INTL 8205: Foreign Policy Decision Making  
Spring 2021.  
Mondays, 4:10-7:10 pm  
Candler 117 and/or Zoom (Meeting ID: 706 542 1849; Passcode: 122512)

Introduction: 
Our goal in this seminar is to anchor the study of foreign policy to the reality of human decision making. Specifically, we will explore strategies for integrating cognitive insights into foreign policy analysis. Foreign policy outcomes are the direct result of human choices; ultimately, it is individuals who act. The governing model of decision making currently deployed in international relations, whether implicit or explicit, comes to us from economics. Here, states, elites, leaders, and domestic pressure groups are assumed to be substantively and procedurally rational, and theories concerning state behavior begin from this premise.

However, across the social sciences, we are in the process of a profound break with the past. The empirical study of human decision making in the fields of cognitive psychology, behavioral economics, and neuroscience have produced important and novel insights into the mechanisms human decision making. Most importantly, deviations from classical rationality are now understood to be predictable and stable aspects of human choice. Foreign policy decisions should, therefore, be patterned and explainable even when they are not strictly rational. This proposition sits as the core motivation in the drive to develop a new approach to foreign policy analysis broadly termed “behavioral international relations.”

In applying this approach to the study of foreign policy decision making, critical questions emerge: Which psychological models of decision making are most appropriate and useful in the study of foreign policy? How do we incorporate cognitive models into our existing foreign policy frameworks? When we use cognitive models what, if anything, do we learn about foreign policy that we didn't already know?

In addition to the kinds of work that are typical in a graduate seminar, this class also includes a unique opportunity for you to obtain practical experience in designing and implementing a live decision-making experiment grounded in cognitive science - i.e. You will conceive, design, and implement a live experiment on a random sample of adults.

Assignments and Grading:

Weekly Summaries (20%) - Weekly summaries are due at the beginning of each class. These summaries provide a brief (500-word maximum) overview of each of the assigned readings. The model for these assignments is akin to an annotated bibliography.
- For guidance see on how to construct a proper annotated bibliography see: https://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm
Review Essays (20%) - You will write (3) analytical essays (1,500-2,000 words). These essays are to be synthetic and critical. The model for these assignments is akin to a literature review in which you use assigned and supplemental readings to, for example, make an affirmative argument, derive a research question, critique an established theory/concept. Combined, these essays will account for 20% of your grade.


Seminar Presentation (10%) - Each student will be responsible for leading two seminar discussions. Combined these presentations will account for 10% of your grade.

Participation (10%) - Your active participation is necessary for a successful seminar. The participation grade has two components. The first requires consistent engagement in class discussions regarding the material, the second pertains the quality of your constructive comments about each student’s research.

Research Project (35%) - The research paper must focus on any aspect of foreign policy in a manner that explicitly incorporates a cognitive model of decision making anchored to the relevant literature, and an explanation of how the decision(s) you examine are connected – even if indirectly – to foreign policy outcomes. The conceptual and empirical development required for this paper is akin to what we would find as a “research note” in a refereed journal. Research projects can deploy whatever method is appropriate to the question at hand. As an option, students can opt to conduct a live decision experiment that I will fund. Details and rubric will be distributed in class.

Research Presentations (5%) - Each student will present the results of their research to the class. Throughout the course, you will be asked to update the class on your progress. These updates will serve as a primary source of feedback and constructive criticism on your project.

Zoom Protocol:
Students attending class via Zoom are asked to appear “in person” online. This facilitates active participation, class dialogue, and allows us to get to know each other. For some of us, this might require that we utilize Zoom’s virtual background – feel free to be as creative as you like in setting up your personal backdrop!

Please be logged-in prior to the beginning of class.

Masks/Face Coverings
All students attending class in-person must wear appropriate face coverings and maintain proper social distancing.

Academic Integrity Statement and Policy

1 Please also see additional information regarding COVOD-19 at the end of this document.
The UGA Student Honor Code states: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be assessed here: https://honesty.uga.edu. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy.

All course work must be done on an individual basis, including exams, unless the syllabus clearly indicates that the assignment is team graded.

**Mental Health and Wellness Resources:**

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [https://sco.uga.edu](https://sco.uga.edu). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services ([https://www.uhs.uga.edu/bewelluga/bewelluga](https://www.uhs.uga.edu/bewelluga/bewelluga)) or crisis support ([https://www.uhs.uga.edu/info/emergencies](https://www.uhs.uga.edu/info/emergencies)).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA ([https://www.uhs.uga.edu/bewelluga/bewelluga](https://www.uhs.uga.edu/bewelluga/bewelluga)) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

Please note that faculty and staff are obligated to report any knowledge of sexual assault and/or relationship violence to UGA’s Equal Opportunity Office.

**Course Schedule:**

All readings are available on-line, unless otherwise indicated.
(Due to a quirk in university scheduling, the first meeting of this class is Jan. 25)


**Week 1 (1/25): Introduction to Class, and to Rationality**

**Week 2 (2/1): Foundations: Behavioral International Relations and Foreign Policy**


Supplemental:

Week 3 (2/8): Early Cognitive Approaches

Michael Shapiro, Matthew Bonham (1973) “Cognitive Processes and Foreign Policy Decision Making” International Studies Quarterly 17:2 147-174


Week 4: (2/15): Personality/Operational Code


Supplemental:
• Herrmann, Richard K., et al. "Images in international relations: An experimental test of
• Hermann, M. G. (1980). “Explaining foreign policy behavior using the personal
characteristics of political leaders”. *International Studies Quarterly*, 24, 7–46.
• Beliefs and leadership in world politics: Methods and applications of operational code

Critical Essay #1: Critically evaluate the degree to which the early cognitive approaches and
personality/operational code studies meet the goals set forth by the behavioral IR approach?
Where do they fall short? How can these shortcomings be addressed, if at all?

Week 5: (2/22): Legal and Moral Framing


Survey Experiment in Venezuela. *Foreign Policy Analysis*, 17(1), oraa008

Week 6: (3/1) Loss Aversion


Levy, Jack S. "Loss aversion, framing, and bargaining: The implications of prospect theory for

Berejikian, Jeffrey D., and Bryan R. Early. "Loss aversion and foreign policy resolve." *Political

Nincic, Miroslav. "Loss aversion and the domestic context of military intervention." *Political

Supplemental: Micro Foundations
• De Martino, Benedetto, Colin F. Camerer, and Ralph Adolphs. "Amygdala damage
eliminates monetary loss aversion." *Proceedings of the National Academy of Sciences*

**Week 7 (3/8): Prospect Theory, Framing, and Risk**


Supplemental:

Micro Foundations:

**Week 8: (3/15): Evolutionary Psychology and Conflict**


Supplement: Additional overviews

Week 9 (3/22) Group/Social Identity


Supplemental
Micro foundations
- Emile Bruneau and Rebecca Saxe “Attitudes Toward the Outgroup are Predicted by Activity in the Precuneus in Arabs and Israelis” Neuroimage v.52 n4 2010

Race:
• Belle Derks and Michael Inzlicht “The Neuroscience of Stigma and Stereotype Threat” *Group Processes and Intergroup Relations* v.11 n.2 2008
• Elizabeth Phelps and Laura Thomas. “Race, Behavior and the Brain: The Role of Neuroimaging in Understanding Complex Social Behaviors” *Political Psychology* v.24 n.4 2003

**Week 10: 3/29: Research Design Workshop**
- Present draft research topic and literature review due.
- Circulate to class for peer comments.
- Peer comments back to authors by 5 pm 4/2

**Week 11 (4/5) Trust**

Aaron Hoffman. “A Conceptualization of Trust in International Relations” *European Journal of International Relations* v.8 n.3 2002


**Supplemental**

- Paul Zak et al “The Neuroneconomics of Distrust: Sex Differences in behavior and Physiology” *The American Economic Review* v.95 n.2 2005

**Week 12 (4/12) Status**


Supplemental: Micro Foundations:

Supplemental: Status and Realism

**Week 13 (4/19) Gender and Sex**


Supplemental;

Week 14: 4/26  
Research Presentations (A)

Week 15: 5/3  
Research Presentations (B)

**Coronavirus Information for Students**

**Face Coverings:**

As a reminder, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at [https://drc.uga.edu/](https://drc.uga.edu/).

**DawgCheck:**

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: [https://dawgcheck.uga.edu/](https://dawgcheck.uga.edu/)

**What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see [https://www.uhs.uga.edu/info/emergencies](https://www.uhs.uga.edu/info/emergencies).

**What do I do if I test positive?**

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.
What do I do if I am notified that I have been exposed?

**Revised Guidelines for COVID-19 Quarantine Period**
Effective Jan. 4, 2021, students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days** (consistent with updated Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines). Those quarantining for 10 days must have been symptom-free throughout the monitoring period. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined.

We strongly encourage students to voluntarily take a COVID-19 test within 48 hours of the end of the 10-day quarantine period (test to be administered between days 8 and 10). Students may obtain these tests at Legion Field (https://clia.vetview.vet.uga.edu/) or at the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in the University Health Center without an appointment. For emergencies and after-hours care, see https://www.uhs.uga.edu/info/emergencies

If the test is negative, the individual may return to campus, but MUST continue to closely monitor for any new COVID-19 symptoms through 14 days. DawgCheck is the best method for monitoring these symptoms. If new symptoms occur, the individual must not come to campus and must seek further testing/evaluation.

If the test is positive at the end of the 10-day period, the individual must begin a 10-day isolation period from the date of the test.

**How do I participate in surveillance testing if I have NO symptoms?**

We strongly encourage you to take advantage of the expanded surveillance testing that is being offered from **January 4 – 22: up to 1,500 free tests per day at Legion Field and pop-up locations.** Testing at Legion Field can be scheduled at https://clia.vetview.vet.uga.edu/. Walk-up appointments can usually be accommodated at Legion Field, and pop-up saliva testing does not require pre-registration. For planning purposes, precise sites and schedules for the pop-up clinics are published on the UHC’s website and its social media as they are secured: https://www.uhs.uga.edu/healthtopics/covid-surveillance-testing.