



Political Science, Lyon College

POL 382-02: Human Behavior in World Politics

SPRING 2023

LYON BUILDING 200 — TUE/THU 1-2:15

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This course explores the ways in which humans make decisions and form attitudes in world politics. Although scholars often treat sovereign states as the primary actors in world politics, it is also true that events on the international stage are the product of individual-level behavior. For instance, it is state and military *leaders* that call the shots on the battlefield, which are in turn shaped by the attitudes of *citizens*. Since these actors are frequently motivated by different beliefs, biases, and values, how “states” behave in international relations may not always match with the orthodox theories of political scientists.

This course therefore focuses on human behavior and psychology in order to gain a better understanding of world politics. Some of the specific questions we will tackle are:

- Are leaders truly “rational” when making decisions?
- Do leader-specific characteristics, such as gender and personality traits, influence how states formulate their interests and beliefs?
- Can human resolve and willpower really explain victories in war?
- If there’s no world government, why do policymakers voluntarily cooperate and comply with treaties that go against their interest?
- Do voters really care about their government’s reputation as conventional wisdom would predict?
- Why are most voters opposed to open foreign economic policies, such as free trade and immigration, even if they stand to benefit from such policies?

Classes each week will tend to follow a similar structure. Tuesdays will be primarily lecture-based and provide an introduction to the main topic of the week. Thursdays will be primarily discussion-oriented and will have students take turns leading the rest of the class in addressing real debates in the literature. For some classes, we will also devote time to discussing research design and talking through students' final projects.

Student Outcomes

By the end of the semester, successful students will be able to:

- Describe how behavioral theories explain real world interactions in world politics
- Explain how new findings from behavioral research speak to conventional theories in the discipline
- Construct testable hypotheses that address an important research question
- Design survey questions to measure key variables of interest
- Verify hypotheses using real-world survey data
- Present empirical findings using graphical illustrations and visualizations
- Communicate their ideas effectively—both orally and through writing

A Note on Readings

- **There are no required textbooks for this class.** All readings will be posted on the course's Canvas page.
- Given the discussion-oriented nature of this course, it is imperative that you complete the readings *before* each class begins. Your grade depends on it!

Grading

Letter grades for the course are computed as follows: **A** = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = < 60.

Grades for the course are comprised of the following criteria:

1) Attendance & Participation	20%
2) Discussion Leadership and Questions	10%
3) Homework Assignments (x6)	30%
4) Research Paper	30%
5) Poster Presentation	10%

Attendance and Participation (20%). While some classes will be primarily lecture-based, other classes will involve open discussion and debate about the readings for the day. Accordingly, your attendance and participation are essential for making this course work. I formally take attendance at the beginning of each class. More than two unexcused absences will result in a lower attendance grade. In addition, I evaluate the quality and quantity of your participation throughout the semester. Generally speaking, students that attend class but do not participate can expect to receive a “C” for this portion of their grade.

Discussion Leadership & Questions (10%). Students will be responsible for submitting discussion questions and leading part of the discussion for **two** days of the semester. You can sign up for which classes you wish to lead by filling out the sign-up sheet handed out during the second day of class (Thursday, January 12).

Your job as discussion leader is as follows. First, you must submit 4-5 discussion questions relating to the reading for that day. These should be thought-provoking questions that have the potential to stimulate debate. For example, “*How well does the author’s argument explain Putin’s behavior in Ukraine?*” and “*What evidence do you think the author is missing to support their claims?*” are probably better questions to ask than “*What is the author’s argument?*” Second, you will serve as the “expert” by leading discussion for a portion of the class. Don’t worry; this is not as stressful as it sounds. This will consist of you giving a very brief synopsis of the reading and then posing your discussion questions to the rest of the class. You are free to take discussion in whatever direction you would like, but I will be there to support you by asking questions and helping push the conversation forward.

If you have trouble formulating questions (or understanding the readings), swing by office hours. In fact, I highly recommend that all students come chat with me before their first time leading discussion. **You must email me discussion questions by 5PM on the day before class.** I will then distribute your questions to the rest of the class over email. All students are responsible for reading over the discussion questions before coming to class.

Homework Assignments (5% each; 30% total). There are six homework assignments throughout the semester—each worth 5% of your final grade. The topic and due dates for all homework assignments are provided in the table on the next page. Each of these assignments are designed to help you build your final research paper for the course. For instance, HW Assignment #1 teaches you how to write a research question that you will write your paper on, HW Assignment #2 forces you to review the existing literature that attempts to answer your research question, and so on. Specific instructions for each homework assignment are located on the course Canvas page. Late homework assignments will be penalized 1 letter grade per each calendar day late.

Homework Assignment Due Dates

	Topic	Due Date
HW 1	Writing Research Questions	Thursday, January 19th
HW 2	Literature Review	Thursday, February 9th
HW 3	Forming Arguments & Hypotheses	Thursday, February 23rd
HW 4	Designing Survey Questions	Thursday, March 9th
HW 5	Visualizing Data	Thursday, April 13th
HW 6	Writing Abstracts	Thursday, April 20th

Research Paper (30%). Each student is required to write an original research paper on a topic of their choice that relates to individual-level behavior in world politics. Your paper must ask a *causal* question (e.g., *Why do some voters support military intervention more than others? What makes policymakers more likely to comply with international law?*), propose an answer to that question, and design a series of survey questions to test your hypothesis. All students will submit their survey questions to me in Homework Assignment #4 (Thursday, March 9th). I will then administer the survey to the Lyon College community and deliver back to you the survey results which you will use as evidence in your paper.

In-depth instructions are provided on the separate assignment sheet. The page limit for the research paper is 20 double-spaced pages including figures and graphs but not including the title page or bibliography. **The deadline for the research paper is Friday, May 5th.** Late papers will be penalized 10 percentage points for each day late. To assist you in writing your paper, sample research papers are posted on the course Canvas page.

Poster Presentations (10%). Students will create posters to present their research paper to the rest of the Lyon community during normal class time on Thursday, April 27th. The location and instructions for the poster presentation will be posted on Canvas as we get closer to this date. Students will be evaluated on the design of their poster as well as their ability to give a roughly 1-minute “elevator speech” that pitches the importance and main findings of their research paper. Sample poster presentations are posted on the course Canvas page to assist you in designing your poster.

Course Technology

The learning management system (LMS) we will utilize throughout the semester is Canvas. All course material (e.g., syllabus, assignment instructions), readings, grades, class slides, and other useful resources will be posted on Canvas. Students will also use Canvas to submit all writing assignments. Please let me know if you have trouble accessing Canvas at any point throughout the semester.

COURSE SCHEDULE

WEEK 1

🌐 **Tuesday, January 10 — Course Overview**

- Syllabus
- Research Project Instructions

🌐 **Thursday, January 12 — Introduction to “the First Image”**

- Waltz, Kenneth N. 1959. *Man, the State and War: A Theoretical Analysis*. Chapter 2.

WEEK 2

🌐 **Tuesday, January 17 — In Defense of the First Image**

- Byman, Daniel L. and Kenneth M. Pollack. 2001. “Let Us Now Praise Great Men: Bringing the Statesmen Back In.” *Security Studies* 25 (4): 107-146.

🌐 **Thursday, January 19 — Rationality**

! **Homework Assignment #1 (“Writing Research Questions”) Due**

- Mercer, Jonathan. 2005. “Rationality and Psychology in International Politics.” *International Organization* 59: 77-106.

WEEK 3

🌐 **Tuesday, January 24 — Decision-Making in the Face of Risk**

- Kahneman, Daniel. 2011. *Thinking, Fast and Slow*: Chapter 1 & Chapter 26.

🌐 **Thursday, January 26 — Prospect Theory and Deterrence**

Choose *One*:

- Stein, Janice G. 1989. “Calculation, Miscalculation, and Conventional Deterrence I: The View from Cairo.” In *Psychology and Deterrence*: Chapter 3.
- Stein, Janice G. 1989. “Calculation, Miscalculation, and Conventional Deterrence II: The View from Jerusalem.” In *Psychology and Deterrence*: Chapter 4.

WEEK 4

🌐 Tuesday, January 31 — Trust and Affinity for Cooperation

- Rathbun, Brian C. 2011. “Before Hegemony: Generalized Trust and the Creation and Design of International Security Organizations.” *International Organization* 65: 243-273.
- Sherif, Muzafer. 1956. “Experiments in Group Conflict.” *Scientific American* 195 (5): 54-59.

🌐 Thursday, February 2 — Beliefs and Identities

Choose *One*:

- Herrmann, Richard K. 2017. “How Attachments to the Nation Shape Beliefs About the World: A Theory of Motivated Reasoning.” *International Organization* 71: S61-S84.
- Ko, Jiyoung. 2022. “Not So Dangerous? Nationalism and Foreign Policy Preference.” *International Studies Quarterly* 66 (3).

WEEK 5

🌐 Tuesday, February 7 — The Role of Emotions

- Renshon, Jonathan, Julia J. Lee, and Dustin Tingley. 2017. “Emotions and the Micro-Foundations of Commitment Problems.” *International Organization* 71: S189-S218.

🌐 Thursday, February 9 — Personality Traits and Foreign Policy

! Homework Assignment #2 (“Literature Review”) Due

- Walker, Stephen G., Mark Schafer, and Gary Smith. 2018 “The Operational Codes of Donald Trump and Hillary Clinton.” in *The Oxford Handbook of Behavioral Political Science*.

WEEK 6

🌐 Tuesday, February 14 — Gender and World Politics

- Fukuyama, Francis. 1998. “Women and the Evolution of World Politics.” *Foreign Affairs*: 24-40.

🌐 Thursday, February 16 — Gender Stereotypes in Cooperation and Conflict

Choose *One*:

- Naurin, Daniel, Elin Naurin, and Amy Alexander. 2019. “Gender Stereotyping and Chivalry in International Negotiations: A Survey Experiment in the Council of the European Union.” *International Organization* 73: 469-488.

- Schwartz, Joshua A., and Christopher W. Blair. 2020. “Do Women Make More Credible Threats? Gender Stereotypes, Audience Costs, and Crisis Bargaining.” *International Organization* 74: 872-895.

WEEK 7

🌐 Tuesday, February 21 — Resolve in War

- Kertzer, Joshua D. 2016. *Resolve in International Politics*: Chapter 2.

🌐 Thursday, February 23 — Measuring and Testing Resolve

! Homework Assignment #3 (“Forming Arguments and Hypotheses”) Due

- Kertzer, Joshua D. 2016. *Resolve in International Politics*: Chapter 3.

WEEK 8

🌐 Tuesday, February 28 — NO CLASS

- NO CLASS (Mental Health Break)

🌐 Thursday, March 2 — Designing Survey Questions

- Converse, Jean M. and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*: Chapter 1.

WEEK 9

🌐 Tuesday, March 7 — The Kantian Peace

- Russett, Bruce M., and John R. Oneal. 2001. *Triangulating Peace: Democracy, Interdependence, and International Organizations*: Chapter 1.

🌐 Thursday, March 9 — Assessing Audience Costs

Choose *One*:

! Homework Assignment #4 (“Designing Survey Questions”) Due

- Chaudoin, Stephen C. 2014. “Promises or Policies? An Experimental Analysis of International Agreements and Audience Reactions.” *International Organization* 68: 235-256.
- Tomz, Michael, and Jessica L.P. Weeks. 2021. “Military Alliances and Public Support for War.” *International Studies Quarterly* 65 (3): 811-824.

WEEK 10

🌐 Tuesday, March 14 — The Rationalist Basis for International Cooperation

- Axelrod, Robert M. 1986. *The Evolution of Cooperation*: Chapters 1-2.

🌐 Thursday, March 16 — Revisiting Cooperation and Compliance Under Anarchy Choose *One*:

- Kertzer, Joshua D., and Brian C. Rathbun. 2015. “Fair is Fair: Social Preferences and Reciprocity in International Politics.” *World Politics* 67 (4): 613-655.
- Bayram, A. Burcu. 2017. “Due Deference: Cosmopolitan Social Identity and the Psychology of Legal Obligation in International Politics.” *International Organization* 71: S137-S163.

WEEK 11

NO CLASS — SPRING BREAK

WEEK 12

🌐 Tuesday, March 28 — Global Norms and Nuclear Weapons

- Tannenwald, Nina. 2005. “Stigmatizing the Bomb: Origins of the Nuclear Taboo.” *International Security* 29 (4): 5-49.

🌐 Thursday, March 30 — Is There Really a Nuclear Taboo?

Choose *One*:

- Press, Daryl G., Scott D. Sagan, and Benjamin A. Valentino. 2013. “Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-use of Nuclear Weapons.” *American Political Science Review* 107 (1): 188-206.
- Smetana, Michal, and Michal Onderco. Forthcoming. “From Moscow with a Mushroom Cloud? Russian Public Attitudes to the Use of Nuclear Weapons in a Conflict with NATO.” *Journal of Conflict Resolution*.

WEEK 13

🌐 Tuesday, April 4 — Conventional Wisdom Surrounding Sanctions

- Brooks, Risa. 2002. "Sanctions and Regime Type: What Works, and When?" *Security Studies* 11: 1-50.

🌐 Thursday, April 6 — Sanctions and the Public

Choose *One*:

- Frye, Timothy. 2019. "Economic Sanctions and Public Opinion: Survey Experiments From Russia." *Comparative Political Studies* 52 (7): 967-994.
- Sejerssen, Mikkel. 2021. "Winning Hearts and Minds with Economic Sanctions? Evidence from a Survey Experiment in Venezuela." *Foreign Policy Analysis* 17 (1).

WEEK 14

🌐 Tuesday, April 11 — Voters and Globalization

- Mutz, Diana. 2021. *Winners and Losers: The Psychology of Foreign Trade*: Chapter 1.

🌐 Thursday, April 13 — Are Trade Attitudes Driven By Self-Interest?

! HW Assignment 5 ("Visualizing Data") Due

Choose *One*:

- Mutz, Diana. 2021. *Winners and Losers: The Psychology of Foreign Trade*: Chapter 4.
- Fordham, Benjamin O., and Katja B. Kleinberg. 2012. "How Can Economic Interests Influence Support for Free Trade?" *International Organization* 66: 311-328.

WEEK 15

🌐 Tuesday, April 18 — Immigration Attitudes

Choose *One*:

- Malhotra, Neil, Yotam Margalit, and Cecilia Hyunjung Mo. 2013. "Economic Explanations for Opposition to Immigration: Distinguishing between Prevalence and Conditional Impact." *American Journal of Political Science* 57 (2): 391-410.
- Hainmueller, Jens, and Dominik Hangartner. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107 (1): 159-187.

🌐 **Thursday, April 20 — Information and Globalization Attitudes**

! **HW Assignment 6 (“Writing Abstracts”) Due**

Choose *One*:

- Rho, Sungmin, and Michael Tomz. 2017. “Why Don’t Trade Preferences Reflect Economic Self-Interest?” *International Organization* 71: S85-S108.
- Bessen, Brett R., and Brendan J. Connell. “Another Day, Another Currency: Self-Interest, Experience, and Attitudes Toward Dollarization in Ecuador.” *Political Behavior*. Forthcoming.

WEEK 16

🌐 **Tuesday, April 25 — Poster Presentation Prep**

- No Readings

🌐 **Thursday, April 27 — Poster Presentations (Location TBA)**

- No Readings

WEEK 17

🌐 **Tuesday, May 2 — Debrief and Course Wrap-Up**

- No Readings

! **Final Research Paper Due Friday, May 5th**

Lyon College: Standard Course Policies, Spring, 2023

These policies apply to all courses offered at Lyon College. Details related to a specific course can be found in the rest of the course's syllabus.

Honor Code

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an Honor Code violation.

Class Attendance Policy

Students are expected to attend all class periods for the courses in which they are enrolled. They are responsible for conferring with individual professors regarding any missed assignments. Faculty members are to notify the Registrar when a student misses the equivalent of one, two, three, and four weeks of class periods in a single course. Under this policy, there is no distinction between "excused" and "unexcused" absences, except that a student may make up work missed during an excused absence. A reminder of the college's attendance policy will be issued to the student at one week, a second reminder at two weeks, a warning at three weeks, and notification of administrative withdrawal and the assigning of an "F" grade at four weeks. Students who are administratively withdrawn from more than one course will be placed on probation or suspended.

Academic Support

The Morrow Academic Center (MAC) helps students who want to improve grades by providing peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well providing 24-hour, online tutoring for all subjects through [Tutor.com](https://www.tutor.com). A schedule of peer-led services is available at lyon.edu/mac and [Tutor.com](https://www.tutor.com) is accessed through courses in Schoology. Contact Donald Taylor, Director of Academic Support, at 870-307-7319 or donald.taylor@lyon.edu for more information about MAC services.

Technology Support

For general technology support, you can contact the IT department by emailing support@lyon.edu or by calling 870-307-7555. For assistance with classroom-related technologies, such as the learning management system (LMS), you can request support using the methods above, or you can contact sarah.williams@lyon.edu directly for assistance. Your course content will be accessible digitally using either the Schoology or Canvas LMS. Both LMS platforms will use your myLyon credentials for your student login.

- For Canvas, login at lyon.instructure.com
- For Schoology, login at lyon.schoology.com

Disabilities

Students seeking reasonable accommodations based on documented learning disabilities must contact Director of Academic Support Donald Taylor in the Morrow Academic Center at (870) 307-7019 or at donald.taylor@lyon.edu.

Harassment, Discrimination, and Sexual Misconduct

Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations motivated by discrimination, sexual and bias-related harassment, and other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon College community. Any individual who has been the victim of an act of violence or intimidation is urged to make an official report by contacting a campus Title

IX coordinator or by visiting www.lyon.edu/file-a-title-ix-report. A report of an act of violence or intimidation will be dealt with promptly. Confidentiality will be maintained to the greatest extent possible within the constraints of the law. For more information regarding the College's Title IX policies and procedures, visit www.lyon.edu/title-ix.

Mental & Behavioral Health

Lyon College is dedicated to ensuring each student has access to mental and behavioral health resources. The College's Mental and Behavioral Health Office is located in Edwards Commons and is partnered with White River Health System's Behavioral Health Clinic. The office is committed to helping the Lyon community achieve maximum mental and behavioral wellness through both preventative and reactive care. A full-time, licensed, professional counselor provides counseling, consultations, outreach, workshops, and many more mental and behavioral services to Lyon students, faculty, and staff at no cost. The Mental and Behavioral Health Office also provides access to White River Health System's services and facilities, including medication management and in-patient and out-patient care. To make an appointment, contact counseling@lyon.edu.

College-Wide COVID-19 Policies for Spring, 2023

- The College does not require masks in instructional and meeting spaces inside academic buildings. However, if instructors require masks in their classroom, lab, or studio, then students and guests must comply with that requirement.
- Vaccines are strongly encouraged for all faculty, staff, and students. Vaccines are not mandated for Lyon College community members, although there may be specific courses involving interactions with vulnerable, external populations where a vaccine may be required.
- The College will continue to offer symptomatic testing for students, faculty and staff.

The rest of a course's syllabus will include at least the following:

- A description of the course consistent with the Lyon College catalog.
- A list of student learning outcomes for the course.
- A summary of all course requirements.
- An explanation of the grading system to be used in the course.
- Any course-specific attendance policies that go beyond the College policy.
- Details about what constitutes acceptable and unacceptable student collaboration on graded work.
- A clear statement about which LMS is being used for the course.