

INTL 4260: DECISION MAKING IN INTERNATIONAL RELATIONS

University of Georgia – Fall 2017
T/TH 11-12:15, Park Hall 126

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Office Hours: Tuesday 1:30-4:00; by appointment



Course Overview:

This course investigates how decision makers, be they individuals or groups, make decisions with regard to international relations. We will examine different models that political scientists use to explain decision-making including rational choice, bureaucratic politics, prospect theory, cognitive psychology, and personality-based theories. You will be exposed to the variety of perspectives within these models, as well as their strengths and weaknesses. We will study the application of these theories through several case studies of American foreign policy decision-making, and will consider the generalizability of the theories to other states. Given that political leaders do not make decisions in a vacuum we will often discuss the influence of factors beyond the individual-level and group level of analysis that may affect the choices they make, however will not have any days explicitly reserved for discussing structural and domestic factors as these influences are considered in great detail in other INTL courses.

A significant portion of your grade will come from your participation in a simulation of the U.S. National Security Council. The objective of the simulation is for students to experience first hand the decision-making models studied throughout the semester.

Courses Requirements:

- **Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Failure to do so will be evident in your lack of participation during class discussions. On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the “NEWS” section of the class ELC page. I may administer reading quizzes as part of your participation grade if it becomes apparent that students are not completing the readings.

There is 1 **required** text:

Graham Allison and Phillip Zelikow. 1999. *The Essence of Decision*. 2nd Edition. Pearson. ISBN: 978-0321013491

All students will be **required** to purchase an NSC binder from Bel-Jean – more details to follow.

****All other readings can be found on ELC, unless otherwise noted.**

****You are required to keep up with current events – see below****

Grading:

Participation – 10%

Short Reflection – 5%

Midterm – 25%

Simulation – 30% (Participation based on blog, meeting minutes, and peer evaluations – 5%;

Policy Recommendation Paper – 15%; Final Paper – 10%)

Final Exam – 30%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Participation:** This course will require a great deal of discussion and active listening by all students. ***Simply showing up to class does not constitute participation.*** Your participation grade will be evaluated based on your *ability to draw upon insights from the readings, the depth of the thoughtfulness of your questions/comments, and your activeness* in class and on discussion boards.
- **Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted). Late assignments will be **penalized 1% of your overall grade for each day late**. All written assignments should meet the following formatting requirements: 12-point font, double spaced, 1” margins, and page number in bottom right hand corner. Links to the Chicago Manual of Style and APSA citation format are available on ELC.
- **Short Reflection** – Find a statement by a policy maker over the last 30 years that relies on a historical analogy to make a case for a then-current foreign policy decision. Based on your course readings, write a short reflection (250-300 words) explaining *whether or not this was an appropriate analogy and the impact it may have had on options considered by policymakers*. Be sure to **include a link** to the source of the statement (e.g. an article or video) in your reflection. Upload to ELC forum.
- **Attendance:** I will take attendance every class and I expect you to be present. I will excuse **two** absences without penalty. You can use these as you like (i.e.: illness, sports travel, interviews, sleep, etc.). Each absence beyond these two will result in a **1-point deduction from your final overall average**.

Other important information:

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The*

Guardian (UK), or the *Washington Post* on a **regular basis**. You can subscribe to various daily world news briefs and have them emailed to you (e.g. FP, CFR, The Economist). For those of you interested in televised or podcast foreign policy news, I suggest *BBC World News* or *Al Jazeera America*. It will be clear from your (lack of) participation in our discussions whether you are keeping up with world politics and this will be factored into your participation grade.

- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA's DRC.
 - All **cell phones/Blackberries**, etc. should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “NEWS” board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **news page** of the ELC site to be sure that your question has not been previously addressed.
 - *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can't go wrong with “Hi Dr. Gallagher”). For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to sign up for an appointment using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes wikipedia!), without giving proper credit. Again, links to the Chicago Manual of Style and APSA citation format are on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- **This syllabus is subject to changes throughout the semester.**

CLASS SCHEDULE AND READINGS

Week 1 – Who Makes Decisions in IR?

Tues., Aug. 15 (class 1) – Introduction

- Read Syllabus

Thurs., Aug. 17 (class 2) – Who Makes Decisions in IR?

- Daniel L. Byman and Kenneth M. Pollack. 2001. Let Us Now Praise Great Men: Bringing the Statesman Back In. *International Security*.

Suggested:

Margaret G. Hermann. 2001. How Decision Units Shape Foreign Policy: A Theoretical Framework. *International Studies Review*. Pp. 47-81.

Week 2 – Rational Actor Model

Tues., Aug. 22 (class 3) – Rational Choice Decision Making

- Allison & Zelikow - Introduction and Chapters 1 & 2

Thurs., Aug. 24 (class 4) – The Bargaining Model of War

- James Fearon. 1995. Rationalist Explanations of War. Excerpt from Karen Mingst and Jack L. Snyder, Eds., *Essential Readings in World Politics*, 5th Edition.

Week 3 – Bureaucratic Politics

Tues., Aug. 29 (class 5) – Bureaucratic Politics Model

- Allison & Zelikow – Chapters 5 & 6

Thurs., Aug. 31 (class 6) – Comparing the 3 Models

- Allison & Zelikow – Chapter 7
- Stephen D. Krasner. 1972. Are Bureaucracies Important? Or Allison Wonderland. *Foreign Policy*. 159-179.

Week 4 – Cognitive Biases & Prospect Theory

Tues., Sept. 5 (class 7) – Prospect Theory

- TBD
- Barbara Farnham. 1992. Roosevelt and the Munich Crisis: Insights from Prospect Theory. *Political Psychology*. Pp. 205-235.
- Suggested:
 - Jack S. Levy. 1992. Prospect Theory and International Relations: Theoretical Applications and Analytical Problems. *Political Psychology*. Pp. 283-310.

Thurs., Sept. 7 (class 8) – Comparing All of the Above

- Matthew Fuhrmann and Brian Early. 2008. Following START: Risk Acceptance and the 1991-1992 Presidential Nuclear Initiatives. *Foreign Policy Analysis* 4: 21-43.

Week 5 – The Influence of Advisors

Tues., Sept. 12 (class 9) – Gross Miscalculation within Groups: Group Think

- Irving Janis. 1982. *Group Think: Psychological Studies of Policy Decisions and Fiascos*. 2nd Ed. Boston: Houghton Miffling Company.
 - Ch. 1 – Introduction: Why So Many Miscalculations?
 - Ch. 2 – A Perfect Failure: The Bay of Pigs
 - Ch. 8 – The Groupthink Syndrome

Thurs., Sept. 14 (class 10) – Preparing for the NSC Simulation

- Stephen J. Hadley. 2016. The Role and Importance of the National Security Advisor. Speech given at the Scowcroft Legacy Conference at Texas A&M.
- Bombshell Podcast: “Soon and for the Rest of Your Life.” June 7, 2017. **Only Minutes 1-17*. <https://warontherocks.com/2017/06/bombshell-soon-and-for-the-rest-of-your-life/>
- Karen DeYoung. “How the Obama White House Runs Foreign Policy.” *WaPo*. August 4, 2015. Available at: https://www.washingtonpost.com/world/national-security/how-the-obama-white-house-runs-foreign-policy/2015/08/04/2befb960-2fd7-11e5-8353-1215475949f4_story.html

Week 6 – Historical Analogies

Tues., Sept. 19 (class 11) – The Use (and Abuse) of Analogies

- Khong. 1992. *Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decisions of 1965*. Princeton: Princeton University Press.
 - Chapter 1 – Analogical Reasoning in Foreign Affairs: Two Views, pp. 3-18
 - Chapter 5 – Korea, pp. 97-148
- Jeffrey Record. 2008. Retiring Hitler and ‘Appeasement’ From the National Security Debate. *Parameters*. Pp. 91-101.

***Short Assignment uploaded to ELC forum by 11pm Weds. 9/20*

Thurs., Sept. 21 (class 12) – Recent Uses of Historical Analogies

- Dominic Tierney. April 8, 2015. The Iran Nuclear Deal: Munich or Reykjavik? *The Atlantic*. Available at: <http://www.theatlantic.com/international/archive/2015/04/the-iran-nuclear-deal-munich-or-reykjavik/389937/>

Week 7 – Personality & Psychological Profiling of Leaders

Tues., Sept. 26 (class 13) – History of Personality and Political Profiling

- Maryann E. Gallagher. 2014. Personality and Politics. In *American Political Culture: An Encyclopedia*.
- Stephen Benedict Dyson. 2006. Personality and Foreign Policy: Tony Blair’s Iraq Decisions. *Foreign Policy Analysis*. Pp. 289-306.

Thurs., Sept. 28 (class 14) – 2 Cases

- Jerrold M. Post. 2005. “Saddam Hussein of Iraq: A Political Psychology Profile,” in Jerrold M. Post, Ed. *The Psychological Assessment of Political Leaders*. Pp. 335-366.

- Dan P. McAdams. 2017. "The Mind of Donald Trump." *The Atlantic*. Available at: <https://www.theatlantic.com/magazine/archive/2016/06/the-mind-of-donald-trump/480771/>

Week 8 – Age & Experience

Tues., Oct. 3 (class 15) – Life Experience

- Michael C. Horowitz and Allan C. Stam. 2014. How Prior Military Experience Influences the Future Militarized Behavior of Leaders. *International Organization*. Pp. 527-559.
- Michael Horowitz, Rose McDermott, and Allan Stam. 2005. Leader Age, Regime Type and Violent International Relations. *The Journal of Conflict Resolution*. Pp. 661-685.

Thurs., Oct. 5 (class 16) – Tying it All Together

- David G. Winter. 2011. Philosopher-King or Polarizing Politician? A Personality Profile of Barack Obama. *Political Psychology*.
- John A. Gans, Jr. 2012. "This is 50-50": Behind Obama's Decision to Kill Bin Laden. *The Atlantic*. Available at: <http://www.theatlantic.com/international/archive/2012/10/this-is-50-50-behind-obamas-decision-to-kill-bin-laden/263449/>

Week 9 – Midterm

Tues., Oct. 10 (class 17) – Midterm Exam

Thurs., Oct. 12 (class 18) – Comparing Decision Making in the Iraq Wars

- Elizabeth Saunders. 2017. "No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making." *International Organization*.

Week 10 – Decision Making and the 2003 Iraq War

Tues., Oct. 17 (class 19) – Watching "No End In Sight"

- David Patrick Houghton. 2008. Invading and Occupying Iraq: Some Insights from Political Psychology. *Peace and Conflict*. Pp. 169-192.
- Stephen Benedict Dyson. 2013. What Really Happened in Planning for Postwar Iraq? *Political Science Quarterly*.

Thurs., Oct. 19 (class 20) – Analyzing the Different Decisions and Reasons

- Come prepared to discuss readings in light of the movie

Withdrawal Deadline – Oct 22

Week 11 – Illness and Emotion

Tues., Oct. 24 (class 21) – Illness and Decision Making

- Rose McDermott. 2008. *Presidential Leadership, Illness, and Decision Making*.
 - Chapter 2- Aging, Illness, and Addiction
- Jerrold Post. 2004. *Leaders and Their Followers in a Dangerous World*.

- Chapter 3 - The Psychopolitics of Illness in High Office.

Thurs., Oct. 26 (class 22) – The Role of Emotions (and the neuroscience behind them)

- Daniel Khaneman and Jonathan Renshon. 2007. Why Hawks Win. *Foreign Policy*.
- Jonathan Renshon, Julia J. Lee, and Dustin Tingley. 2017. Emotions and the Micro-Foundations of Commitment Problems. *International Organization*.

Week 12 – Emotion (Cont.) and Gender

Tues., Oct. 31 (class 23) – Rubicon Theory of War

- Dominic Johnson and Dominick Tierney. 2011. The Rubicon Theory of War: How the Path to Conflict Reaches the Point of No Return. *International Security*. Pp. 7-40.

Thurs., Nov. 2 (class 24) – Gender and Decision Making

- Michael T. Koch and Sara A. Fulton. 2011. “In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies.” *Journal of Politics*.

Week 13 - Simulation

Tues., Nov. 7 (class 25) – Simulation Day 1

Thurs., Nov. 9 (class 26) – Simulation Day 2

Week 14 – Simulation

Tues., Nov. 14 (class 27) – Simulation Day 3

Thurs., Nov. 16 (class 28) – Simulation Day 4

Mon., Nov. 20 – Fri., Nov. 23 – NO CLASSES: Thanksgiving

Week 15 – Wrap-up

Tues., Nov. 28 (class 29) – Simulation Debriefing

** Simulation Final Papers Due in Class

Thurs., Nov. 30 (class 30) – Review

- Joshua D. Kertzer and Thomas Zeitzoff. Feb. 13, 2017. “Beyond Narcissism: What Political Psychology Tells Us About Foreign Policy Under Trump.” Political Violence at a Glance: <https://politicalviolenceataglance.org/2017/02/13/beyond-narcissism-what-political-psychology-tells-us-about-foreign-policy-under-trump/>

****Final Exam Thurs., Dec. 7 noon-3pm**