INR4204: COMPARATIVE FOREIGN POLICY
Spring 2012

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Office Hours: M, W 10:30–11:30; F 3:00–4:00 (or by appt.)

Course Description and Requirements

The primary objective of this course is to introduce students to the variety of ways in which the foreign policies of states can be explained. We will examine: (a) studies that explain foreign policy in terms of factors external to the state (“systemic” interpretations); (b) studies that explain foreign policy in terms of factors internal to the state (“unit-level” interpretations); (c) studies that explain foreign policy in terms of the psychology of individual policy makers. Within each one of these three “levels of analysis,” we will discuss (a) studies that focus on the foreign policies of Great Powers (the United States, for example), and (b) studies that focus on the foreign policies of Middle Eastern countries, with an emphasis on Israel. The paper assignment (see below) will give students an opportunity to explore the foreign policies of nations in other parts of the world.

The secondary objective of the course is to develop students’ skills of analytical research and writing. The medium for achieving this objective will be a research paper that students will develop during the term.

Class attendance and participation: I expect you to attend class sessions regularly and complete all the readings in timely fashion, as specified by the schedule below. Five percent (5 points) of the grade for the class will be based on class attendance and participation. My criteria for grading class participation are as follows. You will earn 5 points if you attend class regularly and participate frequently in class discussions; 4 points if you attend class regularly and participate sporadically in class discussions; 3 points if you attend class regularly and (almost) never participate or if you attend class and participate sporadically; 2 points or less if you attend class sporadically and (almost) never participate.

Quizzes: There will be three midterm quizzes. Each one of them will consist of ten multiple choice questions and five short identifications. The quizzes will be held on February 8, March 21, and April 23, 2011. They will not be cumulative.

The research paper is due on Monday, April 30, at 10:00 AM. To facilitate progress toward completing the paper, students are required to submit a 1-2 page prospectus no later than Friday, April 6. (I will not grade the prospectus for quality, but you will receive 5% of the total grade just for submitting it on time. The idea is to prompt you to start your research early) There will be no class sessions on April 9 and 11—in lieu of these sessions, I will hold extended office hours to allow you to discuss your paper-in-progress with me. You are strongly encouraged,
though not required, to take advantage of this opportunity to receive feedback on your prospectus. A more detailed description of the paper assignment and the prospectus is attached to this syllabus.

**Grading:** The final grade for the course will be distributed as follows:

- Midterm quizzes (20% each) 60%
- Research paper 30%
- Paper prospectus 5%
- Class participation 5%

For each assignment/exam, you will receive a numerical score, not a letter grade. Your final cumulative score will be translated into a letter grade according to the following schedule: 93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E. Information on UF’s grading policies is posted at [http://www.registrar.ufl.edu/catalog/policies/regulationsgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationsgrades.html)

**Other policies:** Exam make-ups or deadline extensions may be granted under special circumstances, but you must request them prior to the exam/deadline. Retroactive make-ups or extensions will not be granted under any circumstances.

Individual extra-credit work is not allowed.

Students requesting classroom accommodation for disabilities must register with the Dean of Students Office and provide documentation from this office.

All students are required to abide by the University’s Academic Honesty Guidelines, posted at [http://www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.php)

**Required Texts:** The following five books, all in paperback, are available for purchase at *Orange and Blue Textbooks*, 309 NW 13th Street (across the street from Krispie Kreme). They have also been placed on two-hour reserve in Library West.


Additionally, several required book chapters and journal articles are available online via the UF libraries’ e-reserves (log on at [https://ares.uflib.ufl.edu/](https://ares.uflib.ufl.edu/)). They are listed below in the order in which they appear on the course schedule:

Eckart Kehr, “Anglophobia and Weltpolitik,” pp. 22-49 in Kehr’s *Economic Interest, Militarism, and Foreign Affairs*.


**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Course overview</td>
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<tr>
<td>Jan. 11</td>
<td>Levels of Analysis. Read Waltz, “Introduction” [e-reserves]</td>
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<tr>
<td>Jan. 13</td>
<td>Walt, pp. 1–49</td>
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<tr>
<td>Jan. 16</td>
<td>M.L. King Day—no class</td>
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<tr>
<td>Jan. 18</td>
<td>Walt, pp. 50–103</td>
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<td>Jan. 20</td>
<td>Walt, pp. 104–180</td>
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<td>Jan. 23</td>
<td>Walt, pp. 181–217</td>
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<td>Jan. 25</td>
<td>Walt, pp. 262–285</td>
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<tr>
<td>Jan. 27</td>
<td>Wrap-up of Walt</td>
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<tr>
<td>Jan. 30</td>
<td>Zakaria, pp. 3–43</td>
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**I. Systemic Interpretations of Foreign Policy**

**A. The Middle East**

**B. Great Powers**
II. Unit-Level Interpretations of Foreign Policy
A. Great Powers

Feb. 10 Kehr, “Anglophobia and Weltpolitik” [e-reserves]—read entire essay.
Feb. 13 Continued discussion of Kehr
Feb. 15 Continued discussion of Kehr
Feb. 17 Snyder, pp. 1–65
Feb. 20 Snyder, pp. 66–111
Feb. 22 Snyder, pp. 153–211
Feb. 24 Snyder, pp. 255–304
Feb. 27 Snyder, pp. 305–322
Feb. 29 Wrap-up of Snyder

B. Israel: Identity Politics and Foreign Policy

March 2 Almog (e-reserves)
Waxman, “The Construction of Israeli National Identity” (e-reserves)
March 5–9 Enjoy Spring Break!
March 12 Barnett (e-reserves)
Waxman, “From Controversy to Consensus” (e-reserves)
March 14 Rynhold and Waxman (e-reserves)
March 16 Continued discussion of Israeli identity and foreign policy
March 19 Wrap-up of Israeli identity and foreign policy
March 21 Midterm Quiz #2
March 23  No class (annual meeting of the Western Political Science Association)

**III. Individual-Level Interpretations of Foreign Policy**

A. Great Powers

March 26  Cold War (a documentary film)
March 28  Larson, pp. 3–65
March 30  Larson, pp. 66–125
April 2   Larson, pp. 126–212
April 4   Larson, pp. 213–249
April 6   Larson, pp. 324–356
           Paper prospectus due
April 9   Extended office hours—no class
April 11  Extended office hours—no class

B. Israel

April 13  Bar-Joseph, pp. 1–61, 235–251
April 16  Bar-Joseph, pp. 63–111
April 18  Bar-Joseph, skim pp. 112-199, read pp. 201–234
April 20  Wrap-up of Bar-Joseph
April 23  Midterm Quiz #3
April 25  Make-up Session

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April 30  Research paper due no later than 10:00 AM
Description of Research Paper

General: Your assignment is to describe and explain, relying on the theoretical interpretations covered in class, the foreign policy of a state of your choice.

Specific Instructions and Guidelines: Pick a state that interests you other than the United States and Israel. Ideally, it should be a country whose language you can read proficiently. If you read no foreign languages, there still remains a fairly wide choice among countries where English is widely used, by the elites at least—for example, Canada, Ireland, Australia, South Africa, India, Pakistan, Singapore, Kenya, Jamaica. Identify a significant decision, episode, change, or trend in the foreign policy of this state during the past 50 years. (Some generic examples are: state x’s decision to use force against state y in 19zz; state x’s decision to join/abandon an alliance with state y; a trend of improvement/deterioration in state x’s diplomatic relations with y during the nineteen …ties; state x’s formation of a free trade zone with state y; a sharp increase in the foreign aid extended by state x to region y; the changing pattern of state x’s vote in the UN over a certain period) Describe the major facts of the policy you identified, relying in significant part on sources published in your country of choice (or at least authored by scholars/observers closely associated with that country). Use one or more of the theoretical interpretations covered in the course to explain this policy: why was it adopted (or pursued, or abandoned)?

My recommendation is that about half the paper be devoted to factual description, the other half to theoretical interpretation (not necessarily in this order—be imaginative in weaving facts and explanation together).

The paper must be no longer than 15 typed pages, but the recommended length is 10-12 pages. It should be double-spaced, with margins of at least 1 inch on each side of the page. Use a 12 point font (like this one).

I strongly recommend that you open the paper with a short introductory section presenting the question and the argument in clear and concise fashion (in other words, do not hide your main argument on the bottom of, say, p. 7). A short conclusion section recapitulating the essay’s theme may be equally useful.

It is important to properly cite the sources you draw upon for facts and/or interpretation (Remember: they must include sources published in the country you write about, or authored by persons closely associated with it). If you quote a source verbatim, make sure you use quotation marks and provide a reference at the end of the quotation. If you do not quote verbatim, place the reference(s) at the end of the paragraph. Use footnotes to provide the citations—follow the footnote citation format of Fareed Zakaria’s From Wealth to Power.

Stay away from Wikipedia or unpublished material posted on private web pages. And do not over-rely on official publications put out by governments, including material posted on the web sites of foreign ministries or embassies. Your task is to analyze a policy, not to parrot the
government’s official justification of that policy. When you do use official sources, make sure you acknowledge them explicitly. (EX: “According to the Greek foreign ministry, Greece’s action was prompted by . . . “).

Avoid long quotations from formal international treaties or foreign policy speeches. They tend to be boring. If citing such documents is important for your argument, either paraphrase them in your own words, or provide only choice, short quotes.

Edit and proofread the paper before submitting it. Bright though your thoughts might be, a text that is rife with typos, spelling errors, or tortured prose unavoidably dims the reader’s appreciation of your intellectual capacity.

**Paper Prospectus**

The prospectus should be 1-2 pages (typed, double-spaced) long. It should identify the country you chose, and provide: (a) some basic facts about the foreign policy decision/trend/episode to be analyzed; (b) any ideas you might have about interpreting this foreign policy, fuzzy and incoherent though they might be at this preliminary stage; (c) a short bibliography, including sources published in the relevant country (or authored by persons closely associated with it).

The prospectus is not a binding contract. It is natural for one’s ideas to evolve in the course of doing research, and you are not obligated to stick in your paper to the ideas, or even the topic, expressed in the prospectus. The main function of the prospectus is to provide you with an incentive to start relatively early and an opportunity to receive some (hopefully) helpful feedback on your ideas. You are strongly encouraged, though not required, to discuss your prospectus with me during my extended office hours on April 9 or April 11 (or on other occasions). I will announce in class the exact times of these office hours.