

TOPICS IN INTERNATIONAL RELATIONS (POLS 5341-001)

POLITICAL PSYCHOLOGY & INTERNATIONAL RELATIONS

PROFESSOR A.B. BAYRAM

Office Location: 405 University Hall

Office Hours: Mondays 2-3:30 PM

Phone: 817-272-2991

E-mail: abbayram_at_uta_dot_edu

E-mail is the best way to reach me.

Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/10606/category/1>.

Time and Place of Class Meetings: Tuesdays 2:00-4:50 PM UH 16

The Syllabus:

It is essential that you carefully read and understand all parts of the syllabus. The syllabus should be regarded as a contract between us. Please consider understanding the course policies and requirements explained in the syllabus as your homework for the first week.

Description of Course Content:

This graduate seminar focuses on psychological approaches to international relations and examines how these perspectives advance the study of world politics. Behavioral traits, trust, values, belief systems, personality and leadership, identity, group decision-making, emotions, and biology will be studied in several substantive areas. This course will also explore forms of methodology and ways of assessing cognition. This course does not require a background in psychology or international politics.

Student Learning Outcomes:

Upon completing this course, students will have a comprehensive understanding of the major psychological approaches to international politics and be able to critically assess psychological, and utility-based and systemic and state-level perspectives. The research project assignment will enable students to apply the knowledge and skills acquired in this course to a specific policy question and facilitate hands-on research experience. Students will also acquire the ability to deliver research findings to an audience and develop the skills to lead collegial discussions. The

peer evaluation assignment will help prepare students for academic and managerial positions as well as assist their communication skills.

Course Format:

This is a seminar course that combines class discussions and student-centered learning activities. Students should come to class prepared to participate in seminar discussions having already done the assigned readings. I will make remarks to provide a sense of the big picture; however, I will not lecture the entire time. Discussion leaders will highlight the strengths and weaknesses of the material they were assigned in their oral reports. We then will collectively assess the assigned reading material and examine how a given psychological perspective could enhance our understanding of world politics.

It is absolutely alright if you do not understand everything in the readings before class. This is our collective learning experience, and I am here to help. We will use the classroom environment to make sense of the course material.

Readings:

Journal articles and e-reserves can be accessed via the library's website unless otherwise specified. Books reserved for this course are available at the library.

All readings are required. I reserve the right to give pop quizzes on the readings.

Description of Major Assignments: (More info will be provided in writing)

Participation: 25%

Paper Proposal: 15%

Paper Presentation: 15%

Paper: 30%

Discussion Leadership: 15%

Extra credit work: 5 points attainable

Discussion Leadership:

Each week a group of students will serve as discussion leaders after my introductory remarks. The purpose of this assignment is to facilitate collegial discussion in the class, develop leadership and public speaking skills, and motivate you to take ownership of your learning. Discussion leaders will provide a 6-8 minute critical assessment of the material they were assigned and help initiate the discussion by asking questions to the class. Students will be judged on the merits of their individual presentations and the quality of the questions they raise. Please note that this assignment is designed to help you boost your grade. You will get points for the work you are already supposed to do. So, this is a big bonus.

Participation and Class Discussions:

This is a graduate seminar. I expect you to do the readings and be prepared to discuss them in class. Participation is an important component of your grade and plays a critical role in learning.

Participation includes, among others, asking and answering questions, commenting on the readings and on the points other students and the professor make, being engaged in all class discussions and class activities as well as taking ownership of your own learning by asking for my help if you need assistance. You will receive a mid-semester progress grade and a final grade for participation.

I understand that some individuals may be shy, but I still emphasize class participation because a) participation greatly contributes to learning, b) the classroom offers a friendly environment to practice communication skills, and c) our university stresses active learning. If you struggle with participation and public speaking, please seek my assistance. I will work with you in private and devise a step-by-step plan to help improve your skills.

Our classroom is a free and open forum. We are a community of learners who value and respect all individuals and opinions and appreciate diversity. We are committed to cordial intellectual conversations and constructive feedback. We strive to advance each other's learning.

Attendance:

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to attend all sessions. Class attendance and active participation in class discussions are critical to succeed in this course. Missing class due to illness, family emergency or similar extraordinary situations will not negatively affect your grade.

Grading:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below. I will not post every single grade on Blackboard. I expect you to have your own grade file to keep track of your progress.

I will occasionally send out e-mails encouraging students to see me during office hours so that we could figure out a strategy for success. I am committed to facilitating everyone's success. If you have concerns about anything, please do not hesitate visit with me.

There is one extra-credit work in this course. Completion of the extra credit assignment is optional.

All written assignments must be typed, double spaced, and submitted as specified. More information on the writing assignments will be provided.

It is your responsibility to turn in the assignments on time and as instructed. It is my responsibility to grade fairly and provide timely and useful feedback.

Letter grades will be assigned as follows:

F: 0-59, D: 60-69, C: 70-79, B: 80-89, A: 90-100

Peer Groups Research Paper Workshop

We will draw numbers on the first day of class to determine research peer groups. Groups will consist of 4-5 students (depending on the number of enrolled students). On the peer groups research workshop day, students in a group provide feedback to each other on their research papers. While group discussions are continuing, I will visit with each group and offer individualized comments on your work.

The peer group workshop serves two main functions. First, each of you will get feedback from group members and offer feedback to them. Peer group feedback is a low-pressure high-effectiveness way of getting comments on your research papers. This will be an invaluable opportunity to improve your work before you submit it to me. Second, peer evaluation is a critical life skill routinely used in managerial, academic, and policy positions. This assignment will facilitate the improvement of this skill.

Make-up Exams/Assignments:

No make-up exams/assignments will be given except in cases of documented medical or family emergencies. There are no exceptions to this rule. Documentation must be submitted as required by the university and is subject to verification.

Work Submission Policy:

I do not accept late work unless in cases of documented medical or family emergency. Please do not even ask. All work must be submitted as indicated by the syllabus and/or by me in class.

Etiquette:

Cell phones and other gadgets should be turned off or switched to silent in the classroom. Computers should not be used for surfing the internet or for extra-curricular activities.

Student Feedback:

If you have questions, comments, concerns, or suggestions, please feel free to contact me. If you happen to experience difficulties with understanding the material, do not hesitate to see me during office hours. I am here to help you and love what I do.

E-mail Policy:

Please conform to proper e-mail etiquette and address me as your professor. Make sure to include your name and the course you are taking, and the proper salutation. It is important that your e-mail provides sufficient context and includes a formal subject line. Please note that coming to my office hours may serve you better if you have a complex question.

Communication:

Students are responsible for regularly checking their university e-mail and Blackboard for announcements. When I send an e-mail to the class or post an announcement on Blackboard, I will assume that everyone got the message.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act:

I rely on the Office for Students with Disabilities for accommodations.

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity:

I rely on the Office of Student Conduct for addressing academic misconduct.

Academic misconduct will not be tolerated. It is the student's responsibility to know what constitutes academic misconduct and be aware of the university's honor code.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code: “I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Writing Center:

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/. In my experience, students greatly benefit from using the services of the writing center. I encourage you to take advantage of this opportunity.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

Disclaimer

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

SCHEDULE OF SESSIONS

Sept. 1 Welcome and introduction to the course

- Explanation of course format and requirements
- Time to discuss student expectations
- Tips for success

1. Sept. 8 International Relations and Psychology

- *What is IR?
- *What does taking a psychological approach bring to IR?

1. Jack Snyder. 2004. "One World, Rival Theories." *Foreign Policy*: Nov/Dec:52
2. Robert Jervis. 1976. "Perception and Misperception in International Relations." Princeton: Princeton University Press. Chapter 1. (Blackboard)
3. James Goldgeier and Philip E. Tetlock. 2001. "Psychology and International Relations Theory." *Annual Review of Political Science*, 4: 67-92.
4. Kristen R. Monroe and Kristen Hill Maher. 1995. "Psychology and Rational Actor Theory." *Political Psychology*, 16(1):1-21.
5. Jonathan Mercer. 2005. "Rationality and Psychology in International Relations." *International Organization* 59(1): 77-106.

2. Sept. 15 Forms of Methodology

- *What is the scientific process?
- *How to produce a successful research paper?
- *What methods can we use to analyze the psychological factors affecting international politics?

1. Rose McDermott. 2004. "Political Psychology in International Relations." University of Michigan. Chapter 2 (Blackboard)
2. Michael Young and Mark Schafer. 1998. "Is There Method in Our Madness?" *Mershon International Studies Review* Vol. 42 Supplement 1: 63-96.
3. Rose McDermott. 2002. "Experimental Methods in Political Science". *Annual Review of Political Science*, 5(1), 31-61.
4. Juliet Kaarbo and Ryan K. Beasley. 1999. "A Practical Guide to the Comparative Case Study Method in political psychology." *Political Psychology*, 20(2):369-391.

3. Sept. 22 Dispositions and Foreign Policy Preferences

- *Do dispositions shape the foreign policy preferences of policy elites and publics?
- *How do dispositions interact with situational forces?

1. Emilie Hafner-Burton, Brad LeVeck, David Victor, and James Fowler. 2014. Decision-Maker Preferences for International Legal Cooperation. *International Organization*, 68(4): 845-876.

2. Brian Rathun. 2011. Before Hegemony: Generalized Trust and the Creation and Design of International Security Organizations. *International Organization*, 65(2): 243-273.
3. Richard K. Herrmann, Philipp E. Tetlock, and Penny S. Visser. 1999. Mass Public Decisions to Go to War: A Cognitive-interactionist Perspective. *American Political Science Review* 93(3): 553-573.
4. Marc Hetherington and Elizabeth Suhay. 2011. Authoritarianism, Threat, and Americans' Support for the War on Terror. *American Journal of Political Science*, 55(3), 546-560.

4. Sept. 29 Values and Identity in International Politics

- *How do values shape global identities and foreign policy orientations?
- *What role does national identity play in world affairs?

1. A. Burcu Bayram. 2015. "What Drives Modern Diogenes? Individual Values and Cosmopolitan Allegiance." *European Journal of International Relations* 21(2):451-479.
2. Joshua D. Kertzer et al. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes," *Journal of Politics*, Vol. 63, No. 3.
3. Richard K. Herrmann, Pierangelo Isernia and Paolo Segatti, P. 2009. Attachment to the nation and international relations: Dimensions of identity and their relationship to war and peace. *Political Psychology*, 30(5), 721-754.
4. Jacques Hymans. 2006. *The Psychology of Nuclear Proliferation: Identity, Emotions, and Foreign Policy*. Cambridge: Cambridge University Press. (On Reserve)
5. Rikard Bengtsson and Ole Elgström. 2012. "Conflicting Role Conceptions. The EU in Global Politics." *Foreign Policy Analysis* 8, 93–108.

5. Oct. 6 Risk in International Politics

- *How do actors assess risks, gains, and losses?
- *How do risk calculations shape foreign policy outcomes?

Daniel Kahneman and Amos Tversky 1979. "Prospect theory: An Analysis of Decision Under Risk." *Econometrica*, 47(2):263–291. (Recommended)

1. Jonathan Mercer. 2005. "Prospect Theory and Political Science." *Annual Review of Political Science*, 8:1–21
2. Jack S. Levy. 1997. "Prospect Theory, Rational Choice, and International Relations." *International Studies Quarterly*, 41(1), 87-112.
3. Paul Kowert and Pegg Hermann. 1997. "Who Takes Risks? Daring and Caution in Foreign Policy Making." *Journal of Conflict Resolution*, 41(5):611–637
4. Jonathan Keller. 2005. "Leadership Style, Regime Type, and Foreign Policy Crisis Behavior: A Contingent Monadic Peace." *International Studies Quarterly*, 49, 205–231.

6. Oct. 13 Group Decision-Making

- Informal discussion on research papers: How can I help you?
- Let's identify and solve the biggest issue you are facing.

- *When and why does group decision lead to bad political decisions?
- *Can groups make good decisions?

1. Irving Janis. 1982. "Groupthink: Psychological Studies of Policy Decisions and Fiascoes." Boston: Houghton Mifflin. Scan through the entire book, focus more on the theoretical chapters. (On Reserve)
2. David Mitchell and Tansa G. Massoud. 2009. "Anatomy of Failure: Bush's Decision-Making Process and the Iraq War." *Foreign Policy Analysis* 5, 265–286.

7. Oct. 20 Emotional Bases of International Politics

-Paper proposals for all groups are due today

-Hard copies submitted to me in class (no emails, pls)

1. Rose McDermott. 2004. "The Feeling of Rationality: The Meaning of Neuroscientific Advances for Political science. *Perspectives on Politics*, 2(04), 691-706.
2. Neta Crawford. 2000. "The Passion of World Politics: Propositions on Emotion and Emotional Relationships. *International Security*, 24(4):116–156
3. Jonathan Mercer. 2013. "Emotion and Strategy in the Korean War. *International Organization*, 67(02):221–252
4. Oded Loewenheim and Gadi Heimann. 2008. "Revenge in International Politics." *Security Studies*, 17: 685–724.
5. Brent Sasley. 2010. "Affective Attachments and Foreign Policy: Israel and the 1993 Oslo Accords. *European Journal of International Relations*, 16(4):687–709

Oct. 27 Peer Groups Research Workshop

-Formal discussion on research papers: How can I help? How can others help?

8. Nov. 3 Evolutionary Dynamics and World Politics

- * Are these evolutionary dynamics that shape conflict and cooperation in world politics?
- *Does testosterone increase aggression? Does leader age affect war and peace?

1. Anthony Lopez, Rose McDermott, and Mike Petersen. 2011. "States in Mind: Evolution, Coalitional Psychology, and International Politics. *International Security*, 36(2):48–83
2. Dominic Johnson et. al. 2006. "Overconfidence in Wargames: Experimental Evidence on Expectations, Aggression, Gender and Testosterone. *Proceedings of the Royal Society of London Biological Sciences*, 273(1600), 2513-2520.
3. Rose McDermott et al. 2007. Testosterone and Aggression in a Simulated Crisis Game. *The Annals of the American Academy of Political and Social Science*, 614(1), 15-33.
4. Mike Horowitz, Rose McDermott, and Allan Stam. 2005. "Leader Age, Regime type, and Violent International Relations. *Journal of Conflict Resolution*, 49(5):661–685

9. Nov. 10 Student Presentations Group I

10. Nov. 17 Student Presentations Group II

Nov. 24 Paper Writing Day

-Work on polishing your papers based on the comments you received.

-Extra credit assignment due today

-Submit your extra credit work through Blackboard (no emails, pls)

11. Dec. 1 From Classroom to the Job Market

-Discussion on translating what you learned into marketable skills sought by employers

-Papers for all groups are due today

-Hard copies submitted to me in class (no emails, pls)

12. Dec. 8 Review and Wrap

-Psychological international relations- looking backward; moving forward