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POLITICAL SCIENCE 254

Foreign Policy Analysis

Although this is a political science class, it is, in fact, an interdisciplinary class. We will draw specifically on the field of psychology, but also on the fields of sociology, and history toward a better and more comprehensive understanding of a state's foreign policy making.

Course Requirements

There are three books to be purchased for this class:

- Andrew Bacevich. 2013. *Breach of Trust*. New York: Picador
- Andrew Bacevich. 2016. *America's War for the Greater Middle East*. New York: Random House.
- Christopher Preble. 2009. *The Power Problem*. Ithaca, NY: Cornell University.

Before I introduce the specific course requirements, I want to emphasize that for all writing assignments you will be expected to demonstrate good writing abilities. A clear writing style is an absolute prerequisite for you to be able to communicate your substantive points and arguments effectively. It is also very important that you proofread your papers for grammar and style. Once you have finished, let it sit for a few hours and then revisit it. This way you are more likely to detect errors and correct them in time before the due date.

1. Book Reviews (4 x 10 points)

For each of these reviews you will have to choose two books (for each book review). You will have to summarize the authors' main arguments in about two paragraphs, but then move towards a critical engagement with the book. Guiding questions for you are: What is the significance of the book? How does the author support his/her argument? What 'evidence' is being used? How do his/her arguments relate to other arguments pertaining to the same issue? Is the author compelling? What are the implications of the author's argument(s)? How do our class readings inform your understanding of the books? You can conclude with an evaluation of the book's merit(s) and shortcomings, whether you would recommend it or not. You should give your papers (creative) titles. Every student is expected to stop by the instructor's office to discuss the selected books. I will provide a handout with books for your reviews. These reviews are to be 8-10 pages long, typed in New Times Roman font, 1 ½ spaced with one inch margins.

2. Micro Essays (4 x 5 points)

In these essays you will have to demonstrate effectively that you seriously engaged with the assigned reading materials. You are to identify key arguments and key concepts from the readings and explicate the authors' main arguments and conclusions. You are also to relate the authors to each

other and identify points of agreement and disagreement. In the concluding paragraph of these essays you are to identify questions that remain for you, or additional questions that these readings lead you to think about. These essays are to be 1 page long, typed in New Times Roman font, single-spaced, with one inch margins.

3. Written Examinations (2 x 10 points)

The exams are take-home exams and they are based on our readings and class discussions. The due dates for the exams are noted in the Course Outline below.

5. Class Attendance and Participation (20 points)

It is of crucial importance that you attend class and participate actively. You are expected to read all the assigned readings BEFORE the class meeting and you are to be able to discuss them.

You cannot achieve a satisfactory score in this category if you merely “sit in.” I expect the following from you:

- Preparation — your contributions demonstrate that you carefully read the assignment and engaged in it.
- Quality of Your Argument — your contributions are original, accurate and relevant to the subject matter under consideration and you reason by reference to proper evidence. Quality of Your Expression — your contribution is intelligible, concise, and addressed to your peers and the instructor.
- Contribution to the Process — knowledge is a cumulative achievement. Therefore, your contributions should demonstrate that you are listening to other students’ comments, take their ideas into consideration when responding, respect them, and criticize their arguments (not them!) constructively.
- Critical Thought — your contributions show critical awareness, do not reiterate conventional and/or common wisdom and avoid basic logical fallacies.
- Academic Openness — the etymology of the term “education” is latin (ex-ducere) and translates into “leading yourself *out* of yourself.” Be open for alternative and dissident arguments as this is very important for our intellectual maturation.

Unexcused absences will result in a loss of points towards your final grade (1 point per missed class).

Grading and Late Papers

Your final grade is a composition of the items described above. Late papers are generally not tolerated and will lead to a deduction of 2 points per day on that particular assignment. Here is the grading scheme:

95-100 = A	78-79 = C+	60-64 = D-
90-94 = A-	75-77 = C	Below 60 = F
88-89 = B+	70-74 = C-	
85-87 = B	68-69 = D+	
80-84 = B-	65-67 = D	

Accommodation Requests

The Student Office for Accessibility Resources is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. If you have a disability and anticipate the need for an accommodation in order to participate in this class, please register with the Student Office for Accessibility Resources. They will assist you in getting the resources you may need to participate fully in this class. You can contact the SOAR office at 864.294.2320 or at soar@furman.edu. You can find additional information and request academic accommodations at the SOAR webpage.

Classroom Courtesy

Computers are not allowed in the classroom. Members of the class will be expected to exhibit appropriate behavior to the instructor and each other. Most importantly, students are required to give to others the respect and consideration they would wish for themselves. At its best, a classroom operates as a marketplace of ideas, where open discussion permits students to digest and evaluate information. Students must realize that while it is permissible to question a competing point of view, it is never appropriate to allow the conversation to degenerate into personal attacks. It is also expected that students will exhibit good manners, listen when others are talking, and generally behave in a professional manner. Students who behave inappropriately may be asked to leave the classroom and will have points deducted from their final grades.

Academic Honesty

Cheating on a test or other assignment will result in an automatic loss of all points for that assignment and possibly an F for the entire course. Cheating includes looking at notes/readings during closed-book tests. Cheating also includes copying any part of a classmate's work or plagiarism of any kind. If you have any questions concerning what constitutes cheating and/or plagiarism, please consult with me.

Resources in the Center for Academic Success (CAS; LIB 002)

The Writing & Media Lab (WML) is staffed by student Consultants who are trained to help you improve your writing and multimodal communication skills. The consultation process is non-directive and intended to allow students to maintain ownership of their work. In addition to helping with the nuts and bolts, WML Consultants also support you in developing your own ideas thoughtfully and critically, whether you're writing an essay or planning a video or other multimedia project. You may drop into the WML during its regular hours (LIB 002; 9 AM to 10 PM) or visit wml.furman.edu to make an appointment online.

Peer Tutors are available free of charge for many classes and may be requested by dropping by CAS (LIB 002) or online here: www.furman.edu/CAS. Tutors are typically recommended by faculty and have performed well in the class.

Professional Academic Assistance Staff in CAS can provide students assistance with time management, study skills, and organizational skills.

The Writing and ESL Specialist provides professional writing support as well as support for students whose primary language is not English.

Course Schedule

I. SETTING THE STAGE

- 27 August (Tuesday): Introduction
- 29 August (Thursday): Kenneth Waltz (1959) *Man, the State and War*, excerpt; Stephen Walt (1998) One World Many Theories. *Foreign Policy* (Spring) **[1]**
- 3 September (Tuesday): Kenneth Waltz and Stephen Walt continued. **[1]**
- 5 September (Thursday): Anne-Marie Slaughter. 2011. International Relations, Principal Theories. In *Max Planck Encyclopedia of Public International Law*. Oxford University Press. **[1]**
- 10 September (Tuesday): Andrew Bacevich. 2013. *Breach of Trust*. New York Picador (pp. 1-46).
- 12 September (Thursday): John J. Mearsheimer and Stephen M. Walt, "The Case for Offshore Balancing," *Foreign Affairs*, Vol 95. No. 4 (July/August 2016), pp. 70-83. **[1] [Micro Essay 1 Due]**
- 17 September (Tuesday): tba.

II. RATIONAL CHOICE VERSUS PSYCHOLOGICAL APPROACHES

- 19 September (Thursday): Stephen Walker and Akan Malici (2011) U.S. Presidents and Foreign Policy Mistakes. Stanford, CA: Stanford University Press (chapter 1) **[2]**
- 24 September (Tuesday): Ole Holsti (1976) Foreign Policy Formation Viewed Cognitively. In *Structure of Decision. The Cognitive Maps of Political Elites*, edited by Robert Axelrod. Princeton (read pages 18-36); The Impact of Personality on Politics: An Attempt to Clear Away Underbrush. *American Political Science Review* 61: 629-641. **[2]**
- 26 September (Thursday): Alex Mintz (1997) Foreign Policy Decisionmaking: Bridging the Gap Between the Cognitive Psychology and the Rational Actor "Schools." In *Decisionmaking on War and Peace. The Cognitive-Rational Debate*, edited by Nehmia Geva and Alex Mintz. Boulder. **[2]**
- Donald Green and Ian Shapiro (1994) *Pathologies of Rational Choice Theory*. Yale University Press, pp-13-17. **[2] [Book Review 1 Due]**
- 1 October (Tuesday): Herbert Simon (1995) Rationality in Political Behavior. *Political Psychology* 16: 45-61. **[2]**

Herbert Simon (1985) Human Nature in Politics: The Dialogue with Political Science. *American Political Science Review* 79: 293-304 (skip pages 298-301) [2] [Micro Essay 2 Due]

3 October (Thursday): Kim's Nuclear Gamble (PBS)

III. THE ENIGMA OF INFORMATION PROCESSING AND PERCEPTION

8 October (Tuesday): Philip Tetlock (1998) "Social Psychology and World Politics." In *The Handbook of Social Psychology*, Volume II, 4th ed., edited by D. Gilbert, S. Fiske, and G. Lindzey, pp. 868-982 (read pp. 874-882). New York: McGraw-Hill [3] [Book Review 2 Due]

10 October (Thursday): John Darley and Russell Fazio (1980) Expectancy Processes Arising in the Social Interaction Sequence. *American Psychologist* (October): 867-880; [3].

15 October (Tuesday): **Fall Break**

17 October (Thursday): Akan Malici (2010) Rogue States: Enemies of Our Own Making. *Psicologia Politica* (November). [3] [Exam 1 Due]

22 October (Tuesday): Robert Jervis (1968) Hypotheses on Misperception. *World Politics* 20: 454-479. [3]

24 October (Thursday): Bill Peterson, David Winter and Richard Doty (1994) Laboratory Test of a Motivational-Perceptual Model Conflict Escalation. *Journal of Conflict Resolution* 38: 719-748. [3] [Micro Essay 3 Due]

29 October (Tuesday): Andrew Bacevich. 2016. *America's War for the Greater Middle East*. New York: Random house. (pp. 1-61).

31 October (Thursday): tba.

IV. APPLICATIONS I: OPERATIONAL CODES, LEARNING THEORY, AND EMPATHY

5 November (Tuesday): Philip Tetlock (1991) "Learning in U.S. and Soviet Foreign Policy. In Search of an Elusive Concept." In *Learning in U.S. and Soviet Foreign Policy*, edited by G. Breslauer, and P. Tetlock, pp. 20-61. Boulder, CO: Westview Press; Jack Levy (1994) Learning and Foreign Policy: Sweeping a Conceptual Minefield. *International Organization* 48: 279-312. [4] [Book Review 3 Due]

7 November (Thursday): Akan Malici (2018) Operational Codes and Foreign Policy Belief Systems. *Oxford Research Encyclopedia of Politics*. New York: Oxford University Press. [4]

- 12 November (Tuesday): Akan Malici and Johnna Malici (2005) 'The Operational Codes of Fidel Castro and Kim Il Sung: The Last Cold Warriors?' *Political Psychology* (June); Akan Malici and Johnna Malici (2005) 'When Will They Ever Learn? An Examination of Fidel Castro and Kim Jong-Il's Operational Code Beliefs.' *Psicología Política*. No. 31 (November); Leon Festinger (1962) *A Theory of Cognitive Dissonance*. Stanford, ch. 1. **[4]**
- 14 November (Thursday): Ralph White (1991) 'Empathizing with Saddam Hussein.' *Political Psychology* 12: 291-308; Akan Malici and Allison Buckner (2008) 'Empathizing with Rogue Leaders: Mahmoud Ahmadinejad and Bashar al-Asad.' *Journal of Peace Research* 45(6). **[4] [Micro Essay 4 Due]**
- 19 November (Tuesday): tba.

V. APPLICATIONS II: DECISION-MAKING IN GROUPS

- 21 November (Tuesday): Richard Crutchfield (1955) 'Conformity and Character.' *American Psychologist* 10: 191-198; Solomon Asch (1958) 'Conformity, Obedience, and Persuasion.'
- 26 November (Thursday): Paul Kowert (2002) 'Groupthink or Deadlock. When Do Leaders Learn from Their Advisors?'; Paul Hart (1991) 'Irving Janis' Victims of Groupthink.' *Political Psychology* 12(2): 247-278.

VI. APPLICATIONS III: CRITICAL THEORY

- 3 December (Tuesday): Thomas Hobbes, *Leviathan* (excerpts); David Campbell (1998) *Writing Security. United States Foreign Policy and the Politics of Identity*. University of Minnesota Press. (excerpts).
- 5 December (Thursday): Christopher Preble. 2009. *The Power Problem*. Ithaca, NY: Cornell University Press (read, Introduction, Chapter 1, Chapter 6, Conclusion). **[Book Review 4 Due]**
- 10 December (Tuesday): Christopher Preble. 2009. *The Power Problem*. Ithaca, NY: Cornell University Press (read, Introduction, Chapter 1, Chapter 6, Conclusion).
- Final Exam Date: **[Exam 2 Due]**