Course Description: This course provides an introduction to the classic and recent literature on the systematic study of foreign policy. The emphasis of the course is conceptual and analytical, focusing on theories of decision-making and their empirical applications to foreign policy. Readings and class discussions will analyze the impact of individual leaders and personalities on foreign policy choices, the effect of the circumstances under which decisions are made, and the influence of individual and collective perceptions and misperceptions. We will also consider the role of institutional structures and processes, public opinion, and the international environment. Although many of the articles and case studies use illustrations from U.S. foreign policy, the theoretical issues raised can be applied to a variety of countries.

In addition to providing specific knowledge about the foreign policy process, this course also gives you the opportunity to develop and strengthen a number of skills that are important in an academic career:

- the critical reflection and evaluation of scholarly work;
- the construction of research questions;
- problem-solving and analytical abilities;
- creative and independent thinking;
- the oral and written articulation of theories and arguments;
- peer review and collaboration.

Required Texts. We will be reading three books that are available from the Kansas Union bookstore:


In addition, we will also use a set of case studies, available directly from me. Finally, there is a packet of articles and book chapters in the reading room of the Political Science Department, 504 Blake Hall.

Expectations and Evaluation: Members of the seminar are expected to attend all sessions, do the required reading before class, turn in assignments on time, and participate actively in class discussions. My assumption, unless shown otherwise, is that you are self-directed adults; thus, my role is to guide your intellectual development rather than to provide you with all the answers. Incompletes will not be given except in cases of documented medical emergency, bereavement, or other circumstances totally beyond the student’s control.

Class participation: 30%  Presentation of supplementary readings: 5%
Written case analyses: 15%  Peer review and presentation: 15%
Research design: 35%

Class participation. Since this course is built around discussion and the case method, its success ultimately depends on your preparation and willingness to participate in thoughtful, serious analysis that reflects mastery of the assigned material. For additional information, see the syllabus appendix.
Presentation of supplementary readings. Each seminar participant is required to sign up during the second week of class to present three supplementary readings (during different weeks). You should prepare a well-organized, 5-10 minute overview presentation of the reading and a brief outline to distribute to the class.

Written case analyses. A week before each case discussion, I will distribute study questions and an optional essay question to help guide your preparation for the following week’s class. During the course of the semester, you are required to select three cases and, for each one, submit a brief paper (3-4 typed pages) that answers the essay question for that case. You can select any three cases, except that you must complete at least one short paper by the end of February. Each short paper must be turned in by 3:00 p.m. the day before the case is to be discussed.

Paper assignment. Each seminar participant will prepare a formal research design of approximately 25 pages on a topic of their choice within the field for foreign policy analysis. Your research design should include the following elements:

- description and justification of a significant research question
- review of the relevant literature
- presentation and elaboration of one or more specific hypotheses
- explanation of an appropriate technique for collecting and evaluating evidence
- operationalization of relevant variables
- commentary regarding the expected results
- discussion of the next steps in the research.

The goals of this activity are:

- to provide you with an in-depth understanding of a significant question within foreign policy analysis
- to give you experience in writing a professional quality research design of the type you would use to obtain research funding
- to encourage you to develop a research agenda that can ultimately result in a political science conference paper, scholarly article, or dissertation project.

I am flexible regarding the intellectual question and the research method as long as it contains the elements outlined above. Please make an appointment with me early in the semester to discuss the appropriateness and scope of your topic.

A two-page proposal that will serve as the basis for your research design is due at the end of the sixth week: Friday, 26 February 1999. The proposal should specify the what, why, and how of the topic and should serve as a concise overview of what is to come. These proposals will be presented and discussed in class during weeks 8 and 9. A completed draft of the research design is due in class on Tuesday, 20 April. Final papers, revised to take into account the comments from your class colleagues and from me, are due no later than Friday, 14 May 1999.

Peer review and presentations. Each student will be assigned to discuss another student’s paper outline and to present the final version of the paper for the author in during the penultimate class session. You should give your outline commentator/presenter a copy of your proposal when you turn it in to me on 26 February. You should also communicate with your outline commentator/presenter throughout the semester and provide that person with your completed draft research design no later than 20 April. In addition, each seminar member will be assigned to serve as the discussant for another student’s research design when it is presented on 27 April. You should also give that individual a copy of your research design no later than 20 April.

Academic misconduct. Cheating and plagiarism in all their forms are serious matters and will be treated as such. The minimum penalty is a zero for the assignment. If you have any questions about what constitutes academic misconduct, please talk with me.
Summary of Course Topics

Week 1: Introduction to the Study of Foreign Policy  
Case: The Two Oaths of Richard Helms

Week 2: What is Foreign Policy Analysis Anyway?

Week 3: Personality, Leadership Styles, and the Psychology of Foreign Policy Decision-Making

Week 4: Beliefs and Motives  
Case: The Cuban Missile Crisis: U.S. Deliberations and Negotiations at the Edge of the Precipice

Week 5: No Class

Week 6: Reasoning and Information Processing  
Case: The Mayaguez Incident

Week 7: Group Dynamics  
Case: Kennedy and the Bay of Pigs

Week 8: Organizational Processes and Government Structures

Week 9: US Decision Making and The Vietnam War  
Case: Americanizing the Vietnam War

Week 10: Spring Break

Week 11: Domestic Political Explanations of Foreign Policy

Week 12: The Impact of Public Opinion and the Media  
Case: Siege Mentality: ABC, the White House and the Iran Hostage Crisis

Week 13: External Influences  
Case: The Gulf Crisis: Building a Coalition for War

Week 14: Foreign Policies of Weak/Dependent States  
Case: Ecuador Confronts U.S. Military Intervention: Operation Blazing Trails  
Case: Intragovernmental Negotiation: Soviet-Somali Relations and the Ogaden War, 1978-79

Week 15: Presentation of Research Designs

Week 16: International Mediation and Conflict Resolution  
Case: Yugoslavia, 1991-92: Could Diplomacy Have Prevented a Tragedy?"
**Week 1: Course Introduction**

**Assignment**

*Case: “The Two Oaths of Richard Helms”* [handed out and read in class]

**Week 2: What is Foreign Policy Analysis Anyway?**

**Required**

Gerner, "The Evolution of the Study of Foreign Policy" [NHH]
Khong, chapter 1
Neack, Hey, and Haney, "Generational Change in Foreign Policy Analysis" [NHH]
Vertzberger, chapter 1

**Supplementary readings for class presentation**


**Suggestions for further reading**

Rosenau, James, "Comparative Foreign Policy: Fad, Fantasy, or Field," *International Studies Quarterly*, 1968
Week 3: Personality, Leadership Styles, and the Psychology of Foreign Policy
Decision-Making

Assignment


Khong, chapter 2

Vertzberger, chapter 3


Supplementary readings for class presentation


Suggestions for further reading


Week 4: Beliefs and Motives

Required

Rosati, "A Cognitive Approach to the Study of Foreign Policy" [NHH]
Vertzberger, chapter 2

Case: The Cuban Missile Crisis: U.S. Deliberations and Negotiations at the Edge of the Precipice

Supplementary readings for class presentation


Suggestions for further reading (weeks 4 and 6)

Goldstein, Judith, and Robert Keohane (eds.) Ideas and Foreign Policy: Beliefs, Institutions, and Political Change.


May, Ernest, "Lessons" of the Past: The Use and Misuse of History in American Foreign Policy.


**Week 5:** **No Class:** Professor at International Studies Association Annual Conference
Week 6: Reasoning and Information Processing

Assignment


Shimko, "Foreign Policy Metaphors: Falling 'Dominoes' and Drug 'Wars'" [NHH]


Case: The Mayaguez Incident

Supplementary readings for class presentation


Week 7: Group Dynamics

Required


Vertzberger, chapter 4

Case: Kennedy and the Bay of Pigs

Supplementary readings for class presentation


Suggestions for further reading (weeks 7, 8, and 9)

Allison, Graham T., Essence of Decision: Explaining the Cuban Missile Crisis (Boston: Little, Brown, 1971).


Week 8: Organizational Processes and Government Structures

Required


Haney, "Structure and Process in the Analysis of Foreign Policy Crises" [NHH]

Ripley, "Cognition, Culture and Bureaucratic Politics" [NHH]
Supplementary readings for class presentation


Session 9: US Decision-Making and The Vietnam War

Required

Khong, chapters 3, 8-9 and one of the case studies (chapters 4-7)
“Vietnam Documents”

Case: Americanizing the Vietnam War

Supplementary readings for class presentation


Vertzberger, chapter 6


Suggestions for further reading


Week 10: Spring Break
Week 11: Domestic Political Explanations of Foreign Policy

Required

Hagan, "Domestic Political Explanations in the Analysis of Foreign Policy" [NHH]
Moon, "The State in Foreign and Domestic Policy" [NHH]
Neack, "Linking State Type with Foreign Policy Behavior" [NHH]
Petter, "The Politics of Identity and Gendered Nationalism" [NHH]
Vertzberger, chapter 5

Supplementary readings for class presentation


Suggestions for further reading

Week 12: The Impact of Public Opinion and the Media

Required


Case: *Siege Mentality: ABC, the White House, and the Iran Hostage Crisis*

Supplementary readings for class presentation


Suggestions for further reading


Miller, Warren E., ”Voting and Foreign Policy,” in Rosenau, *Domestic Sources of Foreign Policy*, pp. 213-30.
Prewist, Kenneth, and Alan Stone, *The Ruling Elites: Elite Theory, Power, and American Democracy*

**Week 13: External Dimensions**

**Required**

Rothgeb, "The Changing International Context for Foreign Policy" [NHH]
Schrodt, “Event Data in Foreign Policy Analysis” [NHH]

*Case: The Gulf Crisis: Building a Coalition for War*

**Supplementary readings for class presentation**


**Suggestions for further reading** (weeks 13 and 14)


**Week 14: Foreign Policies of Weak/Dependent States**

**Assignment**

Hey, "Foreign Policy in Dependent States" [NHH]

**Case:** Intragovernmental Negotiation: Soviet-Somali Relations and the Ogaden War, 1978-79  
**Case:** Ecuador Confronts U.S. Military Intervention: Operation Blazing Trails

**Supplementary readings for class presentation**


**Week 15: Presentation of Research Designs**
Week 16: International Mediation and Conflict Resolution

Assignment

Kleiboer, Marieke, The Multiple Realities of International Mediation (Boulder: Lynne Rienner, 1998), chapter 2. [packet]

Case: Yugoslavia, 1991-92: Could Diplomacy Have Prevented a Tragedy?”

Supplementary readings for class presentation


Suggestions for further reading

POLS 970: Foreign Policy Analysis

Appendix:
Case Discussions

What is a "case"? A case is a narrative account of an actual (or realistic) situation. Cases tend to look either prospectively or retrospectively at critical junctures in international affairs: diplomatic negotiations on the eve of war and peace, crises in foreign policy decision-making, military actions with unintended consequences, politically complex trade disputes, etc. Cases present information but not analysis; your task is to supply the latter, as well as to advocate a solution.

Learning with cases involves your active participation, reflecting the philosophy that what you teach yourself will stay with you longer than what you merely listen to and transcribe. Unlike traditional lectures, where the material presented may find its way to your notebook with little conscious intervention on your part, case discussion demands your ideas and involvement. Rather than being a passive observer of the knowledge transmission process, cases require you to learn by actually doing the analysis and defending a particular course of action.

Studying cases may seem frustrating at first. Like the situations faced by real policy makers, information provided in the case may be ambiguous, complex, or incomplete. Generally a case has no single "correct" resolution; there are only choices, some better, some worse, and all open for discussion and interpretation. Don’t be afraid to be wrong or to have your position challenged! Sometimes the most valuable contribution you can make is to present an analysis that has merit but on closer consideration by the class turns out to have some unanticipated problems. That’s how we all learn. There would be little point in discussing these cases if the issues they present are so obvious that you can figure everything out before you come to class.

How will your performance in case discussions be evaluated? In assessing your participation — both in the case discussions and more generally — I will be looking for several things:

- evidence of thorough preparation, including knowledge of the factual details of the case or other assigned readings
- comments that are clear, concise, enthusiastic, logical, original, appropriate to the discussion, analytically sophisticated, and that use relevant evidence
- contribution(s) that contribute to the process of the discussion: building on the ideas of others, providing constructive criticism, asking constructive questions, or indicating a careful listening to others.

I recognize that class discussion comes more easily for some people than for others. By temperament or habit, some of us are "talkers," others are "listeners." Learning to be both is an important goal of this course. If you want to raise an issue that is completely different from the one the class is discussing, consider waiting until the class is ready to move on to another topic. Alternatively, if you feel that you need to interject your point — particularly if you believe the class is moving off onto a tangent — try to do so by linking your comments to those of others.

Do not wait too long to get involved in the discussion. The longer you wait to participate, the more difficult it is likely to seem. If necessary, I will call on you to bring you into the conversation. Do not hesitate to admit confusion, ask for clarification, or simply be wrong. Most of us do not like to do any of these, but bear in mind that by doing so you may help the group stay focused on the problem. If you are uncomfortable speaking in class, please come by and talk with me: there are some "tricks" that I can suggest that might help. One final — perhaps obvious — point: If you don’t attend class, you cannot participate and your grade will reflect your absence.
Preparing for Case Discussions

The more carefully you prepare for case discussions, the more intellectually useful, interesting, and fun you will find them. The following suggestions are based on the experience of other students and faculty involved in case-based teaching/learning activities:

1. **Form a study group.**
   a. Preparing cases alone is not as productive (or as enjoyable) as doing it with other people. Not only do study groups help improve your own skills, you can also learn from other students’ thought patterns and problem-solving styles.
   b. Use the study group to present your analysis to others, to practice articulating your ideas, to get feedback on both the ideas and presentation, to compare different views, to redefine and rethink positions, and to build confidence.

2. **Read the case meticulously.**
   a. Quickly look at the case by reading the introduction and conclusion and by skimming the rest of the contents.
   b. Review the placement of the case in the syllabus. What topics have just been discussed? What will come next? This will clue you in to some of the issues that the case is likely to raise.
   c. Read the entire case rapidly, without underlining or highlighting. You now know the basic structure of the case and where the main information is.
   d. Make a brief outline. Who is involved in the case? What problems do they face? What is their situation like? If the sequence of events is complicated, you might also want to create a chronology of critical incidents.
   e. Re-read the case. Focus on the important information that was located during the skimming. Highlight, underline, or make margin notes to organize the details and record new thoughts or questions.

3. **Work on the case.**
   a. Reformulate the problem. What is the case really about? What issues are central to the problem? What conflicts between ideas, perspectives, or values are involved in deciding what action to take? Whose interests are at stake? What are the alternatives?
   b. Answer the specific study questions, preferably in writing. Remember that often there is no single right or wrong answer to a question. Make thoughtful assumptions about the information that is not available in the case.