

## Course Syllabus

Title of the course	<b>Foreign Policy Analysis</b>				
Title of the Academic Programme	BA programme in Political Science and World Politics				
Type of the course	Core				
Prerequisites	No				
ECTS workload	4				
Total indicative study hours	Directed Study	Self-directed study	Total		
	52	100	152		
Course Overview	<p>Why and how particular foreign policy decision was made? Why did it produce a failure or bring an unexpectable success? Interactive course Foreign Policy Analysis both overviews different approaches to the foreign policy analysis and implies the application of approaches to the analysis of the real cases of foreign policy decision making. We will consider different topics and theoretical approaches to foreign policy analysis, including the role of bureaucracy, public opinion and emotions, as well as constructivist and rational-choice explanations of foreign policy decision making, the phenomenon of groupthink and concept of the two-level game.</p>				
Intended Learning Outcomes (ILO)	<p>ULO<sub>3</sub>: Able to solve professional problems based on synthesis and analysis</p> <p>ULO<sub>6</sub>: Able to do research, including the problem analysis, setting goals and objectives, defining the research subject, selecting research methods including its quality control</p> <p>PLO<sub>4</sub>: Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field</p> <p>PLO<sub>8</sub>: Student is capable of executing applied analysis of the political phenomena and political processes</p> <ul style="list-style-type: none"> <li>- by using political science methods</li> <li>- and in support of practical decision-making process</li> </ul> <p>PLO<sub>9</sub>: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted:</p> <ul style="list-style-type: none"> <li>- in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter);</li> <li>- and depending on the target audience</li> </ul>				
Teaching and Learning Methods	Class discussions, case solving, group work, group project teams.				
<b>Content and Structure of the Course</b>					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Foreign Policy Analysis vs. Theories of International Relations	11	2	2	7
2	Foreign Policy: What Is It and How to Assess It?	11	2	2	7
3	Rational Actor Model of the Foreign	11	2	2	7

	Policy				
4	Bureaucratic Politics and Foreign Policy Analysis	11	2	2	7
5	Organizational Model of Foreign Policy	12	2	2	8
6	Foreign Policy as a Two-Level Game	12	2	2	8
7	Psychological Theories of Foreign Policy. Groupthink	12	2	2	8
8	Foreign Policy and Public Opinion	12	2	2	8
9	Operational Codes and Foreign Policy	12	2	2	8
10	Emotions and Foreign Policy Analysis	12	2	2	8
11	Constructivist Approaches to the Foreign Policy Analysis	12	2	2	8
12	Event Data in Foreign Policy Analysis	12	2	2	8
13	Perspectives of the Foreign Policy Analysis	12	2	2	8
<b>Total study hours</b>		152	26	26	100

#### Indicative Assessment Methods and Strategy

The interim grade for the course is calculated according to the formula:

$$G_{\text{interim}} = 0,3 \cdot G_{\text{class}} + 0,2 \cdot G_{\text{team}} + 0,2 \cdot G_{\text{essay}} + 0,3 \cdot G_{\text{exam}}$$

The following ongoing assessment techniques are used:

**1) In-class Participation (G<sub>class</sub> 30%)** – seminars evaluate students' progress and ability to critically assess the readings. The component is calculated as an average grade achieved on the seminars (see Annex 2).

**2) Team Work (G<sub>team</sub> 20%)** – several seminars are designed to allow students to analyze cases of foreign policy decision-making in teams applying the approaches discussed in lectures and seminars. The component is calculated as an average grade for all team work events (see Annex 2).

**3) Essay (G<sub>essay</sub> 20%)** – each student or group of students (no more than 4) is supposed to write a mid-term essay. The deadline for the mid-term essay will be announced on first classes. The mid-term essay is the first stage of work on the final essay.

**4) Final Exam (G<sub>exam</sub> 30%)** – the final exam is organized during the session period and is conducted in a form of individual or collective essay.

The following rules of retaking the ongoing assessment components apply:

1) If a student misses a seminar where **G<sub>class</sub>** and **G<sub>team</sub>** are assessed, she or he received a zero mark for this class, which is included into the average mark calculations.

2) If a student proves a valid and documented reason for the absence on the seminar, where **G<sub>class</sub>** is assessed, he or she may apply for retaking this assessment. The assessment is retaken in a form of a reflection paper (no more than 2000 characters), based on the literature and questions discussed at the seminar. The reflection paper must be sent to the lecturer **no later than 5 days** after the cessation of valid and documented reason for the absence on the seminar, and is assessed according to Annex 2.

3) If a student proves a valid and documented reason for the absence on the seminar, where **G<sub>team</sub>** is assessed, he or she may apply for retaking this assessment. The assessment is retaken in a form of a reflection paper (no more than 2000 characters), based on the task made by groups at the seminar. The reflection paper must be sent to the lecturer **no later than 5 days** after the cessation of valid and documented reason for the absence on the seminar, and is assessed according to Annex 2.

4) **G<sub>essay</sub> cannot be retaken.** Students who fail to submit the essay within the period of submission (before the set deadline) receive a zero mark. In exceptional cases of proved valid reasons (e.g. documented illness within 3 days before or after the deadline), students are allowed to send the essay within the day when the valid reason is no more applicable (e.g. the first day of the documented recovery).

5) The teacher may release students from taking the examination (**G<sub>exam</sub>**). The teacher announces his decision no later than at the last class prior to the examination period.

6) Arithmetical rounding applies to all ongoing and interim assessments. There are no blocking grades.

Readings / Indicative Learning Resources

Mandatory

1. Carlsnaes, W. (1992). The agency-structure problem in foreign policy analysis. *International studies quarterly*, 36(3), 245-270. Available:

<https://proxylibrary.hse.ru:2158/stable/2600772>

2. Hudson, V. M., & Vore, C. S. (1995). Foreign policy analysis yesterday, today, and tomorrow. *Mershon International Studies Review*, 39, 209-238. Available:

<https://www.jstor.org/stable/pdf/222751.pdf>

3. Bickerton, C. J. (2010). Functionality in EU foreign policy: towards a new research agenda?. *European integration*, 32(2), 213-227. Available:

<https://proxylibrary.hse.ru:2116/doi/pdf/10.1080/07036330903486045?nedAccess=true>

4. Hermann, M. G., & Hermann, C. F. (1989). Who makes foreign policy decisions and how: An empirical inquiry. *International Studies Quarterly*, 33(4), 361-387. Available:

<https://proxylibrary.hse.ru:2158/stable/2600518>

5. Wang, K. H. (1996). Presidential responses to foreign policy crises: Rational choice and domestic politics. *Journal of Conflict Resolution*, 40(1), 68-97. Available:

<https://proxylibrary.hse.ru:2158/stable/174448>

6. Mintz, A. (2004). How do leaders make decisions? A poliheuristic perspective. *Journal of conflict resolution*, 48(1), 3-13. Available:

<https://proxylibrary.hse.ru:2158/stable/3176265>

7. Holland, L. (1999). The US decision to launch Operation Desert Storm: A bureaucratic politics analysis. *Armed Forces & Society*, 25(2), 219-242. Available:

<https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/0095327x9902500203>

8. Qingmin, Z. (2016). Bureaucratic Politics and Chinese Foreign Policy-Making. *The Chinese Journal of International Politics*, 9(4), 435-458. Available:

<http://proxylibrary.hse.ru:2138/eds/pdfviewer/pdfviewer?vid=26&sid=9a67ce09-5ef9-4611-834d-89d43ed119bc%40sdc-v-sessmgr01>

9. Kuperman, R. D. (2001). Rules of military retaliation and their practice by the State of Israel. *International Interactions*, 27(3), 297-326. Available:

<https://proxylibrary.hse.ru:2116/doi/abs/10.1080/03050620108434987>

10. Parker, C. F., & Stern, E. K. (2002). Blindsided? September 11 and the origins of strategic surprise. *Political Psychology*, 23(3), 601-630. Available: <https://proxylibrary.hse.ru:2158/stable/3792594>

11. Chung, C. P. (2007). Resolving China's island disputes: a two-level game analysis. *Journal of Chinese Political Science*, 12(1), 49-70. Available: <https://proxylibrary.hse.ru:2084/10.1007/s11366-007-9001-7>

12. Noone, H. (2019). Two-Level Games and the Policy Process: Assessing Domestic-Foreign Policy Linkage Theory. *World Affairs*, 182(2), 165-186. Available:

<https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/0043820019839074>

13. Aldag, R. J., & Fuller, S. R. (1993). Beyond fiasco: A reappraisal of the groupthink phenomenon and a new model of group decision processes. *Psychological Bulletin*, 113(3), 533. Available:

<https://proxylibrary.hse.ru:2267/journals/bul/113/3/533>

14. Whyte, G. (1989). Groupthink reconsidered. *Academy of Management Review*, 14(1), 40-56. Available:

<https://proxylibrary.hse.ru:2158/stable/10.5465/AMR.1989.4279001>

15. Kertzer, J. D., & Zeitzoff, T. (2017). A bottom-up theory of public opinion about foreign policy. *American Journal of Political Science*, 61(3), 543-558. Available:

<https://proxylibrary.hse.ru:2175/doi/full/10.1111/ajps.12314>

16. Soroka, S. N. (2003). Media, public opinion, and foreign policy. *Harvard International Journal of Press/Politics*, 8(1), 27-48. Available:

<https://journals.sagepub.com/doi/pdf/10.1177/1081180X02238783>

17. Walker, S. G. (1990). The evolution of operational code

- analysis. *Political Psychology*, 403-418. Available:  
<https://proxylibrary.hse.ru:2158/stable/3791696>
18. Walker, S. G., Schafer, M., & Young, M. D. (1999). Presidential operational codes and foreign policy conflicts in the post-cold war world. *Journal of Conflict Resolution*, 43(5), 610-625. Available:  
<https://proxylibrary.hse.ru:2158/stable/174656>
19. Grossman, M. (2005). Role theory and foreign policy change: The transformation of Russian foreign policy in the 1990s. *International Politics*, 42(3), 334-351. Available:  
<https://proxylibrary.hse.ru:2078/docview/203108821/fulltext/D92185C46E304681PQ/1?accountid=45451>
20. Checkel, J. T. (1997). International norms and domestic politics: Bridging the rationalist—Constructivist divide. *European journal of international relations*, 3(4), 473-495. Available:  
<https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1354066197003004003>
21. Sasley, B. E. (2010). Affective attachments and foreign policy: Israel and the 1993 Oslo Accords. *European Journal of International Relations*, 16(4), 687-709. Available:  
<https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1354066110366055>
22. Primiano, C. B. (2018). Let's Get Emotional: the Strategic Use of Emotions in China's Foreign Policy. *East Asia*, 35(3), 197-214. Available: <https://link.springer.com/content/pdf/10.1007%2Fs12140-018-9296-3.pdf>
23. Beasley, R. K., & Kaarbo, J. (2014). Explaining extremity in the foreign policies of parliamentary democracies. *International Studies Quarterly*, 58(4), 729-740. Available:  
<https://proxylibrary.hse.ru:2082/isq/article-lookup/doi/10.1111/isqu.12164>
24. Lebovic, J. H. (2004). Unity in action: Explaining alignment behavior in the Middle East. *Journal of Peace Research*, 41(2), 167-189. Available:  
[https://proxylibrary.hse.ru:2158/stable/4149593?seq=1#metadata\\_info\\_tabs\\_contents](https://proxylibrary.hse.ru:2158/stable/4149593?seq=1#metadata_info_tabs_contents)
25. Kaarbo, J. (2019). A foreign policy analysis perspective on After Victory. *The British Journal of Politics and International Relations*, 21(1), 29-39. Available:  
<https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1369148118791717>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available:  
<https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>
2. Hudson, V. M. (2005). Foreign policy analysis: actor- specific theory and the ground of international relations. *Foreign policy analysis*, 1(1), 1-30. Available: <https://proxylibrary.hse.ru:2158/stable/24907278>
3. Pierson, P. (1993). When effect becomes cause: Policy feedback and political change. *World politics*, 45(4), 595-628. Available:  
<https://proxylibrary.hse.ru:2158/stable/2950710>
4. Marsh, K. (2014). Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war. *Foreign Policy Analysis*, 10(3), 265-288. Available:  
<http://proxylibrary.hse.ru:2138/eds/pdfviewer/pdfviewer?vid=29&sid=9a>

[67ce09-5ef9-4611-834d-89d43ed119bc%40sdc-v-sessmgr01](#)

5. Sylvan, D., & Majeski, S. (2006, March). Reviving the cybernetic approach to foreign policy analysis: Explaining the continuity of US policy instruments. In *A Paper Presented at the 47th Annual Conference of the International Studies Association, San Diego*(pp. 22-26). Available: <http://faculty.washington.edu/majeski/isa06.paper.pdf>

6. Rothschild, J. E., & Shafranek, R. M. (2017). Advances and Opportunities in the Study of Political Communication, Foreign Policy, and Public Opinion. *Political Communication*, 34(4), 634-643. Available: <https://proxylibrary.hse.ru:2116/doi/full/10.1080/10584609.2017.1373004>

7. Baum, M. A., & Potter, P. B. (2008). The relationships between mass media, public opinion, and foreign policy: Toward a theoretical synthesis. *Annu. Rev. Polit. Sci.*, 11, 39-65. Available: <https://proxylibrary.hse.ru:2264/doi/pdf/10.1146/annurev.polisci.11.060406.214132>

8. Yang, Y. E., Keller, J. W., & Molnar, J. (2018). An Operational Code Analysis of China’s National Defense White Papers: 1998-2015. *Journal of Chinese Political Science*, 23(4), 585-602. Available: <https://link.springer.com/article/10.1007/s11366-017-9524-5>

9. Redlawsk, D. (Ed.). (2006). *Feeling politics: Emotion in political information processing*. Springer.

10. Sula, İ. E. An Eclectic Methodological Approach in Analyzing Foreign Policy: Turkey’s Foreign Policy Roles and Events Dataset (TFPRED). *All Azimuth: A Journal of Foreign Policy and Peace*, 1-28. Available: <https://proxylibrary.hse.ru:2068/eds/pdfviewer/pdfviewer?vid=1&sid=e9f01136-4c65-44ea-8678-105405ab1ced%40sessionmgr103>

\* The instructor reserves the right to make adjustments to the reading list during the semester. Any changes will be announced in class and by e-mail.

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	45
	Assignments for seminars / tutorials / labs	-	
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify) – teamwork during seminars	+	25
	Preparation for the exam	+	30

Academic Support for the Course Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.

Facilities, Equipment and Software	Microsoft Word, Microsoft Power Point
Course Instructor	Iurii Agafonov, yur.agafonov@gmail.com

## COURSE CONTENT

### Topic 1. Foreign Policy Analysis vs. Theories of International Relations

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Carlsnaes, W. (1992). The agency-structure problem in foreign policy analysis. *International studies quarterly*, 36(3), 245-270. Available:

<https://proxylibrary.hse.ru:2158/stable/2600772>

2. Hudson, V. M., & Vore, C. S. (1995). Foreign policy analysis yesterday, today, and tomorrow. *Mershon International Studies Review*, 39, 209-238. Available:

<https://www.jstor.org/stable/pdf/222751.pdf>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available:

<https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

2. Hudson, V. M. (2005). Foreign policy analysis: actor- specific theory and the ground of international relations. *Foreign policy analysis*, 1(1), 1-30. Available:

<https://proxylibrary.hse.ru:2158/stable/24907278>

### Topic 2. Foreign Policy: What Is It and How to Assess It?

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Bickerton, C. J. (2010). Functionality in EU foreign policy: towards a new research agenda?. *European integration*, 32(2), 213-227. Available:

<https://proxylibrary.hse.ru:2116/doi/pdf/10.1080/07036330903486045?needAccess=true>

2. Hermann, M. G., & Hermann, C. F. (1989). Who makes foreign policy decisions and how: An empirical inquiry. *International Studies Quarterly*, 33(4), 361-387. Available:

<https://proxylibrary.hse.ru:2158/stable/2600518>

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1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available:

<https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

2. Pierson, P. (1993). When effect becomes cause: Policy feedback and political change. *World politics*, 45(4), 595-628. Available: [tps://proxylibrary.hse.ru:2158/stable/2950710](https://proxylibrary.hse.ru:2158/stable/2950710)

### Topic 3. Rational Actor Model of the Foreign Policy

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Wang, K. H. (1996). Presidential responses to foreign policy crises: Rational choice and domestic politics. *Journal of Conflict Resolution*, 40(1), 68-97. Available:

<https://proxylibrary.hse.ru:2158/stable/174448>

2. Mintz, A. (2004). How do leaders make decisions? A poliheuristic perspective. *Journal of conflict resolution*, 48(1), 3-13. Available: <https://proxylibrary.hse.ru:2158/stable/3176265>

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1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available:

<https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

#### **Topic 4. Bureaucratic Politics and Foreign Policy Analysis**

Seminar: Read the mandatory literature and be ready to discuss readings.

##### Mandatory

1. Holland, L. (1999). The US decision to launch Operation Desert Storm: A bureaucratic politics analysis. *Armed Forces & Society*, 25(2), 219-242. Available: <https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/0095327x9902500203>
2. Qingmin, Z. (2016). Bureaucratic Politics and Chinese Foreign Policy-Making. *The Chinese Journal of International Politics*, 9(4), 435-458. Available: <http://proxylibrary.hse.ru:2138/eds/pdfviewer/pdfviewer?vid=26&sid=9a67ce09-5ef9-4611-834d-89d43ed119bc%40sdc-v-sessmgr01>

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1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>
2. Marsh, K. (2014). Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war. *Foreign Policy Analysis*, 10(3), 265-288. Available: <http://proxylibrary.hse.ru:2138/eds/pdfviewer/pdfviewer?vid=29&sid=9a67ce09-5ef9-4611-834d-89d43ed119bc%40sdc-v-sessmgr01>

#### **Topic 5. Organizational Model of Foreign Policy**

Seminar: Read the mandatory literature and be ready to discuss readings.

##### Mandatory

1. Kuperman, R. D. (2001). Rules of military retaliation and their practice by the State of Israel. *International Interactions*, 27(3), 297-326. Available: <https://proxylibrary.hse.ru:2116/doi/abs/10.1080/03050620108434987>
2. Parker, C. F., & Stern, E. K. (2002). Blindsided? September 11 and the origins of strategic surprise. *Political Psychology*, 23(3), 601-630. Available: <https://proxylibrary.hse.ru:2158/stable/3792594>

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1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>
2. Sylvan, D., & Majeski, S. (2006, March). Reviving the cybernetic approach to foreign policy analysis: Explaining the continuity of US policy instruments. In *A Paper Presented at the 47th Annual Conference of the International Studies Association, San Diego*(pp. 22-26). Available: <http://faculty.washington.edu/majeski/isa06.paper.pdf>

#### **Topic 6. Foreign Policy as a Two-Level Game**

Seminar: Read the mandatory literature and be ready to discuss readings.

##### Mandatory

1. Chung, C. P. (2007). Resolving China's island disputes: a two-level game analysis. *Journal of Chinese Political Science*, 12(1), 49-70. Available: <https://proxylibrary.hse.ru:2084/10.1007/s11366-007-9001-7>

2. Noone, H. (2019). Two-Level Games and the Policy Process: Assessing Domestic–Foreign Policy Linkage Theory. *World Affairs*, 182(2), 165-186. Available: <https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/0043820019839074>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

### **Topic 7. Psychological Theories of Foreign Policy. Groupthink**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Aldag, R. J., & Fuller, S. R. (1993). Beyond fiasco: A reappraisal of the groupthink phenomenon and a new model of group decision processes. *Psychological Bulletin*, 113(3), 533. Available: <https://proxylibrary.hse.ru:2267/journals/bul/113/3/533>
2. Whyte, G. (1989). Groupthink reconsidered. *Academy of Management Review*, 14(1), 40-56. Available: <https://proxylibrary.hse.ru:2158/stable/10.5465/AMR.1989.4279001>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

### **Topic 8. Foreign Policy and Public Opinion**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Kertzer, J. D., & Zeitzoff, T. (2017). A bottom-up theory of public opinion about foreign policy. *American Journal of Political Science*, 61(3), 543-558. Available: <https://proxylibrary.hse.ru:2175/doi/full/10.1111/ajps.12314>
2. Soroka, S. N. (2003). Media, public opinion, and foreign policy. *Harvard International Journal of Press/Politics*, 8(1), 27-48. Available: <https://journals.sagepub.com/doi/pdf/10.1177/1081180X02238783>

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1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>
2. Rothschild, J. E., & Shafranek, R. M. (2017). Advances and Opportunities in the Study of Political Communication, Foreign Policy, and Public Opinion. *Political Communication*, 34(4), 634-643. Available: <https://proxylibrary.hse.ru:2116/doi/full/10.1080/10584609.2017.1373004>
3. Baum, M. A., & Potter, P. B. (2008). The relationships between mass media, public opinion, and foreign policy: Toward a theoretical synthesis. *Annu. Rev. Polit. Sci.*, 11, 39-65. Available: <https://proxylibrary.hse.ru:2264/doi/pdf/10.1146/annurev.polisci.11.060406.214132>

### **Topic 9. Operational Codes and Foreign Policy**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Walker, S. G. (1990). The evolution of operational code analysis. *Political Psychology*, 403-418. Available: <https://proxylibrary.hse.ru:2158/stable/3791696>
2. Walker, S. G., Schafer, M., & Young, M. D. (1999). Presidential operational codes and foreign policy conflicts in the post-cold war world. *Journal of Conflict Resolution*, 43(5), 610-625. Available: <https://proxylibrary.hse.ru:2158/stable/174656>

#### Optional

1. Yang, Y. E., Keller, J. W., & Molnar, J. (2018). An Operational Code Analysis of China's National Defense White Papers: 1998-2015. *Journal of Chinese Political Science*, 23(4), 585-602. Available: <https://link.springer.com/article/10.1007/s11366-017-9524-5>

### **Topic 10. Constructivist Approaches to the Foreign Policy Analysis**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Grossman, M. (2005). Role theory and foreign policy change: The transformation of Russian foreign policy in the 1990s. *International Politics*, 42(3), 334-351. Available: <https://proxylibrary.hse.ru:2078/docview/203108821/fulltext/D92185C46E304681PQ/1?accountid=45451>
2. Checkel, J. T. (1997). International norms and domestic politics: Bridging the rationalist—Constructivist divide. *European journal of international relations*, 3(4), 473-495. Available: <https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1354066197003004003>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

### **Topic 11. Emotions and Foreign Policy Analysis**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Sasley, B. E. (2010). Affective attachments and foreign policy: Israel and the 1993 Oslo Accords. *European Journal of International Relations*, 16(4), 687-709. Available: <https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1354066110366055>
2. Primiano, C. B. (2018). Let's Get Emotional: the Strategic Use of Emotions in China's Foreign Policy. *East Asia*, 35(3), 197-214. Available: <https://link.springer.com/content/pdf/10.1007%2Fs12140-018-9296-3.pdf>

#### Optional

1. Redlawsk, D. (Ed.). (2006). *Feeling politics: Emotion in political information processing*. Springer.

### **Topic 12. Event Data in Foreign Policy Analysis**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Beasley, R. K., & Kaarbo, J. (2014). Explaining extremity in the foreign policies of parliamentary democracies. *International Studies Quarterly*, 58(4), 729-740. Available: <https://proxylibrary.hse.ru:2082/isq/article-lookup/doi/10.1111/isqu.12164>
2. Lebovic, J. H. (2004). Unity in action: Explaining alignment behavior in the Middle East. *Journal of Peace Research*, 41(2), 167-189. Available: [https://proxylibrary.hse.ru:2158/stable/4149593?seq=1#metadata\\_info\\_tab\\_contents](https://proxylibrary.hse.ru:2158/stable/4149593?seq=1#metadata_info_tab_contents)

#### Optional

1. Sula, İ. E. An Eclectic Methodological Approach in Analyzing Foreign Policy: Turkey's Foreign Policy Roles and Events Dataset (TFPRED). *All Azimuth: A Journal of Foreign Policy and Peace*, 1-28. Available: <https://proxylibrary.hse.ru:2068/eds/pdfviewer/pdfviewer?vid=1&sid=e9f01136-4c65-44ea-8678-105405ab1ced%40sessionmgr103>

### **Topic 13. Perspectives of the Foreign Policy Analysis**

Seminar: Read the mandatory literature and be ready to discuss readings.

#### Mandatory

1. Kaarbo, J. (2019). A foreign policy analysis perspective on After Victory. *The British Journal of Politics and International Relations*, 21(1), 29-39. Available: <https://proxylibrary.hse.ru:2097/doi/pdf/10.1177/1369148118791717>

#### Optional

1. Morin, J. F., & Paquin, J. (2018). *Foreign policy analysis: A toolbox*. Springer. Available: <https://proxylibrary.hse.ru:2084/book/10.1007%2F978-3-319-61003-0>

\* The instructor reserves the right to make adjustments to the reading list during the semester. Any changes will be announced in class and by e-mail.

**Intended Learning Outcomes (ILO) Delivering**

<b>Course ILO(s)</b>	<b>Teaching and Learning Methods for delivering ILO(s)</b>	<b>Indicative Assessment Methods of Delivered ILO(s)</b>
ULO <sub>3</sub> : Able to solve professional problems based on synthesis and analysis	Discussion-based seminars Team work	In-Class Participation evaluation Team Work evaluation
ULO <sub>6</sub> : Able to do research, including the problem analysis, setting goals and objectives, defining the research subject, selecting research methods including its quality control	Team work Essay	Team Work evaluation Essay Evaluation
PLO <sub>4</sub> : Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field	Discussion-based seminars Team work Essay	In-Class Participation evaluation Team Work evaluation Essay Evaluation Exam
PLO <sub>8</sub> : Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision-making process	Discussion-based seminars Team work	In-Class Participation evaluation Team Work evaluation Exam
PLO <sub>9</sub> : Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: - in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter); - and depending on the target audience	Discussion-based seminars Team work	In-Class Participation evaluation Team Work evaluation Exam

## Annex 2

### Assessment Criteria

#### 1) In-class Participation ( $G_{\text{class}}$ 30%)

During the seminars, lecturer takes notes on the activities of each student, quantity and quality of his/her answers, and overall contribution to the discussion.

At the end of the seminar, the lecturer evaluates the contribution by the following criteria.

The four-point grading system applies, which is then converted to the ten-point grading system according to the formula:

$$G_{\text{class}} = n * (10/4) \text{ where } n \text{ is a student grade from 0 to 4.}$$

Grades	Assessment Criteria
«Excellent» (4)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (3)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (1-2)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

#### 2) Team Work ( $G_{\text{team}}$ 20%)

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured presentation (group answer), based on the required literature and distributed materials covering all important aspects of foreign policy decision and theoretical approach offered for application. Shows strong evidence of preparation and broad background knowledge. All members contribute equally, and each contribution builds on the previous one clearly. The logic of the presentation is clear. Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized presentation (group answer), using most of the required literature, most of the questions are answered correctly (with some possible mistakes occurring). There is evidence that the group effectively discussed the topic and is presenting the results of that discussion, in an order previously agreed. With some minor drawbacks, the logic of presentation is visible and clear. There are problems, errors and hesitation in answering follow-up questions.
«Satisfactory» (4-5)	The presentation (group answer) considers only very basic material, the required literature is not used, most of the questions are not answered or answered with major mistakes. The presentation is largely unstructured, with irrelevant points. Most of the work is done by one or two students and the individual contributions do not add up. Students fail to answer most of the follow up questions.

«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.
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### 3) Essay (G<sub>essay</sub> 20%)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### 4) Final Exam (G<sub>exam</sub> 30%)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally, addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

## Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extend theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Develop the cognitive and soft skills: creativity and self-sufficiency;
- Enhance critical thinking and personal development skills;
- Develop the research skills;
- Obtain the skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### Recommendations for essay

Mid-term and final essays within the course are written individual or collective studies (made by a team of 2-4 students) on a topic offered by the teacher or by the students themselves and approved by teacher. The topic for essay includes development of skills for critical thinking, applied foreign policy analysis and written argumentation of ideas. A mid-term essay should include: the introduction, an explanation on the choice of the foreign policy decision (taken for the analysis), analysis of the background of the international issue on which foreign policy decision was made, description of the context of the decision-making process, main actors involved in the process, description of the results of the implementation of foreign policy decision (taken for the analysis) and the brief description of the theoretical approach chosen to be applied to the analysis of the decision. A final essay should include all parts indicated for the mid-term essay (in revised form after the evaluation by the teacher), the analysis of the foreign policy decision per se with the application of the particular approach chosen, and the conclusion with the indication what was crucial for success or failure of the foreign policy decision taken for an analysis.

### Indicative topics/cases for mid-term and final essays

1. US foreign policy decision to dispatch ground troops in Vietnam in 1965
2. Russia's foreign policy decision to intervene into Georgian-South-Ossetian conflict in 2008
3. Soviet foreign policy decision on military intervention in Afghanistan in 1979
4. US nonintervention to stop genocide in Rwanda in 1994
5. US foreign policy decision to launch a military operation in Iraq in 2003
6. The influence of military conflicts on the decision on international interventions in crisis situations
7. Russia's foreign policy decision to enter the WTO
8. EU foreign policy decision to impose sanctions on Russian companies and banks in 2014

9. US foreign policy decision to impose sanctions on Russian companies and banks in 2014
10. US foreign policy decision of non-intervention in Syria in 2013

### **Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.