

AGU Department of Political Science and International Relations
2023-2024 Fall Semester
POLS 341 Foreign Policy Analysis

INSTRUCTOR RECORD

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COURSE RECORD

Code	POLS 341
Name	Foreign Policy Analysis
Hour per week	3 (3+0)
Credit	3
ECTS	5
Level/Year	Undergraduate
Semester	Spring 26
Type	Elective
Classroom	Wednesday 18:00-18:45 @B214 Friday 18:00 – 19:45 @FOD01
Prerequisites	None
Special Conditions	You should have access to CANVAS. A familiarity with International Relations theory is recommended.
Webpage	For this course, I will be using CANVAS Course websites. You will access the course syllabus, materials, links to related websites, assignments, and articles through CANVAS. You are responsible for checking Canvas regularly. Information about exams and assignment grades will also be available at this site. Model Diplomacy will be used for the simulations. You need to register on the website. The instructor will share necessary instructions on how to register and use it.
Content	This course introduces the subfield of Foreign Policy Analysis. The course will focus on the major International Relations theories, the decision-making models for foreign policy analysis, and system and unit level determinants.
Objectives	Beyond contributing to the general development of students' intellectual maturity and abilities, the more specific objectives of the course include: 1. Understanding major theoretical approaches to International Relations. 2. Gaining an insight into foreign policymaking processes and actors. 3. Understanding major decision-making models and their efficacy. 4. Experiencing the trade-offs and difficulties in foreign policy decision-making.
Learning Outcomes	Following the completion of the course, the student will be able to: LO 1: Critically examine the debates about foreign policy. LO 2: Understand the depth of interactions in foreign policymaking. LO 3: Identify major actors in foreign policymaking. LO 4: Discuss a range of ideas, concepts, and texts in foreign policy and the historical context in which they arose.

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	LO 5: Evaluate the strengths and weaknesses of different decision-making models.
Teaching Methodology	The course is based on lecturing and three diplomacy simulations. During the face-to-face meetings, the lecturer will introduce the topic and explain the core concepts of the matter. Students are encouraged to ask questions any time during the lecture. For simulations, students will prepare for the diplomacy simulation (Section 1 and 2), write position papers (Section 3), conduct the in-class simulation and write a policy review memo (Section 4).
Requirements	Attendance is mandatory. See below for further information. To get most out of the course, students are expected to do the required reading prior to class and be prepared for the discussions during asynchronous part. The assessment will be based on diplomacy simulation (quizzes, writing assignments and participation), the mid-term exam, and the final exam, <u>which will cover all the topics since the beginning of the semester.</u>
Reading List	Mintz, Alex & DeRouen Jr., Karl. 2010. <i>Understanding Foreign Policy Decision Making</i> . Cambridge: Cambridge University Press. Smith, Steve, Amelia Hadfield & Tim Dunne (eds.). 2016. <i>Foreign Policy: Theories, Actors, Cases</i> . 3 rd edition. Oxford: Oxford University Press.

ASSESSMENT

Evaluation Criteria	Weight (%)	Dates
Final Exam	30%	TDB
Midterm	30%	April 17
Quizzes	10%	Feb 25, Mar 25 & Apr 22
Writing Assignments	20%	Feb 27, Mar 24, Mar 27, Apr 15, Apr 24, Jun 4
Participation	10%	Mar 4, Apr 1, Apr 29, May 6, May 13, May 20
Total		100%

For a detailed description of the grading policy and scale, please refer to the website at <https://goo.gl/HbPM2y>, section 28.

ASSESSMENT EXPLANATION

Simulation (Quizzes, Writing Assignment & Participation)	We will conduct three role play simulations throughout the semester. Depending on the number of students, you will either assume a role individually or in a group. Each simulation aims to teach different aspect of decision making and negotiation. The Plan is a game about negotiation, committees and planning. The Assault is a council game about negotiation and planning. Finally, the Intervention is about a major power intervention in a regional conflict. Each simulations aims to help students experience the core issues of foreign policy decision making. Before each role play, there will be a quiz. The quiz aims to assess students' preparedness for the role play. Students are required to complete 5 short-question quiz that is related to about the simulation rules and individual goals. There are two writing assignments for each simulation. These will be short writing pieces. Information about what is expected in these writing assignments will be posted to Canvas. The assignment will be uploaded to Canvas. During the role-play, you will be expected to participate in the discussion to support your policy recommendation and discuss selected recommendations. For
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the success of the role play, active participation is necessary. (5% in each simulation)

The first simulation (The Plan) and assignments related to it will be ungraded. This will give students a chance to familiarize themselves for the role play and improve their writing.

The simulations will be conducted in the classroom. Please mind the deadlines. Failing to comply with the deadlines would hinder the smooth running of the simulation and could negatively impact all students. **If you do not submit on time, there will be 10% late submission penalty in the first 24 hours. After 24 hours, submissions would not be accepted.** Furthermore, late submission after 24 hours would have a negative impact for the rest of simulation grading.

The aims of these simulations are: 1) improving students' argumentation skills; 2) experiencing decision making process; 3) encouraging students to critically assess and make connections between concepts and real events in world affairs.

You are encouraged to speak your mind (as your role requires). Please be polite to and respectful of the other students. Harassment and rude behavior will not be tolerated.

All the necessary documents will be available on course CANVAS page and Model Diplomacy website.

Please make sure that you check the Model Diplomacy website.

Midterm and Final Examinations

The questions in both mid-term and final examinations aim to test student's comprehension of concepts and issues that are discussed during the lectures and textbook. Students are also responsible for the information that are present in the simulation (section 1 & 2). While providing an answer, therefore, students are expected to refer to/provide the core arguments and concepts. The questions would require the explanation of the core reasoning behind a position/concept (why or how). Consequently, a full point will be given to the answers that directly engage what we have discussed in the class and what is written in the required readings.

Final exam will cover all the topics since the beginning of the semester.

Both examinations will consist of essay type questions. The final examination will include all the topics covered throughout the semester.

ETHICAL RULES AND COURSE POLICY

Course Policies

- English should be always used to communicate with one another during instruction hours.
 - I do not advise the use of electronic devices during the lecture. Looking at your phone, even if you are skimming through the relevant sources, will negatively affect your concentration, and you would not be absorbing what I am saying. If you think that you can multitask, there is scientific evidence that discredits the practices of juggling intellectual engagement with related activities or attempting to perform two intellectual functions at once; studies have discovered measurable degradation of perception and performance when multitasking
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	• Lectures notes and slides will not be shared. I want to encourage students to be active listeners; meaning students should take notes and ask questions if there is anything that they do not understand. Sharing lecture notes and slides disincentivizes active listening. Some students are inclined to trust too much on the lecture slides, which are just an outline of what we are discussing during the lecture. This would result in poor performance. • Please read the required chapter and be prepared for the discussions and the lecture. • If you do not take the final exam without proper excuse (i.e., medical condition), your letter grade will be determined by the points you accumulated until the final. • You are responsible <u>for all the topics covered</u>, even if you are absent from the lectures. • It is your responsibility to check emails regularly. When course announcements are sent via email, I assume that <u>you read them</u>. • <u>You must bring a pen(s) to all exams (if conducted face-to-face)</u>. • For the AGU Make-up policy, please refer to the website https://goo.gl/HbPM2y section 26.
Attendance Policy	• If you are late to the class less than or equal to 15 mins, please do not hesitate to enter. However, please be polite and try not to disturb the ones in the class. • If you are late more than 15 mins, please wait until the break. • Please, respect the allotted times provided for breaks. • Class attendance is mandatory. At least 70% attendance is required. Failing to have at least 70% attendance will result in NA • Regular class time will include formal assessment activities for which points will be assigned. Participation in these activities will help you prepare for exams and homework and provide me with feedback on your progress. For a detailed description of AGU attendance policy, please refer to the website at https://goo.gl/HbPM2y section 25.
Email Policy	When contacting the instructor, please use AGU email. Please do not use other means, such as Canvas, to reach me. I regularly check my emails but not the others. When emailing, please include in the subject line the class and section number. If this information is not included, your email may not be answered. Any announcements will be posted on CANVAS. Therefore, it is the responsibility of every student to check CANVAS or check their emails for CANVAS notifications. If you have any problems or questions concerning the course, please do not hesitate to contact the lecturer. The inquiries will be answered within three business days. If not answered, please assume that your email has been marked as spam. In this case, please inform the lecturer after the class. Depending on the urgency, the response time could be shorter. If you send any emails after 10:00 PM, please do not expect a quick answer. I will probably see your email in the next morning.
Cheating & Plagiarism	You are responsible for knowing the University policies on cheating and plagiarism. Not giving credit to a person for their intellectual work and passing it off as your own is stealing. Specifically: • Copying or allowing someone to copy your work on an exam, homework, or in class assignment is cheating.

- Cutting and pasting material from the web or any other electronic source is plagiarism.
- Copying and turning in the same assignment as someone else, from this class or from another class, is cheating. Unless explicitly told otherwise, you can discuss and problem- solve on homework together but the final product has to be your own – not just your own handwriting but your own way of explaining and organizing your ideas.
- Making superficial changes (minor additions, deletions, word changes, tense changes, etc) to material obtained from another person, the web, a book, magazine, song, etc. and not citing the work, is plagiarism. The idea is the intellectual property, not the specific format in which it appears (e.g., you wouldn't reword Einstein's theory of relativity and imply that relativity was your own idea, would you?)
- If you find material and it is exactly what you are trying to say, or you want to discuss someone's idea, give the person credit and cite it appropriately. Don't overuse citations and quotes: instructors want to know how you think and reason, not how someone else does.
- If you have any questions or concerns about whether your behavior could be interpreted as plagiarism, please ask the assistants or me before you submit the work.

For a detailed description of AGU policies, please refer to the website at <https://goo.gl/FjLhzH>

AI Policy

AI use is encouraged with certain tasks but not permitted for certain activities.

AI tools may be used in this course for certain tasks. You are invited to use AI platforms to help *prepare* for assignments and projects, e.g., to help with brainstorming. I also welcome you to utilize AI tools to help *revise and edit* your work, e.g., to help spot confusing or underdeveloped paragraphs or to fix citations.

Additional activities where AI (e.g., chatGPT) is **permitted** may include:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Drafting an outline to organize your thoughts
- Checking grammar and style.

The use of generative AI tools is **not permitted** in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI prompt. You are still responsible for fact-checking and verifying information. Your use of AI tools must be appropriately documented and cited to stay within AGU's policies on academic honesty. Text generated using ChatGPT should include a citation that aligns with specific assignment guidelines regarding citation expectations. Please get in touch with your course instructor if you have questions about AI use or citation before submitting coursework. Submitting AI-generated work without identifying it as such will violate AGU's Academic Integrity Policy. A lack of compliance with course expectations regarding AI usage may negatively impact assignments or course grades.

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Flexibility	Although much thought and planning were put into the course schedule included in the syllabus, the schedule is could change as necessary to adapt to the specific needs of the class. Occasional departures from the schedule, such as additional readings, assignments, and activities, may be announced in class and canvas during the semester. If possible, any change to the course schedule will be discussed with students to find most suitable solution for all parties. Therefore, it is each student's responsibility to be in class, on time, and paying attention in order to keep up-to-date with whatever changes are made in the schedule.
Feedback	Your comments and suggestions are very important and will be taken into consideration during the course. Please do not hesitate to provide feedback about the course. You can give your feedback during class, at office hours, or through e-mail.

COURSE LOAD

Activity	Duration	Quantity	Workload
Lecture Hours	2	14	28
Individual or Group Work	4	14	56
Preparation for the Midterm	20	1	20
Preparation for the Final	26	1	26
Preparation for Simulation	2	4	8
Midterm	1	1	1
Final	1	1	1
Policy Paper (Sim)	2	2	4
Policy Review (Sim)	2	2	4
Simulation	2	2	4
Total:			152

ECTS: 5 (Workload/30 per ECTS)

WEEKLY SCHEDULE

W	Date	Topic	Activities/Assignments/ Readings
1	Feb 18-20	Introduction	Introduction to role plays, policy and review memos.
2	Feb 25-27	IR Theory and Foreign Policy Analysis	Smith, Hadfield & Dunne, pp. 42-52, 65-77, 90-93, 102-109
3	Mar 4-6	Types of Decisions and Levels of Analysis	The Plan – Quiz 1 / Policy Memo - 1 Mintz & DeRouen, pp 15-38
4	Mar 11-13	The Rational Actor Model	The Plan – Role play Mintz & DeRouen, pp 57-68
5	Mar 18-20	Spring Break – Ramadan Holiday	The Plan – debriefing / Review Memo -1
6	Mar 25-27	Bureaucratic/Governmental Politics Model	Mintz & DeRouen, pp 70-72, 81-2, 87
7	Apr 1-3	Organizational Theory	The Assault – Quiz 2 / Policy Memo - 2 Mintz & DeRouen, pp 73-75, 86-7
			The Assault – role play

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8	Apr 8-10	Prospect Theory & Poliheuristic Theory	Mintz & DeRouen, pp 75-81, 84-5 The Assault – debriefing / Review Memo - 2
9	Apr 15-17	Midterm	No class on Apr 15
10	Apr 22-24	Psychological Factors	Mintz & DeRouen, pp 97-120 The Intervention – Quiz 3 / Policy Memo - 3
11	Apr 29 – May 03	International System	Mintz & DeRouen, pp 121-128 Smith, Hadfield & Dunne, pp. 119-122 The Intervention – role play 1
12	May 6-8	Domestic Politics	Mintz & DeRouen, pp 70-72 The Intervention – role play 2
13	May 13-15	Economic Instruments	Smith, Hadfield & Dunne, pp. 161-6, 222-40 The Intervention – role play 3
14	May 20-22	Public Diplomacy and Media Effects	Smith, Hadfield & Dunne, pp. 168-183, 186-98, 202-4 The Intervention – role play 4
15	May 27-29	Sacrifice Feast Holiday	No class
16	Jun 3-5	Review and Conclusion	The Intervention – debriefing / Review Memo - 3

GRADING SYSTEM

Letter Grade	Quality-point equivalents	Number Grade Range
A	4.00	90 - 100
A -	3.67	87 - 89
B +	3.33	83 - 86
B	3.00	80 - 82
B -	2.67	77 - 79
C +	2.33	73 - 76
C	2.00	70 - 72
C -	1.67	64 - 69
D +	1.33	56 - 63
D -	1.00	50 - 55
F	0.00	0 – 49
NA	0.00	