Gov 50.08: Where do we go from here?

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Final Exam

- Same format (same types of questions, similar numbers, same time limit).
 Difference: on Canvas, open-book, open-notes, closed to collaboration.
- The exam will be available on Canvas promptly at 11:30am on Monday, June
 It will close promptly at 1:20. If you start late, you will sacrifice that time.
- The classroom will be available if you prefer to complete your exam in a familiar environment.
- It is your responsibility to ensure that you have a reliable internet connection and a well-functioning computer. Reach out asap if you have concerns about either.
- I cannot stress this enough: You should prepare as if it were a closed-book exam, and organize your notes such that they are easy to consult when needed. If you spend a lot of time trying to re-read material or search notes, you will run out of time.

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Learning Objectives

- Apply psychological theory to provide an informed explanation about the psychological mechanisms responsible for observed relationships between rocket threat and right wing voting, and between military experience and foreign policy behavior.
- · Connect the results from this research to policy implications.
- Evaluate the conditions under which a psychological approach to IR is most/least analytically useful.

The "First Image Reversed"

 This work "inverts the substantive focus of the discipline from war and conflict's causes, to its effects" (Kertzer & Tingley 2018).

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How Conflict Affects Individuals

- We read three examples of how exposure to conflict can shape individual level attitudes and behavior.
 - Two focus on regular citizens, one on leaders.
- Two investigate behavior, one investigates attitudes.
- One offers an extensive psychological theory, two... do not.

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Terrorist Threats and Voting Behavior

- Getmansky and Zeitzoff investigate the connection between the threat from terrorist attacks and voting behavior.
- · What do they find?





Terrorist Threats and Voting Behavior

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- · What do they find?
- Being in the range of rockets increases right-wing vote share by 2-6 percentage points.
- Nationalistic parties, like Likud, are the primary recipients of this boost.

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Terrorist Threats and Voting Behavior

- Why?
- Use what you've learned in this class along with the arguments that Getmansky & Zeitzoff introduce in their review to offer one theory that explains this relationship (besides issue ownership).



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Terrorist Threats and Voting Behavior

• What are the implications of this research for terrorist groups & their targets?



"Don't let it throw you — It's Just a negotiating tactic."

Combat Experience, Leaders, and War

- What question do Horowitz and Stam (2014) ask about leaders' backgrounds and interstate conflict?
- · What do they find?
- H1: Leaders with military experience, but no combat experience, will be more likely to initiate military disputes. (Yes, mostly)
- H2: Leaders with combat experience in autocracies and military regimes will be more likely to initiate military disputes.

 (Yes)
- H3: Leaders with rebel military experience should be more likely to initiate military disputes than those without rebel military experience. (Yes)

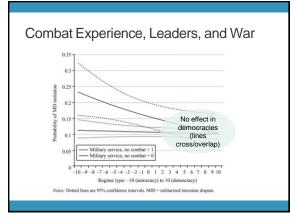
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Combat Experience, Leaders, and War

- · In an autocracy or mixed regime:
 - Military experience but no combat increases propensity to initiate conflict in office (military normalizes violence, but not exposed to costs), relative to no military experience. E.g., Kaiser Wilhelm II.
- · In an autocracy or military regime:
 - Military experience and combat increases propensity to initiate conflict in office (military normalizes violence, nonprofessional militaries see military goals as of primary importance; autocracies and military regimes select for those individuals who are more "inherently aggressive," or react to combat by becoming more aggressive). E.g., Hitler, Hee Park.
- In a democracy:
 - No statistical relationship between military service (combat or no) and use of force (Military professionalization inspires conservatism in the use of force; path to power not through violence; leader-level characteristics might matter less in democracies).
- · Everywhere:
 - Rebel experience increases MID initiation . E.g., Mao Zedong, Ben-Gurion

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Combat Experience, Leaders, and War



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Combat Experience, Leaders, and War

- Why? What psychological theory/theories might explain why a) some people react to combat by decreasing aggression, b) some people react to combat with more aggression, c) rebels are especially likely to use force when in power?
- H & S say that Life experiences => Leader beliefs/risk attitudes.
- But.... ? => Life experiences => ? => Leader beliefs/risk attitudes



VS.



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Where we've been...

- What are some of the main themes that we have discussed in this course? In other words, can we come up with a list of "bumper sticker" conclusions?
 - Leaders are people, too they are subject to the same biases, emotions, and personality traits as ordinary citizens.
 - Foreign policy decision-making does not conform to norms of procedural rationality.
 - · Behavior is a function of the person and the situation.

Where do we go from here?

- Which piece of scholarship did you find most/least convincing? Why?
 What questions or problems in IR benefit most/least from a
- psychological approach?

 Can a psychological approach be useful even when it's impossible to directly test the subjects or mechanisms we care about? Why or
- why not?

 How can political psychology inform our understanding of other topics in political science?

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My take:

- The biggest areas of growth in IR & political psychology:
 - · Hot cognition & emotions in international politics,
- Psychological mechanisms for individual level research,
- · Psychological approaches to IPE,
- Micro-foundations of core constructs in IR (e.g., status, honor, revenge, reputation),
- · Non U.S. and west-centric research,
- · "Political Psychology true to its name."

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Fin (for real).

Keep in touch! Kathleen.e.powers@ Dartmouth.edu

