The underlying philosophy of this course is to take education seriously. The etymology of the term “education” is Latin (ex-ducere) and translates into “leading oneself out of oneself.” If we all participate in education – as teachers or as students – if we all are ready to go out of ourselves, then we might at times meet somewhere out there. When we meet, we can start to talk and begin to contribute to the emergence of more and better knowledge. Also the etymology of the term science is Latin and translated into “knowledge.” Such a step is necessary for if we remain within ourselves we are doomed to see the world from within our (self-imposed) boundaries which will prove as insufficient.

The purpose of this course is examine how international relations and foreign policy scholars have led themselves out of their disciplinary boundaries and benefitted from the knowledge psychologists are providing us with. It may come as a surprise to learn that traditionally international relations scholars, for the most part, have ignored scientific considerations of the human psyche. However, if we would ask whether psychology adds to our understanding of foreign policy decision making, many psychologists would answer with an unequivocal “yes.” Motivations, personality traits and beliefs are central factors of any decision making process and they are explored by psychologists. In this class we will thus attempt to engage in foreign policy analysis from a psychological perspective.

Course Requirements

Before I introduce the specific course requirements, I want to emphasize that for all writing assignments you will be expected to demonstrate good writing abilities. A clear writing style is an absolute prerequisite for you to be able to communicate your substantive points and arguments effectively. It is also very important that you proofread your papers for grammar and style. Once you have finished, let it sit for a few hours and then revisit it. This way you are more likely to detect errors and correct them in time before the due date. Here are the course assignments for our class:

1. Micro Essays (5 x 10 points)

In these essays you will have to demonstrate effectively that you seriously engaged with the assigned reading materials. You are to identify key arguments and key concepts from the readings and explicate the authors’ main arguments and conclusions. You are also to relate the authors to each other and identify points of agreement and disagreement. In the concluding paragraph of these essays you are to identify questions that remain for you, or additional questions that these readings lead you to think about. The due dates for the essays are noted in the Course Outline below. There are six due dates, but you have to write only five essays. On the first four due dates everyone must submit an essay (pertaining to sections I-IV). When it
comes to the last two due dates (pertaining to section V and VI you can choose between either of them. Each essay is to be 2 ½ pages long, typed, 1 ½ spaced, 12 point font New Times Roman with 1 inch margins.

2. Written Examinations (2 x 15 points)

The exams are take-home exams and they are based on our readings and class discussions. The dates for the exams are noted in the Course Outline below. On the given date the exam will be handed out in class and it will be due at the next class meeting. Each exam is to be typed, 1 ½ spaced, 12 point font New Times Roman with 1 inch margins.

3. Class Attendance and Participation (20 points)

It is of crucial importance that you attend class and participate actively. You are expected to read all the assigned readings BEFORE the class meeting and you are to be able to discuss them. You cannot achieve a satisfactory score in this category if you merely “sit in.” I expect the following from you:

- Preparation — your contributions demonstrate that you carefully read the assignment and engaged in it.
- Quality of Your Argument — your contributions are original, accurate and relevant to the subject matter under consideration and you reason by reference to proper evidence.
- Quality of Your Expression — your contribution is intelligible, concise, and addressed to your peers and the instructor.
- Contribution to the Process — knowledge is a cumulative achievement. Therefore, your contributions should demonstrate that you are listening to other students’ comments, take their ideas into consideration when responding, respect them, and criticize their arguments (not them!) constructively.
- Critical Thought — your contributions show critical awareness, do not reiterate conventional and/or common wisdom and avoid basic logical fallacies.
- Academic Openness — the etymology of the term “education” is latin (ex-ducere) and translates into “leading yourself out of yourself.” Be open for alternative and dissident arguments as this is very important for our intellectual maturation.

Unexcused absences will result in a loss of points towards your final grade (1 point per missed class). Excused absences are those that are accompanied by a written explanation, together with legitimate supporting documentation. For example, if you miss a class due to extracurricular activities, please provide a letter from the faculty member organizing the event; if for medical reasons, a letter from your doctor and so on.

Grading and Late Papers

Your final grade is a composition of the items described above. Late papers are generally not tolerated and will lead to a deduction of 2 points per day on that particular assignment. Here is the grading scheme:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>75-77</td>
<td>C</td>
</tr>
<tr>
<td>70-74</td>
<td>C-</td>
</tr>
<tr>
<td>60-64</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
85-87 = B 68-69 = D+
80-84 = B- 65-67 = D

Any student with a disability or special need should speak with me as soon as possible so that we can make any necessary arrangements or accommodations.

Classroom Courtesy

Computers are not allowed in the classroom. Members of the class will be expected to exhibit appropriate behavior to the instructor and each other. Most importantly, students are required to give to others the respect and consideration they would wish for themselves. At its best, a classroom operates as a marketplace of ideas, where open discussion permits students to digest and evaluate information. Students must realize that while it is permissible to question a competing point of view, it is never appropriate to allow the conversation to degenerate into personal attacks. It is also expected that students will exhibit good manners, listen when others are talking, and generally behave in a professional manner. Students who behave inappropriately may be asked to leave the classroom and will have points deducted from their final grades.

Academic Honesty

Cheating on a test or other assignment will result in an automatic loss of all points for that assignment and possibly an F for the entire course. Cheating includes looking at notes/readings during closed-book tests. Cheating also includes copying any part of a classmate’s work or plagiarism of any kind. If you have any questions concerning what constitutes cheating and/or plagiarism, please consult with me.

Course Schedule

I. SETTING THE STAGE

12 January (Monday): Introduction
15 January (Thursday): Introduction

[Micro Essay for Section 1 Due]
II. RATIONAL CHOICE VERSUS PSYCHOLOGICAL APPROACHES


III. THE ENIGMA OF INFORMATION PROCESSING AND PERCEPTION


19 February (Thursday): Class Cancelled. Professor away at conference.


5 March (Thursday): Bill Peterson, David Winter and Richard Doty (1994) Laboratory Test of a Motivational-Perceptual Model Conflict Escalation.
IV. APPLICATIONS I: LEARNING THEORY, PROSPECT THEORY AND EMPATHY

9 March (Monday):  Spring Break
12 March (Thursday):  Spring Break

19 March (Thursday):  Class Cancelled. President’s Inauguration

26 March (Thursday):  tba.


V. APPLICATIONS II: DECISION-MAKING IN GROUPS


VI. APPLICATIONS III: SOCIAL IDENTITY THEORY


23 April (Thursday): tba.

27 April (Monday): Last Day of Class. [Micro Essay for Section 6 Due]

Final Exam Date (See Registrar’s website for date): Take Home Exam Due