

PSCI 5805 F
Foreign Policy Analysis
Monday 11:35am – 2:25
Please confirm location on Carleton Central

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I. Course Description and Objectives

This is a course that focuses on the study of foreign policy as a sub-field of International Relations. Within the discipline of Political Science, the study of foreign policy is most frequently referred to as Foreign Policy Analysis (FPA). FPA attempts to explain how a state formulates and implements its foreign policy. Although there are many different approaches to FPA, this course concentrates specifically on the realist tradition of analyzing foreign policy behavior. We will be examining classical realism, structural realism (both defensive and offensive), and neoclassical realism.

The objective of the course is for students to learn the theories of classical, structural, and neoclassical realism. The second, and closely related objective, is to apply these theories to the conduct of foreign policy; how do classical, structural, and neoclassical realists attempt to explain state behavior. These objectives will be achieved by examining several different historical cases in general, and specifically by the foreign policy decision that you analyze in your research paper. An underlying theme of the course is the role that rationality plays in the study and practice of foreign policy.

II. Course Format

This class will meet “face to face” and will be conducted as a seminar. Since the course is a seminar, you are required to participate actively in class discussions. The reason for this is simple; seminars do not work if there is no student participation. Therefore, you must be fully prepared for each class and complete all the assigned reading. You should aim to contribute to every seminar by engaging with the assigned reading.

III. Learning Outcomes

By the end of the course, students will be able to:

- Recognize historical facts, details, and information about different countries' foreign policy in general and American foreign policy in particular.
- Critique and defend different interpretations of American foreign policy.
- Analyze foreign policy decision-making.
- Understand the role of rationality in explaining foreign policy behavior.
- Appreciate the limits of rationality in foreign policy decision-making.
- Explain realist theories of foreign policy.
- Differentiate classical, structural, and neoclassical realism.

IV. Course Texts

There are two required texts for the course that are available for purchase at the Carleton University Bookstore. Both books are also available on Amazon as well as from the publishers (Yale University Press and Princeton University Press). The required texts have been placed on reserve at the Carleton University library.

1. John J. Mearsheimer and Sebastian Rosato, *How States Think: The Rationality of Foreign Policy* (New Haven: Yale University Press, 2023).
2. Jonathan Kirshner, *An Unwritten Future: Realism and Uncertainty in World Politics* (Princeton: Princeton University Press, 2022).

The weekly reading assignments have been placed on reserve in the library. You can access many of the assigned journal articles by using JSTOR and other search engines that are available on the Carleton University library website (<https://library.carleton.ca/>). All of the assigned readings can be directly accessed through ARES, which can be found on the course Brightspace page.

V. Course Requirements and Grading Policy

All assignments are to be submitted via Brightspace.

- A. Class participation (15%)
- B. Week review paper (15%)
- C. Oral presentation of assigned reading (10%)
- D. Paper proposal (10%) **Due: October 28, 2024**
- E. Oral presentation of research paper (10%)
- F. Research paper (40%) **Due: December 6, 2024**

VI. Explanations

- A. Your presence and active participation in class is an integral part of this course. Since the course is a seminar, you are required to participate actively in class discussions. The reason for this is simple; seminars do not work if there is no student participation. It is necessary that you complete all the reading assignments prior to coming to class so that you are fully prepared to engage with the assigned material. We will be discussing the

assigned material in class and if you fail to participate in class discussions and do not engage with the assigned material this will be taken as a sign of inadequate preparation and result in a grade reduction. Attendance is mandatory and missing class will result in a grade reduction. In addition to attendance, your class participation grade will be determined by both the quantity and quality of your comments in class. After each class, I will note whether you participated at a high, medium, or low level.

- B. You need to select one of the week's assigned readings and write a 5-7 page critical summary. There are two parts of this assignment; first, to summarize succinctly the assigned readings and two, to provide a critical a review of them. You may focus on a specific reding or two, but you still must provide an overview of the assigned reading for a particular week. You may pick any week you like but be sure to select a week before the oral presentations begin. The assignment is due one week after the week you selected (if you select week 3, September 23, for example, the assignment will be due on September 30).
- C. Each student will select a specific week and provide a 15-minute oral presentation of the assigned material. There will be two students presenting together each week and you will need to coordinate your presentations. I am not looking for a point-by-point summary, but rather an overview of the assigned material—what is the topic, what are the main arguments, strengths and weaknesses of the material, how do the readings help us to understand foreign policy, how are they similar or different from previous weeks' material? A core aim of the assignment is to generate class discussion about the assigned material. In this regard, articulating specific questions, debates, and controversies are welcomed.
- D. You are required to submit a 3-page research proposal that identifies the topic that you will be researching this semester. As explained below, you need to select a significant foreign policy decision. The proposal should specify the decision that you have selected and provide some historical information about the decision. The proposal should also provide a bibliography of the sources that you will be using i9n your research paper.
- E. Each student will provide a 10-minute oral presentation of their research paper. Students will select the date of their presentation. Your aim is to first summarize succinctly the foreign policy decision that you have researched and secondly, to discuss your theoretical analysis of the decision. Because of the number of students enrolled in the course, the presentation is strictly limited to 10 minutes; there will be no exceptions.
- F. Each student is required to select a major, significant foreign policy decision made by a particular country (e.g. United States, China, Russia, Canada, France, Great Britain, Brazil, Nigeria, etc.). This could be a recent decision (e.g. Russia's decision to invade Ukraine, US decision to invade Iraq), a decision that occurred during the Cold War (e.g. Cuban missile crisis, US decision to pursue war in Vietnam, British decision to retake the

Falkland Islands from Argentina) or further back in history (e.g. British appeasement policy). The aim of the first part of the assignment is to provide a historical account of the foreign policy decision that you selected. Who were the key decision makers, what were they reacting to, what other actors (states or policymakers) were involved, what was the decision-making process, what was the historical context of the decision? The second part of the assignment is to apply two different realist theories (classical, structural, defensive, offensive, neoclassical) to the foreign policy decision you have selected. How do the theories you selected help to explain the foreign policy decision? What are the respective strengths and weaknesses of the two theories? Does one of the theories explain the decision better than the other?

VII. Other Guidelines

Late assignments will be penalized one letter-grade per day. For example, a B+ paper, one day late, will receive a B.

VIII. Course schedule and Assigned Readings

Week One (September 9)

Course Introduction

- Valerie M. Hudson, "The History and Evolution of Foreign Policy Analysis," in Steve Smith, Amelia Hadfield, and Tim Dunne eds., *Foreign Policy: Theories, Actors, Cases* (Oxford: Oxford University Press, 2012): 13-34.
- Walter Carlsnaes, "Foreign Policy," in Walter Carlsnaes, Thomas Rise, and Beth A. Simmons eds., *Handbook of International Relations*, 2nd ed. (London: Sage, 2013): 298-325.

Week Two (September 16) How States Think I

- Mearsheimer and Rosato, *How States Think*, chs. 1-5.

Week Three (September 23) How States Think II

- Mearsheimer and Rosato, *How States Think*, chs. 6-9.
- Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63,3 (September 1969): 689-718.

Week Four (September 30) Classical Realism

- Kirshner, *An Unwritten Future*, Introduction, ch. 1.
- Hans J. Morgenthau, "The Mainsprings of American Foreign Policy: The National Interest vs. Moral Abstractions," *American Political Science Review* XLIV (December 1950): 833-854.
- Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 2nd ed. (New York: Alfred A. Knopf, 1955), chs. 4-6.
- George F. Kennan, "The Sources of Soviet Conduct," *Foreign Affairs* XXV, 4 (July 1947): 566-82.

Week Five (October 7) Structural Realism I

- Kirshner, *An Unwritten Future*, 2.
- Kenneth N. Waltz, "International Politics is Not Foreign Policy." *Security Studies* 6 (1996): 54-57.
- Kenneth N. Waltz, "The Emerging Structure of International Politics," *International Security* 18, 2 (Fall 1993): 44-79.
- Kenneth N. Waltz, "The New World Order," *Millennium: Journal of International Studies* 22, no. 2 (Summer 1993): 187-195.

- David G. Haglund, “The Paradigm that Dare Not Speak its Name: Canadian Foreign Policy’s Uneasy Relationship with Realist International Relations Theory,” *International Journal: Canada’s Journal of Global Policy Analysis* 72, 2 (June 2017): 230-242.
- Kim Richard Nossal, “Right and Wrong in Foreign Policy 40 Years On: Realism and Idealism in Canadian Foreign Policy,” *International Journal: Canada’s Journal of Global Policy Analysis* 62, 2 (June 2017): 263-277.
- Thomas Juneau, “A Realist Foreign Policy for Canada in the Middle East,” *International Journal: Canada’s Journal of Global Policy Analysis* 72, 3 (August 2017): 401-412.

Week 13 (December 2) Presentations

Week 13 (December 6) Presentations

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international

level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
