FOREIGN POLICY ANALYSIS

Political Science 634

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Office Hours: Tues 2pm-3pm, after class and by appointment

This seminar focuses on how states formulate and implement their foreign policies. Our orientation in this course is more theoretical and process-oriented than substantive or interpretive. We focus on policy inputs and the decision-making process rather than on policy outputs. We implicitly assume that that the processes through which foreign policy is made influence the substantive content of policy (but think of this as a testable proposition).

We follow a levels-of-analysis framework to organize our survey of the theoretical literature on the making of foreign policy. We examine rational state actor, neoclassical realist, bureaucratic/organizational, institutional, societal, and psychological models. We look at the government decision-makers, advisory groups, bureaucratic organizations, political parties, private interests, social groups, and mass publics that have an impact on foreign policy. We analyze the various constraints within which each of these sets of actors must operate, the nature of their interactions with each other and with the society as a whole, and the processes and mechanisms through which they resolve their differences and formulate policy.

Although a disproportionate amount of the theoretical literature in the foreign policy analysis field and hence in this course is written by American scholars and supported by illustrations from American foreign policy, the conceptual frameworks themselves are intended to be general and applicable beyond the United States. So this is really a course in comparative foreign policy. I encourage students to bring comparative perspectives to bear on our class discussions and in their papers, and to continually question the extent to which theoretical frameworks of FPA are generalizable beyond the United States. Also, while our primary focus is on the behavior of states, we include some literature on how inter- or supra-national organizations and non-state actors formulate their external policies.

Foreign Policy Analysis (FPA) is a well-defined subfield within the International Relations field, with its own section in the International Studies Association (Foreign Policy Analysis) and in the American Political Science Association (Foreign Policy), and with a
distinct ISA journal (*Foreign Policy Analysis*). The subfield covers a lot of ground, the semester is fourteen weeks long, and we must emphasize some things and deemphasize others. We focus primarily on internal rather than external causal influences on foreign policy, in part because that is the norm of the foreign policy analysis field, and in part because external variables are covered at length in other international relations courses. Second, again reflecting the FPA field, we give only minimal attention to particular American institutions such as the Departments of State or Defense, the National Security Council, or the Congress (though these are viable topics for student papers). Third, we give significant emphasis to decision-making by top political leaders. Fourth, there are more applications to the literature on security than political economy, environmental policy, human rights, or other areas. This reflects the state of the literature on foreign policy analysis and the general neglect of decision-making variables in the subfield of International Political Economy and other sub-fields, though that has fortunately begun to change. However, I encourage students with an interest in international political economy, environmental policy, or other areas to think about how to apply decision-making models to their areas of interest. Finally, this syllabus gives more attention to psychological models than does the typical syllabus on foreign policy analysis. I leave it to you to decide whether that emphasis is warranted, perhaps with consideration to the current political leadership of major states.

**Readings**

The following required book (paperback) is available for purchase at the Rutgers Barnes & Noble Bookstore (100 Somerset Street, New Brunswick, 732 246 8448 tel), and also on the used book market on the internet, probably at better prices. I have also asked Alexander Library to place a copy of the book on graduate reserve.


We will also be reading a substantial number of articles and book chapters, because much of the important theoretical and empirical work in foreign policy analysis has been published in this form. All of the required reading except for the three required books will be available at my Sakai site ([https://sakai.rutgers.edu/](https://sakai.rutgers.edu/)). Log in to Sakai, look for the Foreign Policy Analysis tab, and click resources, which are organized by week of the term. I recommend that each week you do the readings in the order listed on the syllabus, not the alphabetical order of Sakai.
Course Requirements:

There are three basic requirements for the course:
1) participation in class discussions of the readings and of student presentations;
2) final paper (literature review, research design, or research paper); due December 16, by email attachment.
3) oral presentation, based on the paper, last two weeks of the term (possibly earlier)

Our weekly meetings will begin with my own introductory comments on the topics under consideration, quickly opening up to general discussion. Most weeks we will cover several distinct topics. For this system to work, and for students to benefit from it, each member of the seminar must complete all of the required reading prior to each class meeting and be prepared to discuss them. Each week I will try to provide some guidance as to what to emphasize in the following week’s reading.

On the paper assignment: Given the different backgrounds and goals of those enrolled in the seminar, I have set up two alternative “tracks” for the paper requirement, a literature review track and a research design/paper track. You are free to select whichever track you prefer. However, I generally recommend the research design or research paper requirement to IR majors planning to write a dissertation that includes a component on how states formulate and implement their foreign policies (on security, economic, human rights, environmental policy, and other issues). It is perfectly reasonable, however, for first-year IR students who have limited exposure to a particular topic to do a literature review for this class, to pave the way for a more focused research effort in subsequent courses. I recommend that IR minors, whose dissertation work is not likely to focus on how states formulate foreign policy, adopt the literature review track. A good strategy there is to either pick a broad topic that is likely to serve you well in preparation for comprehensive exams, or to pick a topic overlapping with the research you plan to do in your major field. Please feel free to consult with me about which track best serves your interests. Regardless of which track you choose, I expect all students to do all the required readings, to come prepared to discuss those readings in class, and to participate in the discussions.

On the presentation based on your paper. 12-15 minutes (the norm for conventions), followed by 30 minutes of questions from the class. You should think of these as a rough draft of your paper, as a way to get feedback for revising your papers. Presentations will be scheduled for the last two weeks of the term, possibly earlier if it is mutually agreeable (meaning that I will not force you to do it earlier). One advantage of an earlier presentation, however, is that it gives you more time to revise the paper.
1) **Literature Review Track** (11-15 pages, single space, including footnotes and references). This should be a critical review of the literature on a well-defined theoretical question or set of interrelated questions relating to the foreign policy-making process. Good paper topics are often but not always equivalent to a subsection of the syllabus – for example, the bureaucratic politics model, audience costs theory, Congress and foreign policy, foreign policy in parliamentary systems, the impact of race or ethnicity or economic interest groups on foreign policy, culture and foreign policy, learning, prospect theory, emotions and decision-making, and intelligence failure, to name a few. The decision-making processes of sub-state organizations (such as the Palestinian Authority) or inter-governmental or supranational organizations (such as the U.N. Security Council or the European Union) are also viable topics as long as they have to do with world politics and not primarily domestic politics. Whatever topic you choose, you must secure my approval in advance – to avoid misunderstandings and to facilitate the scheduling of presentations. I would be happy to talk to you about what kinds of topics make the most sense given your background and objectives in your graduate program and beyond.

The readings from the relevant section of the syllabus generally serve as a useful guide to what literature you should cover in your review, but please consult with me for suggestions as to possible additions (if the list on the syllabus is short) and/or priorities among them (if the list is quite long). Please do **not** assume that by reading all of the items in a particular section of the syllabus you have adequately covered a particular topic for your review. I also encourage you to incorporate material from other courses where relevant.

In your literature review you should summarize the literature on your topic and at the same time organize it in some coherent way – preferably around a useful typology or theoretical theme or set of categories, not around a succession of books and articles. That is, I do not want twenty paragraphs on twenty different authors or books/articles. You should note the theoretical questions that this literature attempts to answer, identify commonalities and differences among the various readings, identify the key concepts and causal arguments, survey some of the empirical research that bears on these theoretical propositions, and relate it to the broader literature on war and peace. You should identify the logical inconsistencies, broader analytical limitations, and unanswered questions of the leading scholarship in this area. You should also suggest fruitful areas for subsequent research. If you have any thoughts on how particular hypotheses could be tested, please elaborate on that. But remember that space is limited.

I suspect that many of you will be uncertain what my expectations are for a literature review. To partially alleviate that uncertainty I will post a few literature reviews from past courses on my Sakai site (in folder #00). I will wait, however, until all members of the seminar have selected their paper topics, so as to avoid duplication.
2) Research paper track
This can be a research design or a research paper, depending on the stage of a student's work on a project. If you have been working on a particular project for a while, I expect you to carry out the empirical research, or at least a significant portion of it. If you are just starting on a research project, a research design will be sufficient. In this case, I expect you to identify the question you are trying to answer, ground it in the relevant theoretical literature and in competing analytical approaches, specify your key hypotheses, offer a theoretical explanation for those hypotheses, and provide a detailed statement as to how you would carry out the research. This includes the specification of the dependent and independent variables and the form of the relationship between them, the operationalization of the variables, the identification (and theoretical justification) of the empirical domain of the study (i.e., case selection), the identification of alternative explanations for the phenomenon in question, and an acknowledgment of what kinds of evidence would confirm your hypotheses and what kinds of evidence would disconfirm or falsify your hypotheses. Try to do this in 12-15 pages (single space). Please consult with me along the way. In most cases I will ask for a one-page statement of your research question and then a short outline, just to make sure we are on the same wavelength.

I have high standards for the research designs. I think of them as roughly equivalent to rough drafts of dissertation proposals or grant proposals. As to your class presentations based on research papers, consult with me, but in most cases I prefer that you spend relatively little time on a literature review, especially if we have already discussed the theoretical background material earlier in the term, and to focus instead on your particular theoretical argument, specific hypotheses, and design and method for testing them. If you are envisioning case studies, provide a theoretical justification for your case selection.

Research papers are more elaborate, and involve the completion of the empirical research detailed in the design of the project. There is no set length for a research paper, but one guideline is about 20-30 pages (single space, space between paragraphs and between bibliographic items). Thirty pages is a bit over 12,000 words, which is toward the outer limit for most journal submissions. Although I tolerate incompletes for research papers, I still expect a presentation of the theory and research design during the term.

I should note that although I am generally quite open to very different methodological perspectives, the norms of mainstream IR favor research that aims to construct and test falsifiable (loosely defined) hypotheses about foreign policy or international behavior, or to construct interpretations of particular episodes and then support those interpretations with empirical evidence. I share these norms, and I am unenthusiastic about theoretical arguments about the empirical world for which there is no conceivable evidence that would lead to their rejection. At the same time, I recognize the value some research communities
place on formal theory construction independent of empirical test, or on radical constructivist critiques without systematic empirical analysis, and I would be willing to discuss the possibility of papers along these lines.

**Style:** All papers should be single space with a space between paragraphs, with footnotes rather than endnotes, and submitted to me by email attachment. Any citation style is acceptable. You may use either a variation of the “Harvard” or APA style (American Psychological Association), with parenthetical in-text citations, or a more traditional style – as reflected in the *Chicago Manual of Style* and used in such journals as *International Security*. (Please note: I want a separate reference list of cited sources even if you use a traditional footnoting style, which does not normally include them.) Each style has variations, I am not picky about details, but I want you to be consistent. See various journals for illustrations.

**Paper Due Date** (for either track): December 16, end of day

**Grading**
My evaluation of your grade is based on the following weighted items:
- Contributions to class discussion 20%
- Presentation based on your paper 10%
- Paper 70%

One implication of this grading scheme is that it is almost impossible to get an “A” in the course without strong contributions (quality as well as quantity) to class discussion. This includes comments on other students’ presentations at the end of the term.

**Academic Integrity**
The University, the Political Science Department, and I each take academic integrity seriously. The University imposes heavy penalties for plagiarism and other forms of academic dishonesty. If the meanings of plagiarism or other forms of academic dishonesty are not clear, please see the Rutgers policy on academic integrity: [http://academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/).

**Rutgers Disability Policy**
See [https://ods.rutgers.edu/](https://ods.rutgers.edu/).
TOPICAL OUTLINE

The number refers to the week of the term, beginning with the week of 2 September 2019. Letters refer to multiple topics each week.

1. COURSE INTRODUCTION

THEORETICAL INTRODUCTION
Overviews of the Field
Levels of Analysis Framework
The Agent-Structure Debate

2. THE "RATIONAL" (ANALYTIC) MODEL
The Basic Paradigm
Expected Utility Theory
Preference Aggregation and Social Choice Theory

REALIST THEORIES OF FOREIGN POLICY
Are There Realist Theories of Foreign Policy? The Debate
Neoclassical Realism

3. GOVERNMENTAL-LEVEL EXPLANATIONS - I
The Bureaucratic Politics/Organizational Processes Model
Governmental Politics/Organizational Process: Applications
Evaluations of the Bureaucratic/Organizational Model
The March-Simon Research Program on Organizational Theory
Organizational Reform
Agenda Setting
The “Decision Unit” Approach
Rationalist Institutionalism
Early Studies of the Politics of Decision-Making
Issue Areas

SMALL GROUP BEHAVIOR
Overview
Groupthink and Beyond
4. U.S. PRESIDENTIAL LEADERSHIP AND ADVISORY SYSTEMS
   Do Leaders Matter?
   Leaders and Counterfactual Analysis
   U.S. Presidential Power
   Political Leadership and Advisory Systems
   Some Recent U.S. Presidential Advisory Systems
   Comparative Perspectives on Leadership Style
   Backgrounds and Characteristics of Leaders

INSTITUTIONS OF AMERICAN FOREIGN POLICY
   Congress and Foreign Policy
   War Powers
   Other U.S. Constitutional Issues
   Parliamentary Systems
   Comparing Presidential and Parliamentary Systems
   Civil-Military Relations
   The State Department

5. SOCIETAL-LEVEL THEORIES, I: INTRODUCTION AND REGIME TYPE
   General Approaches
   The Foreign Policies of Democracies: Explaining the Democratic Peace
   Democratic Political Oppositions
   The Foreign Policies of Autocracies
   Social Identity Theory
   The Diversionary Theory of War
   Other Approaches to Partisan Politics and Foreign Policy
   Public Opinion
   Audience Costs
   The Media
6. SOCIETAL-LEVEL THEORIES, II: PUBLIC OPINION & AUDIENCE COSTS
   Public Opinion
   Historians’ Perspectives on the Study of Public Opinion
   Sensitivity to Military Casualties
   Public Opinion and the Wars in Iraq
   The Media
   Policy Legitimacy
   Social Identity Theory
   Rally Effects and the Diversionary Theory of War
   Audience Costs Theory
   Neo-Marxist Theories
   The Military-Industrial Complex

7. SOCIETAL LEVEL THEORIES, III: INTEREST GROUPS AND COALITIONS
   Interest Groups
   Coalitional Politics
   Applications: the First World War
   Application: the 1930s
   Sectional Explanations
   Neo-Marxist Theories
   The Military-Industrial Complex
   Ethnicity and Race
   Debates over The Israeli Lobby

8. IDEAS, CULTURE, AND CONSTRUCTIVIST APPROACHES
   "Ideas"
   Ideology
   Political Culture
   Empirical Applications
   Religion
   Strategic Culture
   Constructivist Approaches
   The “Story Model”
   Feminist Approaches
   Psychology and Constructivism
   Honor, Respect, Recognition, Humiliation, and Status
     Theoretical Background
     Applications to International Relations and Foreign Policy
   Social Comparison
9. PSYCHOLOGICAL THEORIES - I
   Introduction to Political Psychology
   Early Psychological Approaches to Foreign Policy Analysis
   Contemporary Theories of Psychology and Foreign Policy - Overviews
   Beliefs and Images
   Operational Code
   Cognitive Biases
      Overconfidence

   LEARNING
   Rational Models of Learning: Bayesian Updating
   "Psychological" Models of Learning
   Organizational Learning
   Learning: Empirical Applications
   Other Models of Foreign Policy Change

10. BEHAVIORAL DECISION THEORY
   Introduction
   Useful Anthologies
   Heuristics and Biases
   Prospect Theory
      Framing
      Aspiration Levels
   Sunk Costs and Models of Entrapment
   Other Models of Risk Behavior
   Time Horizons and Intertemporal Choice
      Construal-Level Theory
   Poliheuristic Theory
   Dual Process Theories
11. **PSYCHOLOGICAL THEORIES - III**
   Motivated Reasoning and Emotions
   From Social Psychology
   Anger
   Neuroscience and Politics
   Methodological Issues in the Study of Psychological Models
   Are Elites and Masses Different?
   Gender Differences in Decision-Making
   Evolutionary Psychology and Biopolitics

**PERSONALITY AND PSYCHOBIOGRAPHY**
General Theoretical Approaches to Personality
Applied Personality Studies
Alexander George’s Research Program on Presidential Personality
Psychobiography
Psychoanalytic Studies of Decisions for War
Illness

12. **THREAT PERCEPTION, CRISIS DECISION-MAKING, AND BARGAINING**
Threat Perception and Intelligence Failure
Intelligence Failure: Case Studies
Crisis Decision-Making
   The Impact of Stress
Psychology of Bargaining
Psychology of Conflict Resolution

13. **FOREIGN ECONOMIC POLICY-MAKING**
Interests, Institutions, Ideas, and Politics
Behavioral Approaches

**COMPARATIVE PERSPECTIVES ON FOREIGN POLICY-MAKING**
General
European Countries
The European Union
Russia
China
Small States and Developing States

14. **RESEARCH PRESENTATIONS**
COURSE OUTLINE AND READING LIST

Number indicates week of semester; letter indicates multiple topics in a given week. Asterisk (*) denotes required reading.

Note: The additional reading, beyond the asterisked required reading, is not really “recommended,” but instead a guide for those writing papers on a particular topic. I hope this analytically organized bibliography of the field of Foreign Policy Analysis will be helpful in your future research and teaching.

1. COURSE INTRODUCTION (September 3)
   Course objectives, organization, procedures, readings, requirements, etc.
   Required reading in sections 1a,b

THEORETICAL INTRODUCTION

1a. Overviews of the Field
1b. **Levels of Analysis Framework**


Barry Buzan, "The Levels of Analysis Problem in IR Reconsidered."


1c. **The Agent-Structure Debate**


2. **THE "RATIONAL" (ANALYTIC) MODEL** (September 10)
   Required reading in sections 2a,d,e

2a. **The Basic Paradigm**
   * Graham T. Allison, “Conceptual Models and the Cuban Missile Crisis.”

2b. **Expected Utility Theory**

2c. **Preference Aggregation and Social Choice Theory**
REALIST THEORIES OF FOREIGN POLICY

2d. Are There Realist Theories of Foreign Policy?
* Colin Elman, "Why Not Neorealist Theories of Foreign Policy?" Security Studies, 6, 1 (Autumn 1996), 7-53.

2e. Neoclassical Realism
Gidden Rose, "Neoclassical Realism and Theories of Foreign Policy." World Politics, 51, 1 (October 1998), 144-72.
Steven E. Lobell, Norrin M. Ripsman, and Jeffrey W. Taliaferro, eds., Neoclassical Realism, the State, and Foreign Policy. New York: Cambridge University Press, 2009.

3. **GOVERNMENTAL-LEVEL EXPLANATIONS – I** (September 17)
Required reading in sections 3a,c,g,l

3a. **Bureaucratic Politics/Organizational Processes Model**
3b. **Governmental Politics/Organizational Process: Applications**


3c. **Evaluations of Bureaucratic/Organizational Models**


Stephen D. Krasner, "Are Bureaucracies Important? (or Allison Wonderland)" *Foreign Policy* #7 (Summer 1972): 159-79.


3d. The March-Simon Research Program On Organizational Theory


3e. **Organizational Reform**


3f. **Agenda Setting**


3g. **The “Decision Unit” Approach**


3h. **Rationalist Institutionalism**

3i. **Early Studies of the Politics of Decision-Making**

3j. **Issue-Areas**


**SMALL GROUP BEHAVIOR**

3k. **Overview**


31. **Groupthink and Beyond**


4. U.S. PRESIDENTIAL LEADERSHIP AND ADVISORY SYSTEMS (September 24)
   Required reading in sections 4a,b,d,e,h

4a. Do Leaders Matter?

4b. Leaders and Counterfactual Analysis

   +++ We return to leaders and their individual characteristics and psychology in weeks 9-12.

4c. U.S. Presidential Power
4d. **Political Leadership and Advisory Systems**


David Mitchell, “Centralizing Advisory Systems: Presidential Influence and the


Some Recent U.S. Presidential Advisory Systems


(Introduction to special issue)


4f. **Comparative Perspectives on Leadership Style**

4g. **Backgrounds and Characteristics of Leaders**

4h. **Congress and Foreign Policy**


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4i. **War Powers**


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4j. **Other U.S. Constitutional Issues**


4k. **Parliamentary Systems**


4l. **Comparing Presidential and Parliamentary Systems**


4m. **Civil-Military Relations**


4n. **The State Department**


5. **SOCIETAL-LEVEL THEORIES, I: INTRODUCTION AND REGIME TYPE** (October 1)

Required reading in sections 5a,b,c

5a. **General Approaches**


5b. **The Foreign Policies of Democracies: Explaining the Democratic Peace**


5c. **Democratic Political Oppositions**


5d. **The Foreign Policies of Autocracies**


6. **SOCIETAL LEVEL THEORIES, II: PUBLIC OPINION AND AUDIENCE COSTS** (October 8)

Required reading in sections 6a,e,g,h,i

6a. **Public Opinion**


6b. **Historians’ Perspectives on the Study of Public Opinion**


6c. **Sensitivity to Military Casualties**


6d. **Public Opinion and the Wars in Iraq**

6e. **The Media**

6f. **Policy Legitimacy**

6g. **Social Identity Theory**
6h. **Rally Effects and the Diversionary Theory of War**


6i. **Audience Costs Theory**


- Kenneth A. Schultz, “Why We Needed Audience Costs and What We Need Now,” 369-75.
7. SOCIETAL LEVEL THEORIES, III: INTEREST GROUPS AND COALITIONS (October 15)

Required reading in sections 7a,b,d,f,g,h

7a. Interest Groups

7b. **Coalitional Politics**


7c. **Application: The First World War**


7d. **Application: the 1930s**

* Kevin Narizny, “Both Guns and Butter, or Neither: Class Interests in the Political Economy of Rearmament.” *American Political Science Review*, 97, 2 (May 2003), 203-220.


For a realist interpretation of underbalancing in the 1930s:


For an ideological interpretation of underbalancing in the 1930s:


7e. **Sectional Explanations**


7f. **Neo-Marxist Theories**


7g. **The Military-Industrial Complex**


7g. **Ethnicity and Race**


7h. **Debates over The Israeli Lobby**


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8. **IDEAS, CULTURE, AND CONSTRUCTIVIST APPROACHES**

(October 22)
Required reading in sections 8a,c,g

8a. **“Ideas”**

8b. **Ideology**


8c. **Political Culture**


8d. **Empirical Applications**


8e. Religion

8f. Strategic Culture
8g. Constructivist Approaches


8h. **The “Story Model”**

8i. **Feminist Approaches**
8j. **Psychology and Constructivism**


8k. **Honor, Respect, Recognition, Humiliation, and Status**

**Theoretical Background**


**Applications to International Relations and Foreign Policy**


**8i. Social Comparison**
9. **PSYCHOLOGICAL THEORIES - I** (October 29)
   Required reading in sections c,d,e,h

9a. **Introduction to Political Psychology**

9b. **Early Psychological Approaches to Foreign Policy Analysis**
   Joseph de Rivera, *The Psychological Dimension of Foreign Policy*. Columbus, Ohio: Charles E. Merrill, 1968.
9c. **Contemporary Theories of Psychology and Foreign Policy - Overviews**


**9d. Beliefs and Images**


9e. Operational Code


9f. **Cognitive Biases**


+++ See also section 10 on heuristics and biases

**Overconfidence**


**LEARNING**

9g. **Rational Models of Learning: Bayesian Updating**


9h. “Psychological” Models of Learning

9i. Organizational Learning
9j. **Learning: Empirical Applications**


9k. **Other Models of Foreign Policy Change**


10. **BEHAVIORAL DECISION THEORY** (November 5)

   Required reading in sections a,c,d,g

10a. **Introduction**


10b. **Useful anthologies**


10c. **Heuristics and Biases**


10d. **Prospect Theory**

  Reprinted in Daniel Kahneman, *Thinking, Fast and Slow*, Appendix B.


Rose McDermott, ed., special issue on prospect theory in *Political Psychology*, 25, 2 (April 2004) and 25, 3 (June 2004).
Jeff Berejikian and Bryan R. Early, “Loss Aversion and Foreign Policy Resolve.”
Huiyun Feng & Kai He, “Prospect theory, operational code analysis, and risk-taking behaviour: a new model of China’s crisis behavior.” *Contemporary Politics*, 24, 2 (2018), 173-190,

**Framing**

**Aspiration Levels**

10e. **Sunk Costs and Models of Entrapment**

10f. **Other Models of Risk Behavior**
Daniel Kahneman and Amos Tversky, "Variants of Uncertainty." In Kahneman, Slovic, and Tversky, eds., *Judgment under Uncertainty* ch. 35.

**Time Horizons and Intertemporal Choice**

**Construal-Level Theory**
10h. **Poliheuristic Theory**

10i. **Dual Process Theories**
11. PSYCHOLOGICAL THEORIES - III (November 12)
Required reading in sections 11a,d,j

11a. Motivated Reasoning and Emotions
Andrew A. G. Ross, “Realism, emotion, and dynamic allegiances in global politics.”  


Andrew Ross, “Realism, Emotion, and the Dynamic Allegiances in Global Politics,”  


**From Social Psychology**


11b. **Anger**


11c. **Neuroscience and Politics**


11d. Methodological Issues in the Study of Psychological Models


Margaret P. Hermann, “Using Content Analysis to Study Public Figures.” In Audie Klotz and Deepa Prakash (eds.), *Qualitative Analysis in International Relations*, Palgrave, 2008.


Are Elites and Masses Different?


11e. **Gender Differences in Decision-Making**

11f. **Evolutionary Psychology and Biopolitics**


**PERSONALITY AND PSYCHOBIOGRAPHICAL APPROACHES**

11g. **General Theoretical Approaches to Personality**


11h. **Applied Personality Studies**

11i. **Alexander George’s Research Program on Presidential Personality**
11j. **Psychobiography**


11k. **Psychoanalytic Studies of Decisions for War**


11l. **Illness**

12. **THREAT PERCEPTION, CRISIS DECISION-MAKING, AND BARGAINING** (November 19)
   Required reading in sections 12 a,c,d

12a. **Threat Perception and Intelligence Failure**

Keren Yarhi-Milo, *Knowing the Adversary: Leaders, Intelligence, and Assessment of Intentions in International Relations*. Princeton: Princeton University Press, 2014.
12b. **Intelligence Failure: Case Studies**


12c. **Crisis Decision-Making**


**The Impact of Stress**


12d. **Psychology of Bargaining**


**Psychology of Conflict Resolution**


**November 26. NO CLASS.** Rutgers defines this Tuesday as a Thursday.

13. **PRESENTATIONS**
Required reading in 13a,b

**FOREIGN ECONOMIC POLICY-MAKING** (December 3)

13a. **Interests, Institutions, Ideas, and Politics**


**13b. Behavioral Approaches**


COMPARATIVE PERSPECTIVES ON FOREIGN POLICY-MAKING

13c. **General**


13d. **European Countries**


13e. **The European Union**


13f. **Russia**

[https://www.ecfr.eu/page/-/ECFR228_-_CONTROLLING_CHAOS1.pdf](https://www.ecfr.eu/page/-/ECFR228_-_CONTROLLING_CHAOS1.pdf)


Fyodor Lukyanov, “Putin’s Foreign Policy: The Quest to Restore Russia’s Rightful Place,” *Foreign Affairs* 95, no. 3 (May/June 2016): 30-37.


13g. **China**


13h. **Small States and Developing States**


14. **PRESENTATIONS**