I. Introduction
In this course, students will consider some theoretical approaches and concepts involved in the analysis of foreign policy. We examine the sources of foreign policy, including individual policy makers, characteristics of the domestic social-political environment, and international systemic factors. Then we will consider the interplay between the fields of International Relations and Foreign Policy Analysis, in particular focusing on a comparison of middle range theories characteristic of Foreign Policy Analysis and the grand theory approaches developed in International Relations. We will briefly review the mainstream approaches in International Relations and then examine the development of critical alternatives to the study of International Relations with the goal of understanding if these theoretical approaches or debates can help us better understand foreign policy. We will also consider the study of foreign policy in the United States and Canada. The field developed differently in the two countries and we will pay attention to the similarities and differences in the two literatures as well as the relevance of each for understanding the practice of foreign policy making in the other country. The final section of the course will explore the theory-practice connection. The course content will be primarily theoretical but students will be expected to apply theories to relevant foreign policy cases.

II. Times and Places

1. Classes: Tuesdays, 9:00-11:20, KTH B108
2. Office Hours: Wednesdays, 9:30-11:30
   I am also available outside office hours by appointment.

III. Student Responsibilities and Assignment of Grades

A. Participation (25%): Your participation is an essential part of this seminar. Students are responsible for the required readings and for participating in discussion.
B. Discussion Leader (15%) Each student will be responsible for leading the discussion for at least one class. Beginning on week 3 the discussion leader will be responsible for selecting one additional reading (or media item) for the class. The additional material should be announced at least one week in advance in class and placed on Avenue to Learn. The additional material may be drawn from any source and can include short works of fiction, movies, songs etc. as long as it is relevant to the topics discussed in the class on that week. The student leading the discussion should prepare a presentation on the topic that identifies the major points for discussion and critically evaluates the arguments made in sources assigned for that topic on the syllabus. The student should also explain why they picked the additional source and highlight its relevance to the subject matter. The presentations should not simply summarize the readings. The goal of the presentation will be to stimulate discussion so the student should frame their comments with this goal in mind as well as raise a number of discussion questions.

C. Short Response Paper (20%) Students must hand in one response to the readings over the first nine weeks of the course. The response paper is due in class two weeks from the date the topic was covered in the class. Response papers will address the readings covered in the particular week within 8 pages (double spaced). In this paper, students should synthesize the readings, relate the readings to the wider course, and most importantly, show that you have thought critically about the readings. Please note that papers must be submitted in hard copy.

D. Research Essay (40%): Due December 13. The essay, approximately 20-25 pages (double spaced) in length, should address a topic relevant to the course. Please discuss your topic with the professor. Please note that papers must be submitted in hard copy.

Academic Dishonesty
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.
Academic Accommodation of Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Faculty of Social Sciences E-Mail Communication Policy
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI: http://www.mcmaster.ca/uts/support/email/emailforward.html
*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Modification Statement
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

IV. Reading Material
J. Marshall Beier and Lana Wylie, eds., Canadian Foreign Policy in Critical Perspective (Oxford University Press, 2010) is available for purchase at the campus bookstore.

The other articles listed as required readings in the syllabus are available either online via the McMaster library website or on Avenue to Learn. Recommended readings are listed for the benefit of students giving the presentation on that particular week and as additional information for students with a related essay topic.

V. Preliminary Weekly Schedule and Readings

Week 1 (September 13)
Introduction: Course syllabus; readings; assignments; weekly schedule; expectations of students.
Week 2 (September 20)
Overview of Foreign Policy Analysis/ Library Instruction
- Brian Bow, Paradigms and paradoxes: Canadian foreign policy in theory, research and practice” International Journal (Spring 2010), 371-380.

Recommended:
- Molot, Maureen Appel. "Where Do We, Should We, Or Can We Sit? A Review of Canadian Foreign Policy Literature." International Journal of Canadian Studies 1.2 (1990): 77-96.

Section I: Debates, Levels of Analysis and Mid-Range Theories
Week 3 (September 27)
Individual Level (Perceptions & Personalities)

**Recommended:**


**Week 4 (October 4)**

**The State and Bureaucracy**


**Recommended:**


**No class (October 11)** ** Mid-Term Recess

**Week 5 (October 18)**

Groups, Society and Culture


Recommended:

- Cameron G. Thies and Marijke Breuning, "Integrating Foreign Policy Analysis and International Relations through Role Theory," *Foreign Policy Analysis*, (January 2012), 8 (1), pg. 1-4 (entire issue devoted to role theory).
Section II: The IR-FPA Connection

Week 6 (October 25)
Realism and Foreign Policy


Recommended:


Week 7(November 1)
Constructivism and Foreign Policy


Recommended:

- The rest of Kubálková ed., Foreign Policy in a Constructed World.


**Week 8 (November 8)**

**Feminist Approaches to Foreign Policy**


**Recommended:**

- Cynthia Enloe, “‘Gender’ is not enough: the need for a feminist consciousness,” *International Affairs* January 2004 - Vol. 80 Issue 1.

**Week 9 (November 15)**

**Critical Approaches to Foreign Policy**


Recommended:

Section III: Theory in Practice
Week 10 (November 22)
The Global War on Terror
- Claire Turenne Sjolander “Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors, and the War in Afghanistan,” in Beier & Wylie
- Colleen Bell, “Fighting the War and Winning the Peace: Three Critiques of the war in Afghanistan,” in Beier & Wylie.

Recommended:
- Tami Amanda Jacoby, “Terrorism versus Liberal Democracy: Canadian Democracy and the War on Terror,” Canadian Foreign Policy, Spring 2004; 11, 3.

Week 11 (November 29)
The Canadian Self at Home and Abroad
- Mark Neufeld, “‘Happy is the Land that Needs No Hero’: The Pearsonian Tradition and the Canadian Intervention in Afghanistan,” in Beier & Wylie.

Recommended:
- Patricia Goff, “Imagining Independence: At the Intersection of Cultural and Foreign Policies,” in Brian Bow and Patrick Lennox eds. An Independent Foreign Policy for Canada? (Toronto: University of Toronto Press, 2008).

Week 12 (December 6)
The Focus of the Study of Foreign Policy and the Future of the Discipline

Recommended:

Papers Due on December 13. Please submit a hard copy of the paper to the professor in KTH 506 by 1PM.