

LAKEHEAD UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
Political Science 3617, F2011
Foreign Policy Decision-Making

<p>Dr. L Paquette Office: RB2020 Telephone: 343-8237 E-mail: laure.paquette@lakeheadu.ca Office hours: Thursday 10:00-11:00 or by appointment Personal webpage: http://bolt.lakeheadu.ca/~polisci/index.html Research blog: http://paquetteresearch.blogspot.com/</p>

COURSE OBJECTIVES

By the end of the course, you will understand and explain foreign policy decision-making of countries members of major international organizations. This will include a familiarity with:

- ▶ the theoretical introduction of foreign policy decision-making
- ▶ the demonstration of specific cases of stand alone foreign policy decisions for individual states
- ▶ the analysis of specific cases of stand alone foreign policy decisions for individual states
- ▶ the demonstration of specific cases of bilateral foreign policy decisions for individual states
- ▶ the analysis of specific cases of bilateral foreign policy decisions for individual states
- ▶ the demonstration of specific cases of multilateral foreign policy decisions for individual states
- ▶ the analysis of specific cases of multilateral foreign policy decisions for individual states
- ▶ the demonstration of specific cases of stand alone foreign policy decisions for groups of states
- ▶ the analysis of specific cases of stand alone foreign policy decisions for groups of states
- ▶ the demonstration of specific cases of bilateral foreign policy decisions for groups of states
- ▶ the analysis of specific cases of bilateral foreign policy decisions for groups of states

- ▶ the demonstration of specific cases of multilateral foreign policy decisions for groups of states
- ▶ the analysis of specific cases of multilateral foreign policy decisions for groups of states
- ▶ the decision making processes in various countries;

It will also include the development of your capacity the capacity for the analysis of those decisions and the skills necessary for intervention in those processes or institutions.

You will consider such questions as:

- ▶ How does a country make a decision about its foreign policy?
- ▶ Does the same country use different decision-making if the foreign policy issue is economic or not?
- ▶ What options does a country have in making its foreign-policy decisions?
- ▶ How well do the various theories on decision-making work when it comes to foreign policy?
- ▶ What about the theories specific to foreign policy?

You can find more information in the “Learner Outcomes” section below.

COURSE CONTENT

Using role play simulation and individual written exercises, the course content will answer the following questions for cases of foreign policy decision making made at the International Court of Justice and the International Monetary Fund.

For the process of decision making:

- What are the main characteristics?
- How are the ICJ and the IMF organized?
- What are its terms of reference?
- What are its procedures?
- How effective are they?
- What are the main issues?
- What is each organization’s history

For a specific country:

- What are the main issues of its foreign policy?
- What is the history of those issues?
- What is the top priority of its foreign policy?
- Where is the foreign policy located in the political spectrum?
- What is the country’s role in the world?

For the decision-making process:

- What is the type of decision-making?
- What are the procedures?
- What are the deadlines?
- What types of arguments or facts can be used?
- Who are the decision-makers?
- What are the actions that can be taken?

In the course of the analysis, you will be able to answer the following questions:

- Who are the significant political actors in the organization or countries involved, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular action?
- What are the resources on which the processes rest? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors?

REQUIRED TEXT AND READINGS

- Readings as indicated on WebCT Calendar, to be retrieved through RefWorks;
- *Ten Core Worksheets and Case Studies*, by Laure Paquette, available on WEB CT;
- extra material on reserve or on WEB CT; and
- all available relevant material, and supplementary and further supporting information found through your own research.

COURSE FORMAT

To support your learning the Course Content, you will be provided with:

- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises; and
- individual and group written assignments.

TYPICAL COURSE SCHEDULE

NOTE: THIS COURSE SCHEDULE MAY CHANGE BECAUSE OF HOLIDAY SCHEDULES, UNFORESEEN CIRCUMSTANCES OR OTHER REASONS WITHOUT NOTICE. Periodic topical talks from the librarians at Paterson Library is part of the course. Consult the course calendar available on Web CT for details.

Week 1-2	Introduction to the course structure and requirements, theory and history of foreign policy decision making
----------	---

Week 3	Introduction to worksheets, team formation and team work
Weeks 4-6	Role play simulation I
Week 8	Worksheet workshop II
Week 9-11	Role play simulation II; Workshop II
Week 12	End of Role play simulation II; awarding of professionalism grade

LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the foreign policies of the countries studied, how those policies are advocated by different actors, and how it affects peace and business in the world; and
- ***leadership*** through the team work required of role play simulations.

At the end of this course, you will be able to:

- ***collect authoritative information about*** a foreign policy issue and the process by which it is decided;
- ***identify*** its history, position on the political spectrum, main supporters, of particular countries' foreign policy;
- ***develop*** independent critical thinking through the use of various assignments and examinations;
- ***develop*** social and environmental awareness by requiring that the student know the social and environmental policies of the countries and/or issues studied, how those policies are advocated in international decision-making and organizations;
- ***develop*** leadership by requiring students to take the initiative in the study of various issues for international decision-making, familiarizing themselves with the ways in which international decisions are made, and experiencing those processes through role-play simulations;
- ***identify and assess*** the mains issues in the international system;
- ***identify*** the type of electoral system and process for each branch;
- ***distinguish*** between significant and insignificant political actors, and what influence each wields;
- ***identify and assess*** resources needed for the polity to function (including identifying which ones are scarce), and what factors affect the functioning of the policy; and
- ***apply*** these skills research and analyze foreign policy decision making.

GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets 1-9, best 6 of 9	60
Role Play Simulation I presentations and professionalism	20
Role Play Simulation II presentations and professionalism	20
Bonus Assignment: Skills Grid	Up to +5% of final grade
TOTAL	100

There is a guide on WEB-CT on worksheets, which are to be completed individually. Worksheets must be typed, in point form, and in 10 or 12 point font. All assignments must be properly sourced using the Chicago Manual of Style. The balance of the grade reflects the presentations and background preparation in the role-play simulations, which include political speeches, media interviews, political advertising, and other types of presentation. There may be bonus assignments. In general, the instructor awards grades on assignments and presentations on the following criteria:

- The student did an excellent job: 8/10
- When reading the student's work, the instructor learns something: 9/10
- The student's work is better than the instructor could have produced: 10/10

The professionalism grade is given by teammates according to the following proposed rubric, to be discussed and modified on the second class of term.

Learning Objective	9-10/10 Students receiving Excellent will:	7-8/10 Students receiving Good will:	5-6/15 Students receiving Satisfactory will:	3-4/10 Students receiving Poor to Failure will:
Attendance	Attend every class	Miss only 1 class with	Miss several classes	Miss many classes
	Be on time and prepared to start class	Be on time and prepared to start class	Arrive late for one or two classes	Arrive late for many class
	If ill, give notice prior to class/due date	If ill, give notice prior to class/due date	If ill, give notice after the class/due date	If ill, give no notice or notice after an absence
	Pay attention	Pay attention	Pay attention most of the time	Talk to others, sleep, eat, or give your attention to other work or activities
Preparation	Read assignments in advance	Read assignments in advance	Read most assignments in advance	Frequently not do required readings in time for class
	Ask questions in a timely manner	Ask questions in a timely manner	Asks questions close to deadline	Often asks questions when it is too late
	Read instructions before asking questions	Read instructions before asking questions	Sometimes fails to read instructions thoroughly	Often ask questions without consulting the course materials first
	Use graded feedback to improve all future work	Use selected graded feedback to improve future work	Use selected graded feedback to improve some future work	Ignore instructor feedback and/or disputes grade without a careful critique of your own work

ASSESSMENT AND ROLE OF THE INSTRUCTOR

I believe that you learn only through what you yourself say, do, write or read, so I will use classroom time as much as possible to help you learn what you cannot learn any other way on your own. For more about my approach to teaching, background information is available in Annex 1: Scholarly Foundations of Course Delivery.

My responsibilities on this course are to:

- design the course and course requirements;
- set clear expectations for you to meet;
- coach you during your course work (developing strategies, role plays);
- help you prepare for components listed in the “Grading” section above, as well as exams and classroom participation; and
- resolve any conflicts or answer any questions regarding student activities in the course.

My performance is assessed through:

- formal student evaluations done at the end of the course;
- informal short discussions from time to time during the class;
- interactions (talk and e-mail) with individual or groups of students; and
- ongoing monitoring of your performance and that of other students in the class in all your work.

I commit to:

- ongoing reflection on my practice as a teacher;
- creativity, innovation and experimentation in the classroom;
- taking chances and making mistakes while I try to find the best way for you to learn; and
- being accountable to you and other students regarding these commitments.

IF YOUR WORK IS LATE...

If there is no date stamp each page of any late assignment (available from the Department secretary or from the Lakehead University Security Services office), the applicable date/time penalties will be assessed based on when I receive the assignment.

Late penalties are as follows:

- 10 percentage points deducted for submissions up to 24 hours late;
- 20 percentage points deducted for between 24 and 48 hours late;
- 40 percentage points deducted for between 48 and 72 hours late ONLY if I have not completed grading for all assignments handed in. Once all assignments are handed in are graded, I will not accept late assignments.

Less participation in class work will result in a lower participation grade. However, if

you are responsible for a significant task as part of group work, and you do not fulfill that task, you will fail the course.

CHEATING

When you registered at Lakehead University, you agreed to follow the University's *Code of Student Behaviour and Disciplinary Procedures* (you can find a version online here <http://policies.lakeheadu.ca/policy.php?pid=60>, but it's your responsibility to ensure if this is the most up-to-date version). Handing in any work under your name where you are not the author (either by yourself or part of a group) is considered academic fraud.

Handing in the same piece of work, or a significant part of the same piece, for more than one course without the written permission of the professors or departments concerned is considered academic fraud. Any professor who discovers academic fraud and does not apply for sanctions under the Procedures is negligent in his/her professional obligations.

Annex 1: *Role Play Simulation*

Themes covered by the classroom simulation described below include elections, political culture, economic, social, and other domestic policies, political issues, political parties, media, electoral law and reform, some legislative and administrative processes, political structure, voting behavior, and political cleavages.

Teams of students are formed at random or on their own choices to represent the parties which hold seats in the legislature of the country, with individual students role-playing different party officials, including candidate, campaign manager, director of communications/media relations, director of finance/fundraiser, research cell member (including development of attacks on other parties, as well as tracking of attacks by other parties), and speechwriter. During the simulation, students are encouraged to be as realistic as possible. If the class is large enough, it is possible to have students appointed as journalists, whose job is to write news reports using the tone and editorial bias of a media outlet of their choice for each class. The students are required to prepare for, and conduct, the major events of an election campaign such as has occurred or is occurring in the country under study, with each student playing the role of a different actor in the process: leader of a party, campaign manager, fundraiser, speechwriter, etc. The simulation includes the following tasks: a campaign managers' meeting to set timetables and parameters; an election call or campaign launch; one campaign speech; writing and/or production of two television/internet commercials, one less than one minute and one less than two minutes; one news conference; a one-on-one media interview; and an all-candidates' debate. Team formation and selection of the party to represent familiarizes students with political parties. The campaign launch by the parties familiarizes students with the party platform. The planning of the mock election campaign familiarizes students with electoral systems, the legislative and executive branches of government, and any election laws or regulations. Media reports or interviews, if they occur, familiarize students with the role of the media in the politics of the country under study, as well as journalist, media consumer and voter behavior. Campaign speeches will ensure students are familiar with the most important political issues in the given election campaign or cycle. The leaders' debate, which occurs in almost all liberal democratic countries, will show the brand of leadership for that country, as well as confirming students' understanding of platform elements and extemporaneous speaking skills. Finally, the holding of the mock election itself reveals how the social cleavages and stratification will occur as represented by voting behavior. If there is media, then each class during the campaign starts with media reports. These take the form of brief written articles written in the style and tone of newspapers of the country under study.