

**School of International Relations/USC**  
**Foreign Policy Analysis**

IR 341 Spring 2006  
Tuesday and Thursday  
Seminar 2-3:20

Professor Lamy  
VKC 330 x02135  
Office Hours: T&TH 11-Noon  
Thursday 4-6 and Appointments

*The job of a Professor is to increase the level of agony in the classroom, so, for students, the only way out is to think.*

**Fred Friendly**

*But maybe, just maybe the best way to obtain power in the international system is simply to convince other nations that you are crazier than they are. Mark Strauss, editor, Foreign Policy*

*Wilsonian rhetoric is a heady elixir. It suits a nation, or at least a political class, that is eager to remake the world in an American image and believes it has the right and the power to do so. The "war on terror" is its functional equivalent of the Cold War, and Bush's declared crusade for the "expansion of freedom in all the world" is its version of making "the world safe for democracy". Professor Ron Steel*

The quotations above introduce you to **three** characteristics of this course. **First**, the quote from Fred Friendly, former head of CBS and the host of a case-based discussion program on PBS, introduces the method of teaching in the course. This is an active learning course that requires that you come to class every session prepared to participate. Every class session is an exam of sorts. You will be called on and you must take an active role in our discussions. If this is a problem, you should consider finding another course. The **second** quote refers to the uncertainty in the international system and the dangers inherent in a world made-up of close to 200 states—all trying to secure their national interests and all concerned with the relative gains of others or all trying to secure theirs before others do the same. The **third** quote refers to the unusual situation we all face in a near hegemonic world. The US is the most powerful country in the world. It is the single most important "rule-making" power and this administration has selected a unilateral promotive strategy over possible multilateral strategies. What does this mean for the rest of the world? Can the US sustain this hegemonic strategy? These are some of the most important foreign policy questions that need to be addressed.

The primary purpose of the course is to introduce students to the skills associated with **foreign policy analysis** and **evaluation**. Students are introduced to middle-range theories and analytical approaches used to explain the behavior of states in the international system. These theories are derived from the traditional "levels of analysis" and more positivist approaches to analysis. The course also reviews constructivist and critical analytical approaches that challenge some of the positivist assumptions about what factors might shape foreign policy behavior. The course includes a number of theoretical and policy studies; however, most of the course time is spent on **inhabiting decision-making situations presented in retrospective and decision-forcing cases**. The cases enable students to learn about decision-making in foreign policy and to understand how leaders are influenced in the decisions that they reach.

**What is a case study?**

**A teaching case is a story, describing or based on actual events and circumstances, that is told with a definite teaching purpose in mind and that rewards careful study and analysis. L. Lynn (1998)**

This is the only course in SIR that focuses almost exclusively on foreign policy case studies. We will discuss/inhabit about 15 case studies. Great cases have PDQ! Personalities-Drama-and Quotations from key actors and the cases that we have chosen for the course offer rich stories that we will use to identify both analytical and policy lessons. Case courses provide students with an opportunity to explore how individuals make decisions and how factors at various levels shape the decision-process in all states.

### **Course Learning Objectives**

1. Students will develop a more thorough understanding of the theoretical literature in foreign policy analysis and evaluation.
2. Students will apply these theories as they explore several foreign policy issue areas through case studies.
3. Students will practice critical thinking and will be expected to express their views in both written exercises and case discussions.
4. Students will develop a familiarity with issues that define the post-Cold War foreign policy agenda for all nation-states and other non-state actors.
5. Students will develop a research plan and write a foreign policy case using both primary and secondary sources.

The course is divided into **four sections**. We make the assumption that all politics involves conflict of some kind. Conflict may divide and unite people, institutions, organizations, and nation-states. To succeed in domestic or foreign policy, one must learn how to manage conflict and to reach decisions that attempt to accommodate diverse interests. In the **first section**, I will introduce a map of the foreign policy process that could be used for comparative analysis. You will be introduced to the various parts of the foreign policy process: articulation, formulation, implementation, and evaluation. We will look at the Bush's Administration's foreign policy through the eyes of a Brookings scholar and Dean and Kerry advisor, Ivo Daalder and Council of Foreign Relations James Lindsay. Their book, **America Unbound**, gives a very thorough look at where we have been since 11 September and where we might be going. This focus on the US case should provide some guidelines for your own case study. We will also review several articles that discuss the current foreign policy priorities of the current Bush Administration.

*Major Learning Goal: A general understanding of the processes of foreign policy and the priorities and issues that define the agenda of core states, especially the US.*

In **section two**, we return to the *analytical tools*. Here we explore several *middle-range* theories that one can use to explain the actions of states in the international system. The *agent-structure* debate has caused some scholars to question the utility of *levels of analysis*. It is still a good starting point as long as the student considers issue context and the complexity of the decision-making process. We will review both **constructivist** and **critical theories** and their views on foreign policy analysis.

*Major Learning Goal: Mastering strategies for explaining foreign policy decisions and non-decisions.*

*Major Learning Goal: Exploring how constructivist and critical theories help us develop a rich understanding of how and why decisions are made.*

The **third section** of this course focuses on methods for evaluating foreign policy decision-making. It seems that everyone has an opinion about policy-making and those responsible for making policy- both public officials and leaders of significant private actors such as NGOs and TNEs. How do we evaluate their actions? What standards do we use? How do we know we have a good foreign policy? Here we focus on the Neustadt and May study, **Thinking in Time**. This is their attempt to analyze and evaluate past US decision cases and thereby improve our ability to make good decisions.

*Major Learning Goal: Finding ways to move from usual decision-making to critical and creative decision-making. Learning to evaluate foreign policy decision-making*

In the **fourth and final section** of the class, we will focus on alternatives to the Empire/Realist view of foreign policy especially the foreign policy issues promoted by middle and small powers. Our first priority will be looking at *human security* and the new issues that shape the stability and prosperity of all countries and their citizens. We will also look at morality and ethics in foreign policy. A key question will be: Can we have an ethical foreign policy?

*Major Learning Goal: Consider alternatives to traditional realist thinking and explore a wider agenda for foreign policy.*

Much of this class is about learning to think and practicing careful and thoughtful analysis of very complex issues. We will also spend a great deal of time thinking about critical thinking and decision-making in a competitive, uncertain and turbulent world. You may learn that good decision-making requires thoughtful and careful thinking, but, it also requires that you experience, through cases and stories, the elements of decision-making and *what is entailed in being a leader, and what can go wrong, as well as right*. Howard Gardner (1995) calls this knowledge, *consciousness about the issues and paradoxes of leadership*.

This class will ask you to think about what you know and what you may need to know to participate and lead in a **global economy, a transnational political system and a multicultural world**.

#### **Required Texts**

Available at the USC Bookstore and via Amazon or other Internet bookshops.  
In order of reading:

Ivo Daalder and James Lindsay, **America Unbound** (Brookings, 2003)

Laura Neack, **The New Foreign Policy. US and Comparative Foreign Policy in the 21<sup>st</sup> Century** (Rowan and Littlefield, 2003)

R.Neustadt and E.May, **Thinking in Time** (Free Press, 1986)

F. Hampson. **Madness in the Multitude** (Oxford, 2002)

A. George, **Forceful Persuasion** (USIP, 1993)

There are a number of reserve readings that I will put on electronic reserve. But most of you do not read them anyway. I will also put several copies in my office that you may checkout and return in reasonable time. Please do not take these readings. **I do not expect you to do all the reserve readings, but you might find them useful as we discuss case studies and you write your cases.**

#### **Case Studies**

Case studies from the Georgetown ISD Pew collection, the Electronic hallway at the University of Washington, the Kennedy School at Harvard and Harvard Business School and readings are selected for their theoretical and policy relevance and the richness of the case stories. Every effort is made to include cases that discuss the foreign policy process in rich-poor and small, middle and large states.

You may purchase these cases in a single reader at the USC Bookstore or on-line individually. There are between 15-16 case studies.

- *Georgetown-Institute for the Study of Diplomacy*

**241-The Dutch in Srebrenica: A Noble Mission Fails ( A & B )**

**521-Democratic Dilemmas in the US War on Drugs in Latin America**

- *Kennedy School of Government/Harvard*

**C-16-90-1019.0: Keeping the Cold War Cold: Dick Cheney and the DOD**

**C-125-96-1356.0: Getting to Dayton**

**C-16-94--1264.0: The Gulf Crisis**

**C-18-95-1297.0: Carrots, Sticks, and Question Marks: Negotiating the North Korean Nuclear Crisis**

**1662.0 Credible Warning or False Alarms? What the US Knew on September 10, 2001**

**1613.0 Debt Relief for Poor Nations: The Battle for Congress**

**CRI-97-1369.0 Sunk Costs: The Plan to Dump the Brent Spar**

**C 09-96-1324.0 A Seamless Transition: US & the UN Operations in Somalia and Part B**

- *Harvard Business School*

**9-798-078 The Burma Pipeline**

- *The Electronic Hallway-University of Washington*

**Donald Rumsfeld and Prisoner Abuse at Abu Ghraib**

We will also have two to four optional sessions to allow you and your fellow students some time to teach your case studies.

### Course Requirements

1. End of session questions to check on reading 4 @ 5 20%
2. Case Participation and essays 10@ 5 50%
3. Original Case Study 30%  
Topic and Outline of the story due on January 31st  
First Draft due on Thursday, March 9<sup>th</sup>-right before Spring break

You will have two points deducted from the final case for every day these are late.

**Your final case study is due Wednesday, May 3rd**

**No Exceptions! You must start thinking about this case today. Start doing research tomorrow!**

**When are my assignments due?**

All assignment due dates are final. All case questions are due 7 days after we *inhabit* the case. If you have problems meeting deadlines, you must discuss things with Professor Lamy before the due date. **Do not let your assigned work pile-up!** Make every effort to see me in office hours and attend any extra case-writing sessions. **WE WILL NOT ACCEPT ASSIGNMENTS AT THE END OF THE SEMESTER THAT WERE LATE ALL SEMESTER LONG. AFTER 5 DAYS, IT WILL BE TOO LATE TO SUBMIT YOUR ASSIGNMENTS! LIKE MILK, THEY GO SOUR.**

Prof. Lamy will meet 15 minutes before each case with students to answer your questions and prepare you for the discussion. The Teaching Assistant will also prepare students for cases in his/her weekly session. If you are not participating in cases, you should attend to help you prepare for the discussion. **You cannot earn an A, A- or B+ in this course unless you are actively involved in case discussions.** You will be judged on the **quality** of your comments **not the quantity** of the contributions. An evaluation sheet will be distributed in the first week of class. **Read the final two pages of this syllabus for information on how your participation will be graded.**

**Teaching Assistant:** The TA for this course will conduct one session per week to prepare you for cases studies, review readings and assist in research for your case. During class sessions the TA will be observing your participation.

### Course Schedule

#### Introduction to the Course and the Case Method

- Session One-January 10th: Course Objectives, Review of Assignments and a discussion of active learning. Learning Styles and Thinking Skills
- Session Two-January 12th:

Practice case: *Alabama's Confederate Flag Controversy*

- Session Three-January 17th: More on the case method and case research and writing.
- Reading Case Studies
- Listening and participating
- Selecting topics
- Research
- What makes a good case?
- Good decision-making

Check out the *ABCs of Case Teaching* on the Georgetown ISD web page

Read Chapter One in Neustadt and May

**An Optional Session on Case Writing 1/17 and 1/19-room and time TBA**

**Section I: Mapping, Analysis, and Evaluation of Foreign Policy**

- Session Four-January 19th: Case #1-*The Gulf Crisis*
- Session Five-January 24th: Continue the case discussion and focus on the foreign policy of the current Bush Administration

Reading: Daalder and Lindsay, *America Unbound* (Read the entire book)

**Topic and Outline is due for your case study is Due in a week!**

*Why is foreign policy so hard?*

*What are the various stages or parts of the foreign policy process?*

- Session Six-January 26th: Book as a Case Study# 2: **The Bush Revolution in Foreign Policy**
- Session Seven-January 31st: Case discussion continued

TA Session: case ideas from previous classes

**Your case topic is due!**

- Session Eight-February 2nd: Case # 3 Goldberg, *Breaking Ranks* (article as case study)

What does these readings tell us about the nature of foreign policy in the US and the future of American Empire?

**Intelligence Conference-February 2<sup>nd</sup> and 3<sup>rd</sup> Optional but Useful**

- Session Nine-February 7th: Case #4-*Credible Warning or False Alarms*

**II. Section Two: Explaining the Behavior of States**

Case studies are stories. We use these stories to teach policy and analytical lessons. For example, **February 16-USC Holiday**

- Session Ten-February 9th: Analyzing Foreign Policy

Readings:

Laura Neack, **The New Foreign Policy**, read it all!

Optional:

V.Hudson, "Foreign Policy Analysis Yesterday, Today, and Tomorrow" (Reserve)

Chollet and Goldgeier, "The Scholarship of Decision-making: Do We Know How We Decide?" (Reserve)

**Part A: The Importance of Individuals**

- Session Eleven-February 14th: Case #5: *Keeping the Cold War Cold*

**Did you send yourself a Valentine?**

- Session Twelve-February 16<sup>th</sup>: Rationality and other individual attributes

What do we learn from the Cheney case?

TA Session: **Fog of War**

Readings:

Articles as Cases: *The Mind of the President*

- Session Thirteen-February 21st: Case #6: *Fog of War* (Discussion on film and article)

**Questions to explore in this section:**

How important are individual attributes in shaping foreign policy?

Is it possible for foreign policy leaders to behave as rational actors?

What happens to foreign policy decision-making during a crisis situation?

What analytical approach, in your opinion, is most elegant, parsimonious, and powerful?

Is the entire process of decision-making becoming increasingly complex so as to minimize the importance of individuals?

Does the complexity actually make individuals more important in shaping the behavior of states?

When do individual level variables matter most? How important are individuals in your case?

*Part B: Domestic Sources of Foreign Policy*

- Session Fourteen-February 23: Attributes, Structures, and Politics

Readings:

Neack, appropriate chapters

- Session Fifteen-February 28: Case # 7: *Debt Relief for Poor Nations: the Battle for Congress*

**Questions to Explore in this Section:**

As you review the actions of states, do you see patterns of behavior that could be attributed to domestic factors alone?

Is the internal political structure a good guide to the content of foreign policy?

Does a state's history matter?

Can we explain most foreign policy by understanding the "nested games " of domestic politics?

The foreign policy of a state must always reflect the values of the majority or it will be rejected? True?

How important are external actors in shaping internal or domestic forces that influence foreign policy?

How important is political culture in shaping foreign policy?

How is domestic policy influenced by this system change?

What are some of the major conflicts within a state's foreign policy-making process?

What international factors help shape the foreign policy agenda in most states, regardless of their size and status?

Who determines a state's national interest? Are the actors changing? Is national interest changing?

- Session Sixteen-March 2nd: Case # 8: Donald Rumsfeld and Prisoner Abuse at *Abu Ghariab*

- Session Seventeen-March 7: Case #9: *Carrots, Sticks and Question Marks*

*Part C: System and Global Factors*

Readings:

K. Waltz, "The Emerging Structure of International Politics"

O. Young, " Rights, Rules, and Resources in World Affairs," in Young, **Global Governance**

P. Haas, " Protecting The Baltic and North Seas," in Haas, et al, **Institutions for the Earth**

R. Higgens, **Problems and Processes. International Law and How We Use It**, Chapter 9

- Session Eighteen-March 9th: Regimes, International Order and Global Governance

**Case Draft-whatever you have at this point is due.**

**March 13-17: Spring Break! Work on your cases on the beach!**

**Questions to Explore in this Section:**

Is it fair to say that structural realists are correct? Is foreign policy shaped by the structure of the system?

Does international law matter?

How important are international regimes in influencing foreign policy?

What impact does the world economy have on foreign policy?

Do international and global factors constrain foreign policies only when they are reinforced by existing domestic factors?

Can states keep the world out? Can national leaders act as gatekeepers and minimize the importance of external factors?

How important are global social movements and the global culture as shapers of foreign policies?

What has changed since the end of the Cold War?

What is globalization and how does it influence foreign policy?

- Session Nineteen-March 21st: Globalization and foreign policy

Case # 10: *The Burma Pipeline*

- Session Twenty-March 23rd: Summing-up the levels

Case # 11: *A Seamless Transition: US and UN Operations in Somalia*

***Assessing the cases and the analytical lessons***

- Session Twenty-one-March 28th: The Constructivist and Critical theorist's view of foreign policy

**III. Section Three: Evaluating Decision-making**

- Session Twenty-two-March 30th: Good and bad decision-making

Readings: Neustadt and May, *Thinking in Time*

- Session Twenty-three-April 4th: Case #12: *Thinking in Time* case studies

- Session Twenty-four-April 6th: *Thinking in Time*-continued

- Session Twenty-five/six-April 11th and 12th: Case#13: *Getting to Dayton*

What does this case tell us about diplomacy after the Cold War? What is preventive diplomacy?

How does coercive diplomacy apply? Is this an effective policy?

#### **IV. Section Four: The Fundamentals of Foreign Policy After the Cold War-The Liberal Epoch**

Session Twenty-seven April 18th: Ethics and morality and foreign policy

Case #14: *The Dutch in Srebrenica*

Session Twenty-eight-April 20th: Case #15 Human Security Cases

From Fen Hampson, **Madness in the Multitude**

TA Session: Breaker Morant

Session Twenty-nine-April 25<sup>th</sup>: Human Security cases..continued

Session Thirty-April 27<sup>th</sup>: Case# 16 Breaker Morant

Student Case Teaching Sessions will begin on Saturday, April 29<sup>th</sup>

Professor Lamy buys lunch!

Additional Sessions during exam week!

**CASE STUDIES DUE ON MAY 3<sup>RD</sup>!**

#### ***FINAL HOUSE-KEEPING NOTES:***

Generally each case will take one class session. Students must be in their seats ready to discuss the case two minutes after the start of the class. **No late arrivals!**

Do not come to class if you have not read the case. This course is all about your participation. You should attend the TA sessions or discuss the case with Prof. Lamy, if you are uncertain about any aspect of the case. Learn to think critically and learn how to think on your feet.

#### ***Keeping-up the Pace:***

A case class requires participation every session. You must practice thinking clearly on your feet. This is a good time to practice articulating your position on complex and controversial issues. Representing your views in public and in large or small groups is essential to your future success in the public or private sector.

#### **Grading Your Cases**

The case that you will be writing will be evaluated as follows:

- Quality of research: the emphasis should be on primary sources such as government documents, speeches, interviews, etc.
- Analytical lessons in the case
- Quality of writing
- Value as a foreign policy teaching case and relevance to course

- Creativity

### **Grading Your Participation in Case Discussions**

We will not grade your participation on feelings or subjective factors. After each case discussion, I will sit down with the Teaching Assistant and review every student with the following four categories in mind:

#### 1. Substance

- a. Was the answer correct?
- b. Did the response clearly address the question with information from the case?
- c. Does the student understand the case?
- d. Does the student link case information with other readings?

#### 2. Critical Listening

- a. Does the student link comments with points made by other students?
- b. Does the comment advance the discussion or pull it back?
- c. Relevance

#### 3. Creativity and Critical Thinking

- a. Does the student take the discussion to a new unexplored and unexpected area?
- b. Has the student considered all relevant perspectives?

#### 4. Clarity

- a. Is the response clear, concise and understandable?
- b. Did the student use appropriate and polite language?

***Use this to prepare for each case discussion.***

**College Disability Policy:**

