*PLSC 380I: Mechanics of Foreign Policy*

Winter 2014 - 01/06/2014 – 01/24/2014

**Instructor:** Ihsan Efe Tokdemir - itokdem1@binghamton.edu

**Office Hours:** LNG 278, Monday 1:00 PM – 3:00 PM, and by appointment.

Important Note: All students should send a prior message if they plan to come to the office hour for better help.

**Course Description**

This upper-level course aims to reveal the nexus between domestic politics and foreign policy. It is widely accepted that the conduct of foreign policy requires high skills and expertise, hence, it is supposed to be rescued from the interest based, ambiguous structure of domestic politics to serve the prevailing interests of citizens. Is this really the case? Do foreign policy decision-makers merely pursue citizens’ goals in international arena, or do they also pursue their interests in domestic politics? How do different institutions and political actors interact in foreign policy processing? With these questions in mind, in the first half of the course we will examine the pillars of international relations. Thus, students can develop a basic understanding of the dynamic and interactive nature of world politics. In the second half of the course, we will focus on the role of domestic actors and institutions in foreign policy making, and explore how they shape mechanisms and preferences in international level. Applying different theoretical explanations, this course, thus, aims to enhance students’ understanding the nature of conflict and cooperation in foreign policy looking at both domestic and international levels. This course satisfies the International Relations and upper-level requirement for the Political Science major.

**Learning Outcomes for General Education Requirements**

This course fulfills the “G” and “N” general education requirements. The goals for these requirements are as follows:

***G requirement - Global Interdependencies***

“Students in G courses will demonstrate knowledge of how two or more distinctive world regions have influenced and interacted with one another and how such interactions have been informed by their respective cultures or civilizations.”

***N requirement - Social Sciences***

“Students in N courses will demonstrate

1. Knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology.

2. An understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks.”

**Course Organization**

Course Day 1 – 01.06.2014

Course Day 2 – 01.07.2014

Course Day 3 – 01.08.2014

Course Day 4 – 01.09.2014

Course Day 5 – 01.10.2014

Course Day 6 – 01.13.2014

Course Day 7 – 01.14.2014

Course Day 8 – 01.15.2014

Course Day 9 – 01.16.2014

Course Day 10 – 01.17.2014

Course Day 11 – 01.20.2014

Course Day 12 – 01.21.2014

Course Day 13 – 01.22.2014

Course Day 14 – 01.23.2014

Course Day 15 – 01.24.2014

**Discussion**

Please, be polite and professional in the discussion. Discussions are also going to indicate that students read and understand the assigned chapter. Therefore, the main criteria for evaluation will be based on reading, understanding, and analytically discussing the subject matter. Students are expected to show that they read, understand and also be able to discuss the topic analytically, not convincing or suppressing other people. There will be two main components of discussion indicated below.

**1-Discussion Posts** (14\*3=42 points)

Students are asked to make a post everyday under the thread I created, which covers discussion topic for that particular day on the discussion board on the Blackboard. The student posts should not be less than a paragraph of at least 6-8 sentences. The first discussion thread will be meeting, and I will give the details of the meeting class later. The posts should not be a mere summary of the reading. Rather, students are required to argue a point in critique or response to the reading material. Students can also ask one or two questions that can lead to a good discussion. Please, be concise but substantial in the way you make your argument

Each discussion post will be graded over 3 points.

* Two points – on the quality (showing knowledge and competence on the readings) of the post.
* One point – on the originality (creativity) of the post

Discussion posts should be posted the same day of the class.

**2-Discussion Answers** (14\*2=28 points)

Apart from making an original post, students are expected to respond to the posts of at least two of their classmates, and, out of courtesy, respond to everybody who responds to them. If students fail to respond other people’s posts, then they will fail to get 2 points assigned for this task. If students fail to answer properly (only answering one post, failing to answer to the replies to their original posts, lack of quality in posts, failure to show knowledge they acquire from the readings), then they will get partial points at most. Unlike the number of discussions, there will be 8 ‘Discussion Answer’ task because students are not expected to reply bios.

Each discussion answer will be graded over 1 point

* One point – on the quality (showing knowledge and competence on the readings) and originality (creativity) of students’ response to their fellows’ original posts
* One point– for students’ response to everybody who responds to them.

Discussion posts should be posted the same day of the class.

**Critical Reviews** (3\*10=30 points)

Students will be responsible for writing three critical reviews, no less than 3-4 double-spaced pages, to the readings of day of their choice. Students should write response papers synthesizing a particular week's readings. The paper will be graded on the basis of quality of the research and the consistency of the argumentation.

To obtain the whole grade on this assignment, students firstly summarize the reading or compilation of the readings very briefly, not more than a paragraph, then discuss the importance of reading from their perspective. In doing so, students are expected to be critical towards the argument the author proposes. Students should be very concise and clear about why they are critical, and how they could improve the value of the article in theoretical sense. Students can also give real life examples to support their ideas. In order to make instructions more clear, I will post an example of critical review in the first week of the class.

Students can write critical reviews any time they want; however, the submission should be one day before the discussion of the reading. To illustrate, student will choose one article among the readings of Course Day 7 (01.14.2014) to write a critical review, so she/he should it the day before until 10pm, in this case 01.13.201. A student cannot write more than one critical review for one week, which automatically means that each student should write a critical review each week. Late submissions (24 hours late) will be punished with one letter grade. Submission later than 24 hours will not be accepted at all.

**Deadlines**

*Discussion Posts* – Between 1:00 am EST. and 4:00 pm EST

*Discussion Answers* – Between 1:00 am EST. and 11:59 pm EST

*Critical Reviews* – 10 pm EST. on Sunday among the readings of each week. F.E: you will choose one article among the readings of Week 2 (January 13-14-15-16-17), and submit your critical review on Sunday until 10 pm 01.12.2014. A grade letter will penalize late submissions of the response paper for each day.

**Grading:**

A: 94-100% A-: 90-93%

B+: 88-89% B: 82-87% B-: 80-81%

C+: 78-79% C: 72-77% C-: 70-71%

D: 65-69%

F: <65%

**Tentative Schedule (Subject to Changes)**

**Course Day 1 – Introduction**

* Meet Your Classmates and Syllabus (no readings)
* Careful reading of the Syllabus
* Basic Concepts and “What is Foreign Policy?”

**Course Day 2 – International Relations Theories (Short-Summary Readings)**

• One World, Rival Theories, Jack Snyder

* A Realist Theory of International Politics and Political Power, Hans Morgenthau
* Anarchy and the Struggle for the Power, John Mearsheimer

**Course Day 3 -** **International Relations Theories (Short-Summary Readings)**

* Liberalism and World Politics, Michael Doyle
* Anarchy is What States Make of it: The Social Construction of Power Politics, Alexander Wendt

**Course Day 4 – International System**

• Ch.1: Are there enduring logics of conflict and cooperation in world politics?

* Ch.2 Explaining Conflict & cooperation: Tools and Techniques of the Trade

(The book: Understanding Global Conflicts and Cooperation)

**Course Day 5 – Foreign Policy and Domestic Politics**

• Hudson, Valerie M. 2005. Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations, *Foreign Policy Analysis*, 1, 1-30

• Putnam, Robert D. 1988. Diplomacy and Domestic Politics: The Logic of Two Level Games, *International Organization*, 42, 3, 427-460

**Course Day 6 – Rivalry: Complementary or Substitutive**

• Colaresi, Michael P., Karen Rasler, and William R. Thompson. 2007. *Strategic Rivalries in World Politics*. New York: Cambridge University Press. **(One chapter TBA)**

**Course Day 7 – The Role of Reputation Concerns: Diversionary Use of Force**

• Levy, J. S. 1988. Domestic politics and war. *The Journal of Interdisciplinary History*, 18(4): 653-673

**Course Day 8 – International Expectations and Diversionary Use of Force**

• Fordham, B. O. 2005. Strategic conflict avoidance and the diversionary use of force. *The Journal of Politics*, 67(1):132-153

**Course Day 9 – Substitution in Foreign Policy**

• Fariss, C. 2010. The strategic substitution of United States foreign aid. *Foreign Policy Analysis*, 6(2): 107-131

* Salehyan, I. 2010. The delegation of war to rebel organizations. Journal of Conflict Resolution,

54(3):493-515

**Course Day 10 – Political Economy and Use of Force**

• Fordham, B. 1998. Partisanship, macroeconomic policy, and US uses of force, 1949-1994. *Journal of Conflict Resolution*, 42(4): 418-439

**Course Day 11 – Institutions**

• Fearon, J. D. 1994. Domestic political audiences and the escalation of international disputes. *American Political Science Review*, 88(3): 577-99

* Howell, W. G. and Pevehouse, J. C. 2011. While dangers gather: Congressional checks on presidential war powers. Princeton University Press **(One chapter TBA)**

**Course Day 12 – Leaders**

• Byman, Daniel L. and Kenneth M. Pollack. 2001 “Let Us Now Praise Great Men: Bringing the Statesman Back In” International Security, 25, 4, 107-146

**Course Day 13 – Bureaucracy and Organizations**

• Allison, Graham and Philip Zelikow. 1999. Essence of Decision: Explaining the Cuban Missile Crisis, New York: Longman, Ch. 3-5

**Course Day 14 – Public Opinion**

• Berinsky, A. J. 2009. In time of war: Understanding American public opinion from World War II to Iraq. University of Chicago Press **(One chapter TBA)**

**Course Day 15 – Conclusion**

**Disability Accommodation**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Students Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

**Blackboard and Email**

The course’s Blackboard page will be updated frequently with announcements, readings, and anything else that I need to communicate to you. Check Blackboard every day.

Your Binghamton email (or whichever email Blackboard has on file for you) is the address I will use to communicate with you electronically.

**Plagiarism**

Binghamton University expects all students to do their own work, and to acknowledge the work of others when presenting their work. The Binghamton University Student Academic Honesty Code, published in the University Bulletin, defines academic dishonesty as involving the “misappropriation of academic or intellectual credit to oneself or to the discredit of others,” including plagiarism, cheating on examinations and quizzes, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, and bribery. Plagiarism specifically includes any incident of presenting someone else’s work as your own—including work that you pay someone else to do for you. The Student Academic Honesty Code is published in the

University Bulletin, and is available online:

http://buweb.binghamton.edu/bulletin/program.asp?program\_id=703

**What is Plagiarism?**

Presenting the work of another person as one’s own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals or other sources). Plagiarism includes:

1. Quoting, paraphrasing or summarizing without acknowledgement, even a few phrases;

2. Failing to acknowledge the source of either a major idea or ordering principle central to one’s own paper;

3. Relying on another person’s data, evidence or critical method without credit or permission;

4. Submitting another person’s work as one’s own;

5. Using unacknowledged research sources gathered by someone else.

**Make‐up assignments**

Plan on attending every class day and turning in assignments on time. There will be no make‐up assignments given in this class, barring extreme circumstances. Should scheduling conflicts arise, discuss them with me as soon as possible, and before they happen.

**Tentative nature of this syllabus**

This syllabus is presented as a guideline for the course only. I reserve the right to change any part of it when I believe it becomes necessary, and I can almost guarantee you that it will. Changes will be announced and a revised syllabus will be posted on Blackboard. You must keep up with the changes to the syllabus.