



POL 303: Foreign Policy Analysis

(Spring/2023 (01/12/2023 – 04/28/2023))

(3) Credit Hours

When: Tuesdays and Thursdays 9:30 AM to 10:45 AM

Where: B10M Bertrand H. Snell Hall

Prashant Hosur Suhas, Ph.D.

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Office Hours:

Tuesday 1 pm – 3 pm;

Wednesday 10 am – 12 pm; 1 pm – 3 pm

Or by appointment on zoom

Office: B.H. Snell 276

Phone number: 315 268 3973

COURSE DESCRIPTION

The course introduces students to the ways in which scholars of foreign policy analysis have understood the nature of decision-making processes prevalent within governments and their agencies. It seeks to understand how decision makers maneuver in complex global contexts to pursue their sectional or national goals, and the challenges they face in pursuing their goals. Foreign policy analysis, a distinct subfield within international relations has adopted research from several other subfields such as American politics, comparative politics, economics, political psychology and cultural studies. The course seeks to help students understand how different variables that affect foreign policy decision-making shape the answers to questions of why certain foreign policy decisions were either inevitable or avoidable. This will help students understand the barriers to international cooperation and sources of conflict.

The course assumes that the students have a deep interest in foreign affairs and global politics. While the class does not have prerequisites, basic knowledge of modern world history and a moderate to high level of engagement with current affairs is assumed.

COURSE REQUIREMENTS

Your grade will be based on six parts: 1) Short Exams (40%; 4 @ 10 % each), 2) 2 Research Design Papers (30%, @ 15 % each) 3) Attendance (5%), 4) participation (5%), 5) Policy Brief (15%), and 6) Policy Brief Presentation (5%).

Short Exams (40 %: 4 exams @ 10 % each)

You will attempt four, half an hour exam, which will be in-class and closed-book. They will be a combination of multiple-choice questions, matching, and short answer questions. Questions will cover assigned readings from the syllabus.

Research Design Papers (30 %: 2 @ 15 % each)



This is usually a 1500-word assignment. Be sure to type out the full citation of the article you are analyzing at the top of the paper. You will pick two articles (one for each research design paper) from the list of articles provided on google docs. You will write your name next to the article to claim your two articles of choice.

You will pick **one** journal article for **each research design paper** from the list of academic journal articles provided and give a detailed summary that will tell us about:

1. The author's questions and motivations? (2 points)
2. Their argument and hypotheses? (3 points)
3. How they define key concepts? Are they adopting a prevalent definition of the concept they are studying? If the scholars are not explicit in defining key concepts, is there a discussion of how others have defined it? (3 points)
4. How they measure their dependent and independent variables? (3 points)
5. How did they test their hypotheses, why did they choose a particular method of testing their hypotheses? If they do not state explicitly, why do you think they chose the method they did? (2 points)
6. What was their conclusions? (1 point)
7. What are the strengths and weaknesses of the study? (1)

The goal is to understand how published authors organize their papers and to learn the best practices of academic writing.

Attendance (5%) and Participation (5 %)

Doing well in this class depends on doing the readings and also participating in class discussions. Engaging with the readings and in class discussions will be important for the exam and writing a good paper. You have 1 excused absence. Absence due to family emergency or health emergency requires proper documentation.

Participation grade is directly affected by your attendance. It is necessary to be present in class to earn participation. However, please note that just attending class without engaging is discussion does not lead to a good grade for participation.

Attendance grade will be based on the number of classes you have attended. If you have attended 80 percent of the classes, then you get a B-.

To keep track of participation, I will be maintaining a list of those student during engage with the readings and participate.

Policy Brief (15%)

Policy brief is a 2000-to-3000-word paper that analyzes a foreign policy issue. It can be a historical or an ongoing issue. You will pose a clearly worded question which examines a cause-and-effect relationship between two concepts or phenomena. The purpose of the analysis would be to analyze the current policy approach the relevant actors have taken and critique it. You may defend a status-quo position, suggest minor changes, or recommend wholesale changes in a foreign policy framework. But regardless what you choose to do, you need to demonstrate a thorough understanding of a foreign policy issue in all its complexity.



Your score will depend on how specific and accurately you analyze the topic, and how accurate your citations are. Avoid generic statements and paragraphs that do not clearly contribute to answering your question or supporting your basic argument. When citing academic literature, use quotes and provide the name, year, and page number of the author(s). Citing the authors is necessary even if you are paraphrasing, although you are not required to use quotation marks in such a scenario.

Policy Brief Presentation (5%)

You will present your research question, your main argument, and policy suggestions in about 5 minutes. You will submit your slides on Moodle before class, and will incorporate any changes recommended in the final paper.

Academic Integrity and Conduct:

Plagiarism is "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (Alexander Lindley, *Plagiarism and Originality*, New York: Harper, 1952, p. 2). Simply, plagiarism is cheating; it is the theft of thought. It consists of borrowing another person's words or ideas without acknowledging their source. Acknowledgement is accomplished through the use of footnotes endnotes and bibliography.

Plagiarism is serious. All cases of suspected plagiarism will be referred directly to the committees on Academic Integrity.

The following guidelines should be helpful in avoiding plagiarism in this course and others:

1. If you are quoting a passage, sentence or phrase from another author, use quotation marks to indicate this and cite the author in your text and in works cited.
2. If you present facts *which are not common knowledge*, indicate your source.
3. If you paraphrase (restate in your own words) what someone else has written, cite that person in your text and works cited.
4. If your line of thinking has been influenced by another author, give that person credit.
5. Never submit as your own any work which has been done by another student.

Different instructors prefer different citation formats. Consult with your instructor to determine the citation form she or he prefers.

Plagiarism is typically committed in desperation, often as a last resort. It is better to discuss with your instructor any questions you are about citing sources.

Please familiarize yourself of the appropriate way to conduct yourself during class. Please refer to <https://www.clarkson.edu/sites/default/files/2018-09/ugrad-regulations.pdf> to get a clear understanding of what is expected from you in collegiate life.

Students with Disabilities:

Please let me know if you will require assistance as soon as possible in the semester. You should contact the Office of AccessABILITY Services to get the appropriate documentation.



Please refer to their website at <https://www.clarkson.edu/accessibility-services> to get the necessary paperwork done.

Course Outcomes (CO)

CO1: Analyze the foreign policy decision making processes that operate at the individual, group, state, and international level

CO2: Learn to formulate generalizable arguments and use foreign policy literature to substantiate your argument.

CO3: Analyze how variables from different levels of analysis (individual, group, state, and international) simultaneously affect foreign policy outcomes.

CO4: Learn to identify the logic behind the arguments and methodology of scholars publishing in foreign policy analysis.

REQUIRED TEXT:

Textbook 1: Hudson, Valerie M. and Benjamin S. Day. *Foreign Policy Analysis. Classic and Contemporary Theory*. Third Edition. London, UK: Rowman & Littlefield Publishers, 2019. [Link](#).

OTHER TEXTS:

Other assigned readings are available on Moodle.

Week 1	<p>January 12 Thursday Introduction to the class</p> <p>Jack Levy. <i>Explaining Events and Developing Theories: History, Political Science, and the Analysis of International Relations</i>. Elman and Elman ed. <i>Historians, Political Scientists and the Study of International Relations</i>. (MIT Press, 2001), pp.39-83</p> <p>January 17 Tuesday</p> <p>Hudson and Day. Chapter 1: Introduction</p>
Individual Level Analysis	
Week 2	<p>January 19 Thursday:</p> <p>Hudson and Day. Chapter 2: The Individual Decision Maker</p> <p>January 24 Tuesday</p> <p>Dennis M. Foster, Jonathan W. Keller, <i>Leaders' Cognitive Complexity, Distrust, and the Diversionary Use of Force</i>,</p>



	<p><i>Foreign Policy Analysis</i>, Volume 10, Issue 3, July 2014, Pages 205–223</p> <p>Toby Greene, When Conviction Trumps Domestic Politics: Tony Blair and the Second Lebanon War, <i>Foreign Policy Analysis</i>, Volume 15, Issue 1, January 2019, Pages 43–64</p>
Week 3	<p>January 26 Thursday</p> <p>Peter K. Hatemi, Rose McDermott, A Neurobiological Approach to Foreign Policy Analysis: Identifying Individual Differences in Political Violence, <i>Foreign Policy Analysis</i>, Volume 8, Issue 2, April 2012, Pages 111–129</p> <p>Ivan S. Sheehan. Are Suicide Terrorists Suicidal? A Critical Assessment of the Evidence. <i>Innovations in Clinical Neuroscience</i>. 2014;11(9–10):81–92</p> <p>January 31 Tuesday</p> <p>Thorsten Wojczewski, Trump, Populism, and American Foreign Policy, <i>Foreign Policy Analysis</i>, 2019, Pages 1-20</p>
Group Level Analysis	
Week 4	<p>February 2 Thursday</p> <p><u>Exam 1 (covers assigned readings from January 12th to January 31st)</u></p> <p>Hudson and Day. Chapter 3: Group Decision-making</p> <p>February 7 Tuesday:</p> <p>Robert Jervis. Perceptions and Misperceptions in International Politics. Chapter six: How Decision-Makers Learn from History. Princeton, NJ: Princeton University Press, 1976, pages. 217-287</p>
Week 5	<p>February 9 Thursday:</p> <p>Franz Eder, Making Concurrence-Seeking Visible: Groupthink, Discourse Networks, and the 2003 Iraq War, <i>Foreign Policy Analysis</i>, Volume 15, Issue 1, January 2019, Pages 21–42</p> <p>Dina Badie (2010). Groupthink, Iraq and the War on Terror: Explaining US Policy Shifts towards Iraq. <i>Foreign Policy Analysis</i>, vol. 6, pp. 277-296.</p> <p>February 14 Tuesday:</p>



	<p><u>In Class Activity: Policy Brief Research Question Presentations:</u></p>
<p>Organizational, Bureaucratic, and Domestic Level Analysis</p>	
<p>Week 6</p>	<p>February 16 Thursday: Graham T Allison (1969). “Conceptual Models and the Cuban Missile Crisis. <i>American Political Science Review</i>, vol. 63, no. 3. pp. 689-718</p> <p>February 21 Tuesday:</p> <p>Moritz Weiss, From Wealth to Power? The Failure of Layered Reforms in India's Defense Sector, <i>Journal of Global Security Studies</i>, Volume 4, Issue 4, October 2019, Pages 560–578</p> <p>Nicolas Blarel, Jayita Sarkar, Substate Organizations as Foreign Policy Agents: New Evidence and Theory from India, Israel, and France, <i>Foreign Policy Analysis</i>, Volume 15, Issue 3, July 2019, Pages 413–431</p> <p>First Research Design Papers due (Moodle)</p>
<p>February Break: 23-26</p>	
<p>Week 7</p>	<p>February 28 Tuesday:</p> <p><u>Exam 2 (Covers assigned readings from February 2nd to February 21st)</u></p> <p>Liat Radcliffe Ross, Muslim Interest Groups and Foreign Policy in the United States, Canada and the United Kingdom: Identity, Interests, and Action, <i>Foreign Policy Analysis</i>, Volume 9, Issue 3, July 2013, Pages 287–306</p> <p>Stephen D Krasner (1972). Are Bureaucracies Important? (Or Allison Wonderland). <i>Foreign Policy</i> 7 pp. 159-179</p> <p>March 2 Thursday: Mahsa Rouhi and Jonathan L. Snow (2019), Decision-Making in Revolutionary States: Beyond the Whims of Charismatic Leaders, <i>Journal of Global Security Studies</i>, 4(4), 448–463</p> <p>Jeffrey S. Peake, The Domestic Politics of US Treaty Ratification: Bilateral Treaties from 1949 to 2012, <i>Foreign Policy Analysis</i>, Volume 13, Issue 4, October 2017, Pages 832–853</p>



<p>Week 8</p>	<p>March 7 Tuesday:</p> <p>Ariane M. Tabatabai. Iran’s National Security Debate: Implications for future U.S. – Iran Negotiations. RAND Corporation, October 2019, 1- 24</p> <p>Shoon Murray (2014). Broadening the Debate about War: The Inclusion of Foreign Critics in Media Coverage and Its Potential Impact on US Public Opinion. <i>Foreign Policy Analysis</i>, Volume 10, Issue 4, pages 329–350,</p>
<p align="center">Culture and National Security</p>	
	<p>March 9 Thursday:</p> <p>Hudson and Day. Chapter 4: Culture and National Identity</p> <p>Alastair Iain Johnston. Thinking about Strategic Culture. <i>International Security</i>, Volume 19, Number 4, Spring 1995, pp. 32-64</p>
<p align="center">Spring Break</p>	
<p>Week 9</p>	<p>March 21 Tuesday:</p> <p>Jeffrey W. Legro (Spring 1994): "Military Culture and Inadvertent Escalation in World War II." <i>International Security</i> 18 108-42.</p> <p>Edward Rhodes, (Summer 1996): "Sea Change: Interest-Based vs. Cultural-Cognitive Accounts of Strategic Choice in the 1890s." <i>Security Studies</i>, 5, 4 73-124.</p> <p>March 23 Thursday:</p> <p>Fair, C. Christine, Fighting to the End: The Pakistan Army's Way of War (New York, 2014; online edition, Oxford Academic, 19 June 2014), Chapter 4.</p>
<p align="center">Inter-State and Systemic Level</p>	
<p>Week 10</p>	<p>March 28 Tuesday:</p> <p><u>Exam 3 (Covers assigned readings from February 28th to March 23rd)</u></p> <p>Immanuel Wallerstein (2004). World-Systems Analysis: An Introduction., pg. 42-59</p>



	<p>Nikola Pijović, How States Order the World: A Typology of “Core” and “Peripheral” Foreign Policy, <i>Foreign Policy Analysis</i>,</p> <p>March 30 Thursday:</p> <p>Kimberly Ann Elliott (1998). The Sanctions Glass: Half Full or Completely Empty? <i>International Security</i>, Vol. 23, No. 1, pp. 50-65.</p> <p>Robert Pape (1997). Why Economic Sanctions Don’t Work. <i>International Security</i>, Vol. 22, Issue. 2, pp. 90-136</p> <p>Second Research Design Papers due (moodle)</p>
<p><i>Foreign Policy of Postcolonial Societies</i></p>	
<p>Week 11</p>	<p>April 4 Tuesday: Manjari Miller (2009). Re-collecting Empire: ‘Victimhood’ and the 1962 Sino-Indian War, <i>Asian Security</i> Vol. 5 No. 3, pp. 216-241</p> <p>Peter Hays Gries. <i>China’s New Nationalism: Pride, Politics, and Diplomacy</i>. University of California Press, 2005. Chap 2, 3</p> <p>April 6 Thursday: Amitav Acharya (2011). Norm Subsidiarity and Regional Orders: Sovereignty, Regionalism, and Rule-Making in the Third World. <i>International Studies Quarterly</i>, Volume 55, Issue 1, pp 95–123</p> <p>Amitav Acharya (2000). “Ethnocentrism and Emancipatory IR Theory,” <i>(Dis)Placing Security: Critical Evaluations of the Boundaries of Security</i>, Samantha Arnold and J. Marshall Beier (editors) (Centre for International and Security Studies, York University, 2000), chapter 1.</p>
<p>Multiple Levels of Analyses</p>	
<p>Week 12</p>	<p>April 11 Tuesday: William R. Thompson. The 1920–1945 Shift in US Foreign Policy Orientation: Theory, Grand Strategies, and System Leader Ascents, <i>Foreign Policy Analysis</i> (2016) 12, Pages 512–532</p> <p>Hoehn, Andrew R., Andrew Parasiliti, Sonni Efron, and Steven Strongin, <i>Discontinuities and Distractions — Rethinking Security for the Year 2040: Findings from a RAND Corporation</i></p>



	<p><i>Workshop</i>, Santa Monica, Calif.: RAND Corporation, CF-384, 2018. As of November 06, 2019</p> <p>April 13 Thursday: NO CLASS. Prof. at Conference.</p>
Week 13	<p>April 18 Tuesday: Mazarr, Michael J et al., <i>Hostile Social Manipulation: Present Realities and Emerging Trends</i>. Santa Monica, CA: RAND Corporation, 2019.</p> <p>April 20 Thursday: <u>Exam 4 (Covers assigned readings from March 28th to April 18th)</u></p> <p>In class discussion on approaches to write the policy brief. Discussion on academic resources, writing and citation styles.</p>
Week 14	<p>April 25 Tuesday: Present your policy briefs</p> <p>April 27 Thursday: Present your policy briefs</p>
FINALS WEEK	May 3rd 11:59 pm Submit your Policy Briefs

Important Dates	Activity
February 2 nd	Exam 1
February 21 st	First Research Design Paper
February 28 th	Exam 2
March 28 th	Exam 3 in class
March 30 th	Second Research Design Paper
April 25 th and 27 th	Presentations
April 20 th	Exam 4, in class
May 3 rd	Policy Brief at 11:59 pm

Course Average	Grade	Quality Points Per Credit Hour
97+	A+	4.0
93-96	A	4.0
90-92	A-	3.667



87-89	B+	3.334
84-86	B	3.0
80-83	B-	2.667
77-79	C+	2.334
74-76	C	2.0
70-73	C-	1.667
<70	D	1.0
<60	F	0

Course Success

The best way to be successful in this class is to stick to the given deadlines for quizzes and assignments. Procrastinating quizzes and assignments can affect your scores because you will have to cover more material in a smaller amount of time and may be for partial credit. Students should also plan on engaging in class discussions to demonstrate their understanding of the readings.

Please see tips for being a successful student and other helpful information from the [Student Success Center](#).

Course Policies

Etiquette Expectations & Learner Interaction

Educational institutions promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Please visit and follow: [Netiquette and Electronic Learner Interaction Guidelines](#).

Late Work

Under exceptional circumstances, the student may be allowed to submit late work.

Attendance

Attendance is required. Exceptions may include personal or family emergencies.

Instructional Continuity Plan

In case I am incapacitated due to illness, one of the faculty members of the political science caucus will be teaching. On other occasions, out of class assignment may be given as a way to compensate for a cancelled class.

Recorded Lectures

Whenever relevant, you will have access to recorded lectures for future reference.

Institutional Policies

Institutional Policies & Regulations

Academic Integrity

Academic Integrity, based on the values of honesty, trust, fairness, respect, and responsibility, is a fundamental principle of scholarship in higher education. Clarkson's Academic Integrity Policy prohibits: plagiarism (using another person's writing or copying any work without proper citation), falsification, unauthorized collaboration during a test or on an assignment, or substitution for another student to take an exam, course or test, and other forms of academic dishonesty.



If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow Clarkson University's Academic Integrity policy. Please review this policy online ([Undergraduate section IV – Academic Integrity](#), [Graduate section IV – Academic Integrity](#)). ***Work that violates this policy will not be tolerated.*** Students who are found responsible for a violation of the Academic Integrity Policy will have both a university process sanction and an academic outcome, that could include a failing grade on the assignment or exam, or a failing grade for the course.

Please refer to **Clarkson Library's [Guide to Plagiarism](#)** and the **[guide to Citing Sources](#)** for assistance on avoiding plagiarism and properly citing sources.

Students with Disabilities Requesting Accommodation(s)

The University strives to make all facilities and programs accessible to students with permanent, ongoing, and temporary disabilities by providing appropriate and reasonable academic accommodations, as necessary. Disabilities that may benefit from reasonable accommodations include, but are not limited to, broken wrist, ADHD, surgery recovery, Learning Disability, concussion, visual impairment, etc. For more information and/or to request accommodations, contact the Office of Accessibility Services at oas@clarkson.edu or 315-268-7643.

[Students with Disabilities Policy](#)
[Office of Accessibility Services Website](#)

Other Policies of Note:

[Student Regulation Requirements for Excused and Extended Absence](#)

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[Graduate – II-F. Attendance](#)

[Grading System](#)

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