

**MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS  
(MGIMO-UNIVERSITY),  
THE MINISTRY OF FOREIGN AFFAIRS OF RUSSIA**

**B.A. in Government and International Affairs  
School of Government and International Affairs**

**«Approved»**

**Director of School of Government and International Affairs**

\_\_\_\_\_ **Dr. Mikhail Troitskiy**

**«\_\_» \_\_\_\_\_ 2018**

**Foreign Policy Analysis**

The course program developed by Dr. Aaron G. Sander, 2018

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The course “Foreign Policy Analysis” is elaborated in accordance with the MGIMO Educational Standard for the Bachelor’s Program in International Affairs (program track “Government and International Affairs”).

Author: \_\_\_\_\_ Dr. Aaron G. Sander

Director of the MGIMO library \_\_\_\_\_ Marina Reshetnikova

The program is approved by the Director of School of Government and International Affairs \_\_\_\_\_ Dr. Mikhail Troitskiy

## **PART 1: INSTRUCTOR INFORMATION, COURSE DESCRIPTION AND TEACHING METHODS**

### **1.1 General information**

#### *Template*

- Full course title: Foreign Policy Analysis
- Type of course: Elective
- Level of course B.A.
- Year of study: 3<sup>rd</sup>
- Number of ECTS credits allocated: 2
- Name of lecturer(s) and contact details:  
    Dr. Aaron Sander, PhD  
    E-mail: [asand018@odu.edu](mailto:asand018@odu.edu)

### **1.2 Course aims and learning outcomes**

#### **Aims**

This course provides an introduction to the field of foreign policy analysis, and its focus is the intentions and actions of (primarily) states aimed at the external world and the response of other actors (again, primarily states) to these actions. This course is not designed to give you detailed exposure to the changing foreign policies of any particular country, though of course you will have many opportunities to learn about the foreign policies of major, middle and small powers through the reading material. It is aimed at giving you the tools to analyze, interpret and, ultimately, understand the dynamics of foreign policy generally so that you might apply these to your study of the role of states in international affairs.

#### **Outcomes**

By the end of this course, and having completed the readings and activities, you should be able to: identify and assess the processes involved in foreign policy decision making and discuss the contexts, pressures and constraints with which foreign policy makers have to deal, conduct comparative analysis of foreign policy without losing sense of historical context.

Secondary goals include:

- Building oral presentation skills through leading and participating in seminar discussions.
- Sharpening concise writing skills. With many students bound for jobs in the policy world, I include briefing papers to practice concise written exposition.
- Improving research and analysis skills. A research paper is assigned to give students a chance to improve their research and analysis skills. It will challenge students to design an interesting research question on a topic of foreign policy, research it, and compose an essay with a coherent and compelling perspective.

### **1.3 Course requirements and grading plan**

#### **Course requirements**

*Attendance and Participation:* Students will be required to attend not less than 85% of classes and be prepared for class discussions. Attendance and participation are graded. Anyone with less than 70% attendance will automatically fail the course.

*Reading:* Conscientious reading of the assigned materials is compulsory; as well as coming prepared for discussion. Student participation in class discussions will have a major impact on your overall performance. In addition to the readings listed, students are expected to have a basic knowledge of current events for classroom discussions.

*Note:* All readings should be available online via my Dropbox link. You do not need to physically enter a library to obtain these readings.

*\*It is therefore your positive responsibility to ensure you can access readings in time to complete them before class.\* Do let me know if you encounter any difficulties within the first week.*

<https://www.dropbox.com/sh/7ptukn8qo363lni/AACMs99DjifJASwmR8fyS7kAa?dl=0>

## **Grading plan**

*Note:* There are NO extra credit opportunities in this class. To maintain fairness, all students will have to go through the same set of assignments. No one will be awarded an extra assignment in order to boost the final grade. However, if a student is failing, on a case-by-case basis, I may allow for an additional assignment. Therefore, students should make sure they are fulfilling the grading requirements in each section in order to obtain a desired final grade. Below is the detailed explanation of grading components:

- *Attendance and Participation (10%):* Everyone who comes to class, pays attention, and participates reasonably well receives 100% for that day's attendance and participation. Deductions are made due to lack of attention and/or lack of contribution to the class.
- *Research Briefing Papers (30%):* Within the first week, all students will select a theme (e.g. Week's 1&2, OR Week's 15&16) to write a 'brief'. Here, you must reserve your theme, and there are limited availabilities; once reserved, you must choose a different one. NOTE: your brief may not be on the same theme as that for which you select your PPT presentation. Intended to be read by a potential policy- or decision-maker, this coherent and substantive brief should be a concise summary of research, based on the theme's 5 readings, with a clear conclusion based on evidence and concise argument; and no less than 2000 words. This must be submitted to my email's inbox by midnight Sunday prior to that theme's seminar.
- *Power-point Presentations, PPT (30%):* Within the first week, all students will select a particular seminar reading to give an oral PPT presentation. Here, you must reserve your article, and there are limited availabilities; once reserved, you must choose a different one. NOTE: your PPT presentation may not be on the same theme as that for which you select a briefing paper. Intended to be heard by a general audience, this presentation should focus on delivering an educated summary, with meaningful links to the theme's lecture readings, which should be accompanied by clear case study examples; and should be about 10 minutes in length, and should not be read from script; and to be followed by Q & A. This must be prepared by PPT, and ready to be presented, copied onto a zip drive, before the seminar class begins.
- *Research Paper (30%):* By the end of Week 14, all students must submit to my email's inbox their research paper on a topic of his/her choice. NOTE: no two papers may be the same; and, like the paper and presentation above, I will have a sign-in sheet available online on which you can select/reserve your paper's topic and scope. Intended for an academic audience, this is an expanded essay presenting your evaluation and interpretation of arguments within the readings as well as your own independent research. References are required, but there should be few if any quotations. You should analyze a perspective and argue a point; and do so with no less than 4000 words, no more than 5000.

*Conversion to letter grade:* Points accumulated across various assignments will be converted to a letter grade in accordance with the following scale

- 90% and above – A range
- 82-89% – B range
- 75-81 % – C range
- 67-74% – D range
- 60-66% – E range
- 59% and below – F

**Academic Honor Code**

*Plagiarism and academic integrity:* As a student, you are committed to honesty and integrity. Academic dishonesty of any kind is cheating: misrepresenting one’s own work, taking credit for the work of others without crediting them, and the fabrication of information. All work you submit for this course must be your own. Suspected cases will be referred to the university authorities. If you have questions about what constitutes proper use of published or unpublished sources, please ask.

**PART 2:  
WEEKLY SCHEDULE & READINGS**

**2.1 Types of work**

Types of work	Academic hours
<b>Total</b>	<b>72</b>
Total for lectures, seminars and written exam	32
Lectures	16
Seminars	16
<b>Homework</b>	<b>40</b>
Oral Presentations and Essays	20
Preparation for lectures, and seminars	20
<b>Course Assessment</b>	Research paper, Briefing papers, PPT pres.

**2.2. Course content and readings by topic**

## **Weeks 1, then 2. Introduction: FPA Evolution**

### Aims and Content:

Introduce FPA, its history, tools and objectives of foreign policy analysis; as well as course expectations.

### **LECTURE READINGS**

- Hudson, M. Valerie. "Introduction: The Situation and Evolution of Foreign Policy Analysis." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.1, 3-35.
- Alden, Chris and Amnon Aran. "Foreign Policy Analysis – An Overview." in *Foreign Policy Analysis: New Approaches*. Ch.1, 1-19.

### **SEMINAR READINGS**

- Carlsnaes, Walter. "Actors, Structures and Foreign Policy Analysis." in *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.6, 113-130.
- Neack, Laura. "International Relations Theories and Foreign Policy." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 8, 137-160.
- Breuning, Marijke. "Why Study Foreign Policy Comparatively?" in *Foreign Policy Analysis: A Comparative Introduction*. Ch. 1, 1-26.

## **Weeks 3, then 4. Role of Personality and Leadership**

### Aims and Content

Discuss how foreign policy decisions get materialized, and how powerful individuals influence foreign policy decisions and their implementation.

### **LECTURE READINGS**

- Hudson, M. Valerie. "The Individual Decisionmaker." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.2, 39-72.
- Jervis, Robert. "Do Leaders Matter and How Would We Know?" *Security Studies* 22, 2 (2013): 153-79.

### **SEMINAR READINGS**

- Breuning, Marijke. "Do Leaders Shape Foreign Policy?" in *Foreign Policy Analysis: A Comparative Introduction*. Ch. 2, 27-52.
- Neack, Laura. "Cognition and Leadership Orientation." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 3, 33-55.
- Simão, Licinia. "Do Leaders Still Decide? The Role of Leadership in Russian Foreign Policymaking." *International Politics* 49, 4 (2012): 482-497.

## **Weeks 5, then 6. Role of Culture and Ideas**

### Aims and Content

To see how different cultural and ideological aspects mingle with foreign policy decisions. National identity, perception of others, and other relevant cultural elements.

### **LECTURE READINGS**

- Hudson, M. Valerie. "Culture and National Identity." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.4, 117-141.
- Vlahos, Michael. "Culture and Foreign Policy." *Foreign Policy* 82 (Spring, 1991): 59-78.

### **SEMINAR READINGS**

- Pye, Lucian W. "Political Culture Revisited." *Political Psychology*, 12/3 (September 1991), 487-508.
- Alex Mintz and Karl DeRouen, "Psychological Factors Affecting Foreign Policy Decisions," in *Understanding Foreign Policy Decision Making*. Ch. 6, 97-120.
- Neack, Laura. "National Culture, Roles, and Institutions." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 3, 77-95.

## **Weeks 7, then 8. Groupthink, Organizational and Bureaucratic Politics**

### Aims and Content

To learn about how foreign policy decisions are made within different contextual settings: group decision-making, bureaucratic politics and organization driven circumstances.

### **LECTURE READINGS**

- Hudson, M. Valerie. "Group Decision-Making: Small Group Dynamics, Organizational Process, and Bureaucratic Politics." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.3, 73-115.
- Glen, Whyte. "Groupthink Reconsidered." *The Academy of Management Review* 14, no.1 (1989): 40-52.

### **SEMINAR READINGS**

- Breuning, Marijke. "Leaders Are Not Alone: The Role of Advisors and Bureaucracies." in *Foreign Policy Analysis: A Comparative Introduction*. Ch. 4, 85-113.
- Neack, Laura. "Ultimate Decision Units." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 4, 57-75.
- Yuen Foong Khong. "Neoconservatism and the Domestic Sources of American Foreign Policy: The Role of Ideas in Operation Iraqi Freedom." in *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.16, 308-326.

## **Weeks 9, then 10. Domestic Influence and Constraints**

### Aims and Content

To discuss the process of foreign policy formation domestically: propellants and constraints, two-level games.

### **LECTURE READINGS**

- Hudson, M. Valerie. "Domestic Politics and Opposition." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.5, 141-160.
- Gourevitch, Peter. "Domestic Politics and International Relations." *Handbook of International Relations*. Ch. 16, 407-429.

### **SEMINAR READINGS**

- Breuning, Marijke. "Leaders in Context 1: Domestic Constraints on Foreign Policy Making." in *Foreign Policy Analysis: A Comparative Introduction*. Ch. 5, 115-139.
- Neack, Laura. "Domestic Politics." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 6, 97-116.
- Kazun, Anastasia. "Framing Sanctions in the Russian Media: The Rally Effect and Putin's Enduring Popularity." *Demokratizatsiya* (Summer 2016): 327-350.

## **Weeks 11, and 12. Media, Interest Groups and Public Opinion**

### Aims and Content

To learn about the role various intrastate interest groups, media outlets and other relevant formations (i.e. civil society, NGOs, etc.) play in the formation and effectiveness of foreign policy choices. Public opinion as a powerful social force to influence vital decisions.

### **LECTURE READINGS**

- Robinson, Piers. "The Role of Media and Public Opinion." In *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.9, 168-188.
- Brooks, Stephen. "Economic Actor's Lobbying Influence on the Prospects for War and Peace." *International Organization* 67, 4 (October 2013): 863-88.

### **SEMINAR READINGS**

- Neack, Laura. "Public Opinion and Media." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 7, 117-135.
- Alex Mintz and Karl DeRouen, "Framing, Marketing, and Media Effects on Foreign Policy Decision Making," in *Understanding Foreign Policy Decision Making*. Ch. 8, 149-166.
- Barnett, Michael. "Duties Beyond Borders." In *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.12, 223-239.

## **Weeks 13, and 14. Foreign Policy in International Context**

### Aims and Content

To mix foreign policy in its projection on international stage; and to recall tools and external constraints.

### **LECTURE READINGS**

- Hudson, M. Valerie. "The Levels of National Attributes and International System: Effects on Foreign Policy." *Foreign Policy Analysis: Classic and Contemporary Theory*. Ch.6, .161-183.
- Breuning, Marijke. "Leaders in the Context II: International Constraints on Foreign Policy Decision-Making." *Foreign Policy Analysis: A Comparative Introduction*. Ch.6, 141-163.

### **SEMINAR READINGS**

- Henrikson, Alan K. "Distance and Foreign Policy: A Political Geography Approach." *International Political Science Review* 23, 4 (2002): 437-466.
- Neack, Laura. "International Relations Theories and Foreign Policy." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 8, 137-160.
- Walker, Stephen. "Macropolitics and Foreign Policy Decisions." *Rethinking Foreign Policy Analysis: States, Leaders, and the Microfoundations of Behavioral International Relations*. Ch. 2, 21-43.

## **Weeks 15, and 16. Linkages, and Other Cases**

### Aims and Content

To find linkages within and amongst the various literatures covered during the semester. And, of course, to finalize our grades.

### **LECTURE READINGS**

- Neack, Laura. "An Intermestic Arena with Linkage Actors." in *Studying Foreign Policy Comparatively: Cases and Analysis*. Ch. 9, 161-170.

### **SEMINAR READINGS**

- Foot, Rosemary. "China and the Tian'anment Bloodshed of June 1989." in *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.17, 327-347.
- Hadfield, Amelia. "Energy and Foreign Policy: EU-Russia Energy Dynamics." in *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.23, 441-462.
- Aggestam, Lisbeth. "New Actors, New Foreign Policy: EU and Enlargement." in *Foreign Policy: Theories, Actors, Cases*, edited by Steve Smith, Amelia Hadfield, and Tim Dunne. Ch.24, 463-483.

**Disclaimer:** Instructor could modify schedule of the classes as necessary.

## PART 3: APPENDICES

### Appendix: Tips for Success

Remember that there is no shortcut to success and no easy fixes. To be successful, first of all you have to ask yourselves what is it that you want to obtain from the course. If you simply want to be over the course, for it to be calculated towards your degree requirements, no tips would help you to be successful. Only your genuine desire to learn and contribute would guide you in your journey towards successful outcome. That is the starting point.

On a more technical note, preparing for your classes and reading the assigned material should not be a source of stress for you. Again, treat them as a source of something new and insightful to help you learn and develop. Our classes will be based upon the discussions of the main arguments and points in the readings. However, you are welcome to contribute with your own critical opinion about the readings. It just will demonstrate that you have mastered them well enough.

As to the fulfillment of your class assignments, always remember that keeping the work until the very last moment will not help. Always start as early as you could. It gives you more time, space and freedom to think, question, analyze and prepare a quality work. If this is a written assignment, try to have some extra time at your disposal after having finished the first draft of your work. Finish the first draft, leave it out of your sight for as much time as you could, and then take a second, fresher look at what you have written. Repeat this for as many times as time allows you, but do not overdo it. Anyway, in most cases usually a third look suffices to eliminate major shortcomings. This introspective and critical look at your own writing will substantially improve its overall quality.

### Appendix: Suggestions and Tips on Writing

(Adapted from material by Dr. Jo Spear & Dr. Austin M. Carson)

*Sources:* Preference should be given to academic journals and monographs, for your independent research. You should always approach sources as a critical reader. Make your own judgment about the credibility of what they say and critically evaluate the sources they use and whether the empirical evidence justifies the conclusions that they reach. Internet sources can be suspect (anyone can put materials up on the web) so please approach these cautiously. Use a standard citation format, like Chicago Style/Turabian, or MLA; and footnotes rather than endnotes. No bibliography.

*Focus Your Paper:* A common structural problem with student papers is that they lack sufficient focus. There are some easy ways to avoid this problem. The first and best is to give yourself a very specific question (this is surprisingly hard to do well) and then structure your paper to address it. The worst case is a paper where you do not have a question. Thus it may have a general title like “The Crimean Crisis” and it may contain a lot of facts. However, there will be no explanation of why the facts matter and no explanation for why events transpired as they did rather than some other way. In short, the paper will be an unstructured discursive wander around the issues. You may show some research skills in answering in this fashion, but you will not necessarily show any structuring or analytical skills; these are essential in both academic and policy writing.

*Better approach:* Where you have a question, but it allows you to just give a narrative answer. For example, “What role has Russia played in the Crimean crisis?” This at least suggests a structure for the paper and could be used to establish some categories (for example, political role, military role, peacemaking role, reconstruction role). In an answer to this you would certainly display some research skills, but not the analytical skills that bring you closer to a grade of ‘A’.

*Best approach:* The question is focused and forces you to make judgments about causality and event importance. For example, “Why has Russia become involved in the Crimean crisis?” The difficulty with this type of a question is that there are a number of contending answers, so you really have to think about what you include, how you approach it, what you argue and how persuasive that argument is. This type of question also encourages a more sophisticated structure than merely a narrative. Thus, in answering this, your paper could be structured to summarize the event, explain its significance, and make your own interpretation of what the key factors were that produced Russian, or European, or U.S. involvement in Ukraine. You would use course material, your own research, and your own judgment to justify your conclusions about what really mattered.

*Showcase Your Skills:* The best papers showcase skills like:

- Your understanding of the course materials (not just your original research)
- Your ability to conduct broad and deep original research
- Your ability to comprehend and use different kinds of documents (scholarly; policy-focused; primary government)
- Your ability to situate your knowledge in wider context (historical; academic discipline)
- Your ability to draw insights from interesting, creative places (from other disciplines or expertise areas; from other historical eras; from other domains in international security)
- Your ability to make judgments about what causes what
- Your ability to present work in a suitable academic format, for example, to write a paper with a strong introduction and conclusion, to effectively footnote to provide an accurate ‘paper trail’.
- Your ability to edit your work effectively

*Twenty Basic Rules:* These are derived from Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997), pp. 123-128 and Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995).

*Selecting a Topic, Making an Argument and Organizing Your Work*

- Pick an important topic
- Pick a manageable topic
- Say something new and important
- Concentrate on making a single set of arguments
- Do not over-state or under-state your claims
- Acknowledge other viewpoints and treat them with respect
- Anticipate and preempt counterarguments
- Outline everything before writing anything
- Start with a proper introduction and end with a proper conclusion
- Use headings and sub-headings to provide structure and to convey your main points

*Writing*

- Identify – and write to – your audience
- Get to the point
- Stick to the point
- Stay out of the weeds
- Be precise
- Be concise
- Avoid jargon
- Always write second and third drafts
- Never plagiarize
- Proofread every single words