Course Description and Aims:
This course develops a framework for understanding and explaining a nation's foreign policy, and it surveys the foreign policies of several states during the last century individually and in comparison with other states. The major powers do not rule the world in the 21st century as they did throughout history, but they continue to exert substantial influence on virtually every critical issue, whether the nuclear weapons in North Korea; war in Afghanistan; democratization or terrorism in failing states; or world trade. For the purpose of this course, the “major” powers include both “great” powers that have permanent seats and veto power on the UN Security Council (U.S., England, France, Russia, and China) and “middle” powers that include advanced countries such as Germany and Japan. The course also analyse foreign policies of emerging countries as well as how states formulate policies to cope with current global challenges.

The foreign policy of the United States; Russia and China other powers since 1945; objectives and realities; relations between these powers; the foreign policy role played by the Western European powers, Japan and India. Students will analyze; assess; evaluate comparative foreign policies.

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Assessment
Participation 10%
Midterm Exam 30%
Group Presentation 20%
Final Exam 40%

Course Learning Outcomes
At the completion of the course the student will be able to:

1. Examine the key theoretical and conceptual framework of foreign policy formulation
2. Examine the history of the foreign policies of the major powers and how the ends and means of a state's foreign policies evolve. To comprehend the major challenges faced by major powers today
3. Compare and contrast how major power countries cooperate and compete through their foreign policies
4. Assess the efficiencies of foreign policies in response to international and domestic challenges
5. Predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible
<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>The Analysis of Foreign Policy in Comparative Perspective Internal and External Factors</td>
</tr>
<tr>
<td>3</td>
<td>IR Theories Used in Analysing Foreign Policy Analysis of Current Affairs</td>
</tr>
<tr>
<td>4</td>
<td>The Great Powers: Games, Goals and System Case Study: China Rising</td>
</tr>
<tr>
<td>5</td>
<td>Great Britain: Decline and Recovery Analysis of Current Affairs—Brexit, Scotland Independence, etc</td>
</tr>
<tr>
<td>6</td>
<td>France: Two Obsessions for One Country Case Study: Paris Climate Agreement and Continuing Crisis</td>
</tr>
<tr>
<td>7</td>
<td>Review Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Germany Foreign Policy: Gulliver’s Travels in the 21st Century European Foreign and Security Policy Analysis of Current Affairs—New Millennium Wars, Never-ending War in Afghanistan</td>
</tr>
<tr>
<td>9</td>
<td>The United States: Divided by the Revolutionary Vision Analysis of Current Affairs—Terrorism after ISIS, Trump</td>
</tr>
<tr>
<td>10</td>
<td>Russian Foreign Policy: a Quest for Great Power Case Study: Middle East Conflicts e.g. Syria</td>
</tr>
<tr>
<td>11</td>
<td>Foreign Policy of Asian Countries—India, Japan, Thailand Case Study: Nuclear Proliferation North Korea</td>
</tr>
<tr>
<td>12</td>
<td>Foreign Policy of Emerging Countries—South Africa, Iran, Brazil Current Issues</td>
</tr>
</tbody>
</table>

**Assessment Methods & Criteria**

1. **Participation 10%**
   Students are expected to actively and regularly participate during the lecture, peer presentation, class discussion exercises, and group work which are evenly distributed throughout the trimester. Punctuality, attendance, attentiveness, contribution and behavior will be taken into consideration. It is important to keep up with the course materials in order to be able do so. Relevant readings will be made available to students electronically or in print.

2. **Group Presentation 20%**
   Students will be provided a variety of contemporary international political economy topics to select in week 2. They will research, read, synthesize and present in class. Presentations will be in powerpoint format and address issues to be assigned. Critical thinking ability, content, and delivery are important assessment criteria. The presentation shall last no more than 15 minutes, following by Q&A where the presenting group encourages discussion and participation from their listening audience. The presentations of reading materials must (a) briefly summarize the main arguments of the presented text, (b) point out problematic or questionable sections of the reading, (c) provide updated content as necessary, and (d) provide 2-3 questions for further in-class discussion in relation to the presented materials. Although it is a group presentation, students will be graded individually.

3. **Midterm examination: 30%**
   Students will revise and discuss on contemporary IR events. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Students will write a structured argumentative essay with relevant reference to topics, issues and associated theoretical
frameworks that have been discussed in class. Answers can be concise, but must be precise and attend to all aspects of the question (read the questions carefully!). Midterm examination will take place in week 7.

4. **Final examination: 40%**

Students will revise and discuss on contemporary IR events. The examination will comprise essay answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Content, argumentation, structure and grammar will be taken into consideration when grading. Final examination will be held in week 13.

**Introduction**

**Topic description:** Recent changes in the world complicate foreign policy formulation of states. This week discusses recent changes in the world such as the end of the Cold War, the new world order, globalization, transnational challenges, migration crisis, economic recession, climate change and terrorist threats. We will explore how these changes affect and complicate foreign policy formulation of states. As part of the introduction, the class will examine the definition of policy and establish the distinction between domestic policy and foreign policy. The class will survey the actors involved in foreign policy making and implementation.

**Expected learning outcomes:** The student will be able to examine the key conceptual framework of foreign policy formulation. They will be able to comprehend the major challenges faced by major powers today and how they respond to these challenges.

**Readings and activities:**

**Core readings:**
- Current news articles on the related topic.

**Supplementary readings:**

**Activities:** Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from lecture and assigned reading of news articles on the topic of major global challenges today. These questions are designed to help students understand this week’s concepts and express their understanding in their own words. Students’ contribution will be counted toward their overall participation credits.

**The Analysis of Foreign Policy in Comparative Perspective**

**Topic description:** This week discusses the multiple factors which constrain foreign policy choices of states. It explores the internal and external factors. The external factors include how the international system is organized; the characteristic of contemporary international relations; and the action of others. Internal factors include characteristics of domestic political system; citizens and groups within that system; the government organisations; and the individual leaders.

**Expected learning outcomes:** The student will be able to examine the key factors influencing foreign policy formulation. Students will be able to look beyond merely specific events and time period but across time and space to find state behavior and foreign policy patterns of states which provide viable choices or limitations to the foreign policies the states can pursue.
Readings and activities:

Core Readings:
- Current news articles on the related topic.

Supplementary Readings:

Activities: Students will participate to answer a list of questions derived from lecture. Students will apply the conceptual framework to analyse the current foreign affairs topic covered by the assigned news articles. This will help students understand how to analyse foreign policies in comparative perspective. Students’ contribution will be counted toward their overall participation credits.

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**IR Theories Used in Analysing Foreign Policy**

**Topic description:** This week discusses IR theories namely realism, neorealism, liberalism, neoliberalism and constructivism in the understanding of foreign policies. Cases of current foreign affairs will be studied.

**Expected learning outcomes:** The student will be able to examine the key theoretical framework of foreign policy formulation. Using the framework, students will be able to find state behavior and foreign policy patterns of states.

Readings and activities:
Core Readings:
- Current news articles on the related topic.

Activities: Students will apply the theoretical framework to analyse the current foreign affairs topic covered by the assigned news articles. Students’ contribution will be counted toward their overall participation credits.

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**The Great Powers: Games, Goals and System**

**Topic description:** States are still the principal actors in the international system, but the way they define their goals and the world in which they seek to achieve them has fundamentally changed over the past 100 years. They continue to compete, but in a game unlike the contest for colonies in 1900. To understand the prospects for war or peace, we need to understand how and why the great powers altered their goals and the system. Additionally, we will explore six maps of the post-cold war world; power and its champion and what constitutes a great power. A case of China Rising will be studied.

**Expected learning outcomes:** The student will be able to survey the history of the foreign policies of the major powers and how the ends and means of a state's foreign policies evolve. They will acquire the framework enabling them to compare and contrast how major power countries cooperate and compete through their foreign policies; assess the efficiencies of foreign policies in response to international and domestic challenges; and predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

Readings and activities:
Core Readings:
- Current news articles on related topics

Supplementary Readings:

Activities: students will apply theoretical and conceptual frameworks from class to the China Case study, designated above. Students’ contribution will be counted toward their overall participation credits.

Great Britain: Decline and Recovery

**Topic description:** For much of the twentieth century, British foreign policy had been a constant struggle to adapt goals to diminishing capabilities, a daunting problem that Paul Kennedy called “imperial overstretch.” It is the task of this week to assess how Britain ultimately came to manage that decline while maintaining an influence and world role extending far beyond what her population and size would otherwise have seemed to dictate. This week discusses demography and culture; the trauma of imperial decline; impact of the Great War; depression and appeasement; problems of adjustment to the postwar era; and the Thatcher era and the British revival. However, as the first decade turns, Britain endures yet again a series of challenges including the global economic recession, Scotland referendum, UK-EU referendum and the shaky government transfers. This week we will examine external and internal factors which influence the course of foreign policy decision of Britain and assess how effective the policies are in dealing with the crises.

**Expected learning outcomes:** The student will be able to acquire theoretical understanding behind foreign policy formulation of Britain; understand a framework for analyzing Britain’s foreign policy including external and internal factors; and examine the history of the foreign policies of Britain and how the ends and means of the state's foreign policies evolve, particularly since the end of WW II. Additionally, students will be able to address how major powers cooperate and compete through their foreign policies. They will be able to comprehend the major challenges faced by Britain today; apply what they have learned to assess the efficiencies of Britain’s foreign policy in response to those challenges; predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

Readings and activities:

Core Readings:
- Current news articles on the related topic

Supplementary Readings:

Activities: Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from lecture and assigned reading of news articles on the topic directed to current British foreign policies.

Presentation group 1 starts this week. Students will be assigned to a reading of foreign policies. Using the theoretical and conceptual framework studied, the group will analyze and summarise
the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.

**France: Two Obsessions for One Country**

**Topic description:** France has had two dominant worries as an actor on the world stage. One is Germany and the other concern is the fear of decline. We will analyse French foreign policies in dealing with these two dominant worries and assess what are the most successful and what are mistakes. Students are invited to suggest better policy alternatives incorporating the above conceptual framework and historical context. This week, we will also discuss about a separate issue which is about the continuing crisis and controversy of Paris Climate Agreement.

**Expected learning outcomes:** The student will be able to acquire theoretical understanding behind foreign policy formulation of France; understand a framework for analyzing France’s foreign policy including external and internal factors; and examine the history of the foreign policies of France and how the ends and means of the state's foreign policies evolve, particularly since the end of WW II. They will be able to address how major powers cooperate and compete through their foreign policies. Furthermore, students will be able to comprehend the major challenges faced by France today; apply what they have learned to assess the efficiencies of France’s foreign policy in response to those challenges; predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

**Readings and activities:**

**Core readings:**

**Activities:** Presentation group 2. Students will be assigned to a reading of foreign policies. Using the theoretical and conceptual framework studied, the group will analyze and summarise the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.

**Review and Midterm**

**Topic description:** Review and Midterm

**Expected learning outcomes:** The student will be able to examine the key theoretical and conceptual framework of foreign policy formulation; and survey the history of the foreign policies of the major powers and how the ends and means of a state's foreign policies evolve. They will comprehend the major challenges faced by major powers today. Students will be able to compare and contrast how major power countries cooperate and compete through their foreign policies. Furthermore, they will acquire the framework to assess the efficiencies of foreign policies in response to international and domestic challenges; and predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

**Readings and activities:** Review and Midterm Exam

**Germany Foreign Policy: Gulliver’s Travails in the 21st Century**
**Topic description:** Germany, as a large country in the center of Europe with great power status, has historically played an important role in international relations. This week, the class will examine complex forces—from political culture to party politics to elite preferences—that have conditioned German responses to foreign policy challenges. These factors are especially important as Germany confronts questions at the heart of the future of the European Union and western security. The class will incorporate neorealism, neoliberal institutionalism, neofunctionalism and constructivism in understanding the changes of German foreign policy trajectory in the 21st century. We will explore cases such as Iraq intervention, Libya mission, Kosovo mission, Afghanistan and the EU federalization. This week, we will also discuss about a separate issue which is the New Millennium Wars.

**Expected learning outcomes:** The student will be able to acquire theoretical understanding behind foreign policy formulation of Germany; understand a framework for analyzing Germany’s foreign policy including external and internal factors; and examine the history of the foreign policies of Germany and how the ends and means of the state’s foreign policies evolve, particularly since the end of WW II. They will be able to address how major powers cooperate and compete through their foreign policies. Students will comprehend the major challenges faced by Germany today; apply what they have learned to assess the efficiencies of Germany’s foreign policy in response to those challenges; predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

**Readings and activities:**
**Core readings:**
- Current news articles and VDO on the related topic

**Supplementary readings:**

**Activities:** Presentation group 3--Students will be assigned to read articles about the new style of warfare. Using the theoretical and conceptual framework studied, the group will analyze and summarize the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.
**Topic description:** Since the twentieth century, American realized they had an important role to play in global politics. However, they still debated what that role should be due to the divided revolutionary vision. These present challenges to analysts of foreign policies to understand, predict and make policy suggestions. We will explore the external factors and internal factors to generate trends. Despite the confusing appearance of American foreign policies, there are three set of priorities which explain the American design and directions that it follows. During the course of the century, U.S. foreign policy has remained stable and consistent in following these priorities. This week, we will also discuss about a separate issue which is Terrorism and the Future after ISIS.

**Expected learning outcomes:** The student will be able to acquire theoretical understanding behind foreign policy formulation of the U.S.; understand a framework for analyzing the U.S.’ foreign policy including external and internal factors; and examine the history of the foreign policies of the U.S. and how the ends and means of the state's foreign policies evolve. Additionally, students will be able to comprehend the major challenges faced by the U.S. today; apply what they have learned to assess the efficiencies of the U.S.’ foreign policy in response to those challenges; predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

**Readings and activities:**

**Core Readings:**
- Current news articles and VDO on the related topic

**Supplementary Readings:**

**Activities:** Presentation group 4—Students will be assigned to read a chapter about Terrorism after ISIS. Using the theoretical and conceptual framework studied, the group will analyze and summarise the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.
**Topic description:** This week, the class will examine recent changes in Russia—from a somewhat dysfunctional state in the first decade after the end of the Soviet Union to a more stable and centralized government with a desire and the capabilities to reclaim its status as a great power in world politics. Grounded in historical context and geopolitical realities, current Russian foreign policy can be characterized in terms with the state asserting its interests vis-à-vis other great powers. A constructivist focus on Russia’s struggle with its self-identity is important for explaining contemporary Russian foreign policy. Inside Russia, this struggle is largely concentrated in a centralized state apparatus, although elite debates over Russia’s role in the world are influenced by the military, interest groups, and to some extent the Russian public. This week, we will also discuss a separate topic which is about the ongoing Middle East conflicts and the global powers’ roles in these.

**Expected learning outcomes:** The student will be able to acquire theoretical understanding behind foreign policy formulation of Russia; understand a framework for analyzing Russia’s foreign policy including external and internal factors; and examine the history of the foreign policies of Russia and how the ends and means of the state's foreign policies evolve. They will also be able to comprehend the major challenges faced by Russia today; apply what they have learned to assess the efficiencies of Russia’s foreign policy in response to those challenges; predict whether there would be continuities or changes in the policies; and suggest the better alternatives where possible.

**Readings and activities:**

**Core Reading:**
- Current news articles and VDO on the related topic

**Supplementary Reading:**

**Activities:** Presentation group 5--Students will be assigned to read a chapter about Terrorism after ISIS. Using the theoretical and conceptual framework studied, the group will analyze and summarise the reading, conduct additional research and present it in front of class. The audience should be attentive to the presented content which will allow them to participate in the Q&A. Students’ contribution in the Q&A will be awarded participation credits according to the quality of their answer and discussion.

Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from the assigned reading on the Middle East conflicts.

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**Foreign Policy of Asian Countries—India, Japan, Thailand**
**Topic description:** This week, the class will examine foreign policy formulation of Asian countries namely India, Japan and Thailand. We will explore internal and external factors influencing the policy outcomes. The class will apply the conceptual and theoretical framework in assessing the efficiencies of the three countries’ foreign policy.

**Expected learning outcomes:** The student will be able to understand a framework for analyzing foreign policy of India, Japan and Thailand. They will also be able to comprehend the major challenges faced by these countries today and apply what they have learned to assess the efficiencies of their policies; and suggest the better alternatives where possible.

**Readings and activities:**

**Core Reading:**
- Current news articles and VDO on the related topic

**Supplementary Reading:**

**Activities:** Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from lecture and assigned reading.

**Foreign Policy of Emerging Countries—Iran, Brazil, South Africa**

**Topic description:** This week, the class will examine foreign policy formulation of emerging countries namely Iran, Brazil and South Africa. We will explore internal and external factors influencing the policy outcomes. The class will apply the conceptual and theoretical framework in assessing the efficiencies of the three countries’ foreign policy. The week also cover the analysis of continuing issues and problems such as international effort to promote development; international migration; and resource scarcity.

**Expected learning outcomes:** The student will be able to understand a framework for analyzing foreign policy of India, Brazil and South Africa. They will also be able to comprehend the major challenges faced by these countries today and apply what they have learned to assess the efficiencies of their policies; and suggest the better alternatives where possible.

**Readings and activities:**
- **Core Reading:**
- **Current news articles and VDO on the related topic**

**Supplementary Readings:**
Activities: Students will participate in brainstorming exercise and class discussion to answer a list of questions derived from lecture and assigned reading.