

POLS384: Contemporary Foreign Policy
Department of Political Science, Northern Illinois University
Spring 2021 | Online

Instructor: Prof. Glas (professor)
Email: aglas@niu.edu
Pronouns: He/him

Instructor: Sarwar Minar (teaching assistant)
Email: sarwar.minar@niu.edu
Pronouns: He/him

I. Overview

Why do states engage in disastrous wars? Why do good leaders enact bad policy? What explains variation in how the great powers of history have pursued their national interests? This course explores answers to these big questions and many more.

This is an International Relations (IR) course and it is recommended that students have a familiar with IR for this course (e.g. taking POLS285). IR is a subfield of Political Science that aims to explain historical and contemporary global politics. Our focus in this class is on foreign policy; how and why different states design and implement policies to pursue their interests with other states and globally. To do this, we will explore different theories of foreign policy-making and we'll look closely at a number of important contemporary and historical cases of foreign policy from different states. Some of the theories we'll explore draw attention to the psychology of individual leaders. Others highlight the importance of culture and norms within states or stress the complex effects of bureaucracies and government agencies. After we're familiar with these theories, we will turn our attention to five historical and contemporary case studies. These include US foreign policy with a focus on the Trump presidency and the challenges facing the Biden administration, Putin's resurgent Russia, the rising power of China, Germany's role in the European Union, and the prospects for British foreign policy post-Brexit.

II. Central Learning Objectives

By the end of this course, students will be able to:

- summarize and apply theories of foreign policy-making;
- articulate central debates around explaining foreign policy-making;
- explain important decisions undertaken by the US and other state historically;
- devise policy-relevant ideas about major challenges facing US and other state interests today;
- think critically about and critique scholarly work;
- articulate their views confidently and competently in written work.

III. Anxieties and Getting Help

Times are rough! These are extremely stressful times – for a host of reasons. You are not alone in feeling it. All are living with unsettling uncertainty and it affects our lives in many, many ways. Such feelings may be persistent or may come on suddenly. As a group in this course, we should all promise to be patient with each other and to help support a healthy learning environment as best we can. If you or somebody you know is struggling with anxiety or any other issues, do not hesitate to reach out. NIU has a number of resources available to you, including:

- Disability Resource Center (DRC): <https://www.niu.edu/disability/> Tel. 815-753-1303
- Student Counseling Services: <https://www.niu.edu/counseling/> Tel. 815-753-1206
- NIU has a number of other general support services that are listed here: <https://www.niu.edu/helping-huskies-thrive/get-help-now>
- As always, in the event of a crisis and for immediate help call 911.

IV. Course Structure

Course Outline:

Basics: This is an online and *asynchronous* course. That means there are no required 'live' components to the course. The course is led by two instructors: Prof. Glas and Sarwar Minar.

Required Components: There are five course requirements: (i) reviewing weekly lecture material; (ii) completing weekly readings; (iii) completing weekly reading quizzes, (iv) completing the media project; and; (v) completing the midterm and final exams. Students must plan ahead to complete these requirements. Students should plan to devote roughly 8 hours per week to this course.

Optional Components: There are two *optional* components to this course: weekly live online Q&A sessions with your two instructors and a weekly student-to-student online discussion board with other students in the class. Students may receive a course bonus for active participation in the optional components, as described below.

Course Components:

i. Lecture: A pre-recorded lecture or lectures, led by Prof. Glas, will be posted each Monday (video and pdf slides). Students must review the lecture material and should do so after completing the required readings (it will be most straightforward). Weekly lecture materials are roughly 30-60 minutes.

ii. Weekly Reading and Viewing: Each week you have roughly 30-60 pages of reading and/or online media to complete. Students should take concise notes on the key terms, arguments, issues, and examples from the readings.

iii. Reading Quizzes: Most weeks, you have a short time-limited reading quiz. These quizzes test your knowledge of the *required* readings (not recommended). Quizzes are comprised of multiple choice and/or short answer questions. You can write the quiz any time Monday to Friday by 11:59pm in the week it is assigned. There are 12 quizzes each worth 1 course point.

iv. Media Assignment: Students are required to complete a major research assignment in this class. Students have options to choose what this assignment will look like: it could be a short podcast (15-20 minutes), a short documentary video (15-20 minutes), an annotated photo-essay (15-30 photos with 3-5 sentences of text for each photo), or an essay (8-10 double spaced pages). Additional details will be provided on Blackboard. The media assignment will be completed over two steps:

- a. Pitch and Annotated Bibliography:** This short component requires a 1-page "pitch" of your proposed project including: (a) a topic statement, (b) your proposed thesis, and (c) a "skeleton plan" of your proposed argument (i.e. the headings for your essay, topics for sections of your podcast, or the core components of your documentary). The pitch is worth 5 points. At the same time, you are required to provide an annotated bibliography of 6-8 scholarly sources (i.e. articles, book chapters, or books). Each annotation should be 50-100 words and must (a) describe the main argument of the source and (b) explain how the source is relevant to your proposed argument. The annotated bibliography is worth 3 points. The pitch and annotated bibliography assignment is due **Friday, March 19**.
- b. Media Project:** The final media project is worth 30 course points. This requires you to undertake detailed research (i.e. using 8-10 scholarly sources) and make clear argument (i.e. have a clear and compelling thesis) Your project will be assessed based on the quality and clarity of your argument, the depth and detail of your evidence, the polish of your presentation (including clear references or citations to your research materials), and the breadth and quality of your

research. Regardless of the media you choose, your final assignment must also include a properly formatted bibliography. Your bibliography must include 8-10 scholarly sources that are clearly referenced and/or cited in the project. The final media project is due **Friday, April 16**.

v. Exams: There are two exams in this course. The **midterm exam** consists of multiple choice, short answer, and long answer questions based on the required readings and lecture material from Weeks 1-8. Students will have 75 minutes (one hour and 15 minutes) to write the midterm exam. The midterm exam is scored out of 20 points and is worth 20 course points.

Midterm exam: online **Friday, March 5, 2021**; available from 10am to 8pm

The **final exam** is cumulative of all required readings and lecture material in the course (Weeks 1-15). It will consist of multiple choice, short answer, and long-answer questions. Students will have 90 minutes (1 hour and 30 minutes) to write the final exam. The final exam is scored out of 30 points and is worth 30 course points.

Final exam: online **Monday, April 26, 2021**; available from 10am to 8pm

You may sit the exams any time during the times noted, but you cannot pause, re-start, or re-write an exam. Exams cannot be made-up. Students must **plan ahead** now to sit the exams during the days/times noted. Further details will be provided in advance of each exam.

vi. Weekly Q&A Sessions: Each week there are two *optional* Q&A sessions. These are times for you! You may join talk about lecture or reading materials, receive extra feedback on your media assignment or exams, or discuss anything you like. Access the sessions via the Blackboard Collaborate (left-side menu of the course page). Please attend on time and with questions you wish to explore. These are times for students who want face-to-face interaction with your two instructors, to receive more detail about lecture or reading materials, and those who desire greater feedback on assignments. You're welcome to join with or without a camera, or just use the chat function. These sessions are optional.

Monday Q&A: led by Prof. Glas from 2-3pm

Friday Q&A: led by Sarwar from 3:30-4:30pm

*All students are *strongly encouraged* to join Sarwar's Friday Q&A to discuss their media project *before* submitting both the pitch and the final media project – that is the best way to ensure you do well on that assignment!

Additional Help: If – for any reason – you cannot join the Q&A sessions, students are welcome to email Prof. Glas and Sarwar to set up alternative times to speak.

vii. Discussion Board: There is an *optional* student-to-student discussion board each week. This is a place for students to raise questions and chat about materials together. Sarwar and Prof. Glas will review the board from time to time (and may answer the occasional question or provide comment). However, that is a space for student-to-student discussion. The discussion board is optional.

viii. Bonus Points: Students can earn up to 2 bonus points for their active participation in the optional components of this course: the weekly Q&A sessions and/or the student-to-student discussion board. Active participation in at least 15 sessions/posts will lead to 2 points. Active participation in 8 sessions/posts will lead to 1 point. Active participation means asking or answering questions in the student-to-student discussion board or engaging in live discussion in the Q&A sessions with Sarwar or Prof. Glas.

V. Grade Distribution

Assessment	Course Points
Reading Quizzes (12 x 1 point)	12
Pitch & Annotated Bibliography	8
Media Project	30
Midterm Exam	20
Final Exam	30
Bonus (up to)	2

The final course grades will be translated into a letter grade according to the scale below.

>= 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	70.00 - 76.99	C
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	<= 59.99	F
80.00 - 82.99	B-		

VI. Course Policies:

Email and Communications:

Blackboard: Course communications come from Blackboard announcements posted online and often sent to your NIU email address. This will include weekly reminders. It is essential students review this syllabus in full, check their NIU email regularly, *and* visit the course Blackboard page early in the week each week to review what is required.

Email Policy: Both Prof. Glas and Sarwar are available via email when you have questions or concerns. These are professional communications: please be respectful and formal, and proof-read your correspondence. All email communication must be done from your **NIU email address** and must include the **course code (i.e. "POLS384") in the subject line**. Those two requirements help us ensure emails are received and read in a timely manner. If you ignore this, we may miss your email. A 24-hour turnaround time during the work week should be anticipated (longer over the weekend). Please consult this syllabus before emailing, as your question may be answered here.

Assessments Details

Open book: The exams and quizzes are open book. Students are encouraged to consult their notes on readings and lectures, but to do so sparingly. It is not wise to rely on notes and it is not feasible to consult readings (at all) while you sit the exams or quizzes – you will run out of time. Students should prepare for the exams and quizzes as you would an in-class exam or quiz.

Question pools: Questions for the exams and quizzes are drawn from “question pools.” This means exams and quizzes will be different for each student.

Written responses on the exams: For the short and long answer questions for the midterm and final exams, it is strongly recommended that students answer the question ‘offline’ (i.e. in Word) and copy and paste their answer into the question boxes provided (be sure to do so before time is up). This can provide a ‘back-up’ if there are technical problems.

Academic dishonesty: This course takes academic misconduct and plagiarism seriously. Don’t risk a failing grade. Do **not** consult with others while writing exams and quizzes or preparing your written responses. It is strictly **forbidden** to consult with anyone (e.g. another student, friend or family member) while completing course assessments. Evidence of such behavior will lead to a zero on the

component and/or a zero in the course (and further sanctions as appropriate). We will be looking for evidence of such behavior and will treat any as serious academic dishonesty. All assignments and exams will be inspected using plagiarism detection tools. Students are expected to have read and to abide by **NIU's Student Code of Conduct** (<http://www.niu.edu/conduct/student-code-of-conduct>). Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns (<http://www.niu.edu/ai/students/>). If you have any questions relating to academic practices, academic integrity, and issues of plagiarism and/or citation speak to your TA or Instructor.

Drafts and notes: Students should retain all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, until course grades are finalized. Your instructors may request to review draft or finalized material at any point during the course and/or discuss assignments and exams with you directly.

Submission Instructions:

Blackboard Submissions: All quizzes, exams, and assignments must be submitted using Blackboard. No assignments or materials are **not accepted via email** (unless requested). Submission instructions for the media assignment will be noted in a separate document on Blackboard.

Lates and Make-Ups: Note that quizzes and exams cannot be made up or written late. Plan ahead and request accommodations or extensions *before* missing a deadline (all noted below). For the components of your media assignment, a late penalty of **5% per day** (including weekends) will be levied for *up to four (4) days* at which point the assignment will not be accepted and will receive a **zero**. Assignments are accepted at the time noted on Blackboard. If you anticipate missing a deadline, reach out to Prof. Glas before you miss it.

Accommodations, Extensions, and Incompletes:

DRC: Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course you are strongly encouraged to contact the **Disability Resource Center (DRC)** at NIU as soon as possible (www.niu.edu/disability/) and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, the DRC can assist you in making appropriate accommodations with your instructors discretely.

Speak to Prof. Glas: In addition, you should feel welcome speak to Prof. Glas and to request an extension or accommodation for *any* for medical, emotional, professional, or familial reason – or any other issue that impacts your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me, Prof. Glas, before you miss a deadline rather than after it.

Final Appeal Date: Note that *no* accommodation or extension is possible after **Thursday, April 22, 2021**. That is the last day to make requests for accommodation or appeal to submit any outstanding or late work.

Incompletes: Requests for an "Incomplete" designation in this course are only accepted under extenuating circumstances and at the discretion of Prof. Glas. Requests must be made to Prof. Glas **prior to April 27, 2021** (when the course is closed and grades finalized).

Preferred Names and Pronouns:

Your instructors will call you by your name and use your pronouns. If your name or pronoun is different than on the university roster, please let us know. As an NIU student, you are able to change how your name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle

name; international students; and transgender students. Should you want to update your preferred/proper name, you can do so here: <http://www.niu.edu/regrec/preferredname/index.shtml>

Technical Requirements:

Blackboard Ultra: This course uses Blackboard Ultra. Students should familiarize themselves with Blackboard Ultra and all technical requirements as soon as possible. If you have technical concerns, NIU's IT services may be able to assist. In addition, there are many instructional videos online via Google, YouTube, etc. To start, please see:

- NIU Blackboard FAQ: <https://www.niu.edu/blackboard/faq/index.shtml>
- NIU Blackboard Help: <https://www.niu.edu/blackboard/access/help.shtml>

Hard and software: Please make use of a reliable computer or laptop for this course. Ensure you have a reliable internet connection, especially when submitting assignments and taking quizzes and the exams.

VII. Course Materials

Required readings: There are two required texts for the course as noted below. Students are required to acquire (rent, borrow, buy, etc.) both before the start of the course.

1. Valarie M. Hudson and Benjamin S. Day (2019), *Foreign Policy Analysis: Classic and Contemporary Theory*. **Third Edition.*** New York: Rowman and Littlefield
 - Available via the NIU Bookstore from \$19.50+
 - Noted as "Hudson and Day (2019)" in the below schedule
2. Ryan K. Beasley, Juliet Kaarbo, Jeffrey S. Lantis, and Michael T. Snarr (eds.) (2013), *Foreign Policy in Comparative Perspective Domestic and International Influences on State Behavior*. **Second Edition.*** London: Sage Press.
 - Available via the NIU Bookstore from \$38.70+ (and other online sources cheaper)
 - Noted as "Beasley et al (2013)" in the below schedule

***Previous editions:** Your instructors are not familiar with other editions of these books. We will teach and reference material and page numbers from the editions noted. If students choose to use earlier editions of either text, students must determine the relevant readings and must determine omissions that arise from their choice (i.e. the books are different and you will miss some required materials if you read an earlier version).

Additional Readings: All additional required readings will be provided (at no cost) online (copy and paste **links** as needed) or they will be posted as PDF files on Blackboard (**BB** in the below schedule).

Current events: Students are encouraged to follow current events related to global politics and foreign policy. It is recommended that students consult a reputable online news source daily (e.g. The Guardian, Washington Post, New York Times, or The Economist). For a very quick run-down of daily events, I recommend BBC World News (<https://www.bbc.com/news>).

Recommended readings: a number of recommended readings are noted in the outline below. These are *not* required. They provided for further reading, should students so desire. If any student desires additional recommended material, please let me know as I will be happy to provide suggestions on any and all topics!

Reading academic research: Reading scholarly articles and book chapters, as we will in this class, is often a challenge! For some tips to how to read and take notes on scholarly work, please watch this short video: <https://www.lib.uwo.ca/tutorials/howtoreadascholarlyarticle/index.html>

VIII. Class Schedule

Overview:

Use this overview to plan ahead. You know all the due dates for each component of the course. The prompts for each Written Response are noted in the detailed schedule below. Please plan ahead to meet these deadlines. Be sure to request accommodation or extensions *before* you miss a deadline.

<u>Week #</u>	<u>Start Day</u>	<u>Topic</u>	<u>Assessment:</u>
1	January 11	Introduction & Core Concepts	Quiz 1
2	January 18	Comparative Foreign Policy	Quiz 2
3	January 25	The State	Quiz 3
4	February 1	The Individual	Quiz 4
5	February 8	Groups & Bureaucracies	Quiz 5
6	February 15	Culture & Identity	Quiz 6
7	February 22	Domestic Politics	Quiz 7
8	March 1	Review & Midterm Exam	Midterm Exam: Friday March 5.
9	March 8	National Attributes & the International System	Quiz 8
10	March 15	The United States	Pitch & Annotated Bibliography due: Friday, March 19.
11	March 22	Russia	Quiz 9
12	March 29	China	Quiz 10
13	April 5	Germany & Europe	Quiz 11
14	April 12	The United Kingdom	Media Project due: Friday April 16.
15	April 19	Review	Quiz 12
16	April 26	Final Exam	Final Exam: Monday, April 26.

Note: Topics and readings may be subject to change at the discretion of your instructors.

Detailed Course Schedule:

Week 1: Introduction & Core Concepts

This is our introduction week. The central aims are to familiarize ourselves with the course so everyone is clear on the course requirements and deadlines and to explore some of the foundational concepts, theories, and issues in foreign policy analysis that we will build upon in further weeks.

Required Reading (syllabus + ~33 pages)

- Read the syllabus in full
- Hudson and Day (2019) Chapter 1 (33 pages)

Recommended Reading and Viewing

- Stephen Walt (1998) “International Relations: One World, Many Theories”, *Foreign Policy* 110: 29-32, 34-46. **(BB)**
- Valerie M. Hudson (2005), “Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations” *Foreign Policy Analysis* 1(1): 1-30. **(BB)**

Week 2. Comparative Foreign Policy

This week we explore core concepts and issues *comparative* foreign policy – thinking about different levels of analysis to make sense of why different states and statespeople pursue the policies they do. We’ll explore some major debates and theories that help us systematically approach the study of foreign policy-making.

Required Reading (~39 pages)

- Beasley et al. (2013) Chapter 1 (20 pages)
- Robert Jervis (1976), *Perception and Misperception in International Politics*. Princeton: Princeton University Press. Chapter 1. **(BB)** (19 pages)

Recommended Reading and Viewing

- Juliet Kaarbo (2015), “A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory” *International Studies Review*, 17(2): 189-216. **(BB)**
- Hudson and Day (2019) Chapter 7

Week 3. The State

This week we embark on our first of five weeks exploring different theoretical and conceptual approaches to explaining foreign policy-making. Here, we look at a major theoretical tradition in International Relations: realism and its focus on the role of *states* and their rational pursuit relative power. We’ll explore the basics of this theoretical approach and its application to contemporary issues in foreign policy, including the US-led invasion of Iraq in 2003.

Required Reading and Viewing (~39 pages)

- Sandrina Antunes and Isabel Camisã (2018), “Introducing Realism in International Relations Theory” *E-IR*, <https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/> (4 pages)

- Stephen Walt (2018), “The World Wants You to Think Like a Realist” *Foreign Policy*. Available Online: <https://foreignpolicy.com/2018/05/30/the-world-wants-you-to-think-like-a-realist/> (5 pages)
- Brian C. Schmidt and Michael C. Williams (2008), “The Bush Doctrine and the Iraq War: Neoconservatives Versus Realists” *Security Studies* 17(2): 191-220. **(BB)** (30 pages)

Recommended Reading and Viewing

- William C. Wohlforth (2008), “Realism” *Oxford Handbook of International Relations*, pp. 131-149. **(Available as an eBook, NIU Library)**
- Michael Mastanduno, David Lake, and John Ikenberry (1989), “Toward a Realist Theory of State Action” *International Studies Quarterly* 33: 457–474.
- David Zarnett (2014), “What does Realist Foreign Policy Activism Tell Us About Realist Theory?” *Foreign Policy Analysis* 13(3): 618-637.

Week 4. The Individual

This week we shift from a focus on the rationality and power of states, to examine individual decision-makers. We’ll pay particular attention to varied concepts and applications of political psychology and we’ll again explore some of the dynamics around the 2003 US-led invasion of Iraq.

Required Reading (~35 pages)

- Hudson and Day (2019) Chapter 2 (35 pages)

Recommended Reading

- Margaret G. Hermann et al. (2001) “Who Leads Matters. The Effect of Powerful Individuals” *International Studies Review* 3(2): 83-131.
- Elizabeth N. Saunders (2018), “Leaders, Advisers, and the Political Origins of Elite Support for War,” *Journal of Conflict Resolution* 62 (10): pp. 2118-2149.
- Todd Sechser (2004), “Are Soldiers Less War Prone than Statesmen?” *Journal of Conflict Resolution* 48(5): 746-774.
- Brian C. Rathbun (2011), “The ‘Magnificent Fraud’: Trust, International Cooperation, and the Hidden Domestic Politics of American Multilateralism after World War II,” *International Studies Quarterly* 55: pp. 1-21.

Week 5. Groups and Bureaucracies

This week we move from states and the leaders of states to examine important group, organizational and bureaucratic dynamics in foreign policy-making We’ll explore a range of cases, including the 1961 Bay of Pigs invasion and the 2003 Columbia shuttle disaster to help us see how these dynamics affect policy-making.

Required Reading and Viewing (~46 pages and 6 minutes of video)

- Hudson and Day (2019) Chapter 3 (46 pages)
- Council on Foreign Relations (2012), “Bay of Pigs Invasion: Lessons Learned,” YouTube. <https://www.youtube.com/watch?v=U6UkrevWYeY> (6 minutes)

Recommended Reading and Viewing

- Eric K. Stern (1997), "Probing the Plausibility of Newgroup Syndrome: Kennedy and the Bay of Pigs" in Paul 't Hart, Paul 't, Bengt Sundelius, and Eric K. Stern (eds). *Beyond Groupthink: Political group dynamics and foreign policy-making*. University of Michigan Press: 153-189. (**Available as an eBook, NIU Library**)
- Miami Herald (2011), "Bay of Pigs 50th anniversary - Two veterans discuss what happened," YouTube. https://www.youtube.com/watch?v=cleb8OXBd_8 (7 minutes)

Week 6. Culture and National Identity

We shift this week from states, leaders, and groups to focus on the role of culture, values, and national identity in shaping foreign policy. We'll examine a host of different issues to explore these qualities, from the US's signing of NAFTA to an increasingly assertive Chinese foreign policy today.

Required Reading (~28 pages)

- Hudson and Day (2019) Chapter 4 (23 pages)
- Maysam Behravesht (2011), "The Relevance of Constructivism to Foreign Policy Analysis" *E-IR* <https://www.e-ir.info/2011/07/17/the-relevance-of-constructivism-to-foreign-policy-analysis/> (5 pages)

Recommended Reading and Viewing

- John S. Duffield (1999), "Political Culture and State Behavior: Why Germany Confounds Neorealism" *International Organization* 53(4): 765-803.
- Jelena Subotić (2016), "Narrative, Ontological Security, and Foreign Policy Change" *Foreign Policy Analysis* 12(4): 610-627.
- Jeffrey Haynes (2008) "Religion and Foreign Policy Making in the USA, India and Iran: towards a research agenda" *Third World Quarterly* 29(1): 143-165.

Week 7. Domestic Politics

This week we turn to the role of different domestic characteristics and domestic institutions on foreign policy-making and implementation. We'll pay particular attention to the role of different domestic audiences and of different governmental institutions. We'll center our application on the US negotiation of the 2015 "Iran Nuclear Deal," the Joint Comprehensive Plan of Action (JCPOA).

Required Reading (~37 pages)

- Hudson and Day (2019) Chapter 5 (23 pages)
- Steven Hurst (2016), "The Iranian Nuclear Negotiations as a Two-Level Game: The Importance of Domestic Politics," *Diplomacy & Statecraft*, 27(3), 545-567 (14 pages without notes) (**BB**)

Recommended Reading and Viewing

- "The Joint Comprehensive Plan of Action (JCPOA) at a Glance," Arms Control Association. October 2020. Available Online: <https://www.armscontrol.org/factsheets/JCPOA-at-a-glance>
- Robert D. Putnam (1998), "Diplomacy and Domestic Politics: The Logic of Two Level Games" *International Organization* 42(3): 427-460.

Week 8. Review & Midterm

This week is the midterm exam (March 5, available online from 10am to 8pm). Please review the lecture materials, get caught up on some readings, and join us in the Q&As to help you prepare.

Required Reading

- None.

Recommended Reading

- None

Week 9. National Attributes and the International System

This week we return to a macro-level of analysis with a similar focus to week 1. We look at different attributes of states and how states are constrained and affected by the dynamics of the international system itself. Your reading is light this week, so please focus on the **pitch assignment** due next week.

Required Reading (~20 pages)

- Hudson and Bay (2019) Chapter 6 (20 pages)
- Read for your **pitch assignment** and join the Q&As to discuss

Recommended Reading and Viewing

- Thomas Risse-Kappen (1991), "Public Opinion, Domestic Structure, and Foreign Policy in Liberal Democracies" *World Politics* 43(4): 479-512.
- Douglas M. Gibler and Steven V. Miller (2012), "Quick Victories? Territory, Democracies, and Their Disputes" *Journal of Conflict Resolution* 57(2): 258-284.

Week 10. The United States: Foreign Policy in the Trump Era

This week we look at US foreign policy historically and today. We'll explore the anomaly of Trump's foreign policy and a debate as to how or why it changed US grand strategy. We'll also quickly look to the present and future and think about the challenges facing the Biden administration today.

Required Reading/Viewing (56 pages + one timeline)

- Patrick Porter (2018), "Why America's Grand Strategy Has Not Changed: Power, Habit, and the U.S. Foreign Policy Establishment," *International Security* 42(2): 9-46. **(BB)** (38 pages)
- James Goldgeier and Elizabeth N. Saunders (2018), "The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump," *Council on Foreign Relations*. Available Online: <https://www.cfr.org/article/unconstrained-presidency-checks-and-balances-eroded-long-trump> (10 pages)
- Thomas Wright (2020), "The fraught politics facing Biden's foreign policy," *Brookings Institute*. Available Online: <https://www.brookings.edu/blog/order-from-chaos/2020/11/23/the-fraught-politics-facing-bidens-foreign-policy/> (8 pages)

Recommended Reading and Listening

- “Trump’s Foreign Policy Moments” *Council on Foreign Relations*. 2020. Available online: <https://www.cfr.org/timeline/trumps-foreign-policy-moments>
- The President’s Inbox (2020), “TPI Replay: Richard Haass on Biden’s Foreign Policy Challenges,” *Council on Foreign Relations*. December 8, 2020. Available Online: <https://www.cfr.org/podcasts/tpi-replay-richard-haass-bidens-foreign-policy-challenges> (33 minutes)
- Joseph R. Biden (2020), “Why America Must Lead Again: Rescuing U.S. Foreign Policy After Trump,” *Foreign Affairs*. Available Online: <https://www.foreignaffairs.com/articles/united-states/2020-01-23/why-america-must-lead-again>
- Michael C. Desch (2007/8), “America’s Liberal Illiberalism: The Ideological Origins of Overreaction in U.S. Foreign Policy” *International Security* 32(3): 7-43. **(BB)**
- *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara*. Directed by Errol Morris. Sony Pictures Classics. 2003.

Week 11. Russia: Putin and Russia’s ‘Near-Abroad’

This week we look at Russian foreign policy in historical context and some specific contemporary cases. We’ll explore what is often referred to as the “resurgent Russia” under President Putin and we’ll examine expansionist Russian foreign policy towards its neighboring states in recent years.

Required Reading (~36 pages)

- Beasley et al. (2013) Chapter 5 (20 pages)
- Stephen Kotkin (2016), “Russia’s Perpetual Geopolitics: Putin Returns to the Historical Pattern” *Foreign Affairs* 95(3): 2-9. **(BB)** (8 pages)
- Fyodor Lukyanov (2016), “Putin’s Foreign Policy: The Quest to Restore Russia’s Rightful Place” *Foreign Affairs* 95(3): 30-37. **(BB)** (8 pages)

Recommended Reading and Viewing

- John Mearsheimer (2014), “Why the Ukraine Crisis Is the West’s Fault: The Liberal Delusions That Provoked Putin” *Foreign Affairs* 93(3). **(BB)**
- Yevgenia Albats et al. (2020), “How Putin Changed Russia Forever,” *Foreign Policy*. Available Online: <https://foreignpolicy.com/2020/05/07/how-putin-changed-russia-forever/>

Week 12. China: A Rising Global Power

This week we examine another rising global power, China. We’ll survey some historical trends and we will center attention on a major recent development in Chinese foreign policy: the Belt and Road Initiative (BRI).

Required Reading and Viewing (~33 pages and one interactive timeline)

- Beasley et al. (2013) Chapter 6 (18 pages)
- Yanzhong Huang and Joshua Kurlantzick (2020), “China’s Approach to Global Governance” *Council on Foreign Relations*. Available Online: <https://www.cfr.org/china-global-governance/> (Interactive Timeline)
- Andrew Chatzky and James McBride (2020), “China’s Massive Belt and Road Initiative,” *Council on Foreign Relations*. Available Online: <https://www.cfr.org/backgroundunder/chinas-massive-belt-and-road-initiative> (9 pages)

- Jane Perlez and Yufan Huang (2017), “Behind China’s \$1 Trillion Plan to Shake Up the Economic Order” *New York Times* (May 3, 2017). Available Online: <https://www.nytimes.com/2017/05/13/business/china-railway-one-belt-one-road-1-trillion-plan.html?module=inline> (6 pages – skim, mostly for pictures!)

Recommended Reading

- Paul Musgrave and Daniel Nexon (2017), “Zheng He’s Voyages and the Symbolism Behind Xi Jinping’s Belt and Road Initiative” *The Diplomat*. Available Online: <https://thediplomat.com/2017/12/zheng-hes-voyages-and-the-symbolism-behind-xi-jinpings-belt-and-road-initiative/>
- Christopher Layne (2018), “The US–Chinese power shift and the end of the Pax Americana,” *International Affairs* 94(1): 89-111. (BB)

Week 13. Europe: German Leadership in European Foreign Policy

This week we examine German and European foreign policy – that is, the European Union itself with a particular focus on the role of German leadership in European foreign and security policy.

Required Reading (~30 pages)

- Beasley et al. (2013) Chapter 4 (18 pages)
- Lisbeth Aggestam and Adrian Hyde-Price (2020), “Learning to Lead? Germany and the Leadership Paradox in EU Foreign Policy,” *German Politics*, 29(1): pp. 8-24. (12 pages without notes)

Recommended Reading

- Corneliu Bjola and Markus Kornprobst (2007), “Security Communities and the Habitus of Restraint: Germany and the United States on Iraq” *Review of International Studies* 33(2): 285-305. (BB)
- Galia Press-Barnathan (2012), “Western Europe, NATO and the United States: Leash Slipping Not Leash Cutting” in K.P. Williams, S.E. Lobell and N.G. Jesse (eds.), *Beyond Great Powers and Hegemons: Why Secondary States Support Follow or Challenge*. Stanford University Press: 112-127. (BB)
- John S. Duffield (1999), “Political Culture and State Behavior: Why Germany Confounds Neorealism” *International Organization* 53(4): 765-803.

Week 14. The United Kingdom: Foreign Policy After Brexit

This week, we keep our focus in Europe and we examine the recently exited United Kingdom. We’ll again explore some history and trends in foreign policy-making in this case and then center attention on Brexit and the debate as to what kind of foreign policy the newly independent UK will embark upon post-Brexit.

Required Reading (~41 pages)

- Beasley et al. (2013) Chapter 2 (22 pages)
- Kai Oppermann, Ryan Beasley and Juliet Kaarbo (2020), “British Foreign Policy After Brexit - Losing Europe and finding a role,” *International Relations*. 34 (2): pp. 133-156. (BB) (15 pages, excluding notes)

- Nicholas Westcott (2020), “The big squeeze: British foreign policy after Brexit,” *European Council on Foreign Relations*. Available Online: https://ecfr.eu/article/commentary_the_big_squeeze_british_foreign_policy_after_brexit/ (4 pages)

Recommended Reading and Viewing

- The Economist (2016), “A background guide to “Brexit” from the European Union,” Available Online: <https://www.economist.com/graphic-detail/2016/02/24/a-background-guide-to-brexit-from-the-european-union>
- Thomas White (2020), “What a shift in the UK’s foreign policy means for the US,” Brookings Institute. Available Online: <https://www.brookings.edu/blog/order-from-chaos/2020/07/23/what-a-shift-in-the-uks-foreign-policy-means-for-the-us/>

Week 15. Review

This is our review week. There are no new readings. Please get caught up on any reading you may have missed, make some additional notes, and join us in the Q&A sessions to help prepare for the final exam next week.

Required Reading

- None.

Recommended Reading

- None.

-

Week 16. Final Exam

*The final exam is online on Monday April 26, 2021 and available from 10am to 8pm.