

Political Science 3209G: Special Topics Comparative Foreign Policy (Summer 2024)

An examination of foreign policy in a comparative context. The course begins with an overview of different theories which attempt to understand foreign policy — especially foreign policy decision-making. Section 2 takes an extended, detailed look at a select number of famous foreign policy theories. Section 3 focusses on Canada’s foreign policy — especially this country’s foreign policy decision-making. And the course concludes with a series of “deep dives” into various contemporary foreign policy case studies: (i) determination of foreign aid policies, (ii) the foreign policies related to North Korea, (iii) the issue of ballistic missile defence (with particular reference to Canada), (iv) the conflict between India and Pakistan, and (v) the global reaction to Russia’s invasion of the Ukraine.

Prerequisites: Political Science 2231E or Political Science 2531F/G, or Political Science 2245E or Political Science 2545F/G, or International Relations 2704F/G, or the former International Relations 2701E, or the former International Relations 2702E.

Antirequisites and Exclusions: Political Science 3305F/G, Political Science 3401F/G if taken in 2013-14 or 2014-15.

Instructor / Contact Information

Instructor: Dr. Mark Yaniszewski

E-Mail: myanisze@uwo.ca

Contact

Since this is a Distance Education course, there are no formal office hours. Instead, e-mail will be the primary method of contact save for more complex consultations (e.g., discussing the writing assignment) when video conferencing is an option. In any event, e-mails will be answered within 24 hours during the week and within 48 hours over the weekend — although in practice most e-mails will be answered much, *much* faster than this.

- Please use your UWO e-mail account when communicating with the instructor as the University's anti-spam software may treat e-mails from other accounts as spam.
- Students should check their UWO e-mail regularly for messages, updates, and other important information from the instructor.

Distribution of Marks

Students will be graded on the basis of the following components:

- Midterm Examination = 30%
- Writing Assignment = 35%
- Final Exam = 35%

Midterms and Exams

Midterms and exams for this course may be held remotely using the University's **Proctortrack** software. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded.

Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Lecture Format

Lectures will be delivered as asynchronous video files. The instructor will, however, endeavour, as much as possible, to maintain the structure and format of a conventional course.

Additional materials (e.g., maps, charts, and diagrams associated with individual lectures) will also be posted to **Owl Brightspace** on a regular basis. In most cases, lectures will be posted at a rate faster than would normally be the case with a live, in-person class. Although there is some guidance as to pacing, students can best judge for themselves how fast to access this material.

Writing Assignment

A detailed list of topics and requirements will be posted separately to the course website.

The writing assignment is due by **Friday July 12th at 11:59 pm (EST)**. Completed assignments must be uploaded to the course dropbox by this deadline. Late assignments will be accepted until **Friday July 19th at 11:59 pm (EST)**. Late assignments must be uploaded to a (second) course dropbox by this deadline. **Late assignments are automatically penalized by a reduction of 15% and assignments not submitted by this time will automatically receive a grade of 0%.**

Note that the -15% late penalty is a flat rate penalty. Papers five minutes late, one day late, five days late, or any variation therein receive the same penalty. These penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to back-up your files before your hard drive crashes or having the dog eat your homework and so on does not constitute a legitimate excuse for not completing the assignment on time).

Generative AI

Students are expressly precluded from using generative AI (e.g., systems such as ChatGPT) to create any part of their assignments. Amongst other things, this includes using AI to compose essay text or other course materials or using AI as a research source. Use of AI to produce course materials will be treated as an academic offense.

In order to deter the use of this technology, the following requirements are in effect. Students may, at the discretion of the instructor, be required: (i) to pass a brief oral

examination on their assignment and/or (ii) provide evidence that they completed the assignment themselves (e.g., show early drafts of their assignment or copies of reference materials used in the preparation of the assignment) before a final grade is assigned.

Plagiarism Software

Academic integrity is an absolutely key foundation of the academic experience. Unfortunately, technological developments (e.g., the advent of the internet and, most dramatically, the rise of generative artificial intelligence systems) have led to an explosion in academic dishonesty.

In order to combat this rising tide of academic dishonesty — and to benefit those students who assiduously and honestly work to the best of their own ability — students will normally be required to submit their assignments to the University’s plagiarism detection tool (*Turnitin*) for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their writings to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism.

If a student does not wish to use the University’s plagiarism detection tool, that student **MUST** advise the instructor immediately via e-mail (i.e., normally within the first two weeks of class). If a student does not wish to use the University’s plagiarism detection technology, they will be required to agree to alternate arrangements for vetting your work as well as to an alternate method for submitting their essays. Such arrangements could (at the discretion of the instructor) include some or all of the following: submission of drafts, rough work and notes; submission of photocopies of the sources used; submission of the URLs of all sources used in the research.

Copyright

The copyright for the intellectual property created for this Western University course, including, but not limited to, audio, video, and/or written lectures, handouts, exams and tests, assignments, and all other materials created for this course, is held by the instructor. These materials are designed for the personal use of students registered in this course only and may not be recorded or used or reproduced or otherwise be re-transmitted in any other form or for any other purpose without the express written consent of the instructor.

Providing these materials to a third party, including, but not limited to, a third party website, constitutes a violation of the instructor's intellectual property rights and/or a violation of the Canadian Copyright Act. Individuals in violation of these intellectual property and/or copyright restrictions will be prosecuted and may be subject to academic and/or civil penalties. By participating in this course, all parties agree to be bound by these conditions as well as by any or all relevant Western University regulations and any or all provisions of the Canadian Copyright Act.

Lectures and Lecture Readings

Below is the list of topics that will be covered this term. It is recommended that students read the associated course readings before they download the associated lecture.

Note that there is no textbook for this course. Instead, most course readings are e-journal articles available from the library website, or they may be downloaded direct from the publisher's website, or (in the case of "fair use" readings) they are available as downloads from the course website.

Please note that except in the case of "fair dealing" readings (i.e., readings that are not otherwise available through the UWO library), **you are expected to search and retrieve course readings yourself** (i.e., this course does not provide "direct links" for course readings). This is a deliberate pedagogical choice on the part of the instructor. Retrieving these materials yourself — instead of having them handed to you on a silver platter — is good "practice" for when it is time for you to research your writing assignments! For those students unfamiliar with the process of accessing e-journal readings, detailed step-by-step instructions will be posted to **Owl Brightspace**. In addition, any reference librarian or the instructor can show you the process.

Section 1

The Study of Foreign Policy

Section 1: Unit 1 — Course Introduction

(No readings)

Section 1: Unit 2 — Comparative Foreign Policy: Overview

Laura Neack, *Studying Foreign Policy Comparatively: Cases and Analysis*, 4th ed. (Lanham, MD: Rowman & Littlefield, 2019), pp. 1-14.

[Available in the “Fair Use” folder of the course website]

Section 1: Unit 3 — Comparative Foreign Policy: Theory

David A. Bell, “Donald Trump is Making the Great Man Theory of History Great Again,” *ForeignPolicy.com* (January 12, 2017).

[Available in the “Fair Use” folder of the course website]

Klaus Brummer, “Toward a (More) Critical FPA,” *Foreign Policy Analysis*, Vol. 18, No. 1 (January 2022), pp. 1-11.

By June 21st, you should reach this point in the schedule.

Section 2

Detailed Theoretical Exemplars

Section 2: Unit 1 — *Groupthink* and the Bay of Pigs Crisis

Jean-Frédéric Morin and Jonathan Paquin, *Foreign Policy Analysis: A Toolbox* (Cham, Switzerland: Palgrave Macmillan/Springer Nature, 2018), pp. 101-125.

[Available in the “Fair Use” folder of the course website]

[Pay particular attention to pages 101-110 and skim the rest.]

Troy E. Smith, “The Road to High-Quality Decision-Making: Understanding Cognition and the Phenomenon of Groupthink,” *American Intelligence Journal*, Vol. 33, No. 1 (2016), pp. 70-73.

[Available in the “Fair Use” folder of the course website]

Section 2: Unit 2 — Bureaucratic Politics and the Cuban Missile Crisis: Background

Arthur I. Cyr, “The Cuban Missile Crisis after Fifty Years,” *Orbis*, Vol. 57, No. 1 (Winter 2013), pp. 5-19.

By June 28th, you should reach this point in the schedule.

Section 2: Unit 3 — Bureaucratic Politics and the Cuban Missile Crisis: Policy Analysis

Jean-Frédéric Morin and Jonathan Paquin, *Foreign Policy Analysis: A Toolbox* (Cham, Switzerland: Palgrave Macmillan/Springer Nature, 2018), pp. 101-125.

[Available in the “Fair Use” folder of the course website]

[Pay particular attention to pages 110-125 and skim the rest.]

Eliot A. Cohen, “Why We Should Stop Studying the Cuban Missile Crisis,” *National Interest*, No. 2 (Winter 1985-1986), pp. 3-13.

[Available in the “Fair Use” folder of the course website]

Jean-Yves Haine, “The Cuban Missile Crisis, the Russia-Ukraine War and Nuclear Risks,” *NDC Policy Brief*, No. 20 (December 2022), pp. 1-4.

<<https://www.ndc.nato.int/news/news.php?icode=1779>>

Michael Dobbs, *Why We Should Still Study the Cuban Missile Crisis*, Special Report No. 205 (Washington: United States Institute of Peace, 2008), pp. 1-12.

<<https://www.jstor.org/stable/resrep12221>>

Section 3

Foreign Policy Decision-Making in Canada

Section 3: Unit 1 — Overview and The Executive

Alex Marland and Richard Nimijean, “Rebranding Brand Trudeau,” *Political Turmoil in a Tumultuous World: Canada Among Nations 2020*, eds. David Carment and Richard Nimijean (Cham, Switzerland: Palgrave Macmillan/Springer Nature Switzerland AG, 2021), pp. 55-76.

[Available in the “Fair Dealing” folder of the course website]

By July 5th, you should reach this point in the schedule.

Midterm

Saturday July 6th

2:00 to 4:00 pm (London time)

A detailed template (covering the exact format of the midterm) will be posted to OWL approximately a week before the scheduled test date.

Section 3: Unit 2 — Parliament

Philippe Lagassé, “Improving Parliamentary Scrutiny of Defence,” *Canadian Military Journal*, Vol. 22, No. 3 (Summer 2022), pp. 20-27.

Go to the journal's home page (<http://www.journal.forces.gc.ca/cmj-landingpage-en.html>), scroll down to "Publications," and browse to the appropriate issue.

Section 3: Unit 3 — The Foreign Service Bureaucracy

Thomas D. Boyatt, "What If I Disagree?" *Foreign Service Journal*, Vol. 88, Nos. 7+8 (July-August 2011), pp. 18-20.

Go to the journal website (<https://afsa.org/fsj-archive>) and browse to the appropriate issue.

Robbie Gramer, "Are Special Envoys All That Special?" *ForeignPolicy.com* (June 1, 2021), pp. 1-4.

[Available in the "Fair Dealing" folder of the course website]

NB: While the previous two readings focus on the US State Department, the issues discussed are *very* similar to those faced by Canada's foreign service bureaucracy.

Section 3: Unit 4 — The Provinces

David Morin, Stéphane Roussel and Carolina Reyes Marquez, "Québec and the Eastern Seaboard," in *Security. Cooperation. Governance: The Canada-United States Open Border Paradox*, eds. Christian Leuprecht and Todd Hataley (Ann Arbor: University of Michigan Press, 2023), pp. 121-138.

[UWO E-Book]

By July 12th, you should reach this point in the schedule.

The writing assignment is also due on this date.

Section 4

Deep Dives and Foreign Policy Case Studies

Section 4: Unit 1 — Determining Foreign Aid Policies

Stephen Brown, "All About that Base? Branding and the Domestic Politics of Canadian Foreign Aid," *Canadian Foreign Policy Journal*, Vol. 24, No. 2 (2018), pp. 145-164.

Christian Dipple, "Foreign Aid and Voting in International Organizations: Evidence from the IWC," *Journal of Public Economics*, Vol. 132 (December 2015), pp. 1-12.

Christina Lu, "The Country with Nothing Left to Lose," *ForeignPolicy.com* (February 11, 2024), pp. 1-10.

[Available in the "Fair Dealing" folder of the course website]

Section 4: Unit 2 — Personalities and the North Korean Conflict

Jalel Ben Haj Rehaïem, “The Trump-Kim ‘Ripeness’ Paradox and the Problematic ‘Precipitants,’” *North Korean Review*, Vol. 18, No. 1 (Spring 2022), pp. 48-71.

Tessa Wong, “‘Dotard’ Trump? The Story of “Rocket Man” Kim's Insult,” *BBC.com* (September 22, 2017).

<https://www.bbc.com/news/world-asia-41357315>

Jeff Zeleny, Dan Merica and Kevin Liptak, “Trump’s ‘Fire and Fury’ Remark was Improvised but Familiar,” *CNN.com* (August 9, 2017).

<https://www.cnn.com/2017/08/09/politics/trump-fire-fury-improvise-north-korea/index.html>

By July 19th, you should reach this point in the schedule.

Section 4: Unit 3 — Canada and Ballistic Missile Defence

Donald Barry, “Canada and Missile Defence: Saying No to Mr. Bush,” *Journal of Military and Strategic Studies*, Vol. 12, No. 3 (Spring 2010), pp. 12-44.

Section 4: Unit 4 — Misperception on the Roof of the World

George Perkovich, *India’s Nuclear Bomb: The Impact on Global Proliferation*, Updated Ed. (Berkeley: University of California Press, 1999), pp. 261-292.

[UWO E-Book]

Note: Read pages 277-282 and skim the rest of chapter 10.

Section 4: Unit 5 — Why Russia Invaded the Ukraine

Andrew Doris and Thomas Graham, “What Putin Fights For,” *Survival*, Vol. 64, No. 4 (August-September 2022), pp. 75-88.

Grzegorz Rossoliński-Liebe and Bastiaan Willems, “Putin’s Abuse of History: Ukrainian ‘Nazis,’ ‘Genocide,’ and a Fake Threat Scenario,” *Journal of Slavic Military Studies*, Vol. 35, No. 1 (January-March 2022), pp. 1-10.

“Transcript: Vladimir Putin’s Televised Address on Ukraine,” *Bloomberg News / BNN Bloomberg* (February 24, 2022).

<https://www.bnnbloomberg.ca/transcript-vladimir-putin-s-televised-address-on-ukraine-1.1728035>

By July 26th, you should reach this point in the schedule.

Final Exam
Monday July 29th
2:00 to 4:00 pm (London ON time)

A detailed template (covering the exact format of the examination) will be posted to OWL Brightspace approximately a week before the scheduled test date.

Important Notices

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

Final examinations will be held during the regular examination period as set by the Registrar's Office. Except in the case of serious medical (or similar) problems, substitute examinations will normally not be given.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor (e.g., during office hours). If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that sort of information? No. Generally, basic facts and dates are covered by the “Common Knowledge Exception.” If you picked up any general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the “Common Knowledge Exception” is to call it the “Rule of Three” — if a basic fact is reported in three separate general academic sources, you need not provide a footnote.)

At the same time, if one general source was particularly influential in helping you write a section of your paper (even if you did not need to footnote specific passages from it directly), you can add a footnote like the following.¹

¹ The following paragraph is based on Paul Jones, *History of the Franco-Prussian War* (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the “Common Knowledge Exception” (i.e., no footnote needed), HOWEVER if students really want to use material from the lectures they should go back to *original* sources whenever possible — especially where specific facts or data are presented or if the words of individual theorists or other experts are presented. For example, imagine the instructor states in class that “some historians consider Louis Napoleon’s strategy during the war to be similar to that used by Alexander the Great.” If you wanted to use that idea in your lecture, you should ask the instructor “which historians said this” and “where did that idea come from” BEFORE you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake!