

## Gov 50.08: Introduction to the IR/PP nexus (And to me. And to the Course.)

Professor Kathleen E. Powers

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## Objectives for Today

- After today, you should be able to...
  - Know who I am and my expectations.
  - Explain what it means to take a psychological approach to international relations.
  - Think like a political psychologist, by explaining how behavior is a function of the person, situation, and the interaction of the person and situation.
  - Identify the course goals.
  - Identify the course requirements.

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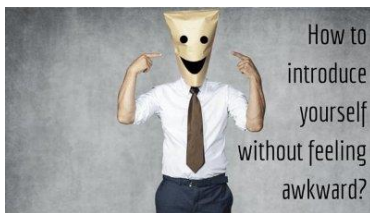
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## Who am I? Who are you?

- (besides a smart, competent adult who is eager to learn stuff)



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## Who are you?

- Full name (preferred name, if different)
- Experience in a) international relations and b) psychology
- Have you taken Gov 10 or another course on quantitative social science?
  - From 1 (not confident) to 5 (very confident), how confident are you in your ability to read and understand the primary findings and conclusions in quantitative research articles?
- What are you most excited to learn in this course?
- What is your biggest concern about this course?
- Something interesting/anything else you want me to know?

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## Who am I?

- Basic Information
  - Office: 223 Silsby
  - Office Hours: Wednesdays 3:30pm-5:30pm
    - Sign-up sheet on office door for appointments

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## Who am I?

- Basic Information
  - Office: 223 Silsby
  - Office Hours: Wednesdays 3:30pm-5:30pm
  - Email: Kathleen.e.powers@Dartmouth.edu



- B.S. Psychology
- B.S. Political Science

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## Who am I?

- Basic Information
  - Office: 223 Silsby
  - Office Hours: Wednesdays 3:30pm-5:30pm
  - Email: Kathleen.e.powers@Dartmouth.edu



- MA/PhD Political Science (Fields: IR, Political Psych)

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  - Office: 223 Silsby
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- Post-doctoral Fellow  
US FP & Security,  
Dickey Center

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# Who am I?

- Research: Intersection of Political Psychology and International Relations
  - National and transnational identities
  - Morality in international politics
  - National security decision-making
  - Foreign policy public opinion

The seal of Dartmouth College is located in the bottom right corner. It is a circular emblem with a shield in the center. The shield depicts a building with a flag flying from a pole in front of it. Above the shield, the word "DARTMOUTH" is written in an arc. Below the shield, the Latin motto "CLAMANTIS IN SEQUITO" is written in an arc. The year "1769" is inscribed at the bottom of the shield.

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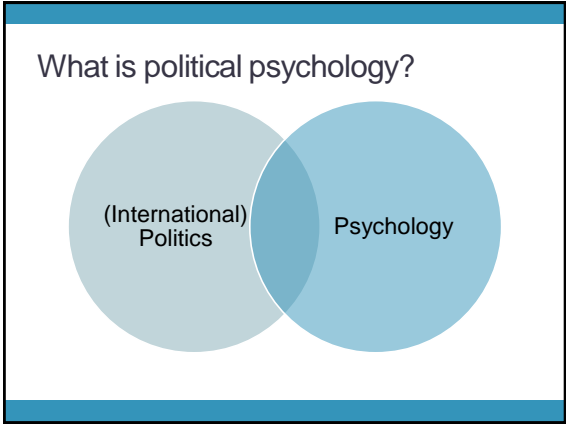
# Something about me?



# What is political psychology?



A Venn diagram consisting of two overlapping circles. The left circle is light blue and contains the text "(International) Politics". The right circle is a slightly darker shade of blue and contains the text "Psychology". The overlapping area in the center is a darker blue, representing the intersection of the two fields.



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## What is political psychology?

- "The scientific study of behavior."
- Three things:
  - Science
  - Cognitive and Social processes
  - Study of the individual

Psychology

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$$B = f(P, E)$$

- Behavior...
- ... is a **function**
- ... of the **Person**
- ... and the **Environment**

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## What is political psychology?

(International)  
Politics

- IR: "study of interactions among the various actors that participate in international politics."
- Three things:
  - Science
  - Structure
  - Collectives

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## What is political psychology?

- “Unless there are **significant variations** in the ways people see the world that affect how they act, **we need not explore decision-making** in order to explain foreign policy” (Jervis 1976, p. 14).
- Do individuals matter in international politics? What is Jervis' argument?
- Are there conditions under which individual-level factors will be more important?



FIGURE 3.1

Source: Adapted from Jervis, 1976, p. 14.

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## What is political psychology?

- “... an application of what is known about human psychology to the study of politics.”
- Three things:
  - Individual level of analysis (mostly)
  - Multidisciplinary, Multi-method
  - Process *and* Context



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## Political Psychology in Action

- Kertzer & Zeitzoff (2017). “Beyond Narcissism: What Political Psychology Tells Us about foreign policy under Trump”
  - What is the question?
  - What is one thing you found surprising?
  - What is one question that you have?
- Holmes & Yarhi-Milo (2018). “So Trump’s meeting Kim Jong Un after all...”
  - What is the question?
  - What is the argument?
  - What is one thing you found surprising?
  - What is one question that you have?

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## Where do we go from here?

- Part I: Foundations
  - The "rational baseline" and standard IR approaches
- Part II: Leaders are People, too: How (ir)Rationality, Beliefs, and Personality affect Foreign Policy Decisions
  - Cognition & Biases, perceptions & misperceptions, small group dynamics
  - Psychobiography, personality, and leadership trait analysis
- Part III: Psychology, the Masses, and International Politics: How Emotions, Morality, Social Identity, and Biology Shape Foreign Policy (and how foreign policy shapes people)
  - Emotions & morality
  - Social identity, conflict, and cooperation
  - Genes & biology
  - The first image reversed

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## Course Goals

- "Broadly speaking, the goal of this course is to critically investigate the various ways that research and findings from psychology can help us to make sense of important puzzles in international politics."

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## Course Format & Requirements

- "Mixed methods"
- Requirements:
  - Read!
  - Participation (12%)
  - Exams x 2 (25% each): April 25 & June 3
  - Paper proposal (3%): due April 29
  - Final Analytical Paper (35% Paper): due May 24 (draft due May 17, peer review comments due May 17)
- Grades: B+ median

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## On Reading...

- Reading is not passive.
- It is also not optional.
- It is supposed to be hard (but engaging).



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## On Reading...

- Be able to identify three key pieces of information:
  - What is the main research question or puzzle?
  - What is the argument/theory?
  - What evidence does the author(s) present to support the theory?
- Can you summarize the main points of the article in 2-5 sentences? If not, review!
- Be an active, critical reader:
  - Does the assigned reading connect to other things that you have learned in the course? How (similar/different paradigm, refutes a previously presented argument, etc.)?
  - Is there any new or unfamiliar terminology? Re-read, deduce the definition from context.
  - What is still puzzling or debatable about the article? What additional evidence would contradict or support the argument?

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## On Participation...

- The class only works if you do.
- Participation includes:
  - Asking questions that indicate engagement with the material,
  - Engaging in class discussions,
  - Demonstrating your knowledge of the reading material,
  - Making connections between topics,
  - Critiquing arguments,
  - Offering examples of theory in the "real world,"
  - In-class activities and writing
- Alternative participation:
  - You may post a reflection on one or more of the assigned readings to the Canvas discussion board by **midnight the night before the class meets (i.e. on M & W)**.

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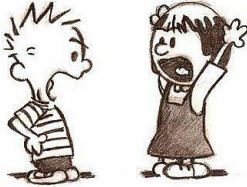
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## On Discussions...

- Class discussions:
  - Be respectful, courteous, open to ideas & alternative explanations



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## Extra credit?

- If anything comes up (unlikely), the opportunity will be available to the whole class (and I will initiate it).



"It's weird - I called Michelle obsequious, so I had to write my name on the board. But I also got extra credit."

Source: Mark Anderson

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## Course Policies

- Attendance
- Technology

*Review of Educational Research*  
June 2008 Vol. 38, No. 2 pp. 272-295  
DOI: 10.1102/003485410802908  
© 2008 AERA. <http://rer.aera.net>

### Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics

Marcus Credé, Sylvia G. Rock, and Ursula M. Kleszczynska  
State University of New York at Albany

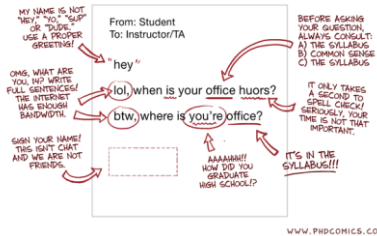
*A meta-analysis of the relationship between class attendance in college and college grades reveals that attendance has strong relationships with both class grades ( $r = .63$ ,  $N = 37$ ,  $ES = .45$ ) and GPA ( $r = .53$ ,  $N = 5$ ,  $ES = .41$ ). These relationships make class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the SAT, high school GPA, study habits, and study skills. Results also show that class attendance explains large amounts of unique variance in college grades because of its relative independence from SAT scores and high school GPA and weak relationships with student characteristics such as conscientiousness and motivation. **Relational evidence supports the case for a strong, positive impact on college grades ( $k = 3$ ,  $N = 1,421$ ,  $d = .21$ ). Implications for theoretical frameworks of student academic performance and educational policy are discussed.***

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## Course Policies

### HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



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## Fin.\*

\*If you require any accommodations, come talk to me or send me an email – asap.

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