Syllabus

Instructor Contact

Instructor	Mark Schafer
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Course Information

Course Name	Issues in International Public Policy
Course ID & Section	INR 4304 - 1
Credit Hours	3
Semester/Year	Fall 2012
Location	BA 116

Course Description

UCF Catalog Description:

Endogenous and exogenous variables, including policy analysis and decision-making, which influence select international public policy issues.

Course Overview:

It seems that whenever we talk about international relations (IR) and global politics we include intuitive applications of political psychology. We talk about such things as Hitler's madness, Stalin's paranoia, Hussein's control orientation, the hatred between Israelis and Palestinians, the single-mindedness of President Bush's decision-making group. All of these are examples of times when we think psychology mattered in the making international public policy. And yet the field of political psychology, as an academic discipline, is fairly young. Only for the last 30 years or so has the field developed and taken on the markings of a young science. Why is that the case? Applying psychological concepts to international politics faces many theoretical and empirical challenges that have made progress in the field difficult. How do we define "madness"? How does one measure an enemy image and its effects on policy? How can we

study the group decision making process that takes place behind closed doors in an administration?

In fact, some of the main fields in IR, such as realism, neorealism and rational-actor models, have largely ignored psychological variables altogether and have focused instead on the more parsimonious explanations that look at such things as power and interests. But these models seem shortsighted because they leave out the effects of individuals, small groups, and the beliefs and feelings of the masses. Can we really believe a model of WWII that does not talk about Hitler's leadership and personality? Is it irrelevant that the leader of Iraq in 2003 was Saddam Hussein and not someone else? Does not the mass fear in Israel have a causal effect on their hard-line policies? It is indeed the case that the simpler models in IR are more parsimonious, but that does not mean they are more accurate and powerful with their explanations.

So, we are left with some difficulties. We think intuitively that psychology matters, yet our progress in studying it has been slow. In many ways, that makes the field of political psychology extremely exciting. Because the field is young and wide open, there are many different things to study, many different contributions to make in terms of theory and empirical research, many different methods that can be developed and used. Up until now there has been about one generation of scholars who have worked in the field of political psychology. Their work has been groundbreaking as they were the first ones to posit clear psychological theories in IR, establish new methodological approaches, and provide initial -- if limited -- empirical evidence. In this class we will learn about some of those first-generation approaches -- and we'll have to appreciate their contributions as giving us critical groundwork for new research. But we will also see the shortcomings in their work and see the limitations. That is in part what makes this field interesting to study today. The work that exists is important but limited. It is not enough for us to simply critique that work -- in some ways that would be too easy. Instead, we must take those contributions for what they are -- the start of a critical new field -- and think beyond them. Given the wide-open nature of political psychology, we will spend part of our time talking about the future, new concepts, new approaches, new methods and new opportunities for inquiry. The class will be discussion-oriented and, as with all my classes, I expect, original, critical thinking from my students. The topic is a great one, because it matters so much, and the discussions should be dynamic, because the field is so open.

We will cover psychological concepts at several different levels of international public policy making: individuals and their cognitive and personality characteristics; small decision-making groups; and the psychology of masses in intergroup conflicts. In each of these areas there will be theory, lectures, readings, class discussions and empirical evidence.

Required Readings

There are three books required for the course (in addition to current events, noted below). They are as follows:

1. Stoessinger, John G.. 2005. *Why Nations Go To War* (Tenth Edition). Boston: Wadsworth Publishing.

2. Sears, David O., Leonie Huddy, and Robert Jervis (eds). 2003. *Oxford Handbook of Political Psychology*. Oxford: Oxford University Press.

3. Doyle, Roddy. 1999. *A Star Called Henry*. New York: Penguin.

4. AP wire stories, accessed through yahoo.com

Course Objectives

There are two broad sets of objectives for this class. The first is for you to gain knowledge about international relations in general and foreign policy decision-making processes in particular. The second objective is for you to further develop your academic skills in several areas: reading, writing, speaking, and thinking critically.

Course Requirements

Midterm	20%
Term Paper	30%
Miscellaneous assignments and quizzes	10%
Class Participation	10%
Final Exam	30%

The two **exams** will be a mixture of essay and multiple choice questions.

The **research paper** will be a political psychology topic of your own choosing with my approval. The most common topic will be a psycho-biography of a prominent global leader. I am certainly open to other ideas (and am particularly impressed if someone undertakes a quantitative/statistical project). The length of the paper should be 10 pages (approximate word count: 3250), double-spaced, normal fonts and margins; include page numbers, final word count, citations, and complete, formal bibliography.

Class participation is a very important part of this class. Students are expected to come to class prepared to discuss the assigned readings from the books as well as current international events. Class participation can take several forms; there is no right or wrong way to participate in discussions. But students must participate to successfully complete the requirements of this class.

Grading Scale

90% or Higher	A
80% to 89.99%	B
70% to 79.99%	C
60% to 69.99%	D
Below 60%	F

Course Calendar

Week of August 20: Read Preface in *Why Nations Go To War*, and Chapter 1 in *Political Psychology*.

August 27- September 7: Read Chapters 1 and 2 in *Why Nations Go To War,* and Part I in *A Star Called Henry.*

Week of September 10: Read Chapters 3 and 4 in *Why Nations Go To War*.

Week of September 17: Read Chapters 5, 7, and 8 in *Why Nations Go To War*.

Week of September 24: Read Chapters 9, 10, and Epilogue in *Why Nations Go To War*.

Week of October 1: read Part II in *A Star Called Henry*; review and prepare for Midterm exam.

****Midterm: Friday, October 1****

Week of October 8: Read Chapter 3 in *Political Psychology*.

Week of October 15: Read Chapter 4 in *Political Psychology*.

Weeks of October 22 and 29: Additional lectures on *personality*. Read Chapter 14 in *Political Psychology*.

Week of November 5: Read Chapter 8 in *Political Psychology*. Read Part III in *A Star Called Henry*.

November 14-18: Read Chapter 11 in Political Psychology. Additional lectures on *cognition*.

November 26 – December 3: Read Chapters 16 and 10 in *Political Psychology* and finish reading *A Star Called Henry*; review and prepare for Final exam.

****Research Paper Due Friday November 30****

****Final Exam: Wednesday December 5, 10:00 am to noon****

Policies

I welcome and encourage questions, comments and discussion either in or out of the classroom. I love teaching and I love what I teach, so remember my door is open!

Any papers or assignments must be turned in on or before the due date. Emailed papers will not be accepted unless previously arranged with me due to dire circumstances. Exams and quizzes may not be rescheduled or postponed. Exceptions will be allowed only under extreme, documented circumstances. Under such circumstances, you are required to notify me (or, if I am unavailable, the Department of Political Science) prior to the date or as soon as possible if prior notice is impossible.

Late papers are generally not accepted. If I accept a late paper because of circumstances, I will deduct 10% from the paper grade for every day it is late, up to a maximum of 75% deduction.

I cannot respond to grade inquiries by email.

Cell phones, pagers, and other such things that might go off and make noise in our class are not permitted in class.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. All work you submit must be your own scholarly and creative effort. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**"

An electronic version of your research paper must be submitted the same day as the hard copy; this is for purpose of a plagiarism check. Also, to check for authorship and originality, all students must be prepared to orally defend their research papers, including their research strategies and all source material.

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Third parties may be selling class notes and other materials from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.