The purpose of this course is to provide a general introduction to foreign policy analysis, focusing in particular on foreign policy decision-making in the United States. The aim of the course will be to apply a variety of alternative decision-making models (including rational, bureaucratic, organizational and psychological frameworks). In order to achieve this aim we will also examine the role of the government officials, agencies and social groups that have an impact on American foreign policy. It should be noted that the focus of the course will be on policy inputs and conversion processes rather than policy outputs or substance. This means that, while we will be reading about some of the history of American foreign policy decision making since the beginning of the second half of the 20th century, this will not be a course on current events or on diplomatic history. Though we will be focusing our examples on the foreign policy of the United States, the theories that we will study are general and can be used to explain foreign policy in any other state.

**Required Reading**


**Recommended Reading**


There will also be a variety of readings from political science journals. These are all available online from Fondren Library and you are responsible for locating the article. Please come talk to me if you do not know how to search for articles on the Fondren website.

**Course Requirements**

Midterm exam: (20% of course grade) In class, combination of essay and short answer questions, Feb. 16.

Final exam: (30% of course grade) Take home, essay format, handed out last class day

Topic specialization papers and presentation: (50% of course grade, presentation 10%, each paper 10%): Ten times throughout the semester we will devote a class period to the discussion of a particular foreign policy issue. You will select one of these topics on which to specialize throughout the semester. While I will make an effort to assign everyone to their first choice topic, if one topic is selected by less than two or more than five people, some of you will have to select an alternate topic.
The assigned reading on the syllabus for the day on which that topic is covered is required reading for the whole class. On the day we study your selected topic you will be expected to do a great deal of additional reading on your chosen subject (and provide a bibliography along with your written assignments). When consulting additional sources, you are encouraged to consult academic journals and books, as well as policy-oriented journals and books. While you are not required to do so, I would recommend that you meet with me to talk about your sources prior to your presentation.

On the day your topic is discussed in class it will be the responsibility of those specializing in that topic to make a brief presentation and to lead the discussion. This will be a group presentation and you are responsible for coordinating with the other people in your group. While not everyone needs to present, everyone needs to have contributed to the preparation of the presentation. You should provide the class with a brief historical background of your issue, a statement of the particular issues/problems facing the U.S., a discussion of the interests involved (which should include identifying competing interests), a brief description of current U.S. policy, and some criticisms/policy prescriptions for what the U.S. should do. It is not necessary that everyone in your group agree, feel free to point out areas of disagreement. The total presentation should be about thirty minutes (leaving plenty of time for discussion).

You will also be required to develop a deeper (written) analysis of your topic, which will be developed in parts throughout the semester. You will turn in these papers 4 times throughout the semester, but the combination of these should constitute a coherent paper/briefing on your topic. The idea will be to apply continuously the ideas we are discussing in class to your topic. Thus, each paper should address some specific questions (though you should feel free to go beyond them), as follows:

**Paper 1:** Summarize the nature of the issue, provide a brief historical background and pertinent facts, characterize American interests and discuss how the structure of the international system and the particular character of the American system influence the U.S.’s approach to the issue. (Due Feb. 2)

**Paper 2:** Discuss the role that various political actors in the U.S. play in formulating policy on your issue. Which actors are the most influential? Do the various actors generally agree? Do disagreements focus on ends, means, or both? How does each actor’s involvement compare to its involvement on other issues? (Due Feb. 23)

**Paper 3:** Identify whether your topic is an instrument or an outcome of foreign policy. If it is an outcome, consider several instruments of foreign policy and how they might be used regarding your issue. For each instrument, make some prediction of what the likely effect of its use should be. If your issue is a foreign policy instrument, consider several outcomes of foreign policy and how they could result from using this particular policy instrument. Are all of these outcomes ones that the U.S. intends to result when using this foreign policy instrument? For each outcome, make a prediction of whether it will result from using this particular foreign policy instrument. These predictions should be based on the soundest theory and evidence available, not just on assertions you read in popular media. (Due March 20)

**Paper 4:** Apply some version of one of the models of the foreign policy process to your issue. Develop a forecast of what will happen, i.e., what will each of several actors, including the US,
will do; how they will react to each others’ actions, and what will transpire several weeks, months or years in the future. (Due April 19)

All papers should be typed, double-spaced (using an 11 or 12 size font, with standard margins), and no longer than 5 pages.

Grade policy: If you want a paper or exam re-graded, you have one week from the time it is returned to you to turn it in for a re-grade. In the case of papers, the entire paper will be re-graded. In the case of exams, you can ask for specific questions to be re-graded. If you choose to do so, you may turn in, on a separate sheet of paper, a short memo describing why you think your grade should be changed. Note that the new grade may be higher, lower or equal to the original grade. There will be no re-grades of re-graded assignments.

Unless otherwise noted, all assignments are due at the beginning of class. Papers may be turned in either at the beginning of class as a hard copy or through Owlspace (note that Owlspace papers must be turned in before 8AM). Late papers will have their grade decreased by 2/3 of a letter grade for each day (or part of a day) they are late (except in the case of properly documented emergencies). This means that if you turn a paper in 1 day late the best grade you can get is an A-.

It is essential to provide citations when referencing the work of others. If you are referencing an assigned reading, a parenthetical citation is sufficient. If you reference a work that is not included in the syllabus, please include a full citation for it. You are expected to follow the Rice Honor Code throughout the entire class.

Class attendance is not mandatory. That being said, it is strongly recommended that you attend all lectures. If you miss a class it is your responsibility to get lecture notes from someone else in the class. All Powerpoint slides will be made available on Owlspace after the lecture, but I will not give anyone copies of my lecture notes simply because they miss class.

Students with documented disabilities who require special accommodations should meet with me and express their needs during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Disability Support Services in the Ley Student Center. The Department of Political Science is happy to do whatever we can to assure each student full and rewarding participation in classes.

**Lecture Topic and Reading Assignments**

Readings listed for each day should be completed before the class meeting.

**Jan 10 (Tue)**
Introduction
Discuss syllabus and choose presentation topics

**Jan 12 (Thu)**
*What is Foreign Policy/Interests*
*From Non-Interventionism to Interventionism*
*Ziv Section I, p. 3-29 (Washington, Jefferson, Monroe, Roosevelt, Truman, National Security Strategy)*
Jan 17 (Tue)
Nature of the State/Diplomacy

Jan 19 (Thu)
The Executive Branch
*Ambrose & Brinkley Ch. 4

Jan 24 (Tue)
Congress
*Ziv p. 131-159 (Deering, Wolfensberger)
*Ambrose & Brinkley Ch. 5

Jan 26 (Thu)
Topic 1: International Trade

Jan 31 (Tue)
Public Opinion
*Ziv p. 160-169 (Todorov & Mandisodza)
*Ambrose & Brinkley Ch. 6 & 7

Feb 2 (Thu)
Media
*Ziv p. 170-175 (Robinson)
*Ambrose & Brinkley Ch. 8 & 9
(1st paper due)

Feb 7 (Tue)
Topic 2: Foreign aid
*Heinrich 2012 (link on Owlspace)
*Bueno de Mesquita & Smith, The Dictator’s Handbook. Ch 7
Feb 9 (Thu)  
*Psychology in Decision-Making*  
*Ziv. Pp. 72-99 (Jervis, Greenstein, Janis)*  
*Ambrose & Brinkley Ch. 16*

Feb 14 (Tue)  
**Topic 3: Economic sanctions**  

Feb 16 (Thu)  
*Rational Actor, Bureaucratic Politics, Organizational Model*  
*Ziv p. 33-71 (Allison, Krasner)*  
*Ambrose & Brinkley Ch. 10*

Feb 21 (Tue)  
MIDTERM EXAM

Feb 23 (Thu)  
**Topic 4: Alliances**  
(*2nd paper due*)

Feb 28 (Tue)  
SPRING BREAK

Mar 1 (Thu)  
SPRING BREAK

Mar 6 (Tue)  
*Foreign Policy Substitutability and Two-Good Theory*  
*Palmer & Morgan Chs. 2 & 3*

Mar 8 (Thu)  
**Topic 5: Troop deployment & basing**  
*Carla Martinez Machain & T. Clifton Morgan. 2009. “The Effect of U.S. Troop Deployment on Host States’ Foreign Policy” (to be made available on Owlspace)*
Mar 13 (Tue)
*Two-Good Theory*
*Palmer & Morgan Chs. 4 & 6, 5 is optional

Mar 15 (Thu)
*Topic 6: Nuclear proliferation*
*Ziv p. 206-210

Mar 20 (Tue)
*Forecasting Foreign Policy*
*(3rd paper due)*

Mar 22 (Thu)
*MIDTERM RECESS*

Mar 27 (Tue)
*Selectorate Theory*
*Bueno de Mesquita & Smith, The Dictator’s Handbook. Ch’s 1,2 & 3

Mar 29 (Thu)
*Topic 7: Terrorism*
*Ziv 223-228
*Ambrose & Brinkley Ch. 20

Apr 3 (Tue)
*Theories of Conflict initiation/response*
*Bueno de Mesquita & Smith, The Dictator’s Handbook. Ch 9
*Ambrose & Brinkley Ch. 11 & 12

Apr 5 (Thu)
*Topic 8: Unconventional War/Peacekeeping*
*Ziv p. 211-217
*Ambrose & Brinkley Ch. 18 & 19

Apr 10 (Tue)
*Topic 9: Human Rights*
*Ambrose & Brinkley Ch. 14

**Apr 12 (Thu)**
*Foreign Policy and International Organizations*

**Apr 17 (Tue)**
*Topic 10: End of American Hegemony? American Foreign Policy Towards China*
*Ziv p. 183-205
*Ambrose & Brinkley Ch. 15*

**Apr 19 (Thu)**
*LAST CLASS. FINAL EXAMS HANDED OUT*
*Arab Spring*
*Ziv p. 218-222
*Ambrose & Brinkley Ch. 13, 17 & 21
*(4th paper due)*

**And one last parting thought…**

The real University has no specific location. It owns no property, pays no salaries and receives no material dues. The real University is a state of mind. It is that great heritage of rational thought that has been brought down to us through the centuries and which does not exist at any specific location. It's a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor, but even that title is not part of the real University. The real University is nothing less than the continuing body of reason itself.

-from Zen and the Art of Motorcycle Maintenance, by Robert M. Pirsig