AIMS OF THE COURSE
The course intends to acquaint the students with certain aspects of foreign policy analysis. It will emphasize those approaches that focus on the instrumental rationality or lack of it in decision-making groups. It will enable the participants to identify and evaluate the major concepts and models in foreign policy analysis and to test these abstract and/or formal conceptual tools on the examples provided by cases in diplomatic history. The course is accessible through the e-learning website of CEU. The enrolment key can be obtained from the instructor.

LEARNING OUTCOMES
- Ability to use theoretical concepts coming from different subfields in a coherent way
- Ability to apply abstract concepts for the evaluation of empirical phenomena within the topic of foreign policy studies
- Increased argumentative skills within the norms of scholarly debate
- Writing an analytic essay in clear structure and format
- Pointing out the essence of an argument through targeted questions
- Ability to make brief written comments on extensive scholarly texts

REQUIREMENTS:
Since the course consists of one lecture and one seminar on the same topic every week, it is essential that the participants read the compulsory literature as preparation for the seminars. To help this preparation students are required to submit at least two short questions on the readings on the day before the seminar. The questions should be uploaded to the e-learning site of the course 12 hours before the seminar the latest.

Each student is expected to write two take-home examination papers. (The questions of the take-home examinations will be uploaded to the e-learning site Friday evenings, and they are to be submitted to the site by the morning of the following Monday the latest.) Students can choose to submit a position paper covering three of the recommended readings. The position paper would count as a substitute for one (and only one) of the take-home examination papers if and only if it is uploaded to the e-learning site of the course before the examination questions are made public on the site.

The instructor will take every effort to screen out cases of plagiarism. These will be dealt with according to university regulations. For definitions please consult the academic honesty section of the relevant university policies.

The final grade will be a composite of the following values:

- **Take-home examination papers** - 70% (35% each)
- **The position paper counts as equal to one of the take-home examinations (i.e. 35%)**
- **Questions and comments** - 20%
- **In-class activity** - 10%
SYLLABUS

1. THE NATURE OF FOREIGN POLICY ANALYSIS
Two generations of FPA; problems of the level of analysis; agency – structure debates.

Compulsory readings

Recommended readings

2. DECISION-MAKING BY RATIONAL ACTORS - TWO-LEVEL GAMES
The central concepts and the underlying logic of decision theory and game theory.

Compulsory readings


Recommended readings

3. THE BUREAUCRATIC POLITICS APPROACH
Allison and the Cuban Missile Crisis. Models II and III and alternative interpretations

Compulsory Readings

Recommended readings

4. TESTING BUREAUCRATIC POLITICS ON THE GULF WAR
The 1990-91 Gulf War as a test case; applying the Government Politics Model

Compulsory Readings

Recommended Readings
Holland, Lauren, “The U.S. Decision to Launch Operation Desert Storm: A Bureaucratic
5. **ANALOGIES: REASONING FROM HISTORY**
The use and misuse of historical analogies in foreign policy decisions

**Compulsory readings**

**Recommended readings**

6. **POLITICAL PSYCHOLOGY: RISK-TAKING AND PROSPECT THEORY**
Attitudes to risk, misperceptions and cognitive biases in risky foreign policy environments. Prospect theory and its limits.

**Compulsory Readings**

**Recommended readings**

6. **GROUPTHINK**
Affective aspects of decision-making, hot-cognition, group dynamics

**Compulsory readings**
Bay of Pigs pp. 14-47; Missile Crisis pp. 132-158.

**Recommended readings**

8. **FOREIGN POLICY CHANGE**
The nature and scope of policy change in foreign affairs; decisions, mistakes, learning

**Compulsory readings**

9. **GENERATIONS AND POLICY CHANGE**
Do generations matter?; the role of common formative experience; what role for social connections?

**Compulsory readings**
Mann, James, *The Obamians. The Struggle Inside the White House to Redefine American
10. **MANIPULATION OF FOREIGN POLICY DECISIONS**

Manipulation as a morally neutral concept; the preconditions of manipulation; manipulative strategies in groups

**Compulsory readings**


**Recommended readings**


11. **INTELLIGENCE AND FOREIGN POLICY**

Functions and structures of intelligence communities; are intelligence failures unavoidable?

**Compulsory Readings**


**Recommended Readings**


12. **SYNTHESIS OR ECLECTICISM? ‘POLIHEURISTIC’ THEORY**

Advantages and shortcomings of combining rationalist and behavioral analysis

**Compulsory Readings**


**Recommended Readings**