

SABANCI UNIVERSITY
IR 392 Foreign Policy Analysis
Fall 2012

Hours & Location: W 09:40 - 10:30, FASS G056; Th 11:40-1:30, FASS 1099

Instructor: M. Emre Hatipoğlu

Office Location, Hours: FASS 2109, Th 9:45-11:00 and by appointment

Email: ehatipoglu@sabanciuniv.edu

Goals and Objectives: This course aims to introduce students to rigorous methods for foreign policy analysis. By the end of the semester, students will have a deeper understanding of the players, interactions and institutions that shape foreign policy choices states make. By deep understanding, it is implicated that students will be able to compare and contrast related events and derive predictions grounded in international relations theory.

Reading Assignments: *There is no textbook for this course.* Instead, students will be assigned articles from scientific and policy journals. Most of the articles can be accessed and downloaded through the Information Center's online access to these journals. The students are expected to be familiar with the library resources. If you need assistance, please refer to a librarian or me.

Additional short readings (mostly short news articles) may be assigned throughout the course. These assignments will be announced through SUCOURSE. The students are responsible for checking SUCOURSE regularly, on a daily basis.

This course will rely extensively on cutting-edge empirical research to inform current policy debates. As a result, some of the articles will contain statistical analyses. The students are not expected to master the statistical techniques presented in an article. However, the students are expected to patiently read through *all of the* material included in an article. Elementary math knowledge is sufficient to get an idea of what the presented results mean. Most of the time, these statistical findings are also accompanied by a verbal explanation of the results by the authors.

Schedule & Readings

Week 1: Introduction, What is Foreign Policy

Read: This syllabus. Carefully.

Sep, 26 What is Foreign Policy?
Oct, 27 Interests, Interactions Institutions

Week 2: Security-oriented Approaches to Foreign Policy I

Read: Waltz, Kenneth. 2001. " Structural Realism after Cold War," International Security 25(1): 5-41
Rose, Gideon. 1998. "Neoclassical Realism and Theories of Foreign Policy," World Politics 51(1): 144-1

Oct, 3 Realism/Neorealism
Oct, 4 Realism/Neorealism

Week 3: Security-oriented Approaches to Foreign Policy II

Read: Tammen, Richard. 2008. "The Organski Legacy," *International Interactions* 34(4): 314-332

Tammen, Richard et al. 2000. *Power Transitions: Strategies for the 21st Century*. New York: Seven Bridges Press. Chapters 5 & 6

Oct, 10 Power Transition I

Oct, 11 Power Transition II

Week 4: Beyond Security: Two-Good Theory of Foreign Policy

Read: Palmer, Glenn & T. Clifton Morgan. 2007. "Power Transition, the Two-Good Theory, and Neorealism: A Comparison with Comments on Recent U.S. Foreign Policy," *International Interactions* 33(3): 329-346

Morgan & Palmer. 1999. "Chinese Foreign Policy in the Twenty-First Century: Insights from the Two-Good Theory," *Issues & Studies* 35: 35-60

Oct, 17 Two-Good Theory of Foreign Policy

Oct, 18 An Application: Chinese Foreign Policy

Week 5: No class – FALL BREAK

Week 6: Tools of Foreign Policy I: Alliances

Read: Levy, Jack S. & William Thompson. 2010. "Balancing on Land and at Sea," *International Security* 35(1): 7-43

Leeds, Brett Ashley. 2003. "Alliance Reliability in Times of War: Explaining State Decisions to Violate Treaties," *International Organization* 57(4): 801-827

Oct, 31 Roots of Alliances

Nov, 1 Maintaining Alliances

Week 7: Tools of Foreign Policy II: Foreign Aid

Read: Alesina, Alberto & David Dollar. 2000. "Who Gives Foreign Aid to Whom and Why," *Journal of Economic Growth* 5(1):33-63

Nov, 7 Origins of Foreign Aid

Nov, 8 Make-up if needed, otherwise class overview

Week 8: Tools of Foreign Policy III: Economic Sanctions

Read: Blanchard, Jean-Marc & Norr's M. Ripsman. 2008. "A Political Theory of Economic Statecraft," *Foreign Policy Analysis* 4(4): 371-398

Seekins, Donald M. 2005. "Burma and U.S. Sanctions: Punishing an Authoritarian Regime," *Asian Survey* 45(3): 437-452

Nov, 14 The Efficacy of Sanctions as a Foreign Policy Tool

Nov, 15 One Size Does Not Fit All

**Week 9: Interests in Foreign Policy
Political Survival**

Read: Bueno de Mesquita, Bruce et al. 1999. "An Institutional Explanation of Democratic Peace," *American Political Science Review* 93(4): 791-807
Zimmerman, William. 1973. "Issue area and foreign-policy process: a research note in search of a general theory," *American Political Science Review* 67(4):1204-1212

Nov, 21 Selectorate Theory
Nov, 22 Selectorate Theory

Week 10: Regime Type and Foreign Policy I

Read:

Oneal, John & Bruce Russett. 1999. "The Kantian Peace: The Pacific Benefits of Democracy," *World Politics* 52(1): 1-37
Nov, 28 Diversion / Democratic Peace
Nov, 29 Democratic Peace Theory

Week 11: Regime Type and Foreign Policy II

Read: Mansfield, Ed & Jack Snyder. 1995. "Democratization and the Danger of War," *International Security* 20(1): 5-38

Stanley, Elizabeth. 2009. "Ending the Korean War: The Role of Domestic Coalition Shifts in Overcoming Obstacles to Peace," *International Security* 34(1): 42-82

Dec, 5 Political Change and Foreign Policy I
Dec, 6 Political Change and Foreign Policy II

Week 12: Regime Type and Foreign Policy III

Read: Wright, Joseph. 2008. "To Invest or Insure? How Authoritarian Time Horizons Impact Foreign Aid Effectiveness," *Comparative Political Studies* 41(7):971-1000

Fravel, M. Taylor. 2005. "Regime Insecurity and International Cooperation: Explaining China's Compromises in International Disputes," *International Security* 30(2): 46-83

Dec, 12 Types of Authoritarian Regimes & FP
Dec, 13 China

Week 13: Case Studies

Dec, 19 Case Studies
Dec, 20 Case Studies

**Diversion
(Schedule
Permitting)**

Week 14:

Dec, 26 DeRouen, Karl. "Presidents and the Diversionary Use of Force," *International Studies Quarterly* 44(2): 317-328
Dec, 27

Week 15: TBA

Jan 4, 2011 Final papers due by Midnight

Course Requirements

Quizzes: 25% (9 quizzes, lowest grade dropped).

Participation: 10%

Final Paper: 25%

Case Study:

 Online Discussion: 30%

 In-Class Debate: 10%

Quizzes: There will be nine (very) short quizzes on the assigned reading. Each quiz will be out of three(3) points. If you miss a quiz, you will get zero(0) points. Your name will worth one(1) point for each quiz. The quiz with the lowest grade will be dropped. The quizzes will make **25%** of your overall grade. There will be no make-up quizzes. If you have a valid excuse for absence for a session in which a quiz was given, contact the instructor (beforehand if possible, e.g. athletic competitions).

Class Participation: The students are expected to attend classes regularly, and participate in an informed, constructive way. Informed opinion (i.e. having done and reflected on your readings before class) is key to good participation. The instructor will not take attendance. However, note that I will give quite a few quizzes; sustained absence will hurt your overall grade. I will also specifically note your presence and participation in the case-study sessions. Your participation is worth **10%** of your grade.

Final Paper: The final paper will be a take-home exam. More to come later in semester. Note that the deadline is Jan 4, 2012 midnight.

Case Study: See attached.

Policies

Submission Policy: Missing deadlines are a fact of life, so are their consequences. I will deduct 15 points (out of a hundred) per 24 hours the paper not turned in after the deadline. Students are responsible for using SUCOURSE to submit their papers. The papers will be submitted in MS Word (2003 or 2007) format.

Regrading Policy: Students can use the office hours to discuss their grades with their instructor in person within a week after they receive their grades. If a student chooses to do so, s/he is expected submit half-a-page explanation outlining her objection. Grades will not be discussed over email or through SUCOURSE.

Grading Scale:

TBA

Disability: If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

Academic Honesty: Science is a cumulative enterprise. Thus, effective and efficient quotation is a merit; it can only raise your grade. I will not, however, tolerate any plagiarism that I may come across. Please play it safe if you have questions on quoting and plagiarism. Refer to a librarian, the library webpage, resources at Turnitin webpage or me.

Promoting a Vibrant Learning Culture & Learning as Your Professional Duty: This course heavily relies on discussion. Students are expected to keep a collegiate environment in class. Being at later stages of your undergraduate program, you will discover soon (if you have not already) the merits of constructive argument. You may have to convince your customers, suppliers, professional colleagues, shareholders, superiors, audience, professors, etc. to (a) listen to you, and as a result, (b) take the points you make into account. In doing so, you will also realize the benefits of information and knowledge in getting your message across. Students are encouraged to see this class as an experiment to develop the soft skills needed to be successful in getting their message across. While I expect the ideas to clash in class, students are asked to be respectful to each other, fully listen to the other party before responding, and refrain from taking on a condescending attitude.

Since this is an advanced level course, I will not institute any late-coming policies. Please be professional and be on-time. Also, please take some time to review the following document (taken from www.berks.psu.edu/academics/26499.htm).

The Student in the Learning Process

To maintain a high level of learning and scholarly activity requires the following characteristics of the student learner:

a) Maintain an atmosphere of academic integrity, respect and civility.

A vibrant learning culture assumes honesty and integrity in one's work. Academic integrity must be accepted as a way of life. Respect for teachers and fellow students and civility in voice and word is necessary.

b) Have a strong work ethic.

Quality learning requires a strong desire to learn, to relearn and to progress. A university education requires hard work and major time commitment (typically 48-64 hours/week). High quality effort is expected.

c) Manage their time wisely.

Quality learning requires sufficient time to study, analyze, absorb and synthesize knowledge into understanding. Careful organization and use of time are therefore essential, including beginning and completing assignments in a timely manner and allowing sufficient time to assimilate knowledge during exam preparation to maximize learning.

d) Participate actively in class.

Complete class attendance is assumed. A strong learner is an active participant in class, mentally and verbally, and students should come to class prepared to clarify understanding from out-of-class readings, assignments and previous lectures.

e) Properly approach out-of-class learning.

The student must understand that he or she is ultimately responsible for his/her own personal learning process and must respond responsibly to the instructions of the teacher to learn. It is

essential that the learner make proper use of learning tools and strategies as directed by the teacher (reference material, assignment analysis, follow-up material, etc.). To learn well it is necessary that assigned readings be studied before class, and it is essential that material from previous courses be relearned when needed. Furthermore, the necessity of quality written and oral communication cannot be overemphasized for learning and the future career of the student. Students must seek help from the teacher and teaching assistant when needed and should take advantage of university-wide resources for learning if necessary. A healthy and balanced lifestyle is important.

f) Reflect on the educational process.

It is essential that the student recognize that learning is not memorization of facts, but rather development of understanding and the integration of knowledge. The learner must therefore assimilate new material with material from previous courses and must relearn material as necessary. It is useful to interact with colleagues in the assimilation and clarification of knowledge.

g) Perform self-assessment.

A student learner should regularly evaluate his/her strengths and weaknesses, effectiveness of study habits, level of responsibility in learning, and progress toward educational goals. Effort should be continually directed to improve weaknesses, and to strengthen oral and written communication skills and group interaction skills. Student portfolios to record and track progress can be useful for this purpose.

Linking Theory and Policy: Case Study Sessions

The case-study sessions **aim** at giving students a chance to apply their theoretical knowledge to important policy issues in international relations. The students analyze the issue at hand, and – hopefully- appreciate how IR theory can guide policy makers. At the end of the exercise, the student will have (1) mastered the literature on at least one important advanced theory of IR, (2) have practiced to apply different theories to a situation and evaluate their relative merits, (3) developed some skills for advocating a position in a discussion.

The class will have three case-study sessions during the week of Dec 30/31. Each student will be responsible for one session. The case study will constitute **40%** of your grade. By the end of second week, students will be assigned to a case-study session group. Each case represents an important theory-policy nexus in international relations. Students should identify further scholarly research on the subject, collect news and opinion material from respected sources, and read this material to develop an *intellectual stance* in light of theory and evidence. An intellectual stance is not a rigid one. It acknowledges the strengths and weaknesses of both itself as well as alternative positions.

The instructor will start a discussion board on SUCOURSE for each case-study group about three weeks prior to the scheduled discussion date. In this discussion board, the instructor will identify some of the important studies on the subject, answer questions, and recommend points to be raised during the discussion. He will highlight gaps in the literature, and help students compare the relative merit of theories pertinent to the case in hand.

The discussion board is also intended to inform your colleagues about your insights, so that they have a heads-up before the session. Therefore, your constructive participation is critical. The student's participation in the discussion forum constitutes 75% of his/her grade for this exercise (therefore 30% of their overall grade). **No participation will result in 0 credits.** The quality of your participation will determine your grade. You should satisfy *all* of the following criteria towards full credit from discussion groups:

- i) You should establish a stance. You should provide at least one comment in which you explicitly state an idea, predict an outcome, or favor a policy option. For instance:

Gao Xiqing, president of the China Investment Corporation, has urged that "China has been a growing economic and military power in the world," and that the chances of a conflict between the U.S. and China are increasing (the Atlantic, December 2008). Xiqing's comment depicts what Grieco and Mastanduno among others have warned: increased interdependence may give strategic leverage to the other party. As China will assert its foreign policy choices globally, I think U.S. will be the first one to preempt a more serious threat by displaying force."

+ the references

- ii) You should constructively respond to your team members' comments. By constructive, I mean explicitly stating what you agree/disagree with, and why. In doing so, you should refer to theory and/or evidence, and evaluate how your colleague's argument stands in light of this theory or evidence. Also try to keep the conversation moving. If you agree, try to add on. If not, try to suggest alternative explanations. Please refrain from one line responses such as "I agree," "cool", or "yikes," and the like. You do not have to respond to each

comment posted. But you are expected to respond to major sub-topics in the discussion forum. Below is an example of constructive criticism:

“I don’t agree with John’s realist argument that a more economically developed China will be more belligerent since it will have more resources to mobilize. I think that liberal interdependence theory has more explanatory power for China’s actions. As Rosecrance and Thompson argue, FDI is even more pacifying than trade. People tend to forget that Western nations have so much green-field and other types of FDI in China. As a matter of fact, Fravel (2005) indicates, China has been more cooperative and has agreed to ‘disadvantageous’ territorial divides during the last fifteen years, a time that coincides with high levels of FDI inflow.”

+ *the references*

As you can easily see, the student identifies what she disagrees with, and presents theory and evidence for her argument. She can identify two major IR theories (offensive realism and interdependence), contrast them, and favor one against the other. The line of causation is clear, and the student clearly demonstrates that she has identified and read scholarly work on the subject. While her argument has some holes in it, these shortcomings are not that important for grading purposes.

- iii) In conjunction with the two points above, you should introduce scholarly work that you’ve read. I expect students to introduce at least five scholarly articles beyond what is included as required reading for class. Note that by scholarly articles, I mean scholarly and policy journals as described in the syllabus. *News articles do not fall in this category.* If a student is unable to link what s/he has read into the discussion forum, s/he should email the instructor via SUCOURSE asap.
- iv) The students should make extensive use of news articles and opinion comments to provide anecdotal evidence for their arguments. These news articles, however, should not be used as a reference to describe a theory. See the example given in i) on a good use of a news article.

Note that the effort you put in the discussion board and the case study will serve as a good starting point for a potential final exam essay.

On the day of the session, the instructor will introduce the case to class, and then will give the floor to the group. The class will emulate a UN Security Council setting; the discussants will have an inner circle, and the rest of the class will sit in the outer circle. The instructor will chair the discussion throughout. The instructor may specifically ask a student from the group to participate at a given time. The group is expected to discuss the case with their theoretical toolkit. In doing so, they are **responsible** for introducing research not covered in class time. For instance, if talking about democratization and conflict, you can cite works that talk about the idea of and findings related to spatial dependence, i.e. the effect neighboring countries’ regime change have on a state’s conflict behavior.

A student cannot participate in another case-study session to make-up for his/her **absence**. If you have a valid excuse for missing your case-study, you will instead be expected to write an 800-1000 word essay on the case (graded out of a hundred). Note how that you will have to make little –if any– extra work other than the preparation you already should have made for the discussion. The position paper should (1) give a detailed overview of the case under question; (2) evaluate the strengths and weaknesses of rival explanations given the details of the case; (3) recommend policy options based on your knowledge of the event and IR theory. This paper is due by class the following Friday (i.e. January 7th). If you know that you will be absent with a valid excuse beforehand, let me know.

This course heavily relies on discussion. Students are expected to keep a **collegiate environment** in class. Being at later stages of your undergraduate program, you will discover soon (if you have not already) the merits of constructive argument. You may have to convince your customers, suppliers, professional colleagues, shareholders, superiors, audience, professors, etc. to (a) listen to you, and as a result, (b) take the points you make into account. In doing so, you will also realize the benefits of information and knowledge in getting your message across. Students are encouraged to see this class as an experiment to develop the soft skills needed to be successful in getting their message across. While I expect the ideas to clash in class, students are asked to be respectful to each other, fully listen to the other party before responding, and refrain from taking on a condescending attitude.