will be based on attendance, the quality of involvement in the class, and work on special assignments such as CFP Laboratory projects. Simply attending the course regularly without participation, or missing classes, will result in a loss of participation points. In evaluating professionalism, I especially look for promptness, evidence that students have completed the readings, and willingness to engage in high-level analytical dialogues. Finally, students who have three or more unexcused absences from class meetings will receive no credit for this portion of the grade.

Readings as Homework

You and your family have paid top dollar to learn as much as possible in the brief time you have at college. This class assigns regular readings that provide you with deeper knowledge and understanding about foreign policy development in comparative perspective. If you don't read the assigned works, you aren't learning as much as you possibly could. That decision defeats the point of you being here. Your reading assignments are thoughtfully selected in conjunction with coverage of different themes during the semester. Studies in higher education consistently show that students who read the materials and internalize that knowledge score better on assignments, including examinations, class participation, essays, and research papers (Hobson 2004; Sandvig 2007). In other words, this investment of time and energy does provide a direct payoff in terms of your grade. Please plan to allot the necessary time to read assigned materials—indeed, this is your responsibility to the class, and to yourself.

Study Questions

At regular intervals in the semester, study questions on major readings will be distributed in advance of class discussions. These questions will help to guide you through readings and encourage you to identify and critically reflect on major arguments put forward by leading scholars in the field. You are expected to complete these questions in advance and be prepared to discuss them in class, then submit them for evaluation. This constitutes 15% of the class grade, and your engagement will figure into your participation grade as well.

Foreign Policy Review Paper

Students will complete a review paper that examines a country's foreign policy profile in a specific issue area. Students should conduct research to determine answers to questions including: What was your country's foreign policy position on the assigned issue? Was this relatively constant or were there significant changes in behavior over time? Who were the key foreign policy actors who formulated this policy? What domestic political conditions contributed to this policy? What external pressures or events influenced this policy? This paper should be 4-5 typed, double-spaced pages and should apply careful source citation using the MLA style. This assignment is worth 15% of your class grade; more information will be presented in class.

Debate Response Paper

This class will feature a number of opportunities for participation and response. One of these—a debate on democratic governance and foreign policy—allows you the opportunity to write a paper based on an in-class structured debate topic. Students will prepare readings in advance of all in-class debates, discuss their views with others, take notes on the major points articulated during the debate, and engage in debriefing. Your essay assignment is to describe the central theme of the debate, and then develop a detailed argument that advocates for one side in the debate versus the other. Papers should be 3-4 typed, double spaced pages, and should apply careful and consistent source citations methods (MLA style). The assignment is worth 10% of the course grade.

Research Paper

This paper allows you to evaluate a foreign policy theory or model in comparative perspective. The first step of this assignment is to choose a theory, model, or hypothesis discussed in the class or related readings. Second, consider ways that this model might be tested or modified using real world, non-U.S. foreign policy cases. You may choose to focus on the foreign policy behavior of a single government, a series of decisions made by the same government leaders, similar decisions taken by different leaders, foreign relations between two governments, a country's record of cooperation with international organizations, etc. Ideally, your case(s) should focus on a foreign country whose language you can read proficiently. One caveat: you may not choose a topic that overlaps with research work on other papers in this class.

Examples of successful paper topics in the past include:

- Role Theory and Indian Foreign Policy
- Comparative Analysis of Migration/Refugee Policies in Europe
- Realism and the Foreign Policy of Microstates
- The Psychological Dimension of Russian Foreign Policy: Putin's Adventurism
- Two-Level Game Theory and Variable Engagement with the Paris Accord
- State Types: How Great Powers Rule the World
- Groupthink and French Foreign Policy Fiascoes
- Are Authoritarian Regimes More Likely to Go to War?
- Coalition Politics and Israeli Foreign Policy
- Neo-Marxist Dependency Theory and Latin American Foreign Policies

The paper itself should have a clear thesis or research question, and should address the following themes: What are the theoretical or literature foundations of this effort? What do your case studies or data tell us about the utility of the theoretical foundation in the subfield? Why did the theory work well, or not so well, in this context? Finally, what improvements or modifications should be made to the theory? Students are encouraged to discuss their ideas for this assignment with the instructor. The paper should be 10-12 pages, typed, double-spaced and should apply consistent source citations methods (MLA style). This assignment is worth 20% of your class grade; more information will be presented in class.

Academic Integrity

This class will operate on a set of expectations consistent with the College's Code of Academic Integrity, The Wooster Ethic, and the Code of Social Responsibility. The Codes and guidelines form an essential part of the intellectual contract between the student and the College.

Cheating in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying or paraphrasing from any source without proper citation, fabricating excuses and lying in connection with your academic work. You will be held responsible for your own actions. If you are unsure as to what is permissible, always consult with your course instructor.

Resources

The Writing Center

The Writing Center is available for students who wish to have experienced writers and teachers of writing assist them with all facets of the writing process. Students can schedule appointments at the Center or seek assistance on a walk-in basis. The Center is staffed with professional consultants and trained peer tutors.

The Learning Center

The Learning Center, which is located in APEX (Gault Library), offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. Students are encouraged to schedule an appointment at the APEX front desk or call x2595.

The Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact Amber Larson, Director of the Learning Center (ext. 2595; alarson@wooster.edu), to make arrangements for securing appropriate accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, it is the responsibility of the students to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation well in advance, faculty are under no obligation to provide that type of assistance.

Grading Scale

As stated in *The College of Wooster Catalogue*, letter grades are defined as:

“A range”	indicates an outstanding performance in which there has been distinguished achievement in all phases of the course;
“B range”	indicates a good performance in which there has been a high level of achievement in some phases of the course;
“C range”	indicates an adequate performance in which a basic understanding of the subject has been demonstrated;
“D range”	indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit;
“F or NC”	indicates unsatisfactory performance.

Course Expectations

1. Please read the assigned materials before class meeting; they provide the basis for class discussions.
2. Turn off all cellphones and personal electronic devices before class as a courtesy to others. If you bring a laptop computer to class, it should be used for note-taking only.
3. Papers should be submitted in hard copy. I will not accept e-mail versions of student papers unless you have talked with me in advance.
4. Late papers lose half a grade level for each day they are late.

Course Outline

1. Introduction to the Study of Foreign Policy (Week of January 14)

Ambassador Louis Susman, "America: Still the Indispensable Global Power?" Chatham House Working Paper, June 2012, pp.1-8 (e-reserve)

Kishore Mahbubani, "The Case Against the West: America and Europe in the Asian Century," in Robert M. Jackson, ed., *Annual Editions: Global Issues, 2011/2012*, pp.104-109 (e-reserve)

Laura Neack, *Studying Foreign Policy Comparatively: Cases and Analysis*, 4th Edition, 2019, Preface and Chapter 1, pp.ix-14

Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Spring 1998, pp.3-11 (e-reserve)

2. International Systems Level and Rational Actor Theories (Week of January 21)

Juliet Kaarbo, Jeffrey S. Lantis, and Ryan K. Beasley, "The Analysis of Foreign Policy in Comparative Perspective," in *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior*, 2nd Edition, 2013, Chapter 1, pp.1-26

Laura Neack, *Studying Foreign Policy Comparatively*, Chapter 2, pp.15-32

F. Gregory Gause III, "Fresh Prince: The Schemes and Dreams of Saudi Arabia's Next King," *Foreign Affairs*, May/June 2018, pp.75-86 (e-reserve)

Scott Shane, "Saudis and Extremism: Both the Arsonists and the Firefighters," *New York Times*, August 25, 2016, pp.1-15 (e-reserve)

Stephen Collinson, "Why Trump Doesn't Want to Punish Saudi Arabia," CNN.com, October 19, 2018, pp.1-4 (e-reserve)

* *Study Questions: U.S. Foreign Policy in the Middle East*

* *Martin Luther King, Jr. Day Teach-In: Monday, January 21*

3. Realism and Comparative Foreign Policy in the Middle East (Week of January 28)

Graeme A.M. Davies, "The Changing Character of Iranian Foreign Policy," in *Foreign Policy in Comparative Perspective*, Chapter 10, pp.204-222

Alex Deep, "Balance of Power, Balance of Resolve: How Iran is Competing with the United States in the Middle East," Modern War Institute Paper, January 12, 2018, pp.1-10 (e-reserve)

Jeremy M. Sharp, "Yemen: Civil War and Regional Intervention," *Congressional Research Service Report #R43960*, March 21, 2017, pp.all (e-reserve)

Robert F. Worth, "How the War in Yemen Became a Bloody Stalemate," *New York Times Magazine*, November 4, 2018, pp.1-8 (e-reserve)

* *Frontline Documentary: Bitter Rivals: Iran and Saudi Arabia*

* *CFP Laboratory: Responding to Yemen's Civil War*

4. State Types, Role Theory, and Chinese Foreign Policy (Week of February 4)

Laura Neack, *Studying Foreign Policy Comparatively*, Chapter 8, pp.137-160

Cristian Cantir and Juliet Kaarbo, "Contested Roles and Domestic Politics: Reflections on Role Theory in Foreign Policy Analysis and IR Theory," *Foreign Policy Analysis*, vol.8, no.1, 2012, pp.5-24 (e-reserve)

Zhiqun Zhu, "The Foreign Policy of the People's Republic of China," in *Foreign Policy in Comparative Perspective*, Chapter 6, pp.118-137

Andrew Nathan and Andrew Scobell, "How China Sees America," *Foreign Affairs*, vol.91, no.5, 2012, pp.1-12 (e-reserve)

Angela Poh and Mingjiang Li, "A China in Transition: The Rhetoric and Substance of Chinese Foreign Policy under Xi Jinping," *Asian Security*, vol.13, no.2, 2017, pp.84-97 (e-reserve)

Peter Cai, "Understanding China's Belt and Road Initiative," Lowy Institute Report, Sydney, Australia, March 2017, pp.all (e-reserve)

* *Study Questions: Chinese Foreign Policy*

5. Exploring Foreign Policy Systems: Israel-Palestine (Week of February 11)

Clive Jones, "The Foreign Policy of Israel," Chapter 11, in Raymond Hinnenbusch and Anoushiravan Ehteshami, eds., *The Foreign Policies of Middle East States*, 2nd Edition, 2014, pp.289-313 (e-reserve)

Donald M. Snow, "Irresolvable Conflicts: The Israeli-Palestinian Impasse," in *Cases in International Relations*, 5th Edition, 2012, pp.62-84 (e-reserve)

Thomas J. Volgy and John E. Schwarz, "Foreign Policy Restructuring and the Myriad Webs of Restraint," in Jerel Rosati, Joe Hagan, and Martin W. Sampson III, eds., *Foreign Policy Restructuring*, 1994, pp.22-39 (e-reserve)

Jakob Gustavsson, "How Should We Study Foreign Policy Change?" *Cooperation and Conflict*, vol.34, no.1, 1999, pp.73-95 (e-reserve)

* *Foreign Policy Review Paper Due*

6. Comparing Foreign Policies in Europe (Week of February 18)

Michael Smith, "Comparing Foreign Policy Systems: Problems, Processes, and Performance," in Michael Clarke and Brian White, eds., *Understanding Foreign Policy: The Foreign Policy Systems Approach*, 1989, Chapter 8, pp.185-215 (e-reserve)

Sebastian Harnisch, "German Foreign Policy: Gulliver's Travails in the 21st Century," in *Foreign Policy in Comparative Perspective*, Chapter 4, pp.71-93

Paul Hockenos, "The Dawn of Pax Germanica," *ForeignPolicy.com*, November 14, 2016, pp.1-8 (e-reserve)

Brian White, "British Foreign Policy: Continuity and Transformation," in *Foreign Policy in Comparative Perspective*, Chapter 2, pp.27-52

Sara B. Hobolt, "The Brexit Vote: A Nation Divided, a Divided Continent," *Journal of European Public Policy*, vol.23, no.9, 2016, pp.1259-1277 (e-reserve)

Jeanne Park, "Europe's Migration Crisis," *Council on Foreign Relations*, September 23, 2015, pp.1-10 (e-reserve)

* *CFP Laboratory: Europe's Migration Crisis*

7. Eurasian Foreign Policy: Russia and Its Neighbors (Weeks of Feb. 25 and March 4)

Mariya Omelicheva, "Russian Foreign Policy: A Quest for Great Power Status in a Multipolar World," in *Foreign Policy in Comparative Perspective*, Chapter 5, pp.94-117

Paul Stronski and Richard Sokolsky, "The Return of Global Russia: An Analytical Framework," Carnegie Endowment, December 14, 2017, pp.all (e-reserve)

Vladimir Putin, "Remarks at the 43rd Munich Conference on Security Policy," February 12, 2007, pp.1-7 (e-reserve)

Tuomas Forsberg and Christer Pursiainen, "The Psychology Dimension of Russian Foreign Policy: Putin and the Annexation of Crimea," *Global Society*, vol.31, no.2, 2016, pp.220-244. (good on theory-case)

* *Study Questions: Russian Foreign Policy*

* *Two-Part Midterm Exam*

* *Spring Break*

8. 'Small State' Foreign Policies and International Cooperation

(Weeks of March 25 and April 1)

Anthony P. Maingot, "U.S.-Caribbean Relations: Modifying Traditional Hegemony and Sovereignty in the Caribbean," in Jorge I. Dominguez and Rafael Fernandes de Castro, *Contemporary U.S.-Latin American Relations*, 2010, pp.83-100 (e-reserve)

Diane Panke, "Dwarfs in International Negotiations: How Small States Make Their Voices Heard," *Review of International Affairs*, vol.25, no.3, 2012, pp.all (e-reserve)

Ian Hurd, "Almost Saving the Whales: The Ambiguity of Success at the International Whaling Commission," *Ethics and International Affairs*, vol.26, no.1, 2012, pp.103-112 (e-reserve)

Rita Giacalone, "Venezuelan Foreign Policy: Petro-Politics and Paradigm Change," in *Foreign Policy in Comparative Perspective*, Chapter 14, pp.290-312

Hugo Chavez, "Address to the United Nations," UN General Assembly, September 20, 2006, www.commondreams.org/views06/0920-22.htm, pp.1-6 (e-reserve)

Javier Corrales and Carlos A. Romero, "U.S.-Venezuelan Relations after Hugo Chavez," in Jorge Dominguez and Rafael Fernandez de Castro, eds., *Contemporary U.S.-Latin American Relations*, 2nd Edition, 2016, pp.214-235 (e-reserve)

Mehran Kamrava, "The Foreign Policy of Qatar," in Marijke Breuning, ed., *Foreign Policy Decision-Making*, 2014, pp.157-183 (e-reserve)

9. Domestic Politics, Democracy, and Foreign Policy (Week of April 8)

Laura Neack, *Studying Foreign Policy Comparatively*, Chapter 4, pp.57-75; and Chapter 6, pp.97-116

Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," in Peter B. Evans, Harold K. Jacobson, and Robert D. Putnam, eds., *Double-Edged Diplomacy: International Bargaining and Domestic Politics*, 1993, pp.431-468 (e-reserve)

Valerie Hudson, Chapter 3, "Group Decision-making: Small Group Dynamics, Organizational Process, and Bureaucratic Politics," *Foreign Policy Analysis: Classic and Contemporary Theory*, 2008, pp.65-101 (e-reserve)

Kees Aarts and Jacques Thomassen, "Satisfaction with Democracy: Do Institutions Matter?" *Electoral Studies*, vol.27, no.2, 2013, pp.120-133 (e-reserve)

Christopher S. Allen, "The Case for a Multi-Party U.S. Parliament?" in *Annual Editions: Comparative Politics, 2011/2012*, pp.141-149 (e-reserve)

Pippa Norris, "The Impact of Electoral Reform on Women's Representation," *Acta Politica*, vol.11, no.2, 2006, pp.152-160 (e-reserve)

* *Debate Response Paper: Democratic Governance*

10. Culture and Foreign Policy (Week of April 15)

Laura Neack, *Studying Foreign Policy Comparatively*, Chapter 5, pp.77-95

Alan Bloomfield and Kim Richard Nossal, "Towards an Explicative Understanding of Strategic Culture: The Cases of Australia and Canada," *Contemporary Security Policy* 28:2 (2007), pp.286-307 (e-reserve)

Akitoshi Miyashita, "Japanese Foreign Policy: The International-Domestic Nexus," in *Foreign Policy in Comparative Perspective*, Chapter 7, pp.138-165

David A. Welch, "Culture and Emotion as Obstacles to Good Judgment: Argentina's Invasion of the Falklands/Malvinas," in Stanley A. Renshon and Deborah Welch Larson, eds., *Good Judgment in Foreign Policy*, 2003, pp.191-215 (e-reserve)

Stephen Brooks, "Persistence and Change in Foreign Perceptions of America" in *Anti-Americanism and the Limits of Public Diplomacy*, 2016, pp.23-58 (e-reserve)

* *Study Questions: Culture and Foreign Policy*

* *Film: The Anti-Americans: A Hate/Love Relationship*

11. Political Psychology: Cognitive Approaches and Belief Systems (Week of April 22)

Laura Neack, *Studying Foreign Policy Comparatively*, Chapter 3, pp.33-55

Stephen J. Wayne, "Bad Guys and Bad Judgments," in Stanley A. Renshon and Deborah Welch Larson, eds., *Good Judgment in Foreign Policy*, 2003, pp.103-124 (e-reserve)

Charles A. Duelfer and Stephen Benedict Dyson, "Chronic Misperception and International Conflict," *International Security* 36:1 (2011), pp.73-100 (e-reserve)

12. Comparing Foreign Policies of Countries in Transition (Week of April 29)

Tinaz Pavri, "Coming into Its Own: Indian Foreign Policy," in *Foreign Policy in Comparative Perspective*, Chapter 8, pp.183-203

Jaswant Singh, "Against Nuclear Apartheid," *Foreign Affairs* 77:4 (1998) (e-reserve)

Manjari Chatterjee Miller and Kate Sullivan de Estrada, "Has India Seen a Foreign Policy Reset Under Narendra Modi?" Oxford University Press Political Blog, January 15, 2017, pp.all (e-reserve)

Tullo Vigevani and Gabriel Cepaluni, "Brazil: Global Power-to-Be?" in *Foreign Policy in Comparative Perspective*, Chapter 13, pp.265-289???

Ernesto Londono and Manuela Andreoni, "Brazil Wanted Change: Even Before Taking Office, Jair Bolsonaro Delivered," *New York Times*, January 1, 2019, pp.1-11 (e-reserve)

Olufemi A. Babarinde and Stephen Wright, "Nigerian Foreign Policy: Unfilled Promise," in *Foreign Policy in Comparative Perspective*, Chapter 11, pp.223-245

* *Study Questions: India's Foreign Policy*

* *Research Paper Due*

* *Take-Home Final Examination*