FOREIGN POLICY ANALYSIS

(listed in Rutgers catalogue as Theoretical Explanations of Foreign Policy)

Political Science 530

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Office Hours: 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. An important assumption underlying this course is that the processes through which foreign policy is made have a considerable impact on the substantive content of policy. 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).

We follow a loose 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, 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 literature in the foreign policy analysis field and hence in this course is American in origin and focused on American foreign policy, most conceptual frameworks in FPA are much more 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 keep in mind the question of whether it is in fact true that the 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 supranational organizations and non-state actors formulate their external policies.

Any course must emphasize some things and deemphasize others. In this seminar, we focus primarily on internal rather than external causal influences on foreign policy, in part because this 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. 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. It also reflects my own intellectual interests. 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.

Readings

The following required books (all paperback) are available for purchase at the Rutgers University Bookstore (Gateway Transit Building, 100 Somerset Street, New Brunswick, 732 246 8448 tel). You might also check the used book market on the internet. I have also asked Alexander Library to place a copy of each of these books on graduate reserve. In the order that we will read them, they are


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/). 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 four basic requirements for the course:
1) participation in class discussions of the readings and of student presentations;
2) lead discussion on a particular topic, selected from the list provided below.
3) oral presentation (based on #4)
4) final paper (literature review, research design, or research paper)

Our weekly meetings will begin with my own introductory comments on the topics under consideration, sometimes with a quick transition to student presentations related to requirements #2 or 3 above. Research designs and research papers will be presented later in the term. Most weeks we will cover several distinct topics, and we may have more than one presentation. 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 it. Each week I will try to provide some guidance as to what to emphasize in the following week’s reading.

Regarding requirement #2 above, each student will select one topic from the following list and give a 6-10 minute in-class presentation (but not write a paper) on the required readings related to that topic during the designated week.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
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<tbody>
<tr>
<td>Rational/analytic model of decision-making</td>
<td>2e</td>
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<tr>
<td>Neoclassical realism</td>
<td>2i</td>
</tr>
<tr>
<td>Bureaucratic politics – critiques</td>
<td>3g</td>
</tr>
<tr>
<td>Decision unit approach</td>
<td>4a</td>
</tr>
<tr>
<td>Audience costs</td>
<td>5i</td>
</tr>
<tr>
<td>Coalitional models</td>
<td>7c</td>
</tr>
<tr>
<td>Constructivist approaches to FPA</td>
<td>8f</td>
</tr>
<tr>
<td>Emotions and decision-making</td>
<td>9g</td>
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<td>Learning</td>
<td>10b</td>
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<tr>
<td>Groupthink</td>
<td>10i</td>
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<tr>
<td>Heuristics and biases</td>
<td>11a</td>
</tr>
<tr>
<td>Focus: dual process model +anchoring, availability, representativeness</td>
<td></td>
</tr>
<tr>
<td>Prospect theory</td>
<td>11c</td>
</tr>
</tbody>
</table>
You should consult with me about exactly which readings are relevant for a particular topic, but they are usually readily identifiable from the reading list below. For this presentation you need only cover the required readings. It is not necessary to summarize the readings in any detail, as we can assume that everyone has done the required reading for the week. Rather, the emphasis should be on briefly situating the reading(s) in the literature, identifying their primary contributions to the literature, noting any theoretical or methodological weaknesses, and highlighting additional analytic questions raised by the reading. The 6-10 minute time allotment is short, so time management is important. You will have more time to elaborate in the follow-up discussion in class. There is no paper requirement associated with this presentation. Your topic for requirement #2 should be different from your topic for #3&4. I do not want duplication of topics among different students for #2. (That is not a problem for #3&4).

Requirements 3 & 4: Given the different backgrounds and goals of different members of the seminar, I have set up two alternative “tracks” or paper requirements, 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.

1) literature review track (due Sunday December 18, by email attachment)
The basic requirement is a literature review, along with a presentation in class on the subject of the paper and on the day that subject is scheduled, as specified in the syllabus. The literature review should be approximately 12-15 pages (single space, with a space between paragraphs, including footnotes and references). It should be a critical review of the literature on a well-defined theoretical question relating to foreign policy analysis, often but not always equivalent to a sub-section of the syllabus. For example, good topics include the bureaucratic politics model, audience costs, Congress and foreign policy,
foreign policy in parliamentary systems, ethnic groups or economic interest groups and foreign policy, culture and foreign policy, learning, prospect theory, emotions and decision-making, and intelligence failure, to name a few. Decision-making by sub-state organizations and inter-governmental or supra-national organizations (the European Union, for example) is also a viable topic as long as it has 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 (required and otherwise) 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).

The presentation based on each literature review will be scheduled for the day we discuss that topic in class. This is important, and it requires you to plan in advance. This means that if you want to do a literature review on a topic that arises early in the term, you must get to work early, in some cases before the semester begins.
The formal part of the talk will be 12-15 minutes. You will then have the opportunity to respond to questions from the class for another half hour or so. I expect you to benefit from the feedback from class discussion and incorporate it into your paper, which is due by email attachment Sunday, December 18 (anytime). Late papers run the risk of triggering a grade of incomplete, given deadlines for handing in grades. Literature review papers more than a few days late also trigger higher expectations as to quality.

2) **Research paper track** (due December 18, by email attachment)

The requirement here is variable, depending on the stage of a student's work on a project. If you are just starting on a research project, a research design will be sufficient. If you have been working on a particular project for a while, I expect you to implement the research design and carry out the empirical research. If your paper for the class is a research design, I expect you to identify the question you are trying to answer, ground it in the 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 presentation based on the research, 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, 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. We will schedule research design/paper presentations for late in the term. However, if your topic fits earlier and if (and only if) you are ready at that time we could go earlier (which would be a good way for you to get timely feedback on your project). 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.

On reference style for papers for either track: You may use either a variation of the “Harvard” style or APA (American Psychological Association), with parenthetical in-text citations, or a more traditional bibliographic style – as reflected in the Chicago Manual of Style or MLA (Modern Language Association). The main point is to be consistent. See various journals for illustrations. I want a separate bibliography even if you use a traditional footnoting style. I strongly prefer footnotes to endnotes. They make a paper easier to read.

**Paper Due Date** (for either track): December 18

**Grading**
The bulk of your grade consists of my evaluation of your paper and two presentations, weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (as %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorter presentation (requirement #2)</td>
<td>10</td>
</tr>
<tr>
<td>Literature review or research paper presentation (#3)</td>
<td>20</td>
</tr>
<tr>
<td>Paper</td>
<td>70</td>
</tr>
</tbody>
</table>

In addition, the quality and quantity of your contribution to class discussion will be an important factor in my evaluation of your performance in the course. Although I do not attach an explicit weight to this component of your grade, my judgments on this dimension may be decisive in any borderline case. I suspect that many of you will fall into this category.
TOPICAL OUTLINE

The number refers to the week of the term, beginning with the week of 5 September 2016. Letters refer to multiple topics each week. Depending on student selections of paper topics, we might need to move a few things around.

1. COURSE INTRODUCTION
   
   THEORETICAL INTRODUCTION
   Overviews of the Foreign Policy Analysis Field
   Levels of Analysis Framework
   The Agent-Structure Debate

2. EVOLUTION OF THE FIELD OF FOREIGN POLICY ANALYSIS
   The Decision-Making Approach
   The “Comparative Foreign Policy” Research Program
   Other Early Approaches to Foreign Policy Analysis
   Issue-Areas

   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
   The March-Simon Research Program on Organizational Theory
   Other Approaches to Organizational Theory
   Agenda Setting
   Governmental Politics/Organizational Process: Applications
   Organizational Reform
   Evaluations of the Bureaucratic/Organizational Model
4. GOVERNMENTAL-LEVEL EXPLANATIONS - II
   The Decision Unit Approach
   Rationalist Institutionalism
   Executive Autonomy
   Presidential and Parliamentary Systems
   Civil-Military Relations
      Comparative Perspectives
   The U.S. Congress
   U.S. Constitutional Issues
   The U.S. State Department

   METHODOLOGICAL INTERLUDE: CAUSATION, CASE STUDIES, AND COUNTERFACTUALS

5. SOCIETAL-LEVEL THEORIES, I
   General Approaches
   The Foreign Policy of Democracies: Explaining the Democratic Peace
   The Foreign Policies of Autocracies
   Social Identity Theory
   The Diversionary Theory of War
   Political Oppositions
   Other Approaches to Partisan Politics and Foreign Policy
   Public Opinion
   Audience Costs
   The Media

6. No class.

7. SOCIETAL-LEVEL THEORIES, II: INTEREST GROUPS AND COALITIONS
   Neo-Marxist Theories
   The Military-Industrial Complex
   Interest Groups and Coalitional Politics
      Applications: the First World War
      Application: the 1930s
   Sectional Explanations
   Ethnic Groups
   Debates over *The Israeli Lobby*
8. IDEAS, CULTURE, AND CONSTRUCTIVIST APPROACHES

"Ideas"
Ideology
Religion
Culture
Empirical Applications
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
Emotions and Motivations
  From Social Psychology
  Anger
Methodological Issues in the Study of Psychological Models

10. PSYCHOLOGICAL THEORIES - II

LEARNING
Bayesian Updating
"Psychological" Models of Learning
Organizational Learning
Learning: Empirical Applications
Other Models of Foreign Policy Change
PERSONALITY AND PSYCHOBIOGRAPHY
General Theoretical Approaches to Personality
Applied Personality Studies
Psychobiography
Alexander George’s Research Program on Presidential Personality
Psychoanalytic Studies of Decisions for War

POLITICAL LEADERSHIP AND ADVISORY SYSTEMS
Political Leadership
Advisory Groups and Management Style

SMALL GROUP BEHAVIOR
Overview
Groupthink and Beyond

11. BEHAVIORAL DECISION THEORY
Introduction
   Useful Anthologies
Heuristics and Biases
Prospect Theory
   Framing
   Aspiration Levels
Sunk Costs and Models of Entrapment
   Dollar Auction Model
Other Models of Risk Behavior
Time Horizons and Intertemporal Choice
   Construal-Level Theory
Poliheuristic Theory
Dual Process Theories
Gender Differences in Decision-Making
Evolutionary Psychology, Cognitive Neuroscience, and Biopolitics

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

COMPARATIVE PERSPECTIVES ON FOREIGN POLICY-MAKING
General
Europe
The European Union
Russia
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 6)
   Course objectives, organization, procedures, readings, requirements, etc.

THEORETICAL INTRODUCTION

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


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

2. **EVOLUTION OF THE FIELD OF FOREIGN POLICY ANALYSIS**  
(September 13)

2a. **The Decision-Making Approach**


2b. **The “Comparative Foreign Policy” Research Program**


*International Studies Notes*, 13, 2 (Spring 1987). Special Issue on "The Comparative Study of Foreign Policy."

2c. **Other Early Approaches to Foreign Policy Analysis**


2d. **Issue-Areas**


**THE "RATIONAL" (ANALYTIC) MODEL**

2e. **The Basic Paradigm**


2f. **Expected Utility Theory**


2g. **Preference Aggregation and Social Choice Theory**


**REALIST THEORIES OF FOREIGN POLICY**

2h. **Are There Realist Theories of Foreign Policy: The Debate**


2i. **Neoclassical Realism**


Steven E. Lobell, Norrin M. Ripsman, and Jeffrey W. Taliaferro, eds., *Neoclassical Realism, the State, and Foreign Policy*. New York: Cambridge University Press, 2009. Including


Brian Rathbun, “A Rose by Any Other Name: Neoclassical Realism as the Logical and Necessary Extension of Structural Realism.” *Security Studies* 17, 2 (2008), 294-321.

3. **GOVERNMENTAL-LEVEL EXPLANATIONS - I** (September 20)

3a. **Bureaucratic Politics/Organizational Processes Model**


3b. **The March-Simon Research Program On Organizational Theory**


3c. **Other Approaches to Organizational Theory**

3d. **Agenda Setting**

3e. **Governmental Politics/Organizational Process: Applications**
3f. Organizational Reform

3g. Evaluations of Bureaucratic/Organizational Models
Stephen D. Krasner, "Are Bureaucracies Important? (or Allison Wonderland)" *Foreign Policy* #7 (Summer 1972): 159-79.
4. **GOVERNMENTAL-LEVEL EXPLANATIONS - II** (September 27)

4a. **The “Decision Unit” Approach**


4b. **Rationalist Institutionalism**

4c. **Executive Autonomy**

4d. **Presidential and Parliamentary Systems**

4e. **Civil-Military Relations**


**Comparative Perspectives**


4f. **Congress**


4g. **U.S. Constitutional Issues**


4h. **The U.S. State Department**


**METHODOLOGICAL INTERLUDE: CAUSATION, CASE STUDIES, AND COUNTERFACTUALS**


5. **SOCIETAL-LEVEL THEORIES - I** (October 4)

5a. **General Approaches**


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


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


5d. **Social Identity Theory**


5e. The Diversionary Theory of War


David P. Auerswald, "Inward Bound: Domestic Institutions and Military Conflicts." International Organization, 53, 3 (Summer 1999), 469-504.


5f. **Political Oppositions**

5g. **Other Approaches to Partisan Politics and Foreign Policy**

5h. **Public Opinion**


**Sensitivity to Military Casualties**


5i. **Audience Costs**


- Kenneth A. Schultz, “Why We Needed Audience Costs and What We Need Now,” 369-75.


5j. **The Media**

6. **No class** (October 11)

7. **SOCIETAL LEVEL THEORIES - II: INTEREST GROUPS AND COALITIONS** (October 18)

7a. **Neo-Marxist Theories**
7b. **The Military-Industrial Complex**

7c. **Interest Groups and Coalitional Politics**

**Application: The First World War**


**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. **Ethnic Groups**

7g. **Debates over The Israeli Lobby**
www.lrb.co.uk
8. **IDEAS, CULTURE, AND CONSTRUCTIVIST APPROACHES**
   (October 25)

8a. **“Ideas”**

8b. **Ideology**
8c. **Culture**


8d. **Empirical Applications**


8e. Religion


8f. Strategic Culture


8f. **Constructivist Approaches**


8g. **The “Story Model”**

8h. **Feminist Approaches**
8k. **Psychology and Constructivism**


+++ See sections 8- ?? on psychology.

8i. **Status (and Honor, Respect, Recognition, Humiliation, and Revenge)**

**Theoretical Background**


**Applications to International Relations and Foreign Policy**


+++ see also the rationalist literature on reputation.

**Social Comparison**


+++ see also section 11c on prospect theory
9. **PSYCHOLOGICAL THEORIES - I** (November 1)

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 11b on heuristics and biases

**Overconfidence**


9g. Emotions and Motivations

Plus commentaries by Rose McDermott, K.M. Fierke, Christian Reus-Smit, Andrew Linklater, L.H.M. Liung, and Renée Jeffrey, and Janice Bially Mattern

**From Social Psychology**
Leda Cosmides and John Tooby, “Evolutionary Psychology and the Emotions,”

**Anger**
9h. **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.


10. **PSYCHOLOGICAL THEORIES – II** (November 8)

**LEARNING**

10a. **Bayesian Updating**

10b. **“Psychological” Models of Learning**

10c. **Organizational Learning**
10d. **Learning: Empirical Applications**


10e. **Other Models of Foreign Policy Change**


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**PERSONALITY AND PSYCHOBIOGRAPHICAL APPROACHES**

10f. **General Theoretical Approaches to Personality**


10g. **Applied Personality Studies**


10h. **Psychobiography**


10i. **Alexander George’s Research Program on Presidential Personality**

10j. **Psychoanalytic Studies of Decisions for War**

**POLITICAL LEADERSHIP AND ADVISORY SYSTEMS**

10k. **Political Leadership**
Margaret G. Herrmann, “Assessing Leadership Style: Trait Analysis.” In Jerrold M. Post, ed., *The Psychological Assessment of Political Leaders*. Ann Arbor:


**Illness**


101. **Advisory Groups and Management Style**
SMALL GROUP BEHAVIOR

10h. Overview

10i. Groupthink and Beyond
Paul B. Paulus, “Developing Consensus about Groupthink after All These Years.” Organizational Behavior and Human Decision Processes, 73 (March 1998), 362–74.


11. **BEHAVIORAL DECISION THEORY** (November 15)

11a. **Introduction**


Useful anthologies

11b. Heuristics and Biases

11c. **Prospect Theory**


Rose McDermott, ed., special issue on prospect theory in *Political Psychology*, 25, 2 (April 2004) and 25, 3 (June 2004).


Framing

Aspiration Levels

11d. Sunk Costs and Models of Entrapment
Jeffrey W. Taliaferro, "Quagmires in the Periphery: Foreign Wars and Escalating Commitment in International Conflict." *Security Studies* 7, 3 (Spring 1998), 94-
Dollar Auction Model

Other Models of Risk Behavior
Daniel Kahneman and Amos Tversky, "Variants of Uncertainty." In Kahneman, Slovic, and Tversky, eds., *Judgment under Uncertainty* ch. 35.
11f. **Time Horizons and Intertemporal Choice**


**Construal-Level Theory**


11g. **Poliheuristic Theory**


Amos Tversky, "Elimination by Aspects: A Theory of Choice." *Psychological*
11j. **Dual Process Theories**

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

111. **Evolutionary Psychology, Cognitive Neuroscience, and Biopolitics**

Tuesday, November 22, has been designated as a Thursday at Rutgers. No class.

12. THREAT PERCEPTION, CRISIS DECISION-MAKING, AND BARGAINING (November 29)

12a. Threat Perception and Intelligence Failure
Keren Yarhi-Milo, Knowing the Adversary: Leaders, Intelligence, and Assessment of


12b. **Intelligence Failure: Case Studies**


12c. **Crisis Decision-Making**


**The Impact of Stress**


12d. **Psychology of Bargaining**  

12e. **Psychology of Conflict Resolution**  
13. **FOREIGN ECONOMIC POLICY-MAKING** (December 6)

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

13b. **COMPARATIVE PERSPECTIVES ON FOREIGN POLICY-MAKING**

13c. **Europe**
13d. **The European Union**


13e. **Russia**


13f. **Small States and Developing States**


14. **RESEARCH PRESENTATIONS** (December 13)