

2402300 Foreign Policy Analysis

Semester 2/2023, Section 2 (Jan 2024)

Instructor Information

Instructor

Assistant Professor
Dr Pongphisoot Busbarat

Email

ForPoliAnalysis@gmail.com

Time & Classroom

13:00-16:00hrs
POL3/M08

General Information

Description

This course offers students a comprehensive understanding of foreign policy and the intricate processes behind policy-making across various global regions. It delves into key concepts and theoretical frameworks essential for analyzing foreign policy. Furthermore, the course will explore a range of significant factors that influence policy-making. These include psychological aspects, the impact of domestic structures, and the broader international system. Special attention will be given to the attributes of different state types in this context. An integral part of the course involves evaluating specific case studies, allowing students to assess national interests, priorities, and the tools and strategies of foreign policy, with a particular focus on the developments in the post-Cold War era.

Expectations and Goals

Upon successful completion of this course, students will gain the following competencies:

- Expertise in evaluating the various factors that influence foreign policy-making, including geopolitical, economic, and cultural elements.
- Proficiency in applying theories, conceptual frameworks, and models to analyze foreign policy in specific case studies, demonstrating a practical understanding of these theoretical approaches.
- A comprehensive understanding of the foreign policy decision-making processes, encompassing both state and non-state actors, and recognizing the complexities arising from their competing interests.
- The ability to critically compare and contrast the foreign policy objectives of different geographic regions, highlighting the unique characteristics and strategic approaches of each.
- Assess the surrounding factors in foreign policy-making;

Course Delivery Methods and Materials

Teaching Methods

This course employs a dynamic and integrated approach to learning. Core instruction will be delivered through comprehensive lectures led by teaching staff at the Faculty of Political Science. A key highlight of the course includes field trips to selected embassies, offering students a unique opportunity to gain insights into real-world policy-making directly from diplomatic professionals. While the primary mode of teaching is on-site, the course is fully prepared to transition to online instruction if necessary, in alignment with the University's policies and measures in response to the COVID-19 pandemic situation. This flexible approach ensures continuity of learning while prioritizing the health and safety of our students.

Course Materials

There are three main textbooks for this course, as listed below. However, the lecturer and speakers may suggest other supplementary reading lists for a specific session.

- Valerie M. Hudson. [*Foreign Policy Analysis: Classic and Contemporary Theory*](#). 2nd Ed. London: Rowman & Littlefield Publishers, 2014. (Hereafter, Ben & Hudson, *Foreign Policy Analysis*)
- Jean-Frédéric Morin and Jonathan Paquin. [*Foreign Policy Analysis: A Toolbox*](#). Cham: Palgrave Macmillan, 2018. (hereafter, Morin & Paquin Foreign Policy Analysis)
- Costas M. Constantinou, Pauline Kerr & Paul Sharp. [*The SAGE Handbook of Diplomacy*](#). SAGE Publications, 2016. (Hereafter, Constantinou et al. *Sage Handbook*)
- ***[Note: Some materials are available on the University's resource website and can be accessed through Chula VPN]***

Course Schedule

Week	Topic	Readings
Week 1 (08/01/24)	Introduction to the course	<ul style="list-style-type: none"> N/A
Week 2 (19/01/23)	Introduction to Foreign Policy Analysis	<ul style="list-style-type: none"> Morin & Paquin Foreign Policy Analysis (Ch.1)
Week 3 (22/01/24)	Individual Level & Psychological Explanations <ul style="list-style-type: none"> Rational Actors and National Interests Cognition and Leadership Orientation 	<ul style="list-style-type: none"> Morin & Paquin Foreign Policy Analysis (Ch.7) Hudson, <i>Foreign Policy Analysis</i>, (Ch.2)
Week 4 (29/01/24)	The Domestic Level <ul style="list-style-type: none"> Decision Units Domestic politics 	<ul style="list-style-type: none"> Morin & Paquin Foreign Policy Analysis (Ch.4) Hudson, <i>Foreign Policy Analysis</i>, (Ch.5)
Week 5 (05/02/24)	<ul style="list-style-type: none"> National Culture, Roles, and Institutions Public Opinion and Media 	<ul style="list-style-type: none"> Hudson, <i>Foreign Policy Analysis</i>, (Ch.4) Morin & Paquin Foreign Policy Analysis (Ch.6)
Week 6 (12/02/24)	The International Level <ul style="list-style-type: none"> IR Theoretical approaches to FPA 	<ul style="list-style-type: none"> Hudson, <i>Foreign Policy Analysis</i>, Ch.6 Constantinou, et al. Sage Handbook, Ch.22
Week 7 (19/02/24)	Middle & Small Powers in World Politics	<ul style="list-style-type: none"> Constantinou, et al. <i>Sage Handbook</i>, Ch.24, 24, 34. Jeffrey Robertson. 'Middle-power definitions: confusion reigns supreme', <i>Australian Journal of International Affairs</i>, 2017, Vol.71, No.4, pp. 355-370
Week 8 (01/03/24)	Foreign policy of the United States (US Embassy Visit) TBC	<ul style="list-style-type: none"> Paterson, Pat, Origins of U.S. Foreign Policy (February 2018). William J. Perry Center for Hemispheric Defense Studies, Perry Center Occasional Paper February 2018. Lawrence R. Jacobs and Benjamin I. Page. 'Who Influences U.S. Foreign Policy?', <i>The American Political</i>

Week	Topic	Readings
		<i>Science Review</i> , Vol. 99, No. 1 (Feb., 2005), pp. 107-124. Constantinou, et al. <i>Sage Handbook</i> , Ch.26
Week 9 (04/03/24)	Midterm Exam Week	
Week 10 (11/03/24)	No class	
Week 11 (18/03/24)	Foreign Policy of China	<ul style="list-style-type: none"> Andrew J. Nathan and Andrew Scobell, <i>China's Search for Security</i> (New York: Columbia University Press, 2012), Introduction and Ch.1, Constantinou, et al. <i>Sage Handbook</i>, Ch.28.
Week 12 (25/03/24)	Foreign Policy of Japan (Japanese Emb Visit) TBC	<ul style="list-style-type: none"> Pauline Kerr. 'Diplomacy in East Asia' in <i>The SAGE Handbook of Diplomacy</i>. (Chapter 29). Paul Midford. 'The Influence of Public Opinion on Foreign Policy in Asia: The Case of Japan' in <i>The SAGE Handbook of Asian Foreign Policy</i> edited by Takachi Inoguchi. SAGE Publications, 2016 (Chapter 19). Ken Kotani. 'Diplomats, Military and Intelligence Officers: From stovepipes to integration in Japan's security policy' in <i>The SAGE Handbook of Asian Foreign Policy</i> (Chapter 20). <i>Please double check the availability in Chula Library</i>
Week 13 (01/04/24)	Foreign Policy of Australia (Australian Emb visit) TBC	<ul style="list-style-type: none"> Timothy B Gravelle, 'Framing middle power foreign policy: trade, security, and human rights frames in Canadian and Australian foreign policy attitudes', <i>International Relations of the Asia-Pacific</i>, 2020. Taylor, Brendan. 'Is Australia's Indo-Pacific strategy an illusion?', <i>International Affairs</i>, Vol.96, No.1, 2020: 95-109.
Week 14 (08/04/24)	Public holiday	

Week	Topic	Readings
Week 14 make-up (12/04/24)	Foreign Policy of Indonesia or Vietnam (TBC)	<ul style="list-style-type: none"> To be decided
Week 15 (14/04/24)	Songkran Holiday	
Week 15 make-up (19/04/24) MONDAY	Foreign Policy of Singapore TBC	<ul style="list-style-type: none"> Micheal Leifer. Singapore's Foreign Policy: Coping with vulnerability (London: Routledge, 2000) [Read chapter 1] Ang Guan Teo, and Kei Koga. 'Conceptualizing equidistant diplomacy in international relations: the case of Singapore'. <i>International Relations of the Asia-Pacific</i> 2021 1–35
Week 16 (22/04/24) MONDAY	Foreign Policy of Thailand (Thai MFA Visit) TBC	<ul style="list-style-type: none"> Arne Kislenko. 'Thailand's foreign policy' in <i>Routledge Handbook of Contemporary Thailand</i>, edited by Pavin Chachavalpongpun (London: Routledge, 2020). Pongphisoot Busbarat, 'Thailand's foreign policy towards neighbouring countries and ASEAN' in <i>The Routledge Handbook in Contemporary Thailand</i>, edited by Pavin Chachavalpongpun (London: Routledge, 2020), pp.431-446.

Note: The weekly schedules especially after midterm exam are subject to change throughout the course depending on the arrangement with the embassies. Students will be informed when the arrangement is finalised.

Assessments

- **Attendance 10%**
 - Students are expected to attend the class on a regular basis. Should students be absent from class, they should inform the lecturer beforehand.
- **Class participation 15%**
 - Students are expected to study course materials before class and actively participate in class discussions.
 - Participating in class discussions or asking questions is highly encouraged both during the lecture, field visits, and guest speaker sessions.

- **Midterm exam 20%**
 - The midterm exam will evaluate students' basic understanding of the general framework of FPA against a given scenario.
- **Term paper (group of four) 30%**
 - Students will undertake a comprehensive analysis of the foreign policy of a selected country they visit during the course.
 - The focus of the paper will be on how the selected country is navigating the evolving geopolitical landscape of the world.
 - Students should consider the following key questions and issues as they develop their analysis:
 - Is the current geopolitical competition between the US and China affecting the selected country's foreign policy priorities?
 - Are there any other immediate challenges or situations that the country is currently facing besides geopolitics?
 - What national attributes, both as leverages and liabilities, does the country have in addressing the geopolitical competition?
 - How do the above factors affect the selected country's policy choices between the great powers? That is, how does it balance its position or accommodate one or another?
 - The paper should be concise and informative, not exceeding eight pages in length. Detailed guidelines regarding the format of the paper can be found in the 'Assignment Formatting' section below.
 - At the conclusion of the course, students are required to present their findings. This presentation will be an opportunity to share insights and receive questions and feedback from classmates, fostering a collaborative and engaging learning environment."
- **Final exam 25%**
 - There will be a major written exam assessing your understanding of the issues covered throughout the course.
 - The question will be referred to a given current foreign policy event, and students will analyse it.

Additional Information and Resources

Class platform: The lecturer set up a **Google Classroom** for this course to facilitate the communication. It can be used to share ideas, materials, or ask relevant questions to the course.

- Students must use **Chula Email Account** to access the platform.
- Google Classroom:
<https://classroom.google.com/c/NjUxMDMyNTgxMjc1?cjc=3vxn5ob>
- Class code: **3vxn5ob**

Assignment Submission: Students are required to submit their assignments via email on the specified due dates as mentioned previously. To ensure a smooth submission process, please adhere to the following guidelines:

- **Format of Submission:** Convert your assignments into PDF files before submission, if possible. This format ensures that the document retains its formatting and is accessible to the instructor.
- **Email Subject Line:** Clearly title your email to reflect the nature of the submission.
 - For instance, for the final paper, use the subject line: “Final Paper, Group XYZ”.
- **Include Personal Details:** In the body of your email, do not forget to mention your full name and student ID. This is crucial for identifying your submission.
- **Assignment format:** In this course, while there is no strict adherence to a specific assignment format or referencing style, students are encouraged to maintain a consistent approach to academic writing. To ensure uniformity and readability in your assignments, please adhere to the following guidelines:
 - **Font Usage:** Use Times New Roman font, size 12, with 1.15 line spacing.
 - **Page Margins:** Set all page margins to 2.54 cm (1 inch) to ensure a standardized layout
 - **Referencing Style:**
 - References should be formatted according to the Chicago Manual of Style.
 - Use full endnotes (not footnotes) for citations.
 - A separate bibliography list is not required.
- **Penalties on delays (if any):** Without prior permission, the following deduction from the received marks on a particular assignment are applied:
 - Plagiarism: -100%
 - Late submission within 24hrs: -10%
 - Further late submission: -10%

Grading: All the assignments in this course will be marked in percentage. They will be adjusted to fit each assignment’s designated marks, as indicated earlier. The total marks will be converted into letter grades for final grade submission.

80-100% = A	75-79% = B+	70-74% = B	65-69% = C+
60-64% = C	55-59% = D+	50-54% = D	0-49% = F

Grades	Criteria
A 80-100%	<ul style="list-style-type: none"> • Show well understanding of reading assignments; make critical and useful comments; demonstrate attempts in further readings and research. • Outstanding answer. Factually almost faultless; clearly directed; logical; extensive evidence of engagement with assigned reading; original; very well-written. • Very active in class discussion.
B+ 75-79%	<ul style="list-style-type: none"> • Demonstrate a good understanding of the assigned reading; do some further research. • Comprehensive answer. Clear, logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of engagement with the readings; demonstration of originality; well-written and directed.

	<ul style="list-style-type: none"> Active participation.
B 70-74%	<ul style="list-style-type: none"> Make a good summary of the reading; make an effort to connect the assigned readings. Adequate answer. Competent but largely limited to the assigned material; perhaps some errors or key facts missing; no originality. Attempt to participate in class on a regular basis.
C+ 65-69%	<ul style="list-style-type: none"> Show a fair understanding of the assigned readings but with less critical opinions. Answer that demonstrates areas of important weakness, either in terms of argument construction and/or in the ability to understand aspects of the assigned material. Limited engagement with assigned readings Fairly participate in class.
C 60-64%	<ul style="list-style-type: none"> Merely complete the assignment without further attempt to make a critical evaluation. Very weak answer; lack of a clear argument. Problems in understanding the course literature. Some attempt to answer the question. Limited engagement with assigned readings. Participate in class randomly.
D+ 55-59%	<ul style="list-style-type: none"> A poor summary of the assigned readings with some misunderstandings. Incomplete answer. Information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of reading materials; poor expression/style/grammar. Little, if any, engagement with assigned readings; some citation is shown. No attempt to discuss in class, or only upon request.
D 50-54%	<ul style="list-style-type: none"> Make a poor summary of readings; show poor understanding of the readings without further discussion with the instructor. Deficient answer. Poorly directed at the question; many omissions or errors though some relevant facts are correct; poor expression/style/grammar. Little, if any, engagement with assigned readings; a few citations. Hesitant to the discussion.
F 0-49%	<ul style="list-style-type: none"> Make a non-sensical summary of readings. Deficient answer. Badly directed at the question; many omissions or errors in terms of facts and framework; no structure in writing; and purely fabricate the fact or no effort in engaging with any readings; no citation. Show no effort to participate in class.

Academic Integrity Statement & Class Etiquettes

- The Faculty of Political Science does not tolerate cheating and plagiarism in any form. Violation of the code of conduct will result in penalties stated in the relevant regulations. Please consult the code of conduct in the following documents:

<https://www.inter.chula.ac.th/en/wp-content/uploads/2018/06/Regulations-and-Announcement.pdf>

WARNING! AVERTISSEMENT! ADVERTENCIA! WARNUNG! Предупреждение!

警告! AMARAN! CẢNH BÁO 경고!

Adhering to proper class etiquette is essential for a conducive learning environment. Students are expected to observe the below guidelines to foster a respectful, productive, and interactive classroom experience for everyone involved.

- **Attendance:** Regular attendance is strongly encouraged. If you must be absent, notify the lecturer in advance.
- **Engagement and Participation:** Stay attentive during lectures. You are encouraged to actively participate by asking questions and engaging in discussions.
- **Use of Electronic Devices:** Refrain from using mobile phones or other electronic devices for activities unrelated to class discussion. These can be distracting to both the lecturer, your focus on the lecture, and your peers.
- **Behavioural Nuisances:** Actions that interrupt or create disturbances to the lecture and classroom discussion such as chit-chatting, moving about the classroom, playing games, or consuming strongly-scented food is considered inappropriate. You can do any of these behaviours outside the classroom.
- **Repeated instances of such inappropriate behaviors will negatively impact the student's participation mark.**

Should you feel unable to extend mutual respect to your classmates and the lecturer, you are welcome to withdraw from this course!