

FOREIGN POLICY
PSCI 508
Spring 2019

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Office Hours: R 3.30 pm-5.30 pm
and by appointment

COURSE DESCRIPTION

This course is designed to introduce students to the major theoretical trends and scholarly traditions that define, organize, and drive foreign policy. The overall aim of the course is to enable students to broaden their understanding of world politics by using foreign policy decision making as an analytical tool. The course starts with a discussion on how we, as political scientists, can study foreign policy, alongside an overview of American grand strategy in the 21st century, before turning to the domestic and international factors that impact the U.S. foreign policy. Students will then be exposed to the U.S. policies towards the Middle East and encouraged to examine the actions of American and Middle Eastern policymakers as defined by a variety of constraints that limit their options and decision-making.

STUDENT LEARNING OUTCOMES

- **Critical Thinking:** Students will become familiar with foreign policy decision making paradigms, theories, and concepts and develop critical and analytical skills in discussing international issues and world events.
- **Social Responsibility:** Students will demonstrate an awareness of societal and/or civic issues in the international arena.
- **Personal Responsibility:** Students will form their own research agendas in foreign policy analysis and will practice academic honesty in their writing assignments.
- **Communication:** Students will enhance their oral skills and communicate in a manner appropriate to audience and occasion, with evident message and organizational structure.
- **Empathy skills:** Students will develop empathy skills and be encouraged to see the world from multiple perspectives.

REQUIRED TEXTS

There are no textbooks for this course. All required readings are available on MyLeo Online.

FORMAT OF THE COURSE

This is a graduate seminar, and as such depends heavily on student-led discussion and analysis. Each student is expected to a) come to class b) prepared to participate and to lead discussions. Preparation entails not simply reading the assigned material but thinking about it and arriving in class with specific points to contribute during a scholarly exchange of ideas.

COURSE REQUIREMENTS

Attendance & Participation: Attendance is vital to your success in class. Acceptable excuses for missing class include documented health and family emergencies. Participation points are earned through your contribution to class discussions and debates.

Presentations: In each session assigned readings will be introduced by a student. The student will briefly summarize the piece and offer comments to launch the discussion. The following questions are worth bearing in mind as you prepare for the discussions:

- What is the question/puzzle that the author addresses?
- What is the main argument?
- What are the hypotheses being tested? What evidence is presented?
- What are the strengths and weaknesses of this argument/test/theory?
- How could the weaknesses be addressed?
- What open research questions remain?
- Can you utilize the author's approach to answer new questions in foreign policy analysis?

Weekly Reflections: Students are required to write short weekly reflections (1-2 pages, single-spaced), that critically and constructively engage the week's assigned readings. These should not be summaries. Instead, they should make a clear argument. You might compare and contrast opposing arguments or methodological approaches, critique research designs and offer fruitful alternatives, discuss the theory or policy implications of a set of arguments, suggest new research questions that emerge from your reading, connect readings to current events, etc. These reflections are due every Wednesday at 11.55 pm, on MyLeo. You may choose to write your reflections about whichever topic(s)/argument(s) (based on the readings) you find most interesting.

Midterm: There will be a take-home midterm exam, due **March 10, 11.55 pm, on MyLeo.**

Final Paper: Final paper entails completing a research proposal for a project that you might – and hopefully will – carry out later on. It might be the foundation of a journal article, dissertation, or master's thesis, for example. This is basically the first half of a research project – everything up to the results. It should be about 15-20 pages, demonstrate that you have a solid understanding of the topic, and that you have identified a tractable research question and design to extend existing knowledge of that topic. Components will include an introduction, literature

review, research question, hypotheses, and research design (including specific plans for archival research, interviews etc.). You should feel free to choose the research design and strategy that is best suited to your question (e.g., archival, qualitative interviews, discourse analyses, media content analysis, etc.), provided that it is feasible. You are welcome to complete a full research paper for this assignment, if it's appropriate given your stage in the program. Each student **MUST** meet with me twice before submitting the paper (first meeting before Spring break, second meeting after Spring break and no later than Week 13). First meeting will serve discussion of your chosen topic and I will check your progress during the second meeting. You are strongly encouraged to consult early and often. A formal in-class presentation of final papers will take place on the final day of class. Final papers are due **May 9, 11.55 pm, on MyLeo**.

Format Requirements: All assignments must be double-spaced, typed and written with Times New Roman, 12-point font. Sources for each assignment must include books, academic articles and news pieces. All sources must be cited properly and listed in a bibliography or in footnotes/endnotes format. Regarding citations, you may use any academically accepted format.

GRADING

Course Requirements	Weight
Attendance & Participation	25%
Weekly Reflections	15%
Midterm	20%
Final Paper	40%
Total	100%

GRADE SCALE

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 =F

MAKE-UP POLICY

Late submission of assignments is allowed only under special circumstances such as medical or family emergencies. However, you must request them prior to the deadline and present documentary proof. Post-deadline late submission requests will not be granted under any circumstances. If you submit any of your assignments late without an excuse, I will cut off 5 points for each day after the deadline.

USE OF TECHNOLOGY DURING CLASS

Unless we assign a day to use technology as part of the learning process, use of cell phones, computers or any other electronic devices in the classroom is strictly prohibited.

CIVILITY AND RESPECT

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. I expect everyone to be respectful of each other's perspectives and opinions during class discussions. Any behavior that disrupts the class or impedes other student's ability to fully engage with the course will not be tolerated.

ACADEMIC INTEGRITY

Each student is required to be responsible for purposefully pursuing and honestly submitting research and work that is original and is the sole work of the individual. Plagiarism is a serious offense and will not be tolerated. Plagiarism occurs when a student purposefully or unintentionally takes information directly from a source without proper citation. If you are unclear about the ethics of an academic action, please consult me during my office hours.

NON-DISCRIMINATION STATEMENT

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free of discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

DISABILITY STATEMENT

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library Room 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

Texas Senate Bill-11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02R1, license holders may not carry a concealed handgun in restricted locations. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE SCHEDULE

Week 1

1/17 Introduction to the course/Overview of the syllabus

Week 2

1/24 Defining Foreign Policy

- Elman, Colin. 1996. "Why Not Neorealist Theories of Foreign Policy?" *Security Studies*, 61(1), 7-53.
- Fearon, James D. 1998. "Domestic Politics, Foreign Policy, and Theories of International Relations," *Annual Review of Political Science*, 1, 289-313.
- Hudson, Valerie M. 2005. "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations," *Foreign Policy Analysis*, 1, 1-30.
- Houghton, David Patrick. 2007. "Reinvigorating the Study of Foreign Policy Decision Making: Toward a Constructivist Approach," *Foreign Policy Analysis*, 3, 24-45.

Week 3

1/31 Grand Strategy and the Future of American Foreign Policy

- Posen, Barry R. and Andrew L. Ross 1996/97. "Competing Visions for US Grand Strategy," *International Security* 21(3), 5-53.
- Kreps, Sarah. 2009. "American Grand Strategy after Iraq," *Orbis*, 53(4), 629-645.
- Posen, Barry R. 2013. "Pull Back: The Case for a Less Activist Foreign Policy," *Foreign Affairs*, 92, 116- 128.
- Brooks, Stephen G., G. John Ikenberry and William C. Wohlforth. 2013. "Lean Forward: In Defense of American Engagement," *Foreign Affairs*, 92, 130-142.

Week 4

2/7 International Sources of American Foreign Policy

- Rose, Gideon. 1998. "Neoclassical Realism and Theories of Foreign Policy," *World Politics*, 51(1), 144-172.
- Ikenberry, G. John. 1989. "Rethinking the Origins of American Hegemony," *Political Science Quarterly* 104, no. 3 (Autumn 1989), pp. 375-400.
- Miller, Benjamin. 2010. "Explaining Changes in U.S. Grand Strategy: 9/11, the Rise of Offensive Liberalism, and the War in Iraq," *Security Studies*, 19(1), 26-65.

Week 5

2/14 Domestic Sources of American Foreign Policy: The President

- Saunders, Elizabeth N. 2009. "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security*, 34(2), 119-161.
- Gallagher, Maryann E. and Susan H. Allen. 2014. "Presidential Personality: Not Just a Nuisance," *Foreign Policy Analysis*, 10, 1-21

- Renshon, Jonathan, 2008. "Stability and Change in Belief Systems: The Operational Code of George W. Bush," *Journal of Conflict Resolution*, 52(6), 820-849.
- Winter, David G. 2011. "Philosopher King or Polarizing Politician? A Personality Profile of Barack Obama," *Political Psychology*, 32(6), 1059-1081.

Week 6

2/21 Domestic Sources of American Foreign Policy: The Congress

- Lindsay, James M. 1992/93. "Congress and Foreign Policy: Why the Hill Matters," *Political Science Quarterly*, 107(4), 607-28.
- Angevine, Sara, 2016. "An Analysis of Congress, Foreign Policy, and the Boundaries of Women's Surrogate Representation," *Political Research Quarterly*, 1-13.
- Lindsay, James M. 2003. "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy," *Presidential Studies Quarterly*, 33(3), 530-46.
- Howell, William G. and Jon C. Pevehouse. 2005. "Presidents, Congress, and the Use of Force," *International Organization*, 59, 209-232.

Week 7

2/28 Domestic Sources of American Foreign Policy: Public Opinion

- Baum, Matthew A. and Tim Groeling. 2010. "Reality Asserts Itself: Public Opinion on Iraq and the Elasticity of Reality," *International Organization*, 64(3), 443-479.
- Brooks, Deborah Jordan and Benjamin A. Valentino. 2011. "A War of One's Own: Understanding the Gender Gap in Support for War," *Public Opinion Quarterly*, 75(2), 270-286.
- Karol, David and Edward Miguel. 2005. "The Electoral Costs of War: Iraq Casualties and the 2004 U.S. Presidential Election," *Journal of Politics*, 69(3), 633-648.
- Baum, M. 2004. "How Public Opinion Constrains the Use of Force: The Case of Operation Restore Hope," *Presidential Studies Quarterly*, 34, 187-227.

Week 8

3/7 Domestic Sources of American Foreign Policy: Media

- Robinson, Piers. 1999. "The CNN Effect: Can the News Media Drive Foreign Policy?" *Review of International Studies*, 25(2), 301-309.
- Robinson, Piers. 2005. "The CNN Effect Revisited," *Critical Studies in Media Communication*, 22(4), 344- 349.
- Gadarian, Shana Kushner. 2010. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes," *Journal of Politics*, 72(2), 469-483.
- Baum, Matthew. 2002. "Sex, Lies, and War: How Soft News Brings Foreign Policy to an Inattentive Public," *American Foreign Policy Review*
- Groeling, Tim and Matthew A. Baum. 2008. "Crossing the Water's Edge: Elite Rhetoric, Media Coverage, and the Rally-Round-the-Flag Phenomenon," *Journal of Politics*, 70(4), 1065-1085.

Week 9

3/14 Domestic Sources of American Foreign Policy: Interest Groups: The Israeli Lobby?

- Mearsheimer, John J. and Stephen M. Walt. 2006. "The Israel Lobby and U.S. Foreign Policy," *Middle East Policy*, 13(3), 29-87.
- Slater, Jerome. 2009. "The Two Books of Mearsheimer and Walt," *Security Studies*, 18(1), 4-57.
- Mearsheimer, J.J. and S.M. Walt, 2009. "Is it Love or the Lobby? Explaining America's Special Relationship with Israel," *Security Studies*, 18(1), 58-78.

Week 10 Spring Break – No Class

Week 11

3/28 U.S. Foreign Policy in the Middle East: An Introduction

- Chomsky, Noam. 2011. "After the Cold War: U.S. Foreign Policy in the Middle East," *Cultural Critique*, 19, 14-31.
- Al Sarhan, Atallah S. 2017. "United States Foreign Policy and the Middle East," *Open Journal of Political Science*, 7, 454-472.
- Byman, David and Sara Bjerg Moller. 2016. "The United States and the Middle East: Interests, Risks, and Costs," in Jeremi Suri and Benjamin Valentino (eds.), *Sustainable Security: Rethinking American National Security Strategy*, Oxford University Press.
- Herrmann, Richard. 1991. "The Middle East and the New World Order: Rethinking U.S. Political Strategy after the Gulf War," *International Security*, 16(2), 42-75.

Week 12

4/4 The Legacies of Iraq

- Leffler, Melvyn. 2013. "The Foreign Policies of the George W. Bush Administration: Memoirs, History, Legacy," *Diplomatic History*, 37(2), 190-216.
- Muftuler Bac, Meltem. 2006. "Turkey and the United States: The Impact of the War in Iraq," *International Journal*, 61(1), 61-81.
- Mousavi, Mohammad A. and Heydari. 2011. "The Nature of U.S. Democracy Promotion Policy: Reality versus Illusion, the Case of Iraq," *International Journal of Humanities and Social Science*, 1(20), 110-121.
- Brands, Hal and Peter Feaver. 2017. "Was the Rise of ISIS Inevitable?" *Survival*, 59(3), 7-54.

Week 13

4/11 The U.S. and the Arab Spring

- Huber, Daniela. 2015. "A Pragmatic Actor: The U.S. Response to the Arab Uprisings," *Journal of European Integration*, 37(1), 57-75.
- Hamid, Shadi. 2015. "Islamism, the Arab Spring, and the Failure of America's Do-Nothing Policy in the Middle East," *The Atlantic*.

- Murray, Donette. 2013. "Military Action but Not as We Know It: Libya, Syria and the Making of an Obama Doctrine," *Contemporary Politics*, 19(2), 146-166.
- Geis, Anna and Gabi Schlag. 2017. "The Facts Cannot Be Denied: Legitimacy, War, and the Use of Chemical Weapons in Syria," *Global Discourse*, 7(203), 285-303.
- 2017. "The Future of US Syria Policy," *Strategic Comments*, 23(1), ix-xi.

Week 14

4/18 The U.S.-Iran Relations

- Sanati, Reza. 2014. "Beyond the Domestic Picture: The Geopolitical Factors that Have Formed Contemporary US-Iran Relations," *Global Change, peace and Security*, 26(2), 125-140.
- O'Sullivan, Meghan L. 2010. "Iran and the Great Sanctions Debate," *The Washington Quarterly*, 33(4), 7-20.
- Vakil, Sanam. 2014. "Obama's Iranian Gamble," *The International Spectator*, 49(3), 8-13.
- Friedman, Thomas. 2015. "Iran and the Obama Doctrine," *The New York Times*.
- Kroenig, Matthew. 2018. "The Return to the Pressure Track: The Trump Administration and the Iran Nuclear Deal," *Diplomacy & Statecraft*, 29(1), 94-104.

Week 15

4/25 From Obama to Trump: The Future of the U.S. Foreign Policy

- Brands, Hal, 2016. "Barack Obama and the Dilemmas of American Grand Strategy," *The Washington Quarterly*, 39(4), 101-125.
- Unger, David. 2016. "The Foreign Policy Legacy of Barack Obama," *The International Spectator*, 51(4), 1-16.
- Lynch, Marc, 2016. "Belligerent Minimalism: The Trump Administration and the Middle East," *The Washington Quarterly*, 39(4), 127-144.
- Warren, Elizabeth, 2018. "A Foreign Policy for All: Strengthening Democracy at Home and Abroad," *Foreign Affairs*, 98(1), 50-61.
- Sullivan, Jake. 2018. "More, Less, or Different? Where U.S. Foreign Policy Should – and Shouldn't – Go from Here," *Foreign Affairs*, 98(1), 168-175.

Week 16

5/2 Final Paper Presentations

Final Papers due May 9, 11.55 pm