

**London
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Module Guide

DSS_5_FPA

Foreign Policy Analysis

Level 5

Division of Social Sciences (DSS)

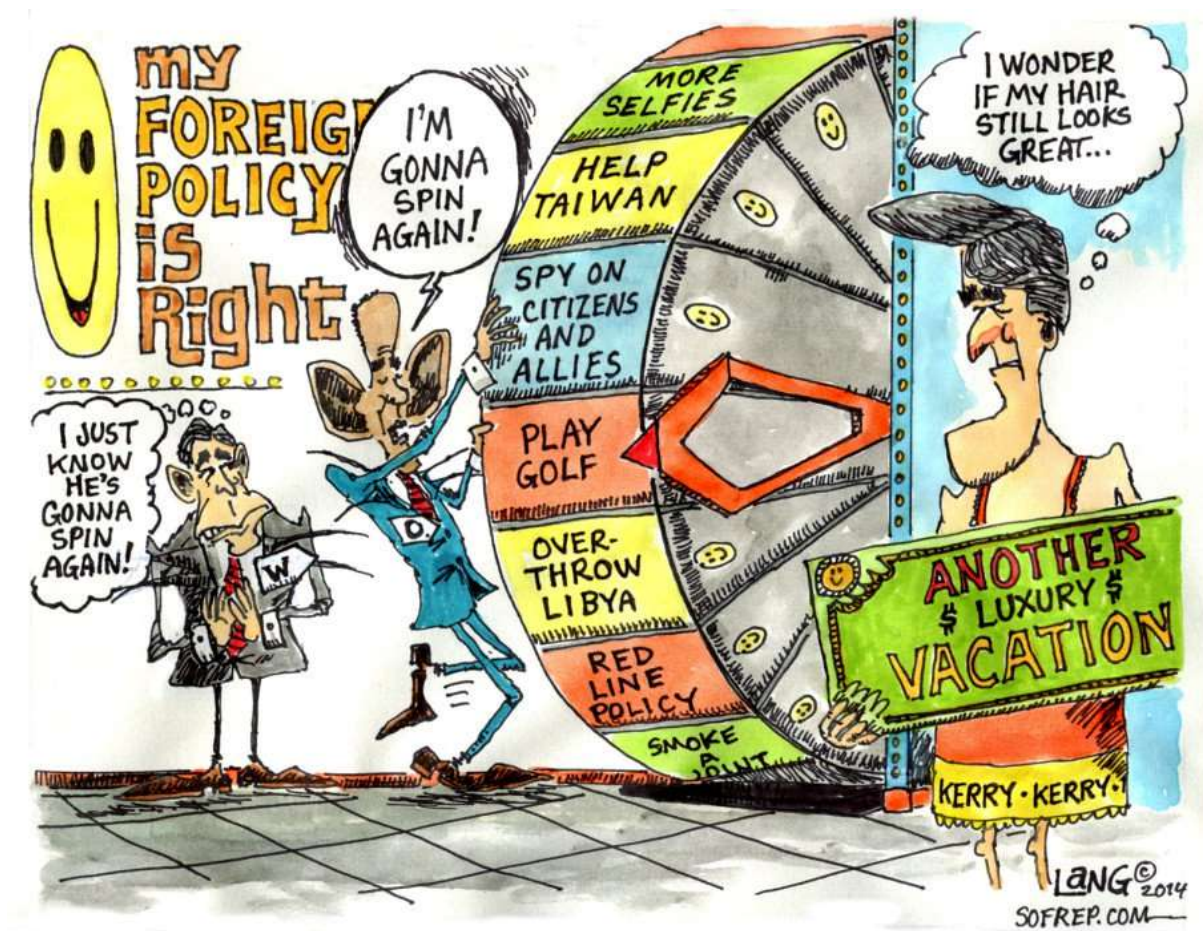


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Module Specifications

Module Title:	Foreign Policy Analysis
Module Level:	5
Module Reference Number:	DSS_5_FPA
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Theories of IR
Course(s):	BA International Relations BA IR with Crim, with Sociology, with Politics
Module Coordinator:	Dr Clara Eroukhmanoff
MC Contact Details (Tel, Email, Room)	Ext. 5746, eroukhmc@lsbu.ac.uk , Room BR-267b. Office Hours:
Teaching Team & Contact Details (If applicable):	Dr Clara Eroukhmanoff
Subject Area:	Social Sciences
Summary of Assessment Method:	CW1: Group presentation (throughout semester)- 40% CW2: 2,000 words Foreign Policy Case-study– 60% - Wednesday 8 January 2020
The Library Information Officer for DSS:	Rebecca Fong, Fongr@lsbu.ac.uk

Module description

This module introduces students to the study of decision-making in international relations. It looks at how international, domestic and individual pressures shape the decisions leaders make toward other states, regional and non-state actors. In the first half of the course we will discuss conceptual matters, gradually building a toolkit of theoretical approaches that explain why states behave the way they do. In the second half we work through a series of detailed case studies, covering the foreign policy of key international actors like the US, the UK, the EU, and rising actors, China, Brazil and Latin America.

Aims of the module

1. Introduce students to the International Relations sub-field of Foreign Policy Analysis (FPA).
2. Provide a grounding in the key theories and concepts used by FPA scholars.
3. Promote critical engagement with a wide range of scholarly literature
4. Support students in making, substantiating and defending complex arguments both orally and in writing.

Learning Outcomes

By the end of this course students should be able to:

1. Understand and critically analyse the actors, structures and processes driving foreign policy decision-making, and the contests, pressures and constraints holding it back.
2. Demonstrate an ability to engage in comparative analysis without losing a sense of historical context
3. Provide evidence of some specialised knowledge of the post-1945 foreign policies and foreign policy processes of the major or emerging major powers in the international system.

Overview of the programme of lectures

Induction week Friday 14 September – Friday 21 September

Part 1: Theoretical perspectives of FPA

Week 1 (27 Sept): Introduction: history of FPA in IR

Week 2 (04 Oct): Realist approach to FPA and 'external influences'

Week 3 (11 Oct): 'Actor-specific' approach to FPA: domestic politics and personalities

Week 4 (18 Oct): Critical approaches to FPA

Week 5 (25 Oct): Private study week (no lecture, work on your formative assessment)

Part 2: Case-studies

Week 6 (01 Nov): Guest lecture (Dr Galam Selim BUE): Egypt foreign policy +Study skills (assessment briefs)

Week 7 (8 Nov): US foreign policy

Week 8 (15 Nov): UK foreign policy

Week 9 (22 Nov): EU foreign policy (Dr Adrian Budd)

Week 10 (29 Nov): Israel foreign policy (Dr Elia Weizman)

Week 11 (05 Dec): Chinese foreign policy

Week 12 (12 Dec): Module summary and final assessment feedback

Christmas holiday (Monday 16 December – Friday 3 January)

Assessments

Formative:

- 2 Formative assessments: one on the theory and one on the selection of a foreign policy case-study, both in preparation for the summative Foreign Policy Brief

Summative:

- CW1: Group Presentation (40%) – throughout the semester
- CW2: Foreign policy brief (60%) 2,000 words

a. Important dates

- **Week 5: Friday 25th of October 2019, 11.55pm:** submission of first formative assessment
- **Week 12: Thursday 12th of December:** submission of second formative assessment
- **Week 13 (revision week in January): Monday 6th of January:** Submission of the foreign policy case-study



A/ DIVISION OF SOCIAL SCIENCES ASSESSMENT BRIEF: PRESENTATION

Module name	Foreign Policy Analysis
Module code	DSS_5_FPA
Module level	5
Module leader	Dr Clara Eroukhmanoff
Format of assessment	Group presentation (with PowerPoint, 40% of total mark)
Deadline	One group present every week on one topic

Select the week and the topic you would like to present and then select the question associated with that topic (questions below). The presentation will be taking place during the seminar a week after the lecture on this topic, in the last 30 minutes of the class.

1. How would a political realist explain foreign policy decisions? Illustrate with one example (week 2)
2. What are the advantages of an 'actor-specific' FPA? (week 3)
3. Do critical approaches offer a better way to understand foreign policy? (Choose one critical approach) (week 4)

4. Has the Middle-East merely been a pawn in the larger game of great powers or has the region been able to develop a coherent foreign policy? Assess this question with reference to pan-Arabism (Week 6).
5. Is 'exceptionalism' a codeword for 'imperialism'? Answer in relation to US foreign policy (week 7)
6. How have Britain's efforts to uphold the 'status quo' played out in practice? (week 8)
7. To what extent can we talk of an EU collective foreign policy? (week 9)
8. Would you agree that Chinese foreign policy has been 'assertive'? If so, in what ways? (Week 11)

The presentation should be submitted in the Turnitin submission box (Moodle) 'Presentations' at least 24 hours before the day of the presentation. The length of the presentation be approximately 15-20 minutes and can be interactive by asking the audience questions and make them participate. Talking should be divided equally amongst presenters.

To pass this assessment (≥ 40%):

- Presentation should introduce the question and tell the audience why this question is important in IR
- Presentation should use at least the core reading provided on the Moodle, 2 additional readings, and use the key points of the lecture on the topic selected.
- Presentation should have a logical and clear structure
- Provide a fully-referenced bibliography at the end of your Powerpoint.
- Answer the question convincingly and provide an argument-based answer.
- Submit your written presentation on the Moodle 24 hours before the presentation

To do well on this assessment (≥ 60%):

- ✓ Attend class regularly and make sure you have a good grasp of the concepts discussed
- ✓ Provide a clear and coherent argument that answers the question, using the at least 4-5 academic readings and showing to the audience how these readings have helped you answer the question.
- ✓ To do this, you have to do additional research through the online reading list and the library catalogues. You should also use the key points of the lecture but the presentation must go beyond the content of the lecture.
- ✓ Support your answer with critical analysis and evidence: your presentation should not only be descriptive but should provide a critical analysis of the question.
- ✓ Submit your written presentation on the Moodle 24 hours before the presentation
- ✓ Your presentation should present a logical structure, with an introduction and a conclusion, and you should provide one PowerPoint slide on 'structure' and explain why you have chosen to organise your presentation in this way.
- ✓ Illustrate your argument with empirical examples

Top tips/Common mistakes to avoid:

- Follow the brief! To avoid disappointing results, make sure you are doing exactly what is asked.
- Do not forget to provide a bibliography, in the correct format, at the end of your work.

- Do not forget that the presentation is about a specific question, not about describing a whole topic. The presentation will be marked on how convincing the answer to the question is, not how well you know the topic.
- Ensure that you don't simply read off a script and that you look at the audience when presenting
- This is a collaborative project with a group mark, ensure that your group rehearse the presentation before class.



B - DIVISION OF SOCIAL SCIENCES ASSESSMENT BRIEF: Foreign policy brief

Module name	Foreign Policy Analysis
Module code	DSS_5_FPA
Module level	5
Module leader	Dr Clara Eroukhmanoff
Format of assessment	Foreign policy brief, 60% of total mark
Deadline	Wednesday 8 January 2020, 11.55pm

A foreign policy brief is a report on a specific foreign policy issue, often used by governments to plan their actions toward other states. A foreign policy case-study is consisted of three essential parts: a summary of a foreign policy issue (example: Donald Trump's foreign policy to withdraw from the TPP, or the Cuban missile crisis, the UK's decision to intervene in Iraq in 2003, or Chinese foreign policy to militarise the South China Sea), a critical analysis of the issue (using theory), and a set of recommendations. You must include one of the theoretical approaches we studied between Week 1-4 in your brief.

Structure:

The word count for each section suggested below is indicative, but you should not exceed 2,000 words in total (excluding the list of sources):

1. **An introduction - 300 words.** Your introduction should include the importance of your case-study and a statement of the theoretical approach you choose and why. This should be stated explicitly, for instance "The foreign policy brief explores the US decision to blockade Cuba in 1962 through the lens of actor-specific theory because the bureaucratic politics model, developed by Graham Allison (1969) reveals the many interests and agendas that ultimately lead to the President Kennedy's decision". The introduction should also include your argument ("This brief will argue that the decision to blockade Cuba was imprudent and risky but that it was the product of a bargaining amongst multiple players", and a clear outline of the rest of the foreign policy case-study, for instance "This brief will demonstrate this argument by first examining the 1962 Cuban missile crisis and the context in which the crisis arose. I then provide a critical review of this policy, its challenges and failures, and finally offer a set of recommendations...")
2. **A summary of the policy - 300 words** (this should be neutral and objective summary of the policy)
3. **A critical review of the policy 600 words** (highlight a set of challenges or failures, is this policy successful? for whom? why is this policy not successful according to your theoretical approach?)

4. **Policy recommendations** – 500 words (how would you seek to repair the failures highlighted in the challenges? Limit recommendation to two or three).
5. **Conclusion** - 350 words (clearly separated from the main body of text, summarising the argument, reflecting back on the challenges and the recommendations)

Where is the theory part?

The theoretical approach you choose should be included in your section 3. critical review of the policy and section 4. recommendations. You should think like the theorist of the approach, e.g. if you choose neorealism, you should ask: 'what would a neorealist think about this policy? what would a neorealist recommend solving the issue?'. If you choose a post-structuralist approach, you should ask 'how would a post-structuralist study this issue? what are the challenges a Critical theorist would highlight? and how would they respond to this issue?' and so forth.

To pass this assessment (≥ 40%) :

- The brief should use at least the core reading(s) and an additional 2-3 (supplementary) readings on the topic selected and any other reliable online sources about the issue.
- The brief should select a clear foreign policy issue, explains with consistency the challenges of the policy issue and analyses it through the lens of a theoretical approach.
- The brief should be correctly referenced in the text and provide a fully-referenced bibliography at the end of your work.
- The brief should follow the structure outlined above
- Submit your brief on the Moodle in the Turnitin box by the deadline (13 January)

To do well on this assessment (≥ 60%):

- ✓ Attend class regularly, to make sure you have a good grasp of the concepts discussed, and attend Week 6 to make sure you know how to reference properly.
- ✓ Provide a detailed analysis of a foreign policy issue, outlining its challenges *thought through* a specific theoretical approach and suggesting an original, well-researched and feasible set of recommendations
- ✓ You have to do (and show to your reader in the text) additional research through the online reading list and the library catalogues (use at least the core readings on the issue selected, the core reading on the theoretical approach and the core reading of the Introductory week, and 5-6 supplementary readings as well any other reliable online sources)
- ✓ Support your brief with evidence to make a sound argument
- ✓ Submit the two formative assessments to receive feedback on previous work
- ✓ Discuss your brief with me during my office hours
- ✓ The brief should be proofread and have a consistent use of English
- ✓ Your brief should follow the structure outlined above
- ✓ Submit your brief on the Moodle before the deadline (13 January)

Top tips/Common mistakes to avoid:

- Follow the brief! To avoid disappointing results, make sure you are doing exactly what is asked.
- Do not forget to provide a bibliography, in the correct format, at the end of your work.
- Do not forget to reference properly, in the text, using Harvard in-text referencing.
- Do not forget that the brief should select a foreign policy issue but has to analyse this issue through a theoretical approach.
- You are advised to use a foreign policy of a state or other actor that we have covered in class (the US, the UK, the EU, Latin America, China, Middle East)

Divisional Assessment Criteria:

Can be found in the module guide.

Plagiarism Statement:

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the LSBU Assessment and Examinations Handbook (https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf) and in your Course Guide. Please read these carefully.

Support for Students:

You will need to use both printed and electronic sources. As well as the recommended readings and references found in the module guide, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books. For help finding sources and with referencing consult the Division of Social Sciences Information Skills Adviser via <http://www.lsbu.ac.uk/student-life/student-services/learningresources>

For help with writing and study skills please consult Skills for Learning via <http://www.lsbu.ac.uk/student-life/student-services/learning-resources>

C - Formative assessments

First formative assessment: week 5, Friday 25th of October, 11.55pm (submit on the Moodle)

Your first assignment to prepare you for the foreign policy brief is to submit a short 500 words piece of writing on one of the theoretical approaches you find the most convincing to explain foreign policy-making. You have a choice between 3 theoretical approaches:

1. 'Actor-general' approach: (neo)realist foreign policy analysis
2. 'Actor-specific' approach: bureaucracies, leaders and personalities
3. Critical approach: either post-structuralist or constructivist

Your essay should answer this question: 'Why does [theoretical approach you choose] explain better the realm of foreign policy?' and you can use a specific foreign policy issue to help you answer this question (preferably one that you want to explore for your foreign policy brief).

Your piece must use literature (at least the core readings of the theoretical approach and 1-2 additional readings of the reading list online) and must be properly referenced.

You will receive written feedback but no mark will be given. You should use this feedback for your final foreign policy brief.

Second formative assessment: week 12, Thursday 12th of December, 11.55pm

Your second assignment to prepare you for the summative assignment is to submit a 500-600 words draft of key sections of your foreign policy brief. Using the theoretical approach you selected in your

first formative assessment, your second task is to select one foreign policy issue, which you will explore in your final brief, and submit a short draft of these key sections:

1. A neutral and objective summary of the foreign policy issue (200 words)
2. A critical analysis of the issue from the lens of your theoretical approach (250 words)
3. Two or three recommendations (150 words)

Your draft must use literature (at least the core readings of the theoretical approach and 1-2 additional readings of the reading list online) and must be properly referenced.

You will receive written feedback but no mark will be given. You should use the feedback for your final foreign policy brief.

Wordcount policy

Coursework must be submitted electronically via the module Moodle site and should also be submitted to 'turn-it-in'. Marks will be deducted for late submission.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

There is no penalty for being under word-length as the work will generally receive a lower mark based on absent analysis/content/etc.

General assessment criteria

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and

should be attempting to provide some analysis of alternative views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)
- to distinguish between description and analysis in information sources
- to isolate key arguments within source material
- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations
- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

How your work is assessed

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. Please refer to the Moodle for referencing guidelines. A full referencing guide is available via the library learning site. **Understanding what referencing entails is the responsibility of the student; failure to reference properly will be punished accordingly. The Learning Resource Centre at LSBU offers regular workshops about referencing and plagiarism, please arrange to attend if you are unclear about these essential parts of academic writing.**

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Feedback

You can expect to receive feedback from your class teachers in a number of formats. To begin with, you will receive written comments on your written assessment, explaining the grade assigned and indicating ways to improve. Feedback of coursework is provided 15-20 working days after the submission date.

You will also receive written feedback on any classroom presentations you give. If you wish to discuss your progress further, it is your responsibility to book an appointment with your class teacher. Class teachers are always happy to talk about readings, workload management, essay writing, class participation and other aspects of the studying process. They will also offer more immediate forms of feedback by commenting on and responding to the ideas you raise in class.

Reading list

In addition to the topic-specific readings set out below, you may find it useful to have a copy of one or more of the following text books:

- Smith, Steve, Amelia Hadfield and Tim Dunne (2016) *Foreign Policy Analysis: Theories, Actors and Cases* (Oxford :Oxford University Press) 2 copies available in the library.
- Hudson, Valerie and Klaus Brummer (2015) *Foreign Policy Analysis Beyond North America* (Boulder: Lynne Rienner)
- Alden, Chris and Amnon Aran (2017) *Foreign Policy Analysis: New Approaches* (Abington: Routledge, Second Edition) 2 copies available in the library.

For textbook on specific actors:

- Michael Cox and Doug Stokes (2018) *US Foreign Policy* (Oxford: Oxford University Press, third edition)
- Garnett, Mabon and Smith (2018) *British Foreign Policy Since 1945* (Oxon: Routledge)
- Braveboy-Wagner, Jacqueline (2003) *The Foreign Policies of the Global South: Rethinking Conceptual Frameworks* (Colorado: Lynne Rienner publishers)
- Bretherton, Charlotte and Volger, John, *The European Union as a Global Actor* (Oxon; Routledge, 2nd edition, 2006). 2 copies available in the library.

How to get material:

- **Reading List Online**

On your Moodle page (right hand side), you can find the reading list online, prepared by the library with the list of weekly readings. Click on the link to access digitized chapters and articles.

- **LSBU library**

You should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

Please note that if the library does not have the book or article you are looking for, you can ask the library for an 'inter-library loan' and the library can borrow the material from another library.

- **Accessing other libraries (SCONUL access)**

As a student of LSBU, you can ask for a "SCONUL access" to other libraries, should you want to access other university libraries (like Senate House).

- **Moodle digitised readings**

When available, the module coordinator will add the digitized version of your core reading online straight on the Moodle at the end of each Topic.

- **Politics Trove**

You can access Politics Trove, a service provided by Oxford University Press here (also available through the library services). Free e-copies of textbooks and books published by Oxford University Press are available on Trove (it's an excellent resource!):

<http://www.oxfordpoliticstrove.com/search?q=Gender+matters+in+global+politics&searchBtn=Search&isQuickSearch=true>

Podcasts

There are many podcasts on foreign policy which will bring you up-to-date knowledge about international relations and relevant foreign policy cases, available online or through Podcast app on iTunes. These are excellent sources that can complement your theoretical knowledge of the discipline.

Council on Foreign Relations "the World Next Week"

A podcast about foreign policy and world affairs. Every Monday we feature long form conversations with foreign policy journalists academics, luminaries and thought leaders who discuss the ideas, influences, and events that shaped their worldview from an early age. Every Thursday we post shorter interviews with journalists or think tank types about something topical and in the news.

"Pod Save the World"

"Pod Save America" cohost Tommy Vietor thought foreign policy was boring and complicated until he got the education of a lifetime working for President Obama's National Security Council. His new show "Pod Save the World" will bring you behind the scenes into White House Situation Room meetings and secret negotiations through a series of conversations with people who were there.

"Global Dispatches"

A podcast about foreign policy and world affairs. Every Monday we feature long form conversations with foreign policy journalists academics, luminaries and thought leaders who discuss the ideas, influences, and events that shaped their worldview from an early age. Every Thursday we post shorter interviews with journalists or think tank types about something topical and in the news.

“World Affairs”

WorldAffairs is a deep exploration of today's pressing global issues. In the age of the rehearsed soundbite and the talking point, each hour-long episode marries expert analysis with compelling conversation.

“When Diplomacy Fails”

A weekly podcast covering the build up to, breakout of and consequences of various conflicts in history.

Overview of types of classes and preparing for classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

1. Do the readings. You cannot possibly read everything on the reading list. That is deliberate. You'll learn more (and we'll find what you say and write more interesting) if you haven't all read exactly the same things. At minimum you should each read ALL of the core readings identified for each topic. Ideally you should also aim to read three or four further readings. You must demonstrate you have engaged with the readings in your presentation and foreign policy brief.
2. Prepare properly for classes. There are 12 weekly classes, beginning in Week 1 with an introduction to the module and concluding with a revision session in Week 12 before the Christmas break. There will be 1.5 hours of lecture and 1.5 hours of seminar per week. Seminars give you the chance to test out your ideas and to ask any questions raised by the lectures and readings. That means you need to do the readings before going to class, and to be ready to ask and answer questions arising from the materials.

Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

Programme of teaching and learning

PART 1. THEORETICAL PERSPECTIVES OF FOREIGN POLICY ANALYSIS

Week 1. Introduction: History of FPA in IR

In this first lecture, we'll talk in general terms about what it means to study decision-making in international relations and in particular look at the history of FPA in the wider discipline of

International Relations. We will discuss three seminal works in FPA: Snyder, Bruck and Sapin (1954); James Rosenau (1964); Sprout (1957).

We will also outline the programme of lectures, the various topics, explain the assessments and provide other general information of this module.

Seminar questions

- What is the study of foreign policy?
- Where is Foreign Policy Analysis located in the discipline of IR?
- Should foreign policy be a study in its own right?
- What kind of instruments is needed to understand the foreign policy of states?
- Are you more convinced by Snyder, Bruck and Sapin (1954) or by Rosenau or by Sprout?

Core reading(s)

Alden, Chris and Amnon Aran (2017) *Foreign Policy Analysis: New Approaches* (Abington: Routledge, Second Edition) Chapter 1 "Foreign Policy Analysis: An Overview", pp.1-18

Steve Smith (1987) "Foreign Policy Analysis and International Relations" *Millennium: Journal of International Studies*, vol 16 (2), 345-348

Further readings

Alden, Chris and Amnon Aran (2017) *Foreign Policy Analysis: New Approaches* (Abington: Routledge, Second Edition) Chapter 1 "Foreign Policy Analysis: An Overview" pp. 1-18

Hermann, Margaret G. & Hermann, Charles F. (1994) "Who Makes Foreign Policy Decisions and How: An Empirical Enquiry". *International Studies Quarterly*. Vol. 33, No. 4, pg 361-387

Hill, Christopher (2017) *Foreign Policy Analysis in the 21st Century*, "Chapter 1. Foreign Policy in International Relations" pp. 1-24

Hudson, Valerie (2016) "The History and Evolution of Foreign Policy Analysis" in Smith, Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors, Cases* (Oxford: Oxford University Press).

Smith, Steve, Amelia Hadfield and Tim Dunne (2016) "Introduction" in Smith, Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors and Cases* (Oxford: Oxford University Press)

Waltz, K. N. (1996). International politics is not foreign policy. *Security Studies*, 6(1), 54–57.

Week 2. Realist approach to FPA and 'external influences'

Realism is a top-down approach to explaining foreign policy. Realists begin from the anarchic structure of the international system. Realists explain foreign policy in terms of power politics. They disagree on

the exact meaning of power and on how and to what extent politics is likely to influence policy. But they all find that power has a strong materialist component and that the influence of domestic politics on foreign policy is likely to vary with security challenges stemming from the external environment. After the end of the second session, you will be able to understand the realist approach to foreign policy analysis and the focus on 'external influences'.

Seminar Questions

- What is the 'realist' approach to foreign policy analysis?
- How does the 'realist' approach compete with other approaches in IR?
- How would a political realist explain foreign policy decisions? Give an example
- What is the most important distinction to keep in mind when applying realist FPA?

Core reading

Barkin, S. (2009). Realism, prediction, and foreign policy. *Foreign Policy Analysis*, 5(3), 233–246.

William Wolforth (2016) "Realism and foreign policy" in Smith, Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors, Cases* (Oxford University Press)

Further readings

Alden, Chris and Amnon Aran (2017) *Foreign Policy Analysis: New Approaches* (Abington: Routledge, Second Edition), Chapter 5 "Foreign policy and the state", pp. 87-106

Gilpin, R. G. (1996). No one loves a political realist. *Security Studies*, 5(3), 3–26.

Hill, Christopher (2015) *Foreign Policy in the 21st Century* (Basingtoke: Palgrave Macmillan) Chapter 11 "Foreign policy and the revival of the state", pp. 293-313

Klare, Michael (2001) 'The new geography of conflict', *Foreign Affairs* 80:3, pp 49-61.

Rose, Gideon (1998) 'Neoclassical realism and theories of foreign policy', *World Politics* 51:1, pp144-172.

Ripsman, N. M., Taliaferro, J. W., & Lobell, S. E. (2016). *Neoclassical realist theory of international politics*. Oxford: Oxford University Press.

Rynning, S., & Guzzini, S. (2001). *Realism and foreign policy analysis*. COPRI Working Paper 42/2001. Copenhagen, Denmark: Copenhagen Peace Research Institute.

Rose, G. (1998). Neoclassical realism and theories of foreign policy. *World Politics*, 51(1), 144–172.

Wivel, A. (2005). Explaining why state X made a certain move last Tuesday: The promise and limitations of realist foreign policy analysis. *Journal of International Relations and Development*, 8(4), 355–380.

Week 3. Actor-specific FPA, domestic politics and personalities

Topic description

Week 3 focuses on 'actor-specific' foreign policy analysis and the decision-making process of actors, in groups or individuals. In contrast to the 'realist' understanding of FPA which looks at states as rational 'units', 'actor-specific' FPA studies domestic politics and how in turn, this influences decisions made in foreign policy. At the end of the session, you should be able to draw the differences between the realist and the actor-specific approaches and understand the debate between the two.

Seminar questions

- What are the advantages of an 'actor-specific' FPA?
- Why does Valerie Hudson argue that 'actor-general' is not convincing to look at foreign policy decisions?
- What are the differences between an 'actor-specific' and an 'actor-general' FPA?
- What kind of analysis is included in 'actor-specific' FPA?
- Who are the 'agents' in 'actor-specific' FPA?

Core reading(s)

Hudson, Valerie (2005) 'Foreign Policy Analysis: Actor-specific theory and the ground of international relations', *Foreign Policy Analysis* 1:1, pp1-30.

Further readings

Alden, Chris and Amnon Aran (2017) *Foreign Policy Analysis: New Approaches* (Abington: Routledge, Second Edition), Chapter 4 "The domestic source of foreign policy", pp. 45-62

Farnham, Barbara. (2004). "Impact of the Political Context on Foreign Policy Decision-Making". *Political Psychology*. Vol. 25, No. 3, Special Issue (Part Two): Prospect Theory

Kaarbo, Juliet (2015) A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory, *International Studies Review*, Volume 17, Issue 2, 1, Pages 189–216.

Kaarbo, Juliet. (1997) "Prime Minister Leadership Styles in Foreign Policy Decision-Making: A Framework for Research". *Political Psychology*. Vol. 18, No. 3, pp. 553-581

Gross Stein, Janice "Foreign Policy Decision-Making: Psychological neurological models" in Smith Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors, Cases* (Oxford: Oxford University Press)

Hermann, Margaret G. & Preston, Thomas. (1994). "Presidents, Advisers, and Foreign Policy: The Effect of Leadership Style on Executive Arrangements". *Political Psychology*. Vol. 15, No. 1, Special Issue: Political Psychology and the Work of Alexander L. George

J. Hagan and M.G. Hermann (2003) (eds.) *Leaders, Groups, and Coalitions: Understanding the People and Processes in Foreign Policymaking*. Boston: Blackwell.

Hill, Christopher (2015) *Foreign Policy in the 21st Century* (Basingtoke: Palgrave Macmillan) Chapter 3. "The Actors: Taking Responsibility" and chapter 9. "The Domestic Sources of Foreign Policy."

Week 4. Critical approaches to foreign policy (post-structuralism and discourse analysis)

Situated in the broader interpretive methodological approach to the social sciences, post-structuralism challenges the ontological and epistemological assumptions of more positivist methodologies by observing that the world is not pre-given, but socially constructed. In essence, we live in an intersubjective world where discourse serves as a powerful tool to set agendas, produce meaning, legitimize interests, and enforce power structures. Scholars devoted to discourse analysis enrich our understanding of foreign policy by highlighting the powerful role that discourse plays. At the end of this lecture, you will be able to understand post-structuralism's challenge to realism and other positivist social sciences and evaluate whether discourse analysis is appropriate for the study of foreign policy.

Seminar questions

- What are the main critiques offered by post-structuralism against 'positivist' theories (realism/liberalism etc.)?
- What type of questions a post-structuralist analysis of foreign policy asks?
- Why is the notion of 'representation' so important in post-structuralism?
- Summarise Roxanne Lynn Doty's argument in relation to the construction of foreign policy in the context of counterinsurgency in the Philippines. Are you convinced?

Core readings

Doty, R. L. (1993). Foreign policy as a social construction: A post-positivist analysis of U.S. counterinsurgency policy in the Philippines. *International Studies Quarterly*, 37(3), 297– 320.

Lene Hansen (2016) Chapter 5 "Discourse Analysis, post-structuralism, and foreign policy" in Smith, Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors, Cases* (Oxford: Oxford University Press), pp.95-107

Further readings

Ashley, R. K. (1984). "The poverty of neorealism:." *International Organization*, 38(2), 225– 286.

Ashley, R. K., & Walker, R. B. J. (Eds.). (1990). "Speaking the language of exile: Dissidence in international studies", *International Studies Quarterly*, 34(3), 259–417

Brenner, A. (2009). Speaking of "respect for women": Gender and politics in U.S. foreign policy discourse, 2001–2004. *Journal of International Women's Studies*, 10(3), 18–32.

Campbell, David. *Writing Security: United States Foreign Policy and the Politics of Identity*. Manchester: Manchester University Press, 1998.

Diez, T. (1999). Speaking "Europe": The politics of integration discourse. *Journal of European Public Policy*, 6(4), 598–613.

Doty, R. L. (1996). *Imperial encounters: The politics of representation in North-South relations*. Minneapolis, MN: University of Minnesota Press.

Hansen, Lene (2016) Chapter 5 “Discourse-analysis, post-structuralism, and foreign policy” in Smith Steve, Amelia Hadfield and Tim Dunne (Eds.) *Foreign Policy Analysis: Theories, Actors, Cases* (Oxford: Oxford University Press), pp. 95-106

Hansen, Lene (2017) Chapter 10. “Post-structuralism” in John Baylis, Steve Smith, Patricia Owens (eds) *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press), pp.159-174

Hansen, L. (2006). *Security as practice: Discourse analysis and the Bosnian War*. New York: Routledge.

Jackson, R. (2007). “Constructing enemies: “Islamic terrorism” in political and academic discourse”. *Government and Opposition*, 42, 394–426.

Ripley, Charles G. (2017) Discourse in foreign policy” in *Oxford Research Encyclopaedia Politics* (Oxford: Oxford University Press) DOI [10.1093/acrefore/9780190228637.013.411](https://doi.org/10.1093/acrefore/9780190228637.013.411)

Rowley, C., & Weldes, J. (2012). “Identities and US foreign policy”. In M. Cox & D. Stokes (Eds.), *US foreign policy* (pp. 178–192). New York: Oxford University Press.

Solomon, T. (2015). *The politics of subjectivity in American foreign policy discourses*. Ann Arbor, MI: University of Michigan Press

Week 5. Private Study Week

There are no classes or seminar during this week. This is a week designed for students to catch up on readings and start their formative and summative assessment.

You should work on submitting your formative assessment (deadline Friday 27 October 2019, 5pm) and start thinking how you would apply that particular approach to FPA to a case-study. Details of each assessment are in the 'Assessments' folder.

I am available in my office during the private study week by appointment, please email me on eroukhmc@lsbu.ac.uk



PART 2. CASE-STUDIES

Week 6. Guest Lecture by Dr Galam Selim (British University in Egypt) + Study skills

Core reading:

Tareq Y. Ismael and Glenn E. Perry, "Toward a Framework for Analysis," in Tareq Y. Ismael and Glenn E. Perry (Eds.), International Relations of the Contemporary Middle East: Subordination and After, (London: Routledge, 2014).

Core reading (study skill):

Richard C. Bush III (2010) 'China-Japan Security Relations Policy brief' Brookings institutions, available online at: [file:///Users/claraeroukhmanoff/Downloads/10_china_japan_bush%20\(1\).pdf](file:///Users/claraeroukhmanoff/Downloads/10_china_japan_bush%20(1).pdf)

Guidelines for writing a policy brief, available online at:

[file:///Users/claraeroukhmanoff/Downloads/Guidelines_for_Writing_a_Policy_Brief%20\(2\).pdf](file:///Users/claraeroukhmanoff/Downloads/Guidelines_for_Writing_a_Policy_Brief%20(2).pdf)

Week 7. US Foreign policy: the foreign policy of a hegemon

In this lecture, we will introduce the foreign policy of a hegemon. We will first explain one of the most prominent undercurrents of American foreign policy, that is, the notion of 'American exceptionalism' and then explore US foreign policy during the Iraq war. The invasion of Iraq in 2003 was one of the most controversial foreign policy decisions made since the end of the Cold War. As a result, Iraq descended into a prolonged civil war that cost the lives of an estimated 112,345 Iraqis and 4,477 American soldiers. During this week we will investigate the decision making process after 9/11 that led the Bush administration to invade Iraq, relate to neoconservatism, neoliberalism and exceptionalism.

Seminar questions:

- Is the United states an "exceptional" nation?
- Is "exceptional" simply a codeword for "imperial"?
- Was the invasion of Iraq in 2003, exceptional?
- Was the invasion of Iraq, a neoliberal war, a neoconservative war or a realist war?
- To what extent has neo-conservatism impacted on decision making in George W. Bush's White House?

Core reading(s)

Dodge, Toby, 'The ideological roots of failure; the application of kinetic neo-liberalism to Iraq', *International Affairs*, 86: 6 (November, 2010), pp. 1269-1286.

Deudney, Daniel and Jeffrey Meiser 'American exceptionalism' in Michael Cox and Doug Stokes (2017) eds. *US Foreign Policy* (Oxford: Oxford University Press), Chapter 2. pp.21-36

Further readings

Boot, Max "What the Heck is a Neo-Con?" *Wall Street Journal* (30 December 2002). <http://www.cfr.org/world/heck-neocon/p5343>.

- Ceasar, James "The Origins and Character of American Exceptionalism," *American Political Thought* 1 (Spring 2012): 1-25.
- Edwards, Jason A. (2018) "Make America Great Again: Donald Trump and Redefining the U.S. Role in the World." *Communication Quarterly* 66, no. 2: 176-95.
- Hughes, David A. (2015) "Unmaking an Exception: A Critical Genealogy of U.S. Exceptionalism," *Review of International Studies*, vol. 41, issue, pp. 527-551.
- Ignatieff, Michael 'Messianic America: Can He Explain It?', *New York Review of Books*, 21 Nov 2015
- Mazarr, Michael J., 'The Iraq war and agenda setting', *Foreign Policy Analysis*, 3: 1 (2007), pp. 1-23.
- Mitchell, David and Massoud, Tansa George, 'Anatomy of Failure: Bush's Decision-Making Process and the Iraq War', *Foreign Policy Analysis*, 5:3 (2009), pp. 265–286.
- Mearsheimer, John and Stephen Walt (2003), "An Unnecessary War." *Foreign Policy* (Jan/Feb 2003): <http://mearsheimer.uchicago.edu/pdfs/A0032.pdf>
- Monten, Jonathan, 'The roots of the Bush doctrine: power, nationalism, and democracy promotion in U.S. strategy', *International Security*, 29: 4 (2005), pp. 112-156.
- Parmar, Inderjeet (2018) 'The US-led liberal order: imperialism by another name?' *International Affairs*, Volume 94, Issue 1, 1 January 2018, Pages 151–172.

Week 7. UK Foreign Policy: status quo foreign policy

This week the lecture starts the empirical case-studies of foreign policy. We first explore the UK's foreign policy as a 'status quo' or a 'great power' and then reflect on what a post-Brexit Britain's foreign policy might look like. Too large to be a middle power, it nevertheless periodically shuns the responsibilities of greatness. Its interests in stability, prosperity and prestige nevertheless keep it engaged with major international events. As a former imperial power, it retains commitments across the world beyond the norm for a middle power. As a state that struggled economically through much of the postwar period, it has long experienced a sort of managed decline on the international stage. This lecture considers how far Britain has balanced the expectations the world has of it with its own mixed views on the role it should play in the world.

Seminar questions

- What does it mean to be a 'status quo power' in the context of British foreign policy?
- How have Britain's efforts to uphold the 'status quo' played out in practice?
- Is Great Britain a great power?
- What might British foreign policy look like after Brexit?

Core reading(s)

Gaskarth, Jamie (2014) 'Strategizing Britain's role in the world', *International Affairs*, 90:3, pp. 559-581.

Hobolt, Sara (2016) The Brexit vote: A divided nation, a divided continent, *Journal of European Public Policy*, 23:9, 1259-1277.

Supplementary readings

Gaskarth, Jamie. "Discourses and Ethics: The Social Construction of British Foreign Policy." *Foreign Policy Analysis* 2, no. 4 (2006): 325-341.

Goodwin, M. J. and Heath, O. (2016), The 2016 Referendum, Brexit and the Left Behind: An Aggregate-level Analysis of the Result. *The Political Quarterly*, 87: 323–332.

Kaarbo, Juliet and Daniel Kenealy (2015) 'No, prime minister: Explaining the House of Commons' vote on intervention in Syria', *European Security*, advance online publication.

McCourt, David (2011) 'Role-playing and identify affirmation in international politics: Britain's reinvasion of the Falklands, 1982', *Review of International Studies*, 37:4, pp. 1599-1621.

Menon, Anan and John-Paul Salter (2016), Brexit: initial reflections. *International Affairs*, 92: 1297–1318.

Morris, Justin (2011) 'How great is Britain? Power, responsibility and Britain's future global role', *British Journal of Politics and International Relations*, 13:3, pp. 326-347.

Strong, James (2015), 'Interpreting the Syria vote: Three ways parliamentary war powers shape British foreign policy', *International Affairs*, 91:5, September 2015, pp. 1123 – 1139.

Wallace, William, 'The Collapse of British Foreign Policy', *International Affairs*, 81:1 2005

Williams, Paul, 'Who's Making British Foreign Policy?' *International Affairs*, 80:5, 2004.

Week 9. EU Foreign Policy: the foreign policy of a collective actor

During the 2014 upheavals in Ukraine, many voices called for the EU to 'step up its game' in the face of the growing geopolitical competition imposed by Russia over Eastern Europe. But is the EU endowed with the means to be a decisive and reactive foreign policy actor? How is its foreign policy decided and implemented? Neither a state nor an international organization but with a sizable impact on its environment, the EU poses a real challenge to traditional FPA. This lecture will explore the nature of EU foreign policy, its evolution in relation to the enlargement of the EU and its future without Great Britain. We will particularly study the history of the EU Common Security and Defence policy (CSDP) and analyse its relevance in international relations.

Seminar questions:

- Is the EU a foreign policy actor?
- Who makes decisions in foreign policy at the EU?

- Assess the influence of EU foreign policy structures on the preferences and choices of member states.
- Is enlargement the only foreign policy strategy available to the EU?
- To what extent is CSDP relevant in international relations?

Core reading(s)

Aggestam, Lisbeth (2016) Chapter 22 'What kind of power? European Enlargement and Beyond' in Smith, Steve, Amelia Hadfield and Tim Dunne (2016) *Foreign Policy Analysis: Theories, Actors and Cases* (Oxford :Oxford University Press), pp.431- 448

Keukeleire, Stephan and Raube, Kolja (2012) "Common and Security Defence Policy: Development, Added Value and Challenges" in *The Foreign Policy of the European Union: Assessing Europe's role in the World* (Washington, Brookings Institutions Publishing), Chapter 4, pp.62-84

Further readings

Allison, Roy. 'Russia resurgent? Moscow's campaign to 'coerce Georgia to peace', *International Affairs*, 84:6 (November 2008), pp. 1145–1171.

Bickerton, C., Irondelle, B. and Menon, A. (2011) "Security Co-operation Beyond the Nation-State: The EU's Common Security and Defence Policy", *Journal for Common Market Studies*, vol. 49, no. 1: pp. 1-21

Bretherton, Charlotte and Volger, John, *The European Union as a Global Actor* (Oxon; Routledge, 2nd edition, 2006). Chapter 2 'Nature of the beast: identity and roles of the EU' and Chapter 7. 'Common foreign and security policy: the Union as a global leader'

Hadfield, Amelia and Valerie M. Hudson (2015) "North American and European Foreign Policy Analysis" in Klaus Brummer and Valerie M. Hudson (eds) *Foreign Policy Analysis Beyond North America*, Chapter 8.

Menon, Anan (2011) "The War for Libya: European Defence Policy from Lisbon to Libya" *Survival: Global Politics and Strategy*, Volume 53, Issue 3, pp.75-90

Smith, Karen E. (2015) *European Union Foreign Policy in a Changing World* (Malden: Polity Press), Third edition. Chapter "Introduction: Conceptualising EU Foreign Policy"

Toje, A. The European Union as a small power. *JCMS: Journal of Common Market Studies* 49. 1 (2011), 43–60.

White, Brian, 'The European Challenge to Foreign Policy Analysis', *European Journal of International Relations*, 5:1 (March 1999), pp. 37-66.

Wong, Reuben and Hill, Christopher (eds), *National and European Foreign Policies: Towards Europeanization* (Oxon: Routledge, 2011)

Week 10. Israel's public diplomacy

Questions for discussion:

1. What factors shape contemporary Israel's foreign policy?

2. What is 'public diplomacy' and how is it integrated in Israel's foreign policy?
3. Who are the actors in Israel's public diplomacy efforts and where its battles take place?

Core reading

Reut Institute (2010). *"The Deligitimization Challenge: Creating a Political Firewall"*. See executive summary at <http://reut-institute.org/en/Publication.aspx?PublicationId=3769>. You can access the full report from the link above. Focus on chapter 3 and 6.

Pappe, Ilan (2014). *The Idea of Israel: a history of power and Knowledge*. London: Verso. Pp. 295-313.

Further reading

Adler-Nissen, Rebecca and Alexei Tsinovoni (2018). "International Misrecognition: The Politics of Humous and National Identity in Israel's Public Diplomacy." *European Journal of International Relations* 25, 1.

Aouragh, Miriyam (2016). "Hasbara 2.0: Israel's Public Diplomacy in the Digital Age." *Middle East Critique*, 25, 3.

Goodman, Giora (2017). "Explaining the occupation: Israeli hasbara and the occupied territories in the aftermath of the June 1967 war". *Journal of Israeli History*, 36,1.

Hadari, Gal and Asaf Turgeman (2018). "Public diplomacy in army boots: the chronic failure of Israel's Hasbara." *Israel Affairs*, 24,3.

Hawari, Yara, Sharri Plonski and Elian Weizman (2019). "Seeing Israel through Palestine: knowledge production as anti-colonial praxis." *Settler Colonial Studies*, 9:1.

Winstanley, Asa (2019). "Inside Israel's million dollar troll army". *The Electronic Intifada*. <https://electronicintifada.net/content/inside-israels-million-dollar-troll-army/27566>

Week 11. Chinese Foreign Policy: the foreign policy of a rising power

Since the deepening of the world financial crisis in 2008, there has been a marked new assertiveness in Chinese foreign policy that is most obvious in the management of disputes over maritime territories. This lecture will explore the possible explanations for this tendency by focusing on the question of whether a growing number of domestic actors are shaping foreign policy decisions in an increasingly pluralistic society and consensus based decision making system.

Key questions

- Is it fair to describe China's foreign policy in recent years as "assertive"?
- Does China's approach to maritime territorial disputes show that domestic pressure groups are undermining Deng Xiaoping's foreign policy line?
- Do we need to refer to cultural factors when explaining China's foreign policy behaviour?

Core reading

Ferdinand, Peter (2016) 'Westward ho—the China dream and 'one belt, one road': Chinese foreign policy under Xi Jinping' *International Affairs*, Vol. 92, issue 4, p.941- 957. Please note that this is part of special issue on Chinese Foreign Policy entitled 'Chinese foreign policy on trial: contending perspectives?'

Further readings

Huiyun Feng (2015) in Hudson, Valerie and Klaus Brummer (eds) *Foreign Policy Analysis Beyond North America* (Boulder: Lynne Rienner), Chapter 2, pp. 15-36

Lanteigne, Mark (2015) *Chinese Foreign Policy An introduction* (Oxon: Routledge) Third edition

LIAO, N. C. (2016), The sources of China's assertiveness: the system, domestic politics or leadership preferences?. *International Affairs*, 92: 817-833

Layne, Christopher (2018) 'The US-Chinese power shift and the end of the Pax Americana' *International Affairs*, Volume 94, Issue 1, 1 January 2018, Pages 89–111

Robinson, Thomas W., David Shambaugh, David L. Shambaugh, *Chinese Foreign Policy: Theory and Practice* (Oxford: Oxford University Press)

Schweller, R. L., & Pu, X. (2011). After unipolarity: China's visions of international order in an era of US decline. *International Security*, 36(1), 41–72.

Shambaugh, David (2013) *China goes global: the partial power* (Oxford: Oxford University Press), Chapter 1 and 2.

Sørensen, C. T. N. (2013). Is China becoming more aggressive? A neoclassical realist analysis. *Asian Perspective*, 37(3): 363–385.

Chen Zhimin * (2005) Nationalism, Internationalism and Chinese Foreign Policy, *Journal of Contemporary China*, 14:42, 35-53.

Week 12: Module summary, quiz and (last) summative assessment surgery

This session will provide a module summary, a short revision of the various topics studied and provide further guidance for the summative assessment. Please come prepared with your questions for the assessment.

CONTACTS SHEET

What do I need to know?	Where should I look for help?
1. I have a question about a specific module , assessment, lecture or seminar.	The module moodle site and module guides will contain most of this information. If the information is not there email the module leader, their contact details can be found on the module moodle site and in the module guide (available on the module Moodle site). You can also find a list of all contact details in the course guide (available on the DSS Moodle site).
2. I am having difficult with study skills and assessment writing in general.	The Learning Resources centre will be able to help you with this. Please see this link for further details: http://www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning If your question is about a specific assessment, please see question 1.
3. I would like to change my degree programme.	You should arrange to speak to your course director: Criminology: Federica Rossi or Rashid Aziz Sociology: Matthew Bond or Julien Morton International Relations: Clara Eroukhmanoff Politics: Lisa Pine History: Charlotte Clements
4. I am having personal issues which are affecting my studies	You should make an appointment to see your personal academic tutor who will be able to advise you. A list of personal tutors will be on the DSS student moodle page. For health and wellbeing services at LSBU, please see this link: http://www.lsbu.ac.uk/student-life/student-services/health-wellbeing
5. I am unable to see my timetable online	Here is a handy guide on how to view your timetable and who to contact in case of issues. http://www.lsbu.ac.uk/_data/assets/pdf_file/0010/117667/timetable-guide.pdf If you are unsure of where you should be for a particular lecture or class, please email the module leader.
6. I need to apply for extenuating circumstances for an assessment.	You will need to complete an extenuating circumstances form. Details and information can be found by logging into MyLSBU > My Course > Exams and Assessments > Extenuating circumstances Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Exams-Assessments/Extenuating-circumstances

7. I would like to change my optional modules.	<p>You can change your options any time before the deadline to choose your options. After the start of teaching, you can only change your optional module(s) by the end of Week 2. Please contact the course administrator Haydrol Hanson with the name of the module you wish to leave and the one you wish to join:</p> <p>hansonh@lsbu.ac.uk</p>
8. I will miss lectures/classes due to reasons outside of my control.	<p>For details on attendance, please see this link: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Attendance</p> <p>You should let your module leader and the course administrator know if you are going to be absent.</p>
9. I need to be enrolled on a moodle site.	<p>Please contact the course administrator Haydrol Hanson</p> <p>hansonh@lsbu.ac.uk</p>
10. I need a reference for a potential employer or institution	<p>Please see this link for more information: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Student-Reference-Requests</p> <p>If you need an academic reference, you should ask your personal tutor (level 4 and 5 students) or Project supervisor (level 6 students).</p>
11. I would like to see my marks	<p>For marks on specific assessments, please go the relevant module Moodle site, assessment section, click on the link where you have submitted your assessment. Please note that marks on Moodle are always provisional as they do not reflect capping and penalties that may occur due to late submission or Academic misconduct. Final results will only be released after the Subject Area Board takes place (please see question 12 for results)</p>
12. I would like to see my results	<p>Final results will only be released after the relevant Board takes place. You will be able to access your final results via MyLSBU > My Course > My results</p>
13. I need an official transcript of my results	<p>Please go to the Student Administration Office in Borough Road, room BR201 or contact the Course Administrator: hansonh@lsbu.ac.uk</p> <p>Please note that lecturers and Course Directors are unable to access and issue transcripts</p>
14. I would like to know when teaching starts and ends	<p>Please log into MyLSBU > My Course> Academic Calendar</p> <p>Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar</p>