

# **PSCI 3193: INTERNATIONAL BEHAVIOR**

**Fall 2019**

**MWF 9:00-9:50**

Professor: Dr. Sarah Hunter

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Office Hours: Monday and Wednesday 10:30am-11:30am

Class Location: HUMN 135

Prerequisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only, PSCI 2223 (Recommended)

Course Description: "Presents alternate theoretical frameworks for the explanation of international processes. Applies theories of conflict behavior and social organization to problems of war and peace" (from CU Course Catalog).

## **What you should expect from this course:**

During the Cold War, Realism was the dominant paradigm in International Relations research. In this paradigm, states act in a cold, calculating, rational manner in order to achieve the best outcome for themselves. Indeed, the rivalry between the United States and the U.S.S.R seemed to confirm that theory. However, the end of the Cold War brought many challenges to realism such as the success of the World Trade Organization and the United Nations. The focus of states on international development and human rights promotion abroad is directly counter to many of the predictions of realism. Realism seemed to miss one important factor: humans. In international relations, humans are making decisions, not states. In this course, we will unravel the puzzle that is the human element in international relations decisions.

In this course we will:

- Explore psychological theories of international relations
- Learn how individual and group decision making impact foreign policy decisions
- Understand how aversion or acceptance of risk or loss impacts state decision making
- Apply these theories to subfields of international relations research, such as human rights, political economy, and conflict studies

## **What you will bring to the course:**

This course will be heavily based on student participation. We will have many simulations, demonstrations, and discussions. As a result, attendance and participation are required of all students. Adequate preparation is also necessary to be able to contribute to class discussions in a meaningful way.

I understand that it can be somewhat uncomfortable to speak up in front of the entire class, therefore I will also require all students to respect one another. Many subjects discussed in this class can be deeply personal to some students. Please respect your classmates' opinions. Any name-calling or any rude behavior will result in the student being asked to leave the class. In a debate, critique ideas, not people.

## UNIVERSITY OF COLORADO POLICIES:

### ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

### CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

### HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

### SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of

sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me via email with at least one week's notice. We can then find the best accommodation.

See the [campus policy regarding religious observances](#) for full details.

## OFFICE HOURS:

Every Monday and Wednesday, I will be in my office with the door open from 10:30 to 11:30 am. This is a time I set aside every week just for you. Please feel free to drop in and ask any questions you might have or discuss any difficulties you are having with the course. There is no need to make an appointment, just drop in!

## ASSIGNMENTS AND GRADING:

Your grade this semester will be determined by 5 short analytic essays, a take home final exam, a group project, and attendance/participation. They are weighted as follows:

- 50% : Analytic essays (10% each)
- 20% : Group Project
- 20% : Final Exam
- 10% : Attendance/Participation

### Grade Scale:

**A** (95-100); **A-** (90-94); **B+** (87-89); **B** (84-86); **B-** (80-83); **C+** (77-79); **C** (74-76); **C-** (70-73); **D+** (67-69); **D** (64-66); **D-** (60-63); **F** (0-59)

### Assignments:

- Attendance and Participation (10%)-In additions to reading, I believe that application of the material is the best way to learn. In class, I will prepare various simulations and

discussions for the students to apply the information given in lecture and in the reading assignments. Participation is key. In order to participate, one needs to actually be present. Please reference the attendance policy below.

- Attendance/Participation Policy: While attendance will not be strictly tracked in this course, there will be random reading quizzes at the beginning of class. These may not be made up but will be excused if prior arrangements have been made with me. We will also be doing several in-class activities, where participation is expected. The Attendance/Participation portion of your grade is a combination of the quizzes and your participation in class activities.
- Analytic Essays (50%)- Five times during the course of the semester, I will provide a writing prompt. Each student will write 5-7 pages (double-spaced, 1 inch margins, 12 point Times New Roman font) in response. These essays are meant to be critical thinking exercises. Therefore, I will require a strong argument and support in response to the question. Each prompt will have a more detailed set of requirements. Essays turned in after the due date will be subject to a late penalty of a one letter grade deduction for each business day it is late. Keep in mind that I want to hear your ideas and will need to gage how well you understand the subject; I do not want a summary of the ideas presented in class.
- Final Exam (20%): The final exam for this course will be a take home exam with a combination of short answer and essay questions. Details to follow closer to exam time.
- Group Projects (20%): Starting midway through the semester, you will be put into small groups to work on a research project that culminates into a final presentation the last week of class. More details to follow.

Course Schedule (Subject to Change):

Week 1	Introduction to the Course
Monday August 26	
Wednesday August 28	<ul style="list-style-type: none"> <li>• No Class (APSA)</li> </ul>
Friday August 30	<ul style="list-style-type: none"> <li>• No Class (APSA)</li> </ul>
Week 2	Models of Foreign Policy
Monday September 2	<ul style="list-style-type: none"> <li>• No Class (Labor Day)</li> </ul>
Wednesday September 4	Required Reading: <ul style="list-style-type: none"> <li>• Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis," <i>American Political Science Review</i> 63, 3 (September 1969): 689-718 (JSTOR)</li> </ul>
Friday September 6	
Week 3	Rational Choice and War
Monday September 9	Required Reading: <ul style="list-style-type: none"> <li>• Fearon, J.D., 1995. Rationalist Explanations for War. <i>International organization</i>, 49(3), pp.379–414.</li> </ul>
Wednesday September 11	

Friday September 13	<ul style="list-style-type: none"> <li>Putnam, R.D., 1988. Diplomacy and domestic politics: the logic of two-level games. <i>International organization</i>, 42(3), pp.427–460.</li> </ul>
Week 4	Psychology and Foreign Policy
Monday September 16	Required Reading: <ul style="list-style-type: none"> <li>Simon, H.A., 1985. Human Nature in Politics: The Dialogue of Psychology with Political Science. <i>The American political science review</i>, 79(2), pp.293–304.</li> <li>Hafner-Burton, E.M. et al., 2017. The Behavioral Revolution and International Relations. <i>International organization</i>, 71(1), pp.1–31.</li> </ul>
Wednesday September 18	
Friday September 20	<b>Analytic Essay #1 Due</b>
Week 5	Shortcuts to Rationality
Monday September 23	Required Reading: <ul style="list-style-type: none"> <li>Houghton, D.P., 1996. The Role of Analogical Reasoning in Novel Foreign-Policy Situations. <i>British journal of political science</i>, 26(4), pp.523–552.</li> </ul>
Wednesday September 25	
Friday September 27	
Week 6	Leaders and IR Decisions
Monday September 30	Required Reading: <ul style="list-style-type: none"> <li>Gallagher, Maryann E., and Susan H. Allen. “Presidential personality: Not just a nuisance.” <i>Foreign Policy Analysis</i> 10.1 (2014): 1-21</li> <li>Eichenberg, R.C., 2016. Gender Difference in American Public Opinion on the Use of Military Force, 1982–2013. <i>International studies quarterly: a publication of the International Studies Association</i>, 60(1), pp.138–148.</li> <li>Cohn, C., 1987. Sex and Death in the Rational World of Defense Intellectuals. <i>Signs: Journal of Women in Culture and Society</i>, 12(4), pp.687–718.</li> </ul>
Wednesday October 2	
Friday October 4	<b>Analytic Essay #2 Due</b>
Week 7	Groupthink
Monday October 7	Required Reading: <ul style="list-style-type: none"> <li>Dina Badie; Groupthink, Iraq, and the War on Terror: Explaining US Policy Shift toward Iraq, <i>Foreign Policy Analysis</i>, Volume 6, Issue 4, 1 October 2010, Pages 277–296.</li> </ul>
Wednesday October 9	
Friday October 11	
Week 8	Loss Aversion
Monday October 14	Required Reading:
Wednesday	

October 16 Friday October 18	<ul style="list-style-type: none"> <li>Jervis, R., 1992. Political Implications of Loss Aversion. <i>Political Psychology</i>, 13(2), pp.187–204.</li> <li>Nincic, M., 1997. Loss Aversion and the Domestic Context of Military Intervention. <i>Political research quarterly</i>, 50(1), pp.97–120.</li> </ul>
Week 9	Framing and Risk
Monday October 21	Required Reading: <ul style="list-style-type: none"> <li>Berejikian, J. and F. Justwan (forthcoming) Testing a Cognitive Theory of Deterrence. In Jeffrey Knopf, ed. <i>Behavioral Economics and Nuclear Weapons</i>. University of Georgia Press - Link on Canvas</li> </ul>
Wednesday October 23	<ul style="list-style-type: none"> <li>Feng, H. &amp; He, K., 2018. Prospect theory, operational code analysis, and risk-taking behavior: a new model of China’s crisis behavior.” <i>Contemporary Politics</i>, 24(2), pp.173–190.</li> </ul>
Friday October 25	<b>Analytic Essay #3 Due</b>
Week 10	Poliheristic Decision Making
Monday October 28	Required Reading: <ul style="list-style-type: none"> <li>Mintz, A. (2004). How do leaders make decisions? A poliheristic perspective. <i>Journal of conflict resolution</i>, 48(1), 3-13.</li> </ul>
Wednesday October 30	
Friday November 1	
Week 11	Norms
Monday November 4	<b>Analytic Essay #4 Due</b>
Wednesday November 6	Required Reading: <ul style="list-style-type: none"> <li>Book Chapters on Canvas</li> <li>Samantha Power, “Bystanders to Genocide,” <i>The Atlantic Monthly</i> 288, 2 (September 2001): 84-108 (Google)</li> </ul>
Friday November 8	
Week 12	Taboos
Monday November 11	Required Reading: <ul style="list-style-type: none"> <li>Press, D.G., Sagan, S.D. &amp; Valentino, B.A., 2013. Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons. <i>The American political science review</i>, 107(1), pp.188–206.</li> </ul>
Wednesday November 13	
Friday November 15	
Week 13	The Global Economy
Monday November 18	Required Reading
Wednesday November 20	<ul style="list-style-type: none"> <li>Posted on Canvas</li> </ul>
Friday	<b>Analytic Essay #5 Due</b>

November 22	
Week 14	Fall Break/ Thanksgiving
Monday November 25	NO CLASS
Wednesday November 27	
Friday November 29	
Week 15	
Monday December 2	Required Reading: <ul style="list-style-type: none"> <li>Gadarian, S.K., 2010. The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes. <i>The journal of politics</i>, 72(2), pp.469–483.</li> </ul>
Wednesday December 4	
Friday December 6	
Week 16	Group Presentations
Monday December 9	
Wednesday December 11	