

**FOREIGN POLICY**  
**PSCI 437**  
**Spring 2018**

**Dr. Ozum Yesiltas**

**Ferguson Social Science Room: 147**  
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**Office Hours: T-R 1 pm – 2.30 pm**  
**W 11 am – 1 pm**  
**and by appointment**

**COURSE DESCRIPTION**

This course offers a broad-based introduction to the major theoretical trends and scholarly traditions that define, organize, and drive foreign policy analysis. The overall aim of the course is to enable students to broaden their understanding of world politics by using foreign policy decision making as an analytical tool. The course will specifically focus on the politics of the Middle East. Students will study the social, economic, political and cultural factors that affect the events in the region through a variety of traditional and non-traditional foreign policy decision making frameworks. Students will also be exposed to the U.S. policies towards the Middle East and encouraged to examine the actions of American and Middle Eastern policymakers as defined by a variety of constraints that limit their options and decision-making.

**STUDENT LEARNING OUTCOMES**

- **Critical Thinking:** Students will become familiar with foreign policy decision making paradigms, theories, and concepts and develop critical and analytical skills in discussing international issues and world events.
- **Social Responsibility:** Students will demonstrate an awareness of societal and/or civic issues in the international arena.
- **Personal Responsibility:** Students will form their own research agendas in foreign policy analysis and will practice academic honesty in their writing assignments.
- **Communication:** Students will enhance their oral skills and communicate in a manner appropriate to audience and occasion, with evident message and organizational structure.
- **Empathy skills:** Students will develop empathy skills and be encouraged to see the world from multiple perspectives.

**REQUIRED TEXTS**

- Chris Alden and Amnon Aran. 2016. Foreign Policy Analysis: New Approaches. 2nd Edition. ISBN: 978-0393124385. Routledge.
- Louise Fawcett. 2016. International Relations of the Middle East. 4th Edition. ISBN: 978-0198708742. Oxford University Press.

## **FORMAT OF THE COURSE**

The class will be a mix of lectures, discussions and debates. An outline of the reading schedule is provided in this syllabus. Students are required to come to class prepared to discuss the assigned materials. Half of the course is designed as a seminar where all participants will share responsibility for the success of each individual session.

## **COURSE REQUIREMENTS**

**Attendance & Participation:** Attendance is vital to your success in class. More than 3 unexcused absences will automatically drop your final grade by one letter grade (e.g. if the student earned a “B” in the course, the final grade would be a “C”). Acceptable excuses include documented health and family emergencies. Participation points are earned through your contribution to class discussions and debates. If you’re not in class, you can’t earn participation points.

**Presentations:** Starting 6<sup>th</sup> week of classes, we will switch to seminar style. Each class, 2-3 students will introduce us to the assigned reading material and present their opinions on the topics. The purpose is not to rehash the readings, but to spark new insights into the subject at hand. These presentations, rather than a mere summary of the readings, need to be thoughtful remarks about the material and should highlight critical aspects of the readings and raise informed questions to set the stage for productive discussion for the rest of the session.

**Policy Paper:** To complete this assignment, you are required to analyze the chapter you presented on by using the foreign policy paradigms we learned during the first 4 weeks of classes. The paper should sort out the main foreign policy themes and decisions in the chapter and reflect on them by using the analytical tools we learned in class. The purpose of this assignment is to encourage students to explore real world issues using theories and elaborate on how particular foreign policy analysis tools enhance our understanding of these real world cases. Policy papers are expected to be 4-5 pages long, or 1000-1500 words. A detailed grading rubric for this assignment will be posted on E-College. For each student, policy paper is due second Sunday following your presentation day, 11.55 pm, on E-College.

**Weekly Reflections:** Throughout the first 5 weeks of the class, you will write a total of 5 weekly reflection papers which are expected to be 500-700 words in length (not more, not less). The deadline for submitting each reflection paper is every Sunday, 11.55 pm, on E-College. To complete this assignment, you need to follow the foreign policy/world politics pages of newspapers and locate articles specifically on US policies towards the Middle East. The main idea of the assignment is to explore the US’ Middle East policies by using foreign policy decision making paradigms we learn in class. You’re expected to deploy your critical thinking skills to apply and reflect upon what you’ve learned, not just report news or summarize class readings. You’re required to do the following:

- Explicitly relate the article to the readings assigned for that week. For example, if you select an article about civil war in Syria on the week in which we cover domestic sources of foreign policy, discuss how the article raises important issues for US internal politics in responding to the Syrian crisis.
- Be thoughtful and articulate, but use your own voice. This exercise is intended to get you to read the news and complete the course readings. However, more importantly, you are a citizen on planet earth, with only one life to reflect on the world you will inhabit.
- Attach the link to the article in the end.

**Policy Debates:** We will have 3 in-class debates about certain foreign policy topics. Students will form debate teams and each team will be assigned a position on a key issue in Middle East politics. The topics for the policy debates will be specified by the professor and announced to the class ahead of time. Each team will independently develop a policy analysis and recommend a course of action on the given topic and prepare to debate and defend their position against the opposing teams during an in-class debate. Each group must clearly articulate the facts of the policy issue, the available policy options, and *defend* their recommended course of action. Each team should also be prepared to respond to questions from the professor and the class.

**Final Research Project:** Final research project will be a collaborative effort. Students will form groups of 4 and develop a policy proposal to address an issue in US foreign policy towards the Middle East. This is a semester-long project which should not be left to last few weeks of classes. As a group, you need to identify an issue/problem in US foreign policy in the Middle East and collaboratively work on it throughout the semester. In order to ensure equal distribution of responsibility within the group, each member will have a specific task to fulfill. Groups must operate based on the following division of labor:

*The Hardliner:* This member represents an uncompromising/conservative position on the issue and responsible for developing a policy proposal from a confrontational/hawkish standpoint.

*The Moderate:* This member represents the compromising/tolerant position on the issue and responsible for developing a policy proposal from a cooperative/diplomatic standpoint.

*The Analyst:* This member is responsible for carefully analyzing the policies proposed by the Hardliner and the Moderate and laying out the pros and cons of each proposal in light of the foreign/domestic policy goals that the groups aims to achieve.

*The Conciliator:* This member is responsible for developing suggestions, resources and tips to help the group work through the identified issue/problem, highlight shared concerns and common themes between the Hardliner and the Moderate, and propose ideas about how to reconcile the differences.

Final research projects are expected to be 7-10 pages in length. A detailed grading rubric and guidelines for this assignment will be posted on E-College. Groups will make short preliminary presentations about their projects mid-semester and will get feedback on their progress. Final project presentations will take place during the last week of classes. Presentation dates can be found on the course schedule. Final projects are due **May 10**, 11.55, on E-College.

**Format Requirements:** All assignments must be double-spaced, typed and written with Times New Roman, 12-point font. Sources for each assignment must include books, academic articles and news pieces. All sources must be cited properly and listed in a bibliography or in footnotes/endnotes format. Regarding citations, you may use any academically accepted format.

**GRADING**

<b>Course Requirements</b>	<b>Weight</b>
Attendance & Participation	10%
Weekly Reflections	5% (each)
Policy Paper	25%
Debates	10%
Final Research Project	30%
Total	100%

**GRADE SCALE**

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 =F

**MAKE-UP POLICY**

Late submission of assignments is allowed only under special circumstances such as medical or family emergencies. However, you must request them prior to the deadline and present documentary proof. Post-deadline late submission requests will not be granted under any circumstances. If you submit any of your assignments late without an excuse, I will cut off 5 points for each day after the deadline.

**USE OF TECHNOLOGY DURING CLASS**

Unless we assign a day to use technology as part of the learning process, use of cell phones, computers or any other electronic devices in the classroom is strictly prohibited.

**CIVILITY AND RESPECT**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. I expect everyone to be respectful of

each other's perspectives and opinions during class discussions. Any behavior that disrupts the class or impedes other student's ability to fully engage with the course will not be tolerated.

### **ACADEMIC INTEGRITY**

Each student is required to be responsible for purposefully pursuing and honestly submitting research and work that is original and is the sole work of the individual. Plagiarism is a serious offense and will not be tolerated. Plagiarism occurs when a student purposefully or unintentionally takes information directly from a source without proper citation. If you are unclear about the ethics of an academic action, please consult me during my office hours.

### **NON-DISCRIMINATION STATEMENT**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free of discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **DISABILITY STATEMENT**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library Room 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

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### **COURSE SCHEDULE**

#### **Week 1**

**1/16** Introduction to the course/Overview of the syllabus

**1/18** Foreign Policy Analysis: An Overview Aldan & Aran Ch 1

## **Week 2**

**1/23** Foreign Policy Decision Making Aldan & Aran Ch 2

**1/25** Bureaucracies and Foreign Policy Aldan & Aran Ch 3

## **Week 3**

**1/30** The Domestic Sources of Foreign Policy Aldan & Aran Ch 4

**2/1** Foreign Policy Analysis and the State Aldan & Aran Ch 5

## **Week 4**

**2/6** Foreign Policy, Globalization and the Study of Foreign Policy Analysis  
Aldan & Aran Ch 6

**2/8** Foreign Policy and Change & Conclusion Aldan & Aran Ch 7-8

## **Week 5**

**2/13** Introduction: The Middle East and International Relations Fawcett Intro

**2/15** International Relations Theory and the Middle East Fawcett Ch 1

## **Week 6**

**2/20** The Emergence of the Middle East into the Modern State System Fawcett Ch 2

**2/22** The Cold War in the Middle East Fawcett Ch 3

## **Week 7**

**2/27** The Middle East since the Cold War: The Multi-Layered (In)security Dilemma  
Fawcett Ch 4

**3/1** **Debate 1**

## **Week 8**

**3/6** Oil and Political Economy in the International Relations of the Middle East  
Fawcett Ch 5

**3/8** **Preliminary Research Project Presentations**

## **Week 9**

**3/13** **Spring Break – No Class**

**3/15** **Spring Break – No Class**

## **Week 10**

**3/20** The Puzzle of Political Reform in the Middle East Fawcett Ch 6

**3/22** The Politics of Identity in Middle East International Relations Fawcett Ch 7

**Week 11**

**3/27** Islam and International Relations in the Middle East: From *Umma* to Nation State  
Fawcett Ch 8

**3/29** Middle East Security: Conflict and Securitization of Identities Fawcett Ch 10

**Week 12**

**4/3** **Debate 2**

**4/5** The Arab-Israeli-Conflict Fawcett Ch 12

**Week 13**

**4/10** The Rise and Fall of the Oslo Peace Process Fawcett Ch 13

**4/12** The International Politics of the Gulf Fawcett Ch 14

**Week 14**

**4/17** The Arab Spring: The ‘People’ in International Relations Fawcett Ch 15

**4/19** The United States in the Middle East Fawcett Ch 16

**Week 15**

**4/24** Europe in the Middle East Fawcett Ch 17

**4/26** **Debate 3**

**Week 16**

**5/1** **Final Research Project Presentations**

**5/3** **Final Research Project Presentations**

**Final Research Projects due May 10, 11.55 pm**