*PLSC 486B: Foreign Policy & Public Opinion*

Spring 2015, Wednesday 5.50 pm – 8.50 pm

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

**Office Hours:** LNG 278, Wednesday 2 pm – 5 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**

As a consequence of globalization, the nature of international politics has evolved. Cross level interactions between countries largely influence international politics, as well, through decisions of non-state actors in domestic politics. States attempt to establish ties with foreign publics to develop better relations with the hope of influencing foreign policy choices of their counterparts. Why should states account for foreign public opinion? What kind of strategies they employ to win hearts and minds across borders? What are the possible pros and cons of employing such strategies? In this sense, this upper-level course aims to probe the strategies that states develop to connect with foreign public. Moreover, recent popular concepts such as soft power and public diplomacy will also be subject to examination. The seminar, first of all, aims to help students to develop a basic understanding of the dynamics and interactive nature of world politics. Moreover, probing the importance and conduct of “new foreign policy”, students can enhance their understanding about the cross-level leverages in international politics.

**Learning Outcomes for General Education Requirements**

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

**Grading**

Participation & Discussion Leadership: 25%

Response Papers: 2 papers, each 10%

Presentation: 15%

Final Paper: 40%

**Course Requirements**

The class will meet Wednesdays from 5.50 pm to 8.50 pm. Each student is responsible for completing the readings prior to the class, and for contributing to the discussion of the material. Participation in class discussions is a significant portion of your final grade, so each absence will reduce your participation grade. Each student will write two response papers, and these should be e-mailed to me and the rest of the class, as a well-structured Word or PDF document, by Wednesday 12pm. Response papers should be no longer than 3 double-spaced pages. Each student will also write a final paper (15-25 double-spaced pages). The details of final paper assignment will be discussed and announced during the first couple of weeks of the class. Final papers must be submitted no later than May 15th, 2015. Aside from the paper submission, each student will also present the topic s/he chooses to write about for the final assignment. The details of these presentations will also be discussed in class. The presentations will not exceed 20 minutes including Q&A section. Students will be expected to use the feedbacks from me and other students to improve the paper before their final submission.

**Participation & Discussion Leadership**

Class participation and discussion leadership constitute 25% of your final grade. I expect every student to read the class material prior to the class meeting, and contribute to the class discussion. Starting from the second week of the class, one student will start the discussion with presentation of identifying key concepts, assumptions, evidences, and conclusions regarding the readings. Those who are not leading the discussion are, as well, required completing the readings.

All students should also e-mail to me and other students, by Tuesday 5pm, at least 2 questions that can initiate a high-quality discussion in class. In the first week of the class, each student will tell me the week s/he would like to be a discussion leader for. Remember that this is an upper-level seminar class, which builds upon intellectual contribution of class members.

**Response Papers**

Response papers should not be longer than 3 double-spaced pages, and should include a brief summary of arguments presented in the readings, and a good discussion of the validity and persuasiveness of these arguments. Real life examples to support your point will be appreciated. Appropriate citations and references must be added to avoid plagiarism. Response papers must be submitted no later than Wednesday, 12pm.

**Presentation and Final Paper**

Each student will submit a final paper no shorter than 15 double-spaced pages. The final paper should be a well-designed research paper that clearly puts forth a puzzle for inquiry. I will provide you with guidelines that explain how to structure your final paper later in the semester. I expect you to come up with an inquiry that is important from the perspective of Foreign Policy & Public Opinion. Regarding the previous literature about the subject, clearly make your point in a persuasive way, and use some evidences that could confirm your point. You should submit a proposal no longer than two double-spaced pages, which briefly outlines your final paper (i.e. research question, the literature you will revisit, arguments) due by March 11th. There is no need to concern, we will discuss the details, and I will be there to help you for each step you take forward. Consider presentations as an opportunity to identify the weaknesses and strengths of your arguments, and to improve your paper before the final submission.

**Deadlines\***

Discussion Questions – by Tuesday, 5pm

Response Paper – by Wednesday, 12pm

Final Paper Outline – by March 11th, 9pm

Final Paper – by May 15th, 12pm

\*Late assignments will be punished by one letter grade reduction.

**Grading Scale:**

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%

**Books**

* Holsti, Ole Rudolf (2004). *Public Opinion and American Foreign Policy*, Revised Edition, University of Michigan Press (Required)
* Katzenstein, Peter J., Robert O. Keohane eds. (2007). *Anti-Americanism in World Politics*. Cornell University Press. (Required)
* Nye, Joseph (2004). *Soft Power: The Means to Success in World Politics*. NY: Public Affairs. (Required)
* McCormick, James ed. (2012). *The Domestic Sources of American Foreign Policy: Insights and Evidences*. Rowman & Littlefield Publishers, Inc. (Recommended)
* Berinsky, Adam (2009). *In Time of War: Understanding American Public Opinion from World War II to Iraq*, Chicago, University of Chicago Press (Recommended)

**Tentative Schedule (I know there are too much of readings, but you will read only some chapters from the books. Readings will not exceed 70-80 pages per week!!!). Additionally, there will be an extra class to recover one of the missing weeks. The day of the class will be announced later on!!!**

**Week 1 – 01.28.2015**

**Introduction**

**Week 2 – 02.04.2015**

**Foreign Policy Decision Making Theories**

* Allison, Graham and Philip Zelikow (1999). *Essence of Decision: Explaining the Cuban Missile Crisis*, Longman, 2nd ed.
* Putnam, Robert D. (1988). "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42 (3): 427-60.
* Snyder, Jack (1998). “One World, Rival Theories,” Foreign Policy (Nov./Dec. 2004): 52-62.
* Walt, Stephen M. (1998). “International Relations: One World, Many Theories,” *Foreign Policy*: 29-35.
* Byman, Daniel L. and Kenneth M. Pollack (2001). “Let Us Now Praise Great Men: Bringing the Statesmen Back In,” *International Security*, Vol. 25, No. 4: 107-146.

**Week 3 – 02.11.2015**

**Public Opinion**

* Zaller, John (1992). *The Nature and Origins of Mass Opinion*. Cambridge: Cambridge University Press.
* Converse, P. E. (2006). “The nature of belief systems in mass publics” (1964) *Critical Review*, 18(1‐3): 1-74.
* Campbell, Angus, Philip Converse, Warren Miller, and Donald Stokes (1960). *The American Voter* (Unabridged edition). University of Michigan Press.

**Week 4 – 02.18.2015**

**ISA – No Class meeting**

**Week 5 – 02.25.2015**

**US Public Opinion and Foreign Policy**

* Holsti, Ole Rudolf (2004). *Public Opinion and American Foreign Policy*, Revised Edition, University of Michigan Press
* Sobel, Richard (2001) *The Impact of Public Opinion on U.S. Foreign Policy Since Vietnam*, New York, Oxford University Press
* McCormick, James ed. (2012). *The Domestic Sources of American Foreign Policy: Insights and Evidences*. Rowman & Littlefield Publishers, Inc.

**Week 6 – 03.04.2015**

**Public Opinion and Use of Force**

* Berinsky, Adam (2009). *In Time of War: Understanding American Public Opinion from World War II to Iraq*, Chicago, University of Chicago Press
* Gelpi Christopher, Peter Feaver, and Jason Reifler (2009). *Paying the Human Costs of War: American Public Opinion and Casualties in Military Conflicts.* Princeton University Press
* Levy, J. S. (1988). “Domestic politics and war”. *The Journal of Interdisciplinary History*, 18(4): 653-673
* Fordham, B. O. (2005). “Strategic conflict avoidance and the diversionary use of force”. *The Journal of Politics*, 67(1): 132-153
* Meernik, J. (1994). “Presidential decision making and the political use of military force”. *International Studies Quarterly*, 38(1): 121-138

**Week 7 – 03.11.2015**

**Image, Reputation, Stereotyping Abroad**

* Katzenstein, Peter J., Robert O. Keohane eds. (2007). *Anti-Americanism in World Politics*. Cornell University Press.
* Changing Minds – Winning Peace, A New Strategic Direction for U.S. Public Diplomacy in the Arab and Muslim World. Report of the Advisory Group on Public Diplomacy for the Arab and Muslim World.
* Sanders, Barry A, (2011). “American Footprints Abroad” in *American Avatar: The United States in the Global Imagination*, Potomac Books
* Freeman, Charles (2006). “Why not Let Them Hate Us, as long as They Fear Us?” Remarks to the United States Information Agency Alumni Association

**Week 8 – 03.18.2015**

**Image, Reputation, Stereotyping Abroad – 1**

* **Cont. (TBA)**

**Week 9 – 03.25.2015**

**Anti-Americanism**

* Katzenstein, Peter J., Robert O. Keohane eds. (2007). *Anti-Americanism in World Politics*. Cornell University Press.
* Blaydes, L., & Linzer, D. A. (2012). “Elite Competition, Religiosity, and Anti-Americanism in the Islamic World”. *American Political Science Review*, 106(2)

**Week 10 – 04.01.2015**

**Soft Power Theories and Public Diplomacy**

* Nye, Joseph (2004). *Soft Power: The Means to Success in World Politics*. NY: Public Affairs.
* Matthew Kroenig, Melissa McAdam & Steven Weber (2010) “Taking Soft Power Seriously”, *Comparative Strategy*, 29:5, 412-431
* Nye, Joseph (2008). “Public Diplomacy and Soft Power” *Annals of the American Academy of Political and Social Science*, Vol. 616.
* Nye, Joseph (2009). “Get Smart: Combining Hard and Soft Power” *Foreign Affairs,* Vol. 88, No. 4, pp. 160-163

**Week 11 – 04.08.2015**

**Spring Break – No Class meeting**

**Week 12 – 04.15.2015**

**MPSA – No Class Meeting**

**Week 13 – 04.22.2015**

**Public Diplomacy and Foreign Public Opinion**

* Rugh, William (2014). *A Front Line Public Diplomacy: How US Embassies Communicate with Foreign Publics*. NY: Palgrave MacMillan.
* Rugh, William (2004). *Engaging the Arab and Islamic Worlds Through Public Policy*. Public Diplomacy Council.
* John W. Dietrich (2006). “U.S. Human Rights Policy in the Post-Cold War Era,” *Political Science Quarterly*, Volume 121, Number 2.
* Wilson P. Dizard Jr. (2004). *Inventing Public Diplomacy: The Story of the U.S. Information Agency.* Boulder, CO: Lynne Rienner Publishers, 2004

**Week 14 – 04.29.2015**

**Public Diplomacy Tools (Readings will be announced later on)**

* Ahmed, F. (2013). “Aiding repression: The impact of US economic aid on political rights”.
* Busse, M., & Gröning, S. (2009). “Does foreign aid improve governance?” *Economics Letters*, 104(2), 76-78
* Cingranelli, D. L., & Pasquarello, T. E. (1985). “Human rights practices and the distribution of US foreign aid to Latin American countries”. *American Journal of Political Science*, 539-563
* Knack, S. (2004). “Does foreign aid promote democracy?” *International Studies Quarterly*, 48(1), 251-266
* Teimourian, H. (2002). “Arab Opinion on US-led Attack”. *The World Today*. , 09.26.2002

**Week 15 – 05.06.2015**

**Presentations**

**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. Please check Blackboard page of the class frequently. 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 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.