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American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies

IRLS412

Comparative Foreign Policy

Credit Hours: 3

Length of Course: 8 Weeks

Prerequisite: NONE

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Instructor Information

Instructor: [insert name with credentials]

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Biography: [insert APUS biography link]

Please contact your instructor through the Messages tab in the classroom.

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Course Description (Catalog)

IRLS412 Comparative Foreign Policy (3 hours)

An analysis of the foreign policy and policy-making process in various regions of the world. Specific case studies allow the student to assess national priorities and ideological commitments in the post-Cold War era.

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Course Scope

As a 400-level course, this course provides a higher level of knowledge building on the material taught at the 300 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the discipline.

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Course Objectives

After successfully completing this course, you will be able to:

CO-1: Compare the foreign policy objectives of different geographic regions.

CO-2: Apply decision-making theories, conceptual frameworks, and/or models of foreign policy analysis to specific case studies.

CO-3: Examine the process of foreign policy decision-making among state and non-state actors with competing interests.

CO-4: Analyze the constraints of decision-makers in creating foreign policy.

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CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.

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Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course resources and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions (accomplished in groups in a Forum) require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET. The assigned faculty will support the students throughout this eight-week course.

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Course Resources

- Required Course Textbook

The **required** texts for this course are:

- Dobson, Alan P. and Steve Marsh. 2006. *US Foreign Policy Since 1945, 2nd ed.* London and New York: Routledge. E-book available in the APUS Online Library
- Cebeci, Munevver, ed. 2011. *Issues in EU and US foreign policy.* Lanham, Md.: Lexington Books. E-book available in the APUS Online Library
- External websites and other assigned reading found in the Lessons area of the classroom.
- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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Evaluation Procedures

Forum discussions – 25 percent

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

Midterm assignment - 25 percent

The Midterm Assignment consists of a take-home case study assignment of the Cuban Missile Crisis, and is 6 pages total. Students will identify and compare the foreign policy objective(s) of the United States, the USSR, and Cuba during the Cuban Missile Crisis, and will use one of the theories or conceptual frameworks presented in Weeks 1-3 to explain how nuclear war might have occurred if the US, USSR, and/or Cuba had acted differently at any one of the seven steps of the crisis.

The exclusive use of required texts and readings from this course is mandatory.

Progress assignment - 25 percent

The Progress Assignment presents students with a crisis situation involving North Korea. Students will write a policy analysis and recommended response based on the domestic and international constraints that decision-makers would face in this situation.

The Progress Assignment is 8-10 pages including research and analysis.

Final assignment – 25 percent

In the Final Assignment, students are presented with a specific foreign policy problem based on the readings in weeks 7-8, and will evaluate the best way to solve it using a specific foreign policy instrument or instruments. This assignment is 6 pages total.

The exclusive use of required texts and readings from this course is mandatory.

Grade Instruments	Percentage
Forum Discussions (8)	25
Midterm Assignment	25

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Progress Assignment	25
Final Assignment	25
Total	100

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8 – Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Course Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Introduction and Individual Level Psychological Explanations	CO-4: Analyze the constraints of decision-makers in creating foreign policy.	Rochester, Martin J. 2008. <i>Current US foreign policy dilemmas</i> . Boulder: Westview Press. In <i>US Foreign Policy in the Twenty-First Century: Gulliver’s Travails</i> . Andriole, Stephen J., Jonathan Wilkenfeld, and Gerald W. Hopple. 1975. A framework for the comparative analysis of foreign policy behavior. <i>International Studies Quarterly</i> 19, no. 2: 160-198. Hermann, Margaret, Thomas Preston, Baghat Korany and Timothy Shaw. 2001. Who leads matters: the effects of	Week One Forum Discussion

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			powerful individuals. <i>International Studies Review</i> 3, no. 2 (Summer): 83-132.	
2	The Domestic Level	<p>CO-3: Examine the process of foreign policy decision-making among state and non-state actors with competing interests.</p> <p>CO-4: Analyze the constraints of decision-makers in creating foreign policy.</p>	<p>Kenny, Charles. 2013. The convergence of civilizations. <i>Foreign Policy</i> 198 (Jan/Feb): 22-23.</p> <p>Jacobs, Lawrence R. and Robert Y. Shapiro. 2005. Who influences U.S. foreign policy? <i>American Political Science Review</i> 99, no. 1: 107-123.</p> <p>Dobson, Alan P. and Steve Marsh. 2006. <i>US foreign policy: evolution, formulation, and execution</i>. London and New York: Routledge. Chapter 1 in <i>US Foreign Policy Since 1945</i>.</p> <p>Allison, Graham. 1969. Conceptual models and the Cuban Missile Crisis. <i>American Political Science Review</i> 63, no. 3: 689-718.</p> <p>Welch, David. 1992. The organizational process and</p>	Week Two Forum Discussion

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			<p>bureaucratic politics paradigms: retrospect and prospect. <i>International Security</i> 17, no. 2 (Autumn): 112-146.</p> <p>Betts, Richard K. 1978. Analysis, war and decision: why intelligence failures are inevitable. <i>World Politics</i> 31, no. 1: 61-89.</p> <p>Betts, Richard K. 2004. The new politics of intelligence: will reforms work this time? <i>Foreign Affairs</i> 83, no. 3 (May/June): 2-8.</p>	
3	The International Level: Realism, Liberalism, and Constructivism	<p>CO-1: Compare the foreign policy objectives of different geographic regions.</p> <p>CO-2: Apply decision-making theories, conceptual frameworks, and/or models of</p>	<p>Fiammenghi, Davide. 2011. The security curve and the structure of international politics. <i>International Security</i> 35, no. 4 (Spring):126-154.</p> <p>Lipson, Charles. 1984. International cooperation in security and economic affairs. <i>World Politics</i> 37, no. 1: 1-23.</p> <p>Katzenstein, Peter and Christopher Hemmer. 2002. Why is there no NATO in Asia? Collective</p>	<p>Week Three Forum Discussion</p> <p>Midterm Assignment</p>

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		<p>foreign policy analysis to specific case studies.</p> <p>CO-3: Examine the process of foreign policy decision-making among state and non-state actors with competing interests.</p>	<p>identity, regionalism, and the origins of multilateralism.</p> <p><i>International Organization</i> 56, no. 3: 575-609.</p> <p>Cebeci, Munevver, ed. 2011. <i>Europe, the US, and the creation of a multi-layered NATO: lessons from Afghanistan</i>. Lanham, Md.: Lexington Books. In <i>Issues in EU and US foreign policy, Chapter 5</i>.</p>	
4	The Western Powers: The United States and Europe	<p>CO-1: Compare the foreign policy objectives of different geographic regions.</p> <p>CO-2: Apply decision-making theories, conceptual frameworks, and/or models of foreign policy analysis to</p>	<p>Indyk, Martin S., Kenneth G. Lieberthal, and Michael E. O'Hanlon. 2012. Scoring Obama's foreign policy. <i>Foreign Affairs</i> 91, no. 3 (May/June): 29-43.</p> <p>Brooks, Stephen G., G. John Ikenberry, and William C. Wohlforth. 2012. Don't come home, America. <i>International Security</i> 37, no. 3: 7-51.</p> <p>Pribya, Petr. 2013. Tough talk, no strategy? Increasing role of sanctions in EU foreign</p>	Week Four Forum Discussion

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		<p>specific case studies.</p> <p>CO-3: Examine the process foreign policy decision-making among state and non-state actors with competing interests.</p> <p>CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.</p>	<p>policy. <i>Foreign Policy Association</i>, 23 January 2013.</p> <p>Miller, Rory. 2012. The European Union's counterproductive Iran sanctions. <i>Foreign Affairs</i>, 23 February 2012.</p> <p>Cebeci, Munevver, ed. 2011. <i>With or without you: a comparison of EU, European, and US policies in Afghanistan</i>. Lanham, Md.: Lexington Books. In <i>Issues in EU and US foreign policy</i>, Chapter 4.</p>	
5	<p>Asia: Russia, China, Japan, India</p>	<p>CO-1: Compare the foreign policy objectives of different geographic regions.</p> <p>CO-2: Apply</p>	<p>Horta, Loro. 2012. China turns to the sea: changes in the people's liberation army navy doctrine and force structure. <i>Comparative Strategy</i> 31, no. 5: 393-402.</p>	<p>Week Five Forum Discussion</p>

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		<p>decision-making theories, conceptual frameworks, and/or models of foreign policy analysis to specific case studies.</p> <p>CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.</p>	<p>Rudd, Kevin. 2013. Beyond the pivot. <i>Foreign Affairs</i> 92, no. 2 (Mar/Apr): 9-15.</p> <p>Schneider, Mark B. 2012. Russian violations of its arms control obligations. <i>Comparative Strategy</i> 31, no. 4: 331-352.</p> <p>Auslin, Michael. 2012. Japan awakens. <i>Foreign Policy</i>. 2 May 2012.</p> <p>Tripathi, Amitava. 2011. Prospects of India becoming a global power. <i>Indian Foreign Affairs Journal</i> 6, no. 1 (January–March): 58-69.</p> <p>Dobson, Alan P. and Steve Marsh. 2006. <i>The western hemisphere and Asia in the post-Cold War world</i>. London and New York: Routledge. <i>US Foreign Policy Since 1945, Chapter 12, Introduction and sections on Asia</i>.</p>	
6	Africa: Nigeria, South Africa	CO-2: Apply decision-making	Whitaker, Beth. 2010. Soft balancing among weak states? Evidence	Week Six Forum Discussion

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		<p>theories, conceptual frameworks, and/or models of foreign policy analysis to specific case studies.</p> <p>CO-4: Analyze the constraints of decision-makers in creating foreign policy.</p> <p>CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.</p>	<p>from Africa. <i>International Affairs</i> 86, no. 5: 1109-1127.</p> <p>Ajaebili, C.N. 2011. The option of economic diplomacy in Nigeria's foreign policy. <i>International Journal of Humanities and Social Science</i> 1, no. 17 (Special Issue – November 2011): 277-280.</p> <p>Adekola, Oluwola Gabriel. 2013. New perspectives to Nigeria's foreign policy towards China. <i>Journal Of Humanities And Social Science</i> 6, no. 5 (Jan-Feb): 1-6.</p> <p>Solomon, Hussein. South African foreign policy, middle power leadership and preventive diplomacy. Centre for International Political Studies (date unknown).</p> <p>Dobson, Alan P. and Steve Marsh. 2006. <i>The US and post-Cold War Africa and the Middle East</i>. London and New</p>	<p>Progress Assignment</p>
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			York: Routledge. In <i>US Foreign Policy Since 1945</i> , Chapter 11, section on The US and Africa, p.164-171.	
7	Latin America: Brazil, Mexico, Venezuela	<p>CO-2: Apply decision-making theories, conceptual frameworks, and/or models of foreign policy analysis to specific case studies.</p> <p>CO-4: Analyze the constraints of decision-makers in creating foreign policy.</p> <p>CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.</p>	<p>Kenkel, Kai. 2010. South America's emerging power: Brazil as a peacekeeper. <i>International Peacekeeping</i> 17, no.5: 644-661.</p> <p>Villarreal, Pablo. 2012. Mexico's foreign policy: a new opportunity. <i>The Wagner Review</i>. 7 December 2012.</p> <p>Venezuela's foreign policy: dreams of a different world. <i>The Economist</i>. 17 September 2009.</p> <p>Dobson, Alan P. and Steve Marsh. 2006. <i>The western hemisphere and Asia in the post-Cold War world</i>. London and New York: Routledge. In <i>US Foreign Policy Since 1945</i>, chapter 12, p.186-194.</p>	Week Seven Forum Discussion

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8	<p>The Middle East and Conclusions: Israel, Iran, Turkey, Pakistan</p>	<p>CO-2: Apply decision-making theories, conceptual frameworks, and/or models of foreign policy analysis to specific case studies.</p> <p>CO-4: Analyze the constraints of decision-makers in creating foreign policy.</p> <p>CO-5: Assess the major political, security, and economic instruments for achieving policy objectives in the context of regional foreign relations.</p>	<p>Waxman, Dov. 2006. Israel's dilemma: unity or peace? <i>Israel Affairs</i> 12, no. 2: 200-220.</p> <p>Lynch, Mark. 2013. Tehran tanking. <i>Foreign Policy</i>. 7 March 2013.</p> <p>Cook, Steven A. 2012. Overdone Turkey: the hype about Ankara as a regional leader is way overblown. <i>Foreign Policy</i>. 21 November 2012.</p> <p>Kapur, S. Paul, and Sumit Ganguly. 2012. The jihad paradox. <i>International Security</i> 37, no. 1 (Summer): 111-141.</p> <p>Arbour, Louise. 2012. 10 conflicts to watch in 2013. <i>Foreign Policy</i>. 27 December 2013.</p>	<p>Week Eight Forum Discussion</p> <p>Final Assignment</p>

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

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- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

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- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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Selected Bibliography

Allison, Graham. 1969. Conceptual models and the Cuban Missile Crisis. *American Political Science Review* 63, no. 3: 689-718.

Katzenstein, Peter and Christopher Hemmer. 2002. Why is there no NATO in Asia? Collective identity, regionalism, and the origins of multilateralism. *International Organization* 56, no. 3: 575-609.

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