

<b>Course Name:</b>	POL 322: Foreign Policy of Major Powers, Section 11
<b>Class Time and Location</b>	MWF 2:00 – 2:50 p.m.; Sage G006
<b>INSTRUCTOR</b>	Sami E. Baroudi
<b>Course Coordinator</b>	Sami E. Baroudi
<b>Course Co-coordinator</b>	TBA
<b>Credits Hours:</b>	3
<b>Semester:</b>	Spring 2019

**INSTRUCTOR: SAMI BAROUDI**

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**Office:** Orme Gray 513

**Office Hours:** MWF 11:00 am – 1:00 p.m.; Tuesday 11:00 am – 2:00 pm

**CURRENT CATALOG DESCRIPTION**

This course is a survey and analysis of the policies of the great powers in the post-cold war period. It covers the changing patterns of ties between the great powers, in light of the USSR's disintegration, Russia's revival, the end of the cold war, Japan's and Germany's rise as economic giants, China's economic growth, as well as European integration and the United Nation's revival. This course further discusses the domestic and international influences on great power decision-making, notably security and economic matters.

**PRE-REQUISITE**

POL 201

**COURSE TYPE**

Required    X     Elective        Selective Elective   

**COURSE LEARNING OUTCOMES**

At the completion of this course, the student will able to:

- CLO1.            Compare and contrast key concepts in foreign policy analysis and international relations;
- CLO2.            Describe and analyze foreign policies of major or emerging powers;
- CLO3.            State critiques, questions and comparisons on issues relating to foreign policy orally and in short writing assignments;
- CLO4.            Demonstrate the ability to work in a team during a simulation regarding foreign policy

## TEXTBOOK

### Textbook (can be purchased at Malik's):

1. Neack Laura. (2014, 3rd edition). *The New Foreign Policy: Complex Interactions, Competing Interests*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
2. Additional readings located on the course **BLACKBOARD**

## TOPICS COVERED IN THE COURSE

<i>Week</i>	Lecture / activity	
14 – 18 January	Foreign Policy Defined, Perspectives on Foreign Policy, Foreign Policy and the Levels of Analysis.	Neack, Ch. 1  James Rosenau, “Chapter 2: Games International Relations Scholars Play” and “Chapter 3: Thinking Theory Thoroughly” in <i>The scientific Study of Foreign Policy</i> pp. 8-31. Black Board
21 – 25 January	The Individual Level of Analysis: The Rational Actor Model and National Interest	Neack, Ch. 2
28 January – 1 February	The Individual Level of Analysis: Cognition and Personality <b>Feb. 1 First Black Board Thread Due</b>	Neack, Ch. 3
4 – 8 February	The Individual Level of Analysis: Cognition and Personality (continued) <b>Feb. 8 Second Black Board Thread Due</b>	Neack, Ch. 3
11 – 15 February	The Domestic Level of Analysis II: National Self-image and Impact on foreign policy	Neack, Ch. 4
18 – 22 February	The Domestic Level of Analysis I: Units within the State	Neack, Ch. 4
25 Feb – 1 March	The Domestic Level of Analysis II: National Self-image and Impact on foreign policy	Neack, Ch. 5
<b>Friday 8 March</b>	<b>MIDTERM EXAM</b>	Neack, chapters 1,2,3,4,5, Plus Rosenau from Black Board



4 -15 March	The International System level of Analysis	Neack, Chapter 8
Friday 15 March	<b>Abstract for Book Review is Due (Hand written and electronic)</b>	
18- 22 March	American Foreign Policy in the post-Cold War Era I: US International Standing & Future prospects	Ivo Daalder and James Lindsay, <i>America Unbound: The Bush Revolution in Foreign Policy</i> , Chapter 1 “The Bush Revolution”, pp. 1-16. Blackboard  Melvyn Leffler, “9/11 in Retrospect: George W. Bush's Grand Strategy, Reconsidered”, <i>Foreign Affairs</i> , Vol. 90, No. 5 (SEPTEMBER/OCTOBER 2011), pp. 33-44. Blackboard
Monday 25 March	<b>Official Holiday</b> Annunciation Day	
27 March – 5 April	American Foreign Policy in the post-Cold War Era I: US International Standing & Future prospects (continued)	Joseph S. Nye, “The Future of American Power: Dominance and Decline in Perspective”, <i>Foreign Affairs</i> , Vol. 89, No. 6, The World Ahead (November/December 2010), pp. 2-12. <b>Blackboard</b>  Arvind Subramanian, “The Inevitable Superpower: Why China's Dominance is a Sure Thing”, <i>Foreign Affairs</i> , Vol. 90, No. 5 (SEPTEMBER/OCTOBER 2011), pp. 66-78. <b>Blackboard</b>
8 – 12 April	China: The Foreign Policy of a Rising Major Power  <b>12 April 2019, 3<sup>rd</sup> and Final Discussion Thread Due</b>	Alessia Amighine, “China’s New Economic Powerhouse” in <i>China Champion of (Which) Globalisation?</i> edited by Alessia Amighin Black Board



		Salvatore Babones, “The Middling Kingdom: The Hype and the Reality of China's Rise”, <i>Foreign Affairs</i> , Vol. 90, No. 5 (SEPTEMBER/OCTOBER 2011), pp. 79-88. <b>Blackboard</b>
15 – 17 April	The Changing Power Distribution and US-Chinese relations	Andrew J. Nathan and Andrew Scobell, “How China Sees America: The Sum of Beijing's Fears”, <i>Foreign Affairs</i> , Vol. 91, No. 5 (SEPTEMBER/OCTOBER 2012), pp. 32-47. <b>Blackboard</b>
19 – 22 April	<b>Official Holiday</b> (Western Easter)	
24 April	The Changing Power Distribution and US-Chinese relations <i>(continued)</i>	Henry A. Kissinger, “The Future of U.S.-Chinese Relations: Conflict Is a Choice, Not a Necessity”, <i>Foreign Affairs</i> , Vol. 91, No. 2 (MARCH/APRIL 2012), pp. 44-55, <b>Blackboard</b>  Robert S. Ross, “The Problem with the Pivot: Obama's New Asia Policy Is Unnecessary and Counterproductive”, <i>Foreign Affairs</i> , Vol. 91, No. 6 (NOVEMBER/DECEMBER 2012), pp. 70-82. <b>Blackboard</b>
Wednesday 24 April	Spring 2018 classes end ; <b>Book Review is Due</b>	

### TEACHING/LEARNING METHOD

- Lectures; simulation; Black Board Entries; Book Review

### REFERENCES



## COURSE GRADING AND PERFORMANCE CRITERIA

Performance Criterion	Percent of Course Grade
Midterm	35 %
Book Review	20 %
Final Exam	40 %
Class Participation	5 %

### **Grade Conversion Table:**

Grade	Quality Points	Guidelines over 100
A	4	≥ 90
A-	3.67	87 – 89
B+	3.33	83 – 86
B	3.0	80 – 82
B-	2.67	77 – 79
C+	2.33	73 – 76
C	2	70 – 72
C-	1.67	67 – 69
D+	1.33	63 – 66
D	1	60 – 62
F	0	≤ 59
P	No quality Points	
NP	No quality Points	
U	No quality Points	
W	No quality Points	
I	No quality Points	

### **Format of Midterm and Final Exam:**

Both the Midterm and the Final Exam shall consist of short definitions and essay questions. Sample exams will be distributed in class and posted on BB ahead of each of the midterm and final exams.

### **Book Review:**

An 8 -10 pages review of an analytical book on foreign policy in general; or on the foreign policy of a major power (USA, China, Russia, Great Britain, France, EU foreign policy). Sensational books, and book sellers, do not qualify for the review. Conspiracy theory books are not acceptable, except if the aim is to rebuke the work.

### **For your book review you must:**



1. Clearly and concisely state the main arguments presented in the book;
2. Provide a succinct summary of the book chapters: what does each chapter focus on? How well related the chapters are?
3. Comment on the quality of evidence that the author presents in support of the arguments she (he) makes;
4. Evaluate the strengths and weaknesses of the book's main arguments in light of empirical evidence presented and competing arguments;
5. Assess the book's contribution to our understanding of foreign policy

N.B. The Websites listed below provide useful tips on how to write a book review  
<http://www.writing-world.com/freelance/asenjo.shtml>  
<http://www.collegeofthedesert.edu/students/asc/SiteAssets/Pages/Research-and-Study-Skills/Book%20Review.pdf>

### **Analytical Paper:**

One 10-12 pages analytical paper is required. The topic should be based on concepts studied and arguments examined in the readings. Students must consult with the instructor before they begin work on the paper as well as hand in a **one-page abstract** that lays out the following:

- The paper topic
- Why the topic is important to investigate?
- The main research question that will be asked to investigate the topic
- Your anticipated answer to your question (don't worry—you can change your mind later!)
- **Preliminary bibliography** (at least 7 scholarly sources )

**The Abstract and Bibliography are DUE on 15 MARCH 2019**

**The Book Review is DUE on 24 APRIL 2019**

See APPENDICES A & B at the end of syllabus for written guidance on writing analytical papers in political science and international affairs as well as the rubric that will be used for grading.

**LATE POLICY:** Late papers will have points deducted. ONLY late submissions for which the instructor has given approval will be exempted from this policy.

### **Class Participation:**

Class participation will be assessed partly based on a number of quizzes on the reading and class lectures. The quizzes aim at helping students to stay on schedule and complete all readings on time. **Quizzes will be given on FRIDAYS; students who are late run the risk of missing the quiz and subsequently receiving a 'zero'.** There are absolutely no make-ups for the quizzes; however, when I am computing the average for the quizzes at the end of the semester, the lowest grade will be dropped.

## **STUDENT CODE OF CONDUCT - ACADEMIC VIOLATIONS**



The following table defines the sanction(s) associated with each violation. In some cases and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

<b>Code #</b>	<b>Violation</b>	<b>First Offense</b>	<b>Second Offense</b>
<b>Cheating</b>			
2.2.1	Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment	zero on the deliverable with a warning	F on the course with a warning
2.2.2	Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment	zero on the deliverable with a warning	suspension
2.2.3	Distributing or aiding in the distribution of previous exams without authorization of the instructor	double warning – suspension	suspension – expulsion
2.2.4	Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered	suspension	expulsion
2.2.5	Impersonating another Student or allowing another Student to impersonate one’s self during an examination, presentation, or other graded assignment	suspension for both	expulsion
2.2.6	Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations	suspension – expulsion	expulsion
2.2.7	Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author	suspension – expulsion	expulsion
2.2.8	Submitting identical papers or coursework for credit in more than one class without the permission of the instructor	zero on the deliverable with a warning	F on the course with a warning
<b>Plagiarism and Copyright Violations</b>			
2.2.9	Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation	zero on the deliverable with a warning	F on the course with a warning
2.2.10	Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises	warning	double warning



Code #	Violation	First Offense	Second Offense
2.2.11	Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder	warning	double warning
<b>Unauthorized Sale, Distribution, or Use of Course Materials</b>			
2.2.12	Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads recorders, films, and other devices	warning	double warning
2.2.13	Selling academic materials by any Student, club, or group. This includes but is not limited to lectures, course recordings, class notes, and previous exams	warning	double warning

## ATTENDANCE POLICY

1. Students are expected to attend all classes.
2. For valid reasons, students may miss classes for a maximum that is equivalent to two regular weeks.
3. When exceeding the maximum number of absences, it is the instructor's prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student's responsibility to drop the course; otherwise a grade of "F" or "NP" will be given.
4. In exceptional justified cases (long illness, etc...), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence

## WITHDRAWAL POLICY

WI is equivalent to Early Withdrawal

WP is equivalent to Withdrawal/Pass

WF is equivalent to Withdrawal/Fail

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a "WI" on that particular course.



The student may process such request directly through the Registrar's Office.

2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a "WP" or a "WF". "WP" or "WF" will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.
3. The "WI" and the "WP" will not count as a Repeat; whereas the "WF" will count as a Repeat.
4. "WI", "WP" and "WF" will not count towards the GPA calculation.

**Deadline for the "WP" and "WF" withdrawal from courses:** check university calendar (It is the student's responsibility to drop the course)

### **COURSE ONLINE EVALUATIONS**

Completion of the online course evaluations is important for feedback and improvement. Students are highly encouraged to complete the course evaluations at the end of the semester.

### **TIPS FOR SUCCESS**

- Actively participate in class.
- Don't wait until the last minute to start your assignments or to study for an exam.
- Keep up with homework and course activities.
- **Please communicate with me if you have any questions/difficulties/challenges.**

### **ADDITIONAL REMARKS**

- **Reading the textbook is a must.**
- Deadlines for the assignments **must be respected.**
- Make-ups and Incomplete: students are not automatically entitled to make-ups; F will be given until reasons (in writing and within one week of absence) are presented and approved.
- Some of the exam questions will be based on class discussion and assignments.
- **No mobile phones in the classroom.**



**Appendix A:**  
**TERM PAPER—Grading Rubric:**

1. Make sure to have at least seven (7) scholarly sources. This means books, journal articles from JSTOR, Project MUSE, CIAO, etc.
2. Make sure to structure your paper around answering the research question.
3. 8-10 pages long (not including cover page or bibliography)
4. 12 point font and 2 cm/1 inch margins
5. Make sure to use footnotes when needed and to format footnotes and the bibliography appropriately.
6. APA style (see Appendix B)

**RUBRIC for grade:**

Qualities & Criteria	Poor (0-70)	Good (71-86)	Excellent (87-100)
<b>Abstract &amp; Preliminary Bibliography</b> <ul style="list-style-type: none"> <li>• Handed in on-time</li> <li>• At least 7 sources</li> <li>• Research question well-articulated</li> <li>• Importance of topic laid out</li> <li>• Presentation</li> </ul> <i>(Weight 10%)</i>	Follows poorly the requirements related to format and layout. No research question. Importance of topic not explained. Not submitted on time.	Follows, for the most part, the requirements for the Abstract & Preliminary Bibliography. Some requirements are not followed.	Closely follows all the requirements related to Abstract & Preliminary Bibliography.
<b>Format/Layout</b> <ul style="list-style-type: none"> <li>• Presentation of the text</li> <li>• Structuring of text</li> <li>• Follows requirements of length, font and style</li> </ul> <i>(Weight 10%)</i>	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
<b>Content/Information</b> <ul style="list-style-type: none"> <li>• Research question answered</li> <li>• All elements of the topic are addressed</li> <li>• The information is technically sound</li> <li>• Information based on careful research</li> <li>• Coherence of information</li> <li>• Abstract</li> </ul> <i>(Weight 40%)</i>	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.



<p><b>Quality of Writing</b></p> <ul style="list-style-type: none"> <li>• Clarity of sentences and paragraphs</li> <li>• No errors and spelling, grammar and use of English</li> <li>• Organization and coherence of ideas</li> </ul> <p><i>(Weight 20%)</i></p>	<p>The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.</p>	<p>The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.</p>	<p>The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.</p>
<p><b>References and use of references</b></p> <ul style="list-style-type: none"> <li>• Scholarly level of references</li> <li>• How effectively the references are used in the essay</li> <li>• Soundness of references</li> <li>• APA style in reference list and for citations</li> </ul> <p><i>(Weight 20%)</i></p>	<p>Most of the references used are not important, and/or are not of good/scholarly quality. There is not a <b>minimum of 7 scholarly resources</b>, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>	<p>Most of the references used are important, and are of good/scholarly quality. There is a <b>minimum of 7 scholarly resources</b> that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>All the references used are important, and are of good/scholarly quality. There is a <b>minimum of 7 scholarly resources</b> that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>
<p><b>Overriding criterion: Originality and authenticity.</b> If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as a “zero”.</p>			

Adapted from: Sample Grading Rubric for Term Papers/Essays by Dr. Stella Porto, University of Maryland, University College. Accessed on 8 March 2010 at <http://deoracle.org/learning-objects/sample-grading-rubric-for-term-papers-essays.html>.



## **Appendix B:** APA Style Guide

This style guide, adapted from the *Publication Manual of the American Psychological Association* (Ref BF 76.7 .P83 2001) provides examples of how to document material from other writers when preparing scholarly papers.

**Part I** will help you to cite, in the body of your paper, the source of a quotation or a paraphrased summary of an author's words. **Part II** will help you to prepare a list of references to be included at the conclusion of your paper that lists all of the works that you cited in your paper.

### *PART I- CITATIONS IN TEXT*

You must cite the source of either a quotation or paraphrased material, regardless of the type of source: book, magazine or journal article, newspapers, etc. The APA uses the author-date method of citation; that is, the last name of the author and the year of publication are inserted in the text at the appropriate point.

#### **Citing a work by a single author:**

A recent study of stress levels (Brown, 1991) reveals gender related differences in these levels. **OR,**

In a recent study of stress levels, Brown (1991) discusses gender-related differences in these levels.

#### **Citing a work by two authors:**

When a work has two authors, ALWAYS cite both names every time you cite the work in the text of your paper.

In a recent study, Williams and Jones (1984) found...

#### **Citing a work by more than two, but less than six, authors**

When a work has **more** than two authors but **less** than six authors, list every author the first time; thereafter, cite **only** the last name of the first author followed by "et al."

Jones, Brown, Williams, and Smith (1991) found, in a recent study... [FIRST CITATION]

Jones et al. (1991) found... [SUBSEQUENT CITATIONS]

### *PART II - REFERENCES*

*Note: The second and subsequent lines of a citation should be indented five spaces.*

#### **Book by one or more main authors**

Strunk, W., Jr., & White, E.B. (1979). *The elements of style* (3rd ed.) New York: MacMillan

#### **Edited book**

Letheridge, S., & Cannon, C.R. (Eds.). (1980). *Bilingual education: Teaching English as a second language*. New York: Praeger.

#### **Article or chapter in an edited book**

Hartley, J.T., Harker, J.O., & Walsh, D.A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.), *Aging in the 1980s: Psychological issues* (pp. 239-252). Washington, DC: American Psychological Association.

#### **Journal article, one author**

Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory and Cognition*, 3, 635-647.

#### **Journal article, two authors**



Barber, A. E. & Roehling, M. V. (1993). Job postings and the decision to interview: A verbal protocol analysis. *Journal of Applied Psychology*, 78, 845-856.

**Journal article, more than two authors**

Horowitz, L.M., Post, D.L., French, R.S., Wallis, K.D., & Siegelman, E.Y. (1981). The prototype as a construct in abnormal psychology: 2. Clarifying disagreement in psychiatric judgments. *Journal of Abnormal Psychology*, 90, 575-585.

**Note: Citations for journals with separate pagination for each issue should include the issue number in parentheses after the volume number, i.e., 81 (2), 444-447.**

**Magazine article**

Jensen, L. (1993, December 30). What's love got to do with it. *Time*, 69, 643-644.

**Newspaper article, no author**

Study finds free care used more. (1982, April). *APA Monitor*, p. 14.

**ERIC Document**

Jordan, W.J., & Nettles, S.M. (1999). *How students invest their time out of school: effects on school engagement, perceptions of life chances, and achievement* (Report No. 29). Baltimore, MD: Center for Research on the Education of Students Placed at Risk. (ERIC Document Reproduction Service No. ED428174)

**Internet Resource**

**Basic citation components and punctuation for individual works**

Author/editor. (Year, month day). *Title*. Retrieved (Access date), from (complete URL).

**Examples:**

Unlandherm, F. (1997, May 2). *Middle East studies resources*. Retrieved August 19, 1997 from

<http://www.columbia.edu/cu/libraries/indiv/area/MiddleEast/index.html>.

*Arab republic of Egypt*. (1997, June 1). Retrieved August 18, 1997 from

<http://menic.utexas.edu/menic/countries/egypt.html>.

Last updated: 2/08 by [Ford Schmidt](#)

