

School of Liberal Arts

Mission

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student's learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

POLS 4040: COMPARATIVE FOREIGN POLICY **Georgia Gwinnett College** **Spring 2018, Section 01**

About Your Instructor	Information of the Course
Name: Clemente Quinones	Meeting Days: MWF
e-mail: cquinone@ggc.edu	Course Location: Building A 1410
Telephone #: 678-777-1265	Meeting Time: 10:00 am – 10:50 am
Office: A-1168, By appointment	

Prerequisites: ENGL 1102; POLS 1101

REQUIRED TEXT

Neack, Laura. 2014. *The New Foreign Policy: US and Comparative Foreign Policy in the 21st Century*. New York, New York: Rowman and Littlefield Publishers, Inc. –Neack--

SUPPLEMENTAL TEXT

As supplemental readings, chapters from the following books will be selected and uploaded to our Brightspace (D2L). You will cover these readings as scheduled in the **Course Schedule** section of this syllabus.

Beasley, Ryan K., Juliet Kaarbo, Jeffrey S. Lantis, and Michael T. Snarr, eds. 2002. *Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior*. Washington, DC: CQ Press

Marijke Breuning. 2007. *Foreign Policy Analysis: A Comparative Perspective*. New York: Palgrave MacMillan, 2007.

Also Journal articles will be part of the reading material as scheduled in the syllabus. They will be uploaded to Brightspace.

COURSE GOALS AND OBJECTIVES

The course will provide you (the student) with the ability:

To identify, compare, and contrast alternative understandings of the world, such as realism and neo-realism, pluralism, globalism, feminism, and post-modern perspectives, from a practitioner's point of view.

To appreciate problems of individual choice, small groups, and organizational factors in the conduct of international affairs.

To work individually and in groups under a deadline in order to digest, select, and organize policy-relevant material in the area of foreign policy.

To make individual and group presentations and discussions.

To successfully interact and collaborate in the teaching-learning process

COURSE OUTCOMES

Students completing this course should be able:

To demonstrate an ability to analyze different international problems with a comparative perspective.

To analyze the foreign policy of countries as a system of interrelated public, national affairs.

To analyze how the politics of some specific countries (one at a time), or a group of countries within a region (e.g., the Politics of Mexico, comparative politics of the NAFTA countries) affect the foreign policy of that specific country of group of countries.

To understand the comparative contexts (environments: political systems, cultures, structures, and institutions) of the foreign policy process

To establish and test general claims about particular foreign policy phenomena, using different political units as data

GRADING SCALE

A 90 – 100 (Excellent); B 80 – 89 (Good); C 70 – 79 (Fair); D 60 – 69 (Poor); F below 60 (Failure)

ASSESSMENT TOOLS

Quiz on the Policies of the Course	01%
Paper Proposal	02%
Individual Participation II (last two summaries)	04%
Individual Participation in Class	08%
Mid-term Exam	25%
Final Exam	20%
Policy Paper Presentation	05%

Final Policy Paper Draft	10%
Presentations of Case Studies (Our Student Panels)	15%
Individual Participation I (reaction essays))	10%
TOTAL	100%

GRADE DISCUSSION

It is a violation of FIRPA to discuss grades via email. As a result, UNDER NO CIRCUMSTANCE WILL I DISCUSS GRADES OTHER THAN BY APPOINTMENT. All emails asking about grades will be referred to this syllabus.

GRADES ARE YOUR RESPONSIBILITY

Please note: Your grades are your responsibility, not mine. If you are doing poorly, I am always available to help. It is your responsibility, however, to seek help as soon as you know your grades are not as good as you would like. **DO NOT wait until the end of the semester to ask how you can improve your grade.** By that point there will be little that you or I can do to help improve the situation.

COURSE CHANGES

The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

IMPORTANT DATES

Spring 2018 Calendar	
January 8	Classes Begin (Full Session and Session A)
January 14	Drop/Add Ends (Full Session and Session A)
January 15	Martin Luther King, Jr. Holiday
January 30	Mid-term grades due (Session A)
February 1	Last day to withdraw with "W" (Session A)
February 1	Applications for Summer 2018 Graduation Due
February 28	Classes End (Session A)
February 28	Mid-term grades due (Full Session)
March 2	Mid-term - Last Day to Withdraw with a "W" (Full Session)
March 4-11	Spring Break
March 12	Classes begin (Session B)
March 18	Drop/Add ends (Session B)
March 20	Assessment Day
April 2	Mid-term grades due (Session B)
April 4	Last day to withdraw with "W" (Session B)
May 1	Classes End (Full Session and Session B)
May 2-8	Final Examinations
May 18	Commencement - GGC Library Lawn

SPECIFIC POLICIES OF THE COURSE: POLS 4040, CFP

READINGS AND QUIZZES:

You will be reading an average of two chapters, or journal articles, or a combination of both, per week, covering an average of 30-40 pages. Each class, but Friday class, will start with a short 5-minute quiz in order to ensure that students have done the readings. The quiz will take place within the first 7 minutes of the class. These quizzes will be on line, but you need to be physically present in class. If you take the quiz in a place other than the classroom, you will not get credit for that quiz (your grade will be zero). After the time is over, you will not be allowed to take the quiz. If you are late to class, you will have the remaining of the quiz time to take the quiz. There will not be any extension. If you get to class after the quiz time is over, you will not be allowed to take the quiz (you will not get credit for that specific quiz).

CASE STUDY PRESENTATION:

Every Friday, a team will present a case study. The rubric for your 'case study presentation grade' is on Brightspace (D2L). Each of the rest of the students will ask at least a question or will make at least a comment that will count as individual participation (see below for individual participation grade).

INDIVIDUAL PARTICIPATION IN DIALOGUES ON CASE STUDIES:

Your individual participation grade will come from your participation in dialogues on case studies and any other in-class activities/assignments. For your individual participation grade, check the rubric for individual participation that is on Brightspace (D2L).

CHANGE IN THE SYLLABUS:

The course syllabus provides a general plan for this course. I reserve the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

ATTENDANCE, TAKING QUIZZES-EXAMS-TESTS, AND COMPLETING OTHER ASSIGNMENTS

The student attendance policy as stated in the Registrar office web page indicates that *"an individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final."* For more details, check the whole policy here: <http://www.ggc.edu/academics/registrar/student-attendance-policy/>. I am more concerned about your participation; taking quizzes and exams-tests; and completing/submitting any other assignments. For this reason, there will be no make-up tests/quizzes unless there is a serious emergency and/or reason. The following are acceptable reasons/emergencies for excused absences or for not taking the required quizzes-exams-tests during the assigned time/day, and/or for not completing any other assignment in/on time: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students may be asked to verify their absences in order for them to be considered excused. "Parking lot" problem/s will not be a reason for the student to come late to class. If make-up exams and quizzes are permitted (as presented above), they will be scheduled only for students directly involved in documented emergencies.

To submit exams, tests, quizzes, and other assignments, we will use both D2L and in-class work. Exams, tests, quizzes and any other assignments to be submitted through D2L will have specific submission deadlines as specified in the "Assignments" drop-box and/or by instructions from your instructor. Once again, no work (test, exam, participation, etc.) will be accepted late unless you have a valid/serious excuse (see above). You will not receive credit for that specific work.

According to GGC Catalogue, 2016-2017, regarding the observance of religious holidays, *"the students who miss class to observe a religious holiday during scheduled class times must make arrangements in advance with the faculty member. Faculty should be sensitive to the student issues regarding religious holidays and are encouraged to provide an alternative option for making up class work."* Based on this, for this class, students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class; or at the beginning of the semester if her/his religious holiday happens before.

THE POLICY ON THE USE OF TECHNOLOGICAL DEVICES:

1. Laptops are not permitted to be used during our class time, unless they are utilized for work related to the class. If you use your laptop for purposes (e.g., surfing the web—face book, you tube, email, or for preparing/studying for other class) other than those of the class, points will be deducted (taken) from your "individual participation" and/or from your participation in 'case study presentations.' If I notice that the student uses the laptop, tablet, or cell phone for purposes other than those of the class, I will just make my notes (with the date on them) and proceed as I just described. I will just let the student know that **"I took some notes on the use of your technological device."**
2. Cell phones must be on "vibrate," or the volume should be all the way down. Their use should be very limited (as much limited as you can) to urgent messages, in such a way that such messages do not distract you and/or others from your class work. Excessive use of your cell phone will return a decrease in your "individual participation." If the instructor notices that a student is using her/his cell excessively, he (the professor) will just let you know that **"I took some notes on the use of your technological device."**

DIALOGUES (NO DISCUSSIONS) IN CLASS:

The classroom should be a special place where everyone may express freely his/her personal opinions and values. It is crucial that an atmosphere of respect prevails and that we support and take care of one another as we hold our dialogues on challenging issues. In our class, we will not have debates nor discussions. Our class is not a presidential political campaign. It rather is (it pretends to be) a place where a community of friends tries to find common ground on important issues in such a way that we contribute to create a better individual, state, and international community through the study and analysis of and research on nations' foreign policy.

SCHEDULE OF TOPICS:

The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

1. FOUNDATIONS OF COMPARATIVE FOREIGN POLICY

Week 1: 01/8-12. Intro to the course, concepts of CFP, and Levels of Analysis in Foreign Policy.

Readings

Monday: no readings. A Tour about the Course

Wednesday: Neack, pp. 1-11 and 19-27;

Friday: Rourke, Levels of Analysis in Foreign Policy. On D2L

Activities:

M: Making teams and a Q & A session

W: Quiz on our syllabus at the beginning of the class.

F: Team presentation of a case study. The rest of the students will ask at least one question each and/or will make at least one comment based on the case presented by the team

2. INTERNATIONAL LEVEL OF ANALYSIS

Week 2: 01/15-19. (Monday, Jan 15: no class): Realism—States, Anarchy, and Power—: “The Realist Tradition” and “Realism and World Politics”

Readings

Monday: Although **Monday, Jan 15, there will be no class, read** Donnelly, Jack. “The Realist Tradition,” anyway.

Wednesday: Donnelly, Jack. “The Realist Tradition”

Friday: Jervis, Robert “Realism in the Study of World Politics” (check Brightspace-D2L).

Activities

W: Class participation in our dialogue on Donnelly, Jack. “The Realist Tradition”

Paper proposal: your instructor will explain your paper proposal

F: Case Study: team presentation. This is the 2nd Case Study (on Realism). The rest of the students will ask at least one question each and/or will make at least one comment based on the case presented by the team.

Week 3: 01/22-26. Neoliberalism: The Role of International Organizations in Shaping State Behavior: International Institutions and Neoliberalism & Governance.

Readings

Monday: International Institutions. Mearsheimer, J. “The False Promise of International Institutions,” on D2L

Wednesday: On Neoliberalism and Governance. Harmes, “Neoliberalism Multilevel Governance,” on D2L.

Friday: Finishing Harmes, “Neoliberalism Multilevel Governance,”

Activities

M: Class participation in our dialogue on Mearsheimer, J. "The False Promise of International Institutions,"

W: Class participation in our dialogue on Harmes, "NeoLiberalism Multilevel Governance"

F: Case Study: team presentation on NeoLiberalism/Multilevel Governance (case study); each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

--Paper Proposal: submission (on Brightspace-D2L) and brief presentation of your paper proposal.

Week 4: 01/29 - 02/02. Constructivism. Social Interactions, Ideas, and Identity

Readings

Monday: Neack, Chapter 4

Wednesday: David Patrick Houghton, "Reinvigorating the Study of Foreign Policy Decision Making: Toward a Constructivist Approach," (on Brightspace-D2L).

Friday: Finishing David Patrick Houghton's "Reinvigorating the Study of Foreign Policy Decision Making: Toward a Constructivist Approach"

Activities:

M: Class participation in our dialogue on Neack's chapter 4

W: Class participation in our dialogue on David Patrick Houghton's "Reinvigorating the Study of Foreign Policy Decision Making: Toward a Constructivist Approach"

Annotated bibliography: your instructor will explain your annotated bibliography

F: -Case Study: team presentation on Constructivism; each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

3. DOMESTIC/STATE LEVEL OF ANALYSIS

Week 5: 02/05-09. Regime Type. The Two-level game in Foreign Policy; and Cognition and Leaders.

Readings

Monday: Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games."

Wednesday: Neack's chapter 3.

Friday : Finishing – summarizing the M and W readings.

Activities:

M: Class participation in our dialogue on Putnam's article.

W: Class participation in our dialogue on Neack's chapter 3

F: Case Study: team presentation on Putnam's piece. It will be a presentation on the application of this study. Each student will ask at least one question and/or will make at least one comment based on the presentation by the team.

Week 6: 02/12-16. Domestic Politics and Domestic Institutions & Intl. Commitments

Readings

Monday: Neack's Ch. 6;

Wednesday : Cowhey, Peter. 1993. "Domestic Institutions and the Credibility of International Commitments: Japan and the United States. " On Brightspace.

Friday: Finishing – summarizing the M and W readings.

Activities:

M: Class participation in our dialogue on Neack's Ch. 6

W: Class participation in our dialogue on Cowhey, Peter's work

F: Case Study: team presentation on the impact of domestic institutions on foreign policy; each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

Week 7, 02/19-23. Bureaucratic Processes and Organizational Structure: Bureaucracy and Foreign Policy; and Model applied to the Cuban Missile Crisis.

Readings

Monday: Rhodes, Edward. 1994. "Do Bureaucratic Politics Matter?" *World Politics* 47(1): 1-41.

Wednesday: Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review*, 63, 689-718.

Friday: Summarizing our two former readings

Activities:

M: Class participation in our dialogue on Rhodes, Edward's work

W: Class participation in our dialogue on Allison, Graham's article

F: Case Study: team presentation on the Cuban Missile Crisis. Each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

--Your instructor will upload your study guide for your mid-term sometime this week

Week 8: 02/26-03/02. Public Opinion and Interest Groups: Public Opinion & Media; and the Rational Public and Foreign Policy.

Readings

Monday: MID-TERM EXAM

Wednesday: Neack's Chapter 7.

Friday: Shapiro and Page. 1988. "Foreign Policy and the Rational Public."

Activities:

M: *Mid-Term Exam*

W: Class participation in our dialogue on Neack's Chapter 7

F: Case Study: team presentation on Shapiro's "Foreign Policy and the Rational Public"

Your instructor will explain the annotated bibliography

--Mid-term grades due (on banner), Wednesday, March 1.

Week 9: 03/04-11: SPRING BREAK - SPRING BREAK - SPRING BREAK - SPRING BREAK -

Week 10: 03/12-16. Psychological/Individual based Rational Expectations: Rational Actors & the National Interest and the Individual Decision-maker.

Readings

Monday: Neack, Chapter 2.

Wednesday: Kaarbo, J., & Hermann, M. G. 1998. Leadership styles of prime ministers: How individual differences affect the foreign policymaking process. *The Leadership Quarterly*, 9 (3): 243-263

Friday: Summarizing (and conclusion) Neack's and Kaarbo's pieces.

Activities:

M: Class participation in our dialogue on Neack, Chapter 2

W: Class participation in our dialogue on Kaarbo, J., & Hermann's article

F: Team presentation on a combination of Neack's chapter 2 and Kaarbo and Hermann's article *Annotated bibliography*. On Friday, you will submit your annotated bibliography (flexible it could also be the following Monday)

Your instructor will explain your literature review

4. MODELING THE FOREIGN POLICY DECISION MAKING POLITICAL

Week 11: 03/19-23. Rational Decision Making Models: Foreign Policy Models; and the Rational Choice Model

Readings

Monday: Foreign Policy Models.

Wednesday: Bueno de Mesquita "Foreign Policy Analysis Rational Choice Models"

Friday: Conclusion about foreign policy models (a summary of the two former readings)

Activities:

M: Class participation in our dialogue on Foreign Policy Models

W: Class participation in our dialogue on Bueno de Mesquita's article

F: Case Study: team presentation on rational models of foreign policy; each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

--Remember to keep working on your literature review

5. INSTITUTIONS OF GOVERNMENT

Week 12: 03/26-30. Group Dynamics and Intelligence Failure: Intelligence Failures; and Explanation of Intelligence Failures

Readings

Monday: Michael Fitzgerald and Richard Ned Lebow. 2006. "Iraq: The Mother of all Intelligence Failures."

Wednesday: Gentry, John. 2008. "Intelligence Failure Reframed" *Political Science Quarterly* 123 (2): 247-270.

Friday: Conclusion and application of the intelligence models...

Activities:

M: Class participation in our dialogue on Fitzgerald and Lebow's piece "Iraq: The Mother of all Intelligence Failures."

W: Class participation in our dialogue on Gentry, John's article

F: Team presentation on Group Dynamics and Intelligence Failure; each student will ask at least one question and/or will make at least one comment based on the case presented by the team

--Literature review: You will upload your literature review to Brightspace (D2L) on Monday, April 2, before our class starts.

6. FOREIGN POLICY AND THE RISING POWERS

Week 13: 04/02-06. Foreign Policy of Rising Powers: The Rising Powers as a Group; and the case of Brazil.

Readings

Monday: Foreign Policy of Rising Powers and Global Governance.

Wednesday: Moniz Bandeira: Brazil's case.

Friday: Summary of the two former readings (rising powers)

Activities:

M: Class participation in our dialogue on Foreign Policy of Rising Powers and Global Governance

W: Class participation in our dialogue on Moniz Bandeira's study

F: *Case study*, team presentation on Brazil's case; each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

--Your instructor will explain your methodology

Week 14: 04/09-13. Foreign Policy of the Developing Countries: The Case of Mexico

Readings

Monday: Robert E. Scott. 1982.

Wednesday: Mexico's Foreign Policy

Friday: Summary of the week's readings

Activities:

M: Class participation in our dialogue on Robert E. Scott's article

W: Class participation in our dialogue on Mexico's foreign policy

F: *Case study*: team presentation on Mexico's foreign policy; each student will ask at least one question and/or will make at least one comment based on the case presented by the team.

Methodology: deadline for you to upload your methodology to brightspace-D2L is next Monday, April 16, before our class starts)

Week 15: 04/16-20. ISIS, USA, and Latin America: USA's Foreign Policy towards Latin America after 9/11

Readings: pending

Activities:

M: Class participation

W: Class participation

F: Final arrangements for your presentations, submission of your draft, final exam, etc.

Week 16: 04/23-27. This week: paper presentations only

Readings: No readings

Activities: Q and A sections on presentations; Agreement on final exam and your paper.

Week 17: Monday, May 1, we will have our last CFP class.

Topic: Review and arrangements for final exam and your paper. Q and A section of the study guide

Tuesday, May 1, last day of GGC classes

Course Objectives and Outcomes Matrix

Course Objectives	Course Outcomes	Assessment Tools
<ul style="list-style-type: none"> The course will provide you (the student) with the ability: To identify, compare, and contrast alternative understandings of the world, such as realism and neo-realism, pluralism, globalism, feminism, and post-modern perspectives, from a practitioner's point of view. 	<ul style="list-style-type: none"> Students completing this course should be able: to demonstrate an ability to analyze different international problems with a comparative perspective 	<ul style="list-style-type: none"> Quiz on the Policies of the Course Paper Proposal Annotated Bibliography Literature Review Methodology Mid-term Exam Final Exam Paper Presentation Final Paper Draft Individual Participation
<ul style="list-style-type: none"> To appreciate problems of individual choice, small groups, and organizational factors in the conduct of international affairs. 	<ul style="list-style-type: none"> To analyze the foreign policy of countries as a system of interrelated public, national affairs. 	<ul style="list-style-type: none"> Quiz on the Policies of the Course Paper Proposal Annotated Bibliography Literature Review Methodology Mid-term Exam Final Exam Paper Presentation Final Paper Draft Individual Participation Paper Presentation Final Paper Draft Individual Participation
<ul style="list-style-type: none"> To work individually and in groups under a deadline in order to digest, select, and organize policy-relevant material in the area of foreign policy. 	<ul style="list-style-type: none"> To analyze how the politics of some specific countries (one at a time), or a group of countries within a region (e.g., the Politics of Mexico, comparative politics of the NAFTA countries) affect the foreign policy of that specific 	<ul style="list-style-type: none"> Quiz on the Policies of the Course Paper Proposal Annotated Bibliography Literature Review Methodology Mid-term Exam

Course Objectives	Course Outcomes	Assessment Tools
	country of group of countries.	<ul style="list-style-type: none"> • Final Exam • Paper Presentation • Final Paper Draft • Individual Participation
<ul style="list-style-type: none"> • To make individual and group presentations and discussions. 	<ul style="list-style-type: none"> • To understand the comparative contexts (environments: political systems, cultures, structures, and institutions) of the foreign policy process. 	<ul style="list-style-type: none"> • Quiz on the Policies of the Course • Paper Proposal • Annotated Bibliography • Literature Review • Methodology • Mid-term Exam • Final Exam • Paper Presentation • Final Paper Draft • Individual Participation
<ul style="list-style-type: none"> • To successfully interact and collaborate in the teaching-learning process. 	<ul style="list-style-type: none"> • To establish and test general claims about particular foreign policy phenomena, using different political units as data. 	<ul style="list-style-type: none"> • Quiz on the Policies of the Course • Paper Proposal • Annotated Bibliography • Literature Review • Methodology • Mid-term Exam • Final Exam • Paper Presentation • Final Paper Draft • Individual Participation