



University of Edinburgh

School of Social & Political Science Politics and International Relations 2018-2019

PLIT10105

Contemporary Issues in International Relations:

THE POLITICAL PSYCHOLOGY OF WORLD LEADERS

Semester 2

Key Information

Course Organiser

Professor Juliet Kaarbo
Email: j.kaarbo@ed.ac.uk
Room 4.21
Chrystal MacMillan Building, 15A George Square
Guidance & Feedback Hours: Monday 14.00 – 16.00

Location

Room 5.1 Lister Learning and Teaching Centre
Tuesdays 15:10 – 17:00

Course Secretary

Euan Morse
Email: euamorse@exseed.ed.ac.uk
Undergraduate Teaching Office, Room G.04/05, Chrystal
Macmillan Building

Assessment Deadlines

In-Class Informal Presentation - 22nd January

*Profiler Plus Lab Preparation and Participation - 12th
March*

Article Evaluation Paper - 15th March at 12 NOON

Personality Profile - 6th May at 12 NOON

Course Description

This course examines the impact individual leaders can have on international relations. It focuses on how psychological characteristics of political leaders influence political processes and outcomes, particularly in foreign policy. Students will learn the research-based arguments about the importance of leaders in international relations and the ways in which leaders' experiences, beliefs, and personalities affect their conduct of foreign policy and other behaviors important in international politics (such as international organizational leadership and multilateral negotiations). This course will cover non-psychological approaches, non-personality psychological approaches, and several personality approaches, especially Operational Code Analysis and Leadership Trait Analysis. A theme of the course is how leaders' psychological traits interact with political contexts. While the focus is on theories, concepts and methods used to study world leaders generally, the course includes specific examples of leaders from around the world. This course will run as a seminar, with no traditional lecture time. Students will conduct their own political personality profiles of leaders as part of the course assessment requirements.

Aims

This honours course aims to provide students with a critical understanding of:

- ways in which political leaders, individuals, influence foreign policy and international relations;
- theoretical, conceptual, and methodological tools for assessing leaders, particularly their personalities;
- actual impacts of different world leaders across different contexts.

Learning Outcomes

By the end of the course students will be able to:

- demonstrate knowledge of and critically evaluate ways to explain, classify, and study political leadership in international relations;
- evaluate political leadership across different forms and contexts in the international system;
- recognize, clearly explain, and assess the central arguments, debates, and research questions from scholarly research on the political psychology of leadership;
- carry out an applied research project which employs established theories and methods for assessing world leaders;
- improve skills for critical reading, discussion, written analysis, and original research.

Teaching Methods

This course adopts a seminar format. There are no lectures. The class meets on Tuesdays, 15.10-17:00, Room 5.1, Lister Learning and Teaching Centre.

Seminars will take the format of an extended scholarly discussion of the required readings and related issues. There will be at least one guest speaker.

Please note that the success of this course depends on how much and how well students read the material. The required readings must be considered an absolute *minimum* in terms of preparation.

For each required reading, all students must be prepared to discuss the following:

- What are the author's main arguments? What is the primary research question?
- How does the author go about making this argument – what is the structure of the argument, on what other literature/body of research does the reading build upon?
- What alternative explanations (if any) does the reading address? Are there are explanations/theories that could offer competing or complementary accounts for subject of investigation?
- What are the specific concepts and theories important in this reading and how are they defined by the author?
- What empirical evidence, if any, does the reading use to support its claims?
- What did you like about this reading? How could it be improved?
- How does each reading relate to other readings for the same week/topic? How does each reading relate to topics covered elsewhere in the course?

Course Outline – Seminar Topics & Assessment Deadlines

Week	Date	Seminar
1	15 January	Why Leaders? Why Psychology? Why Foreign Policy? Students should be prepared to indicate chapter choice for Week 2 discussion of <i>The Peacemakers</i>
2	22 January	Why Personality? Students present in class discussion their chosen leader/chapter from <i>The Peacemakers</i>
3	29 January	Personality Approaches to World Leaders
4	5 February	Operational Code Analysis : What is it?
5	12 February	Operational Code Analysis: What does it Explain?
Innovative Learning Week <i>Classes do not meet during the week of 18-22 February 2019</i>		
6	26 February	Leadership Trait Analysis: What is it?
7	5 March	Leadership Trait Analysis: What does it Explain? Guest Speaker (Erasmus Teaching Exchange): Professor Klaus Brummer, Eichstätt-Ingolstadt University
8	12 March	Profiler Lab – students must be prepared with leader text material and Profiler Plus software Article Evaluation Papers due Friday, 15 March at noon.
9	19 March	Non-personality Psychological Approaches to World Leaders
10	26 March	Non-psychological Approaches to Leaders Guest Speaker: Professor James Mitchell, University of Edinburgh
11	2 April	Wrap-up Session
Leader Profile Papers due Monday, 6 May at noon		

Assessment

Students will be assessed by:

Assessment	Word count limit	Weighting	Submission Date
	Do not exceed the word limit or <u>penalties</u> will be applied		
In-Class Informal Presentation of Jentleson Chapter	<i>[Not applicable]</i>	5%	22 nd January 2019
Profiler Plus Lab Preparation and Participation	<i>[Not applicable]</i>	5%	12 th March 2019
Article Evaluation Paper	2000	30%	15 th March 2019 at 12 NOON
Personality Profile	3500	60%	6 th May 2019 at 12 NOON

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

In-Class Presentation of Jentleson Chapter

Students choose (during week 1 in class) one of the chapters from Jentleson's (2018) *The Peacemakers: Leadership Lessons From Twentieth-Century Statesmanship* and informally present in class discussion, in Week 2, Jentleson's analysis of the leader(s) in terms of his 'Who, Why, How, and What' framework. Class discussion will compare and contrast leaders from across the book. Students should focus less on historical details and more on the main points in their preparation for class discussion.

Deadline: Students will choose/be assigned a chapter in Week 1 during class. If a student is absent in Week 1, they must communicate with Professor Kaarbo by noon on Friday 18th January for approval of which chapter to which they are assigned. Preparation and discussion are due for class on the 22nd of January.

Assessment Criteria: Students will be equally assessed based on class attendance, preparedness (including selection of their chapter) and the quality of their contributions to the discussion by offering, answering and discussing questions in an informal presentation of the points in their chapter.

Profiler Plus Lab Preparation and Participation

In Week 8, students will generate operational code and leadership trait scores for a leader of their choice (if this leader is part of their personality profile assignment, please see guidelines on leader selection for that piece of assessment). Students must bring to the class electronic copies of speeches or other verbal text from their leaders – at least three different pieces of text that are at least 500 words in length. Students must bring laptops that can access the ProfilerPlus website (<http://socialscience.net/tech/profilerplus.aspx>) during the class session. Very early on in the term, students must request access (via a pass code) to the ProfilerPlus programme (and specifically to OCA and LTA) via the online request form at Social Science Automation (more information will be provided about this in class) In the lab in week 8, students will run their leaders' verbal materials through the computer program to generate OCA and LTA scores. We will discuss in class the score results, how to interpret them, and issues of text selection. Professor Kaarbo and an assistant will guide students through this process, but students are expected to be completely prepared to begin this exercise at the beginning of the lab.

Deadline: Preparation, active lab participation and discussion are due for the March 12 class session.

Assessment Criteria: Students will be equally assessed based on lab attendance, preparedness (including leader and text selection and downloading of ProfilerPlus) and the quality of their contribution to the discussion by offering, answering and discussing questions.

Article Evaluation Paper

Each student is required to write an evaluation of two readings listed in the supplementary readings sections in Weeks 3, 4, 5, 6, and 7 of this course guide. The choice of the two readings is up to the student -- they may be from the same week or from different weeks. Be sure to identify the readings at beginning of the paper. Citations beyond the course's readings, while welcome, are unnecessary.

Students must address the following questions for each of the two readings:

- What are the author's main arguments? What is the primary research question?
- How does the author go about making this argument – what is the structure of the argument, on what other literature/body of research does the reading build upon?
- What alternative explanations (if any) does the reading address?
- What are the specific concepts and theories important in this reading and how are they defined by the author?
- What empirical evidence, if any, does the reading use to support its claims?
- What did you like about this reading? How could it be improved?

- How does each reading relate to the other, and to other readings for the same week/topic? How does each reading relate to topics covered elsewhere in the course?

Length: The Article Evaluation Paper should be no more than 2000 words, including end/footnotes but excluding the bibliography. Please provide a word count on your cover sheet, and note that Evaluations longer than 2000 words will be penalized; 2000 is a maximum length; there is no 'grace margin'.

Deadline: The Article Evaluation Paper is due **Friday, 15 March at noon**, to be submitted electronically. Standard late penalties will apply.

Assessment Criteria: The purpose of this assignment is to further develop your understanding and critical analytical skills of research on leaders in world politics. Papers will be assessed on a combination of the following criteria: effectively, coherently and consistently answers the questions above; shows a grasp of the relevant concepts; supports the evaluation with relevant, accurate and effective examples from the articles; demonstrates analysis and critical thinking in relation to arguments and evidence; effective structure and organization; and makes use of correct referencing and quoting, spelling, grammar and style.

Personality Profile

Each student is required to generate a personality profile of a political leader. The profile may take one of the following forms:

Format A. Comparison of two leaders using the same personality approach.

Format B. Comparison of two personality approaches of one leader.

For both formats, the profile must:

- make an argument for why the approach (or approaches) were chosen;
- present the profile(s) of the leader(s) (for example, the 7 traits if using Leadership Trait Analysis, the specific beliefs if using Operational Code Analysis, motive scores for Motive Analysis, key prior history if using experience/psychobiography) and discuss the methodology/sources used for generating it;
- based on previous research/theory (cited appropriately) for the approach(es), discuss what political behaviors would be expected from the leader(s);
- include at least one policy decision/political outcome of the leader(s) and discuss the congruence between the profile(s) and that decision(s)/outcomes(s) (i.e., how well does the profile(s) explain the decision(s)/outcomes(s)?);
- discuss the context in which the leader(s) exercise power;
- critically reflect on the usefulness of the personality approach(es) used for this leader(s).

Students should pick from the following personality approaches: Operational Code Analysis, Leadership Trait Analysis, Motive Analysis, Psychobiography/Background Experiences (other approaches are optional, but must be approved by Professor Kaarbo).

Ground rules on leader(s) selection: Students may choose any political leader(s), historical or contemporary, as long as there is sufficient information to complete the profile and all aspects of the assignment. Students may rely on published profiles or generate their own but if published profiles are used, students must go beyond the publication's previous profile and analysis. Students are strongly encouraged to discuss their profile choices with Professor Kaarbo during her open office hours or by appointment, well in advance of the deadline.

Length: The Personality Profile should be no more than 3500 words, including end/footnotes but excluding the bibliography. Please provide a word count on your cover sheet, and note that Profiles longer than 3500 words will be penalized; 3500 is a maximum length; there is no 'grace margin'.

Deadline: The Personality Profile is due **Monday, 6 May at noon**, to be submitted electronically. Standard late penalties will apply.

Assessment Criteria: The purpose of this assignment is to further develop your understanding and critical analytical skills of research on leaders in world politics. Papers will be assessed on a combination of the following criteria: adherence to the assignment; demonstrated understanding and command of appropriate range of literature and research; ability to integrate literature and go beyond; level and consistency and coherence of intellectual analysis; use of sources to inform but not dominate analysis; demonstrated ability to critically and accurately present and evaluate arguments and interpretations and to arrive at independent and insightful conclusions; quality of writing and presentation (including references).

Communications and Feedback

You are encouraged to use email for routine communication with Professor Kaarbo and with the Course Secretary. We shall also use email to communicate with you. All students are provided with email addresses on the university system. If you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as Yahoo or Hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings

NOTE: All required and recommended readings are available electronically from the Library Resource List on this course's LEARN site (also available [here](#)). Most of the further readings are also available through the library.

WEEK-BY-WEEK:
Topics and Readings

Week 1 (15 January) Why Leaders? Why Psychology? Why Foreign Policy?

During this session, students will indicate their choice of chapter/leader(s) for next week's discussion of Jentleson's *The Peacemakers*.

Essential/Required Readings:

- Hermann, M.G. & Hagan, J.D. (1998). International decision making: Leadership matters. *Foreign Policy* 110: 124-136.
- Byman, D.L. & Pollack, K.M. (2001). Let us now praise great men: Bringing statesman back in. *International Security* 25: 107-146.
- Jentleson, Bruce W (2018). 'Preface: My students got me thinking' (xiii-x) AND Introduction: Does history make statesman or does statesman make history?' (xviii-xxxviii) in *The Peacemakers: Leadership Lessons From Twentieth-Century Statesmanship*. New York: W.W. Norton & Company.

Further Readings

- Brown, A. (2015) Questioning the mythology of the strong leader. *Leadership* 11(3).
- Carter, J. and Chiozza, G. (2018) State leaders and foreign policy. In Thies C (ed) *The Oxford Encyclopedia of Foreign Policy Analysis. Volume 2*. New York: Oxford University Press.
- Dyson, S.B. and Briggs, T, (2017). Leaders and foreign policy: Surveying the evidence. In Thompson, W.J. (ed) *The Oxford Encyclopedia of Empirical International Relations*. New York: Oxford University Press.
- Goldgeir, J. M. (1997). Psychology and security. *Security Studies* 4 (summer).
- Hagan, J.D. (2001). Does decision making matter? Systemic assumptions vs. historical reality in international relations theory," *International Studies Review*.
- Hermann, M., Preston, T., Korany, B., & Shaw, T. M. (2001). Who leads matters: The effects of powerful individuals. *International Studies Review*, 3(2), 83–131.
- Kaarbo, J. (2015). A foreign policy analysis perspective on the domestic politics turn in IR theory. *International Studies Review*, 17(2), 189–216.
- Kaarbo, J. (2018). Personality and international politics: Insights from existing research and directions for the Future. *European Review of International Studies* 4(2): 20-38.
- Kettell, S. (2009). "The Curious Incident of the Dog that Didn't Bark in the Night-Time: Structure and Agency in Britain's War with Iraq," *Politics & Policy* 37(2).
- Parker, C. and Karlsson, C. (2014) Leadership and international cooperation. In 't Hart and Rhodes (eds) *Oxford Handbook of Political Leadership*.
- Peele, G. (2005). Leadership and politics: A case for a closer relationship? *Leadership*, 1(2): 187–204.
- Rosati, J.A. (2000). The power of human cognition in the study of world politics. *International Studies Review*, 2:45-75.
- Saunders, E.N. (2011) *Leaders at War: How Presidents Shape Military Interventions*. Cornell: Cornell University Press.
- Snyder, R. C., Bruck, H. W., & Sapin, B. M. (1954). *Decision-making as an approach to the study of international politics*. Princeton University.

Week 2 (22 January) Why Personality?

Essential/Required Readings:

Students choose one of the chapters from Jentleson's (2018) *The Peacemakers: Leadership Lessons From Twentieth-Century Statesmanship* and present in class discussion Jentleson's analysis of the leader(s) in terms of his 'Who, Why, How, and What' framework. Class discussion will compare and contrast leaders from across the book. Students should focus less on historical details and more on the main points in their preparation for class discussion.

Choose 1 from the following:

- Ch.1 Henry Kissinger and Zhou Enlai – US-China Opening
- Ch.2 Mikhail Gorbachev – End of Cold War
- Ch.3 Woodrow Wilson and Franklin D. Roosevelt – League of Nations and U.N.
- Ch.4 Dag Hammarskjöld – UN Secretary-General
- Ch.5 Nelson Mandela – Reconciliation in South Africa
- Ch.6 Yitzhak Rabin – Middle East Peace Negotiations
- Ch.7 Mairead Corrigan and Betty Williams – Northern Ireland Women for Peace
- Ch.8 Mahatma Gandhi – Anti-colonialism and Non Violence in India
- Ch.9 Lech Walesa – Communism to Democracy in Poland
- Ch.10 Aung San Suu Kyi – Democratization, Human Rights Crises in Myanmar
- Ch.11 Peter Benenson – Amnesty International and Global Human Rights
- Ch.12 Gro Harlem Brundtland – Sustainable Development
- Ch.13 Gates Foundation – Global Health Philanthropy

In addition, students are required to read the very short introductory and concluding notes of the section in which your chosen chapter appears

And, all students must read Jentleson, Bruce W. (2018) 'Epilogue: Twenty-First Century Statesmanship: Difficulty, Possible, Necessary' (303-310) in *The Peacemakers: Leadership Lessons From Twentieth-Century Statesmanship*. New York: W.W. Norton & Company.

Further Readings

- Carey, B. (2011). Teasing out policy insight from a character profile. *The New York Times*, 28 March. <https://www.nytimes.com/2011/03/29/science/29psych.html>
- Dyson, S.B. (2014) Origins of the psychological profiling of political leaders: The U.S. Office of Strategic Services and Adolf Hitler. *Intelligence and National Security* 29(5): 654-674.
- Greenstein, F. I. (1987). *Personality and Politics: Problems of evidence, inference, and conceptualization*. Princeton NJ: Princeton University Press.
- Greenstein, F. I. (1992). Can personality and politics be studied systematically? *Political Psychology*, 105–128.
- Grove, A. K. (2007). *Political Leadership in Foreign Policy: Manipulating Support Across Borders*. New York: Palgrave Macmillan.
- Hermann, M.G. (1976). When leader personality will affect foreign policy: Some propositions. In J. N. Rosenau (ed) *In Search of Global Patterns*, pp. 326-333. New York: The Free Press.

- Omestad, T. (1994). Psychology and the CIA: Leaders on the couch,' *Foreign Policy* 95: 105-22.
- Peele, G. (2005). Leadership and politics: A case for a closer relationship? *Leadership, 1*(2): 187–204.
- Post, J.M. (2003) Leader Personality Assessments in Support of Government Policy. In Post, J.M. (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press), 39-62.
- Runyan, W. (1981) Why did van Gogh cut off his ear? The problems of alternative explanations in psychobiography. *Journal of Personality and Social Psychology* 40: 1070-1077.
- Winter, D. G. (2005). Things I've Learned About Personality From Studying Political Leaders at a Distance. *Journal of Personality, 73*(3), 557–584.

Week 3 (29 January) Personality Approaches to World Leaders

Essential/Required Readings:

- Post, JM. (2014). "Personality profiling analysis. In Rhodes, R.A.W. & t'Hart, P. (eds.), *The Oxford Handbook of Political Leadership*.
- Saunders, E. (2017). No substitute for experience: presidents, advisers, and information in group decision making. *International Organization, 71* (S1): S219-S247.
- Winter, D.G. (2011). Philosopher-king or polarizing politician? A personality profile of Barack Obama. *Political Psychology* 32: 1059-1081.

Recommended Readings

- Barber, J. D. (1977). *The Presidential Character: Predicting Performance in the White House* Englewood Cliffs, N.J.: Prentice-Hall.
- Burke, J.P. & Greenstein, F.I. (1989) Presidential personality and national security leadership: A comparative analysis of Vietnam decision-making. *International Political Science Review* 10: 73-92.
- Bak, D. & Palmer, G. (2010) Testing the Biden hypothesis: Leader tenure, age, and international conflict. *Foreign Policy Analysis* 6(3): 257-273.
- Feldman, O. & Valenty, L.O. (2001) *Profiling Political Leaders: Cross-Cultural Studies of Personality and Behavior*. Westport: Praeger.
- Foyle, D. (1997) Public opinion and foreign policy: Elite beliefs as a mediating variable. *International Studies Quarterly* 41: 141-169.
- Genovese, M. A., Belt, T. L., and Lammers, W. W. (2014). *The Presidency and Domestic Policy: Comparing Leadership Styles, FDR to Obama*. Routledge.
- Gallagher, M., & Allen, S. (2014). Presidential personality: not just a nuisance. *Foreign Policy Analysis, 10*(1): 1-21.
- George, AL. & George, J.L. (1956) *Woodrow Wilson and Colonel House*. Dover.
- George, AL. & George, J.L. (1998) *Presidential Personality and Performance*. Boulder: Westview Press.
- Horowitz, M., McDermott, R., & Stam, A.C. (2005) Leader age, regime type, and violent international relations. *Journal of Conflict Resolution* 49(5): 661-685.

- Horowitz, M.C. and Stam, A.C. (2014) How prior military experience influences the future militarized behaviour of leaders. *International Organization* 68.
- Hudson, V. M. (1990). "Birth Order of World Leaders: An Exploratory Analysis of Effects on Personality and Behavior." *Political Psychology* 11(3): 583-601.
- Hymans, J.E.C. (2006) *The Psychology of Nuclear Proliferation: Identity, Emotions, and Foreign Policy*.
- Jacobs, L. R., and King, D. (2010). "Varieties of Obamaism: Structure, Agency, and the Obama Presidency," *Perspectives on Politics* 8: 793-802.
- Kowert, P. (2002). *Groupthink or Deadlock: When Do Leaders Learn From Their Advisors*. Albany: State University of New York Press.
- Kowert, P.A. & Hermann, M.G. (1997) Who takes risks? Daring and caution in foreign policy making. *Journal of Conflict Resolution* 41(5): 611-637.
- Levinson, D. (1957). Authoritarian personality and foreign policy. *Journal of Conflict Resolution*, 1: 37-47.
- Mitchell, D. (2005). "Centralizing Advisory Systems: Presidential Influence and the U.S. Foreign Policy Process," *Foreign Policy Analysis* 2(2): 181-206.
- Post, J. M. (2003). Assessing Leaders at a Distance: The Political Personality Profile, in J.M. Post (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press), 69-104.
- Post, J.M. (2015) *Narcissism and Politics: Dreams of Glory*. Cambridge: Cambridge University Press.
- Renshon, S.A. (2003). Psychoanalytic Assessments of Character and Performance in Presidents and Candidates: Some Observations on Theory and Method. In Post, J.M. (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press.
- Rohrer, S.R. (2014). What makes a prime minister great? : A Leadership Trait Analysis of the effectiveness of British Prime Ministers from 1902 to 2004. *Research & Politics*, 1(3), 1–8.
- Rubenzler, S.J. Faschingbauer, T.R., & Ones, D.S. (2000). Assessing U.S. Presidents using the revised NEO personality inventory. *Assessment* 7(4): 403-419.
- Simonton, D. K. (2006). Presidential IQ, openness, intellectual brilliance, and leadership: Estimates and correlations for 42 US chief executives. *Political Psychology*, 27(4), 511–526.
- Steinberg, B. S. (2005). Indira Gandhi: the relationship between personality profile and leadership style. *Political Psychology*, 26(5), 755–790.
- Stoessinger, J.G. (1985) *Crusaders and Pragmatists: Movers of Modern American Foreign Policy, 2nd edition*. New York: W.W. Norton & Company.
- Winter, D.G. (1980). An exploratory study of the motives of southern African political leaders measured at a distance. *Political Psychology* 2(2): 75-85.
- Winter, D.G. (1987). Leader appeal, leader performance, and the motive profiles of leaders and followers: A study of American presidents and elections. *Journal of Personality and Social Psychology* 52(1): 196-202.
- Winter, D.G. (1992). Personality and foreign policy: Historical overview. In E. Singer and V. Hudson (Eds.), *Political psychology and foreign policy* (pp. 79-101). Boulder, CO: Westview Press.
- Winter, D.G. (1998). A motivational analysis of the Clinton first term and the 1996 presidential campaign. *Leadership Quarterly* 9: 253-262.
- Winter, D.G. (2003) Assessing leaders' personalities: A historical survey of academic research studies. In Post, J.M. (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press,

- Winter, D.G. (2003). Measuring the motives of political actors at a distance. In Post, J.M. (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press.
- Winter, D.G. (2004). Motivation and the escalation of conflict: Case studies of individual leaders. *Peace and Conflict: Journal of Peace Psychology* 10.
- Winter, D. G. (2005). Things I've Learned About Personality From Studying Political Leaders at a Distance. *Journal of Personality*, 73(3), 557–584.
- Winter, D.G.(2010) Why does achievement motivation predict success in business but failure in politics? The importance of personal control. *Journal of Personality* 78: 1637-1667.
- Winter, D.G. (2013) 'Personality Profiles of Political Elites.' In L. Huddy, D.A. Sears, and J.S. Levy (eds.) *The Oxford Handbook of Political Psychology* (Oxford: Oxford University Press).
- Winter, D.G. , Hermann, M.G., Weintraub, W. & Walker, S.G. (1991) The personalities of Bush and Gorbachev measured at a distance: Procedures, portraits, and policy. *Political Psychology*.

Week 4 (5 February) Operational Code Analysis: What is it?

Essential/Required Readings:

- Walker, Stephen B., Mark Schafer, and Michael D. Young (2003) 'Profiling the Operational Codes of Political Leaders', in Jerrold M. Post (ed.) *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press, 215-245.
- He, K and H Feng (2013) 'Xi Jinping's Operational Code Beliefs and China's Foreign Policy,' *The Chinese Journal of International Politics* 6(3): 209-231.
- Dyson, S.B. & Raleigh, A.L. (2014) Public and private beliefs of political leaders: Saddam Hussein in front of a crowd and behind closed doors. *Research and Politics* April-June: 1-7.

Recommended Readings on Operational Code Analysis (for Weeks 4 and 5) and on general at-a-distance methods

- Crichlow S. (1998). Idealism or pragmatism: An operational code analysis of Yitzhak Rabin and Shimon Peres. *Political Psychology* 19: 683-796.
- Crichlow S. (2006) "The Eyes of Keseven: How the Wordviews of Margaret Thatcher and Her Cabinet Influenced British Foreign Policy," in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Dirilen-Gumus, O. (2017). Cross-cultural comparison of political leaders' operational codes. *International Journal of Psychology*, 52, 35-44.
- Drury, A. C. (2006). Economic sanctions and operational code analysis: Beliefs and the use of economic coercion. in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Dyson , S.B. & Billordo L. L. (2004) Using words as data in the study of the French political elite. *French Politics* 2(1): 111-123.

- Feng, H. (2003). "Crisis Deferred: An Operational Code Analysis of Chinese Leaders Across the Strait," in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Feng, H. (2007). *Chinese strategic culture and foreign policy decision-making: Confucianism, leadership and war*. Routledge.
- George, A. L. (1969). The 'operational code': A neglected approach to the study of political leaders and decision-making. *International Studies Quarterly*, 13(2).
- He, K., & Feng, H. (2015). Transcending rationalism and constructivism: Chinese leaders' operational codes, socialization processes, and multilateralism after the Cold War. *European Political Science Review*, 7(3), 401–426.
- Holsti, O. (1970). The 'operational code' approach to the study of political leaders: John Foster Dulles' philosophical and instrumental beliefs. *Canadian Journal of Political Science/Revue Canadienne de Science Politique*, 123–157.
- Lazarevska, E., Sholl, J.M., and Young, M.D. (2003) "Links Among Beliefs and Personality Traits: The Distinctive Language of Terrorists" in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Leites, N. (1951). *The operational code of the Politburo*. McGraw-Hill Book Co.
- Malici, A. (2003) "Reagan and Gorbachev: Altercasting at the Ed of the Cold War," in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Malici, A. (2005). Discord and collaboration between allies: Managing external threats and internal cohesion in Franco-British relations during the 9/11 era. *Journal of Conflict Resolution* 49(1): 90-119.
- Malici, A. (2006). Germans as Venutians: The culture of German foreign policy behavior. *Foreign Policy Analysis* 2(1): 37-62.
- Malici, A. (2006). Reagan and Gorbachev: Altercasting at the end of the Cold War. In M. Schafer & S. G. Walker (Eds.), *Beliefs and leadership in world politics: methods and applications of operational code analysis* (pp. 127–150). New York: Palgrave Macmillan.
- Malici, A. (2018). Foreign policy belief systems and operational code analysis. In Theis, C.G. (ed.) *The Oxford Encyclopedia of Foreign Policy Analysis*, 585-609. Oxford University Press.
- Malici, A. & Buckner, A.L. (2008). Empathizing with rogue leaders: Mahmoud Ahmadinejad and Bashar al-Adsad. *Journal of Peace Research* 45(6).
- Marfleet, B. G. (2000). The Operational Code of John F. Kennedy During the Cuban Missile Crisis: A Comparison of Public and Private Rhetoric. *Political Psychology*, 21(3), 545–558. .
- O'Reilly, K.P. (2012) Leaders' perceptions and nuclear proliferation: A political psychology approach to proliferation. *Political Psychology* 33(6): 767-789.
- Özdamar, Ö. (2017). Leadership analysis at a 'great distance': Using the Operational Code construct to analyse Islamist leaders. *Global Society*.
- Özdamar, Ö., & Canbolat, S. (2018). Understanding New Middle Eastern Leadership: An Operational Code Approach. *Political Research Quarterly*, 71(1), 19-31.
- Renshon, J. (2008). Stability and Change in Belief Systems: The Operational Code of George W. Bush from Governor to Second-term President. *Journal of Conflict Resolution* 52: 820-849.

- Renshon, J. (2009). When public statements reveal private beliefs: Assessing operational codes at a distance. *Political Psychology*, 30(4), 649–661.
- Robison, S. (2003) “George W. Bush and the Vulcans: Leader-Advisor Relations and America’s Response to the 9/11 Attacks,” in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan,
- Schafer, M. (2000). Issues in assessing psychological characteristics at a distance: An introduction to the symposium. *Political Psychology*, 21(3), 511–527.
- Schafer, M. (2014). At-a-distance analysis. In *Oxford Handbook of Political Leadership*.
- Schafer, M., & Crichlow, S. (2000). Bill Clinton’s operational code: Assessing source material bias. *Political Psychology*, 21(3), 559–571.
- Schafer, M., Robison, S. & Aldrich, B. (2006) Operational codes and the 1916 Easter Rising in Ireland: A test of the frustration-aggression hypothesis.” *Foreign Policy Analysis* 2(1): 63-82
- Schafer, M. & S. G. Walker (eds.) (2006). *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan.
- Schafer, M., & Walker, S. (2006). Belief system as causal mechanisms in world politics: An overview of Operational Code analysis. In M. Schafer & S. Walker (Eds.), *Beliefs and leadership in world politics: methods and applications of operational code analysis* (pp. 3–22). Palgrave Macmillan.
- Schafer, M., & Walker, S. (2006). Operational Code Analysis at a distance: The verbs in context system of content analysis. In M. Schafer & S. Walker (Eds.), *Beliefs and leadership in world politics: methods and applications of operational code analysis*. New York: Palgrave Macmillan.
- Schafer, M., & Walker, S. (2006). Structural international relations theories and the future of Operational Code analysis. In M. Schafer & S. Walker (Eds.), *Beliefs and leadership in world politics: methods and applications of operational code analysis*. New York: Palgrave Macmillan.
- Schafer M. and Walker S. (2006). Democratic leaders and the democratic peace. *International Studies Quarterly* 50: 561-584.
- Stevenson, M. (2003). “Economic Liberalism and the Operational Code Beliefs of U.S. Presidents: The Initiation of NAFTA Disputes, 1989-2002,” in Schafer & Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. Palgrave Macmillan,
- Thies, C.G. (2003) “Bankers and Beliefs: The Political Psychology of the Asian Financial Crisis,” in Schafer & Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. Palgrave Macmillan,
- Walker, S. G. (1983). The Motivational Foundations of Political Belief Systems: A Re-Analysis of the Operational Code Construct. *International Studies Quarterly*, 27(2), 179–202.
- Walker, S. G. (1990). The Evolution of Operational Code Analysis. *Political Psychology*, 11(2), 403.
- Walker, S. G. (2000). Assessing psychological characteristics at a distance: Symposium lessons and future research directions. *Political Psychology*, 21(3), 597–602.

- Walker, Stephen G. and Mark Schafer. (2006) “Belief Systems as Causal Mechanisms in World Politics: An Overview of Operational Code Analysis.” in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan.
- Walker, S.G. and Schafer, M. (2006). “Structural International Relations Theoreis and the Future of Operational Code Analysis,” in M. Schafer & S. G. Walker (eds.), *Beliefs and Leadership in World Politics: Methods and Applications of Operational Code Analysis*. New York: Palgrave Macmillan.
- Walker, S. G. (2011). Anticipating attacks from the operational codes of terrorist groups. *Dynamics of Asymmetric Conflict*, 4(2), 135–143.
- Walker, S. G., Malici, A., & Schafer, M. (Eds.). (2011). *Rethinking Foreign Policy Analysis: States, Leaders, and the Microfoundations of Behavioral International Relations* (1 edition). New York: Routledge.
- Walker, S.G. & Falkowski, L. (1984). The Operational Codes of U.S. Presidents and Secretaries of State. *Political Psychology* 5: 237-266.
- Walker, S. G., & Malici, A. (2016). *Role Theory and Role Conflict in US-Iran Relations: Enemies of Our Own Making*. Routledge.
- Walker, S. G., & Schafer, M. (2007). Theodore Roosevelt and Woodrow Wilson as cultural icons of US foreign policy. *Political Psychology*, 28(6), 747–776.
- Walker, S. G., Schafer, M., & Young, M. D. (1998). Systematic Procedures for Operational Code Analysis: measuring and modeling Jimmy Carter’s operational code. *International Studies Quarterly*, 42, 175–190.
- Young, Michael D. and Mark Schafer (1998). “Is There Method in our Madness? Ways of Assessing Cognition in International Relations.” *Mershon International Studies Review*, 42(1), 63-96.

Week 5 (12 February) Operational Code Analysis: What does it Explain?

Essential/Required Readings:

- Dyson, SB and MJ Parent (2018) ‘The Operational Code Approach to Profiling Foreign Political Leaders: Understanding Vladimir Putin,’ *Intelligence and National Security* 33(1): 84-100.
- Malici, A., & Malici, J. (2005). The operational codes of Fidel Castro and Kim Il Sung: the last cold warriors? *Political Psychology*, 26(3), 387–412.
- Schafer M. and Walker S. (2006). Democratic leaders and the democratic peace: The Operational Codes of Tony Blair and Bill Clinton. *International Studies Quarterly* 50(3): 561-584.

Recommended Readings

(see previous week’s recommended readings for operational code research)

<p>Innovative Learning Week <i>courses do not meet during the week of 18-22 February 2019</i></p>

Week 6 (26 February) Leadership Trait Analysis: What is it?

Essential/Required Readings:

- Hermann, M. (2003). Assessing leadership style: trait analysis. In J. M. Post (Ed.), *The psychological assessment of political leaders*, pp. 178–212. Ann Arbor, MI: The University of Michigan Press.
- Cuhadar, E., Kaarbo, J., Kesgin, B., & Ozkececi-Taner, B. (2017). Personality or Role? Comparisons of Turkish Leaders Across Different Institutional Positions. *Political Psychology*, 38(1), 39–54.
- Kille K.J. & Scully R.M (2003). Executive Heads and the Role of Intergovernmental Organizations: Expansionist Leadership in the United Nations and the European Union. *Political Psychology*, 24(1): 175-98.

Recommended Readings on Leadership Trait Analysis (for Weeks 6 and 7)

- Brummer, K. (2016). Fiasco prime ministers: Leaders' beliefs and personality traits as possible causes for policy fiascos. *Journal of European Public Policy* 23(5): 702-717.
- Cuhadar, E., Kaarbo, J., Kesgin, B., & Ozkececi-Taner, B. (2017). Examining leaders' orientations to structural constraints: Turkey's 1991 and 2003 Iraq war decisions. *Journal of International Relations and Development*, 20(1), 29–54.
- Dille, B. (2000). The Prepared and Spontaneous Remarks of Presidents Reagan and Bush: A Validity Comparison for At-a-Distance Measurements. *Political Psychology*, 21(3), 573–585.
- Dille B. & Young M.D. (2000). The conceptual complexity of presidents Carter and Clinton: An automated content analysis of temporal stability and source Bias. *Political Psychology* 21: 587-595.
- Dyson, S. B. (2007). Alliances, domestic politics, and leader psychology: Why did Britain stay out of Vietnam and go into Iraq? *Political Psychology*, 28(6), 647–666.
- Dyson, S.B. (2008). Text annotation and the cognitive architecture of British prime ministers, 1945-2008. *Journal of Information Technology and Politics*, 5, 1, (Spring 2008), pp. 7-18.
- Dyson, S. B. (2009). Cognitive Style and Foreign Policy: Margaret Thatcher's Black-and-White Thinking. *International Political Science Review*, 30(1), 33–48.
- Dyson, S.B. (2009) 'Stuff happens': Donald Rumsfeld and the Iraq War *Foreign Policy Analysis* 5: 327-347.
- Dyson, S.B. (2016). Gordon Brown, Alistair Darling, and the Great Financial Crisis: Leadership traits and policy responses. *British Politics*: 1-25.
- Dyson, S. B., & Preston, T. (2006). Individual characteristics of political leaders and the use of analogy in foreign policy decision making. *Political Psychology*, 27(2), 265–288.
- Dyson, S. B. (2009). *The Blair Identity: Leadership and Foreign Policy*. Oxford: Oxford University Press.
- Foster, D.M., & Keller, J.W. (2014). Leaders' cognitive complexity, distrust, and the diversionary use of force. *Foreign Policy Analysis*, 10(3), 205–223.
- Gurener, A.S. & Ucal, M.S. (2011) The personality and leadership style of Recept Tayyip Erdogan: Implications for Turkish foreign policy. *Turkish Studies* 12(3).
- Hermann, M.G. (1980). Explaining foreign policy behavior using the personal characteristics of political leaders. *International Studies Quarterly*, 24(1): 7–46.

- Hermann, M.G. (1984) Personality and foreign policy decision-making: A study of 53 heads of government. In D. A. Sylvan and S. Chan (Eds.) *Foreign Policy Decisionmaking: Perceptions, Cognition, and Artificial Intelligence*. New York: Praeger, 1984.
- Hermann, M.G. (1987) Assessing the foreign policy role orientations of Sub-Saharan African Leaders. In S. G. Walker (Ed.) *Role Theory and Foreign Policy Analysis*/ Durham: Duke University Press, 1987.
- Hermann, M.G. (2002). Assessing leadership style: a trait analysis. *Social Science Automation, Inc.* Retrieved from www.socialscience.net
- Hermann, M. (2003). Saddam Hussein's Leadership Style. In J. M. Post (Ed.), *The psychological assessment of political leaders*, pp. 375-386. Ann Arbor, MI: The University of Michigan Press.
- Hermann, M.G. & Preston, T. (1994). Presidents, Advisers, and Foreign Policy: The Effect of Leadership Style on Executive Arrangements. *Political Psychology*, 15(1), 75.
- Hermann, M., & Sakiev, A. (2011). Leadership, terrorism, and the use of violence. *Dynamic of Asymmetric Conflict*, 4(2), 126–134.
- Kaarbo, J. (2018). Prime minister leadership style and the role of parliament in security policy. *The British Journal of Politics and International Relations*, 20(1).
- Kaarbo, J., & Hermann, M. G. (1998). Leadership styles of prime ministers: How individual differences affect the foreign policymaking process. *The Leadership Quarterly*, 9(3), 243–263.
- Keller, J. W. (2005a). Constraint respecters, constraint challengers, and crisis decision making in democracies: A case study analysis of Kennedy versus Reagan. *Political Psychology*, 26(6), 835–867.
- Keller, J. W. (2005b). Leadership Style, Regime Type, and Foreign Policy Crisis Behavior: A Contingent Monadic Peace? *International Studies Quarterly*, 49(2).
- Keller, J. W. (2009). Explaining rigidity and pragmatism in political leaders: A general theory and a plausibility test from the Reagan presidency. *Political Psychology*, 30(3), 465–498.
- Keller, J.W. & Foster, D.W. (2012). Presidential leadership style and the political use of force. *Political Psychology* 33(5): 581-598
- Kesgin, B. (2012). Tansu Çiller's Leadership Traits and Foreign Policy. *Perceptions: A Journal of International Affairs*, 17(3), 29–50.
- Kesgin, B. (2013). Leadership Traits of Turkey's Islamist and Secular Prime Ministers. *Turkish Studies*, 14(1), 136–157.
- Kuman-Abiwu, F. (2016). Leadership Traits and Ghana's Foreign Policy: The Case of Jerry Rawlings' Foreign Economic Policy of the 1980s. *The Round Table*, 105(3).
- Kuman-Abiwu, F., & Ochwa-Echel, J. (2013). Rethinking the idea of Pan-Africanism and African unity: a theoretical perspective of Kwame Nkrumah's leadership traits and decision making. *Journal of Pan African Studies*, 6(6), 122–142.
- Lazarevska, E., Sholl, J., & Young, M. (2006). Links among beliefs and personality traits: the distinctive language of terrorists. In M. Schafer & S. Walker (Eds.), *Beliefs and Leadership in World Politics: Methods and applications of Operational Code Analysis* (pp. 171–184). New York, NY: Palgrave Macmillan.
- Mastors, E. (2000). Gerry Adams and the Northern Ireland peace process. *Political Psychology* 21: 839–846.
- Preston, T., & Hart, P. (1999). Understanding and evaluating bureaucratic politics: The nexus between political leaders and advisory systems. *Political Psychology*, 20(1), 49–98.

- Preston, T. (2001). *The President and His Inner Circle: Leadership Style and the Advisory Process in Foreign Policy Making*. Columbia University Press.
- Schafer, M. & Crichlow, S. (2010). *Groupthink vs. High-Quality Decision Making in International Relations*. Columbia University Press.
- Taysi, T. & Preston, T. (2001). The personality and leadership style of President Khatami: Implications for the future of Iranian political reform." In O. Feldman and L. O. Valenty (Eds.), *Profiling Political Leaders: Cross-Cultural Studies of Personality and Behavior* (pp.57-77). Westport, CT: Praeger.
- van Esch, F., & Swinkels, M. (2015). How Europe's Political Leaders Made Sense of the Euro Crisis: The Influence of Pressure and Personality. *West European Politics*, 38(6), 1203–1225.

Week 7 (5 March) Leadership Trait Analysis: What does it Explain?

Guest Speaker (Erasmus Teaching Exchange):
Professor Klaus Brummer, Eichstätt-Ingolstadt University

Essential/Required Readings:

- Dyson, S. B. (2006). Personality and foreign policy: Tony Blair's Iraq decisions. *Foreign Policy Analysis*, 2(3), 289–306.
- Shannon, V.P., & Keller, J.W. (2007). Leadership Style and International Norm Violation: The Case of the Iraq War. *Foreign Policy Analysis*, 3(1), 79–104.
- Yang, Y. (2010). Leaders' Conceptual Complexity and Foreign Policy Change: Comparing the Bill Clinton and George W. Bush Foreign Policies toward China. *The Chinese Journal of International Politics*, 3(4), 415–446.

Recommended Readings

(see previous week's recommended readings for Leadership Trait Analysis research)

Week 8 (12 March) Profiler Lab

In this week's session, students will generate operational code and leadership trait scores for a leader of their choice (if this leader is part of their personality profile assignment, please see guidelines on leader selection for that piece of assessment). Students must bring to the class electronic copies of speeches or other verbal text from their leaders – at least three different pieces of text that are at least 500 words in length. Students must bring laptops that can access the ProfilerPlus website (socialscienceautomation) during the class session. Students will run their leaders' verbal materials through the computer program to generate OCA and LTA scores. We will discuss in class the score results, how to interpret them, and issues of text selection. Professor Kaarbo and an assistant will guide students through this process, but students are expected to be completely prepared to begin this exercise at the beginning of the lab.

Article Evaluation Papers due Friday, 15 March at noon.
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Week 9 (19 March) Non-personality Psychological Approaches to World Leaders

Essential/Required Readings:

- Badie, D. (2010). Groupthink, Iraq, and the War on Terror: Explaining US policy shift toward Iraq," *Foreign Policy Analysis* 6(04): 277-296.
- Siniver, A. & Collins, J. (2015) Airpower and the quagmire: Historical analogies and the Second Lebanon War. *Foreign Policy Analysis* 11 (2): 215-231.
- Stein, J.G. (2013). Threat Perception in international Relations. In Huddy, L., Sears, D.O., and Levy, J.S. (eds.) *Oxford Handbook of Political Psychology*. Oxford University Press.

Further Readings

- Berejikian, J.D. and Early, B.R. (2013) Loss aversion and foreign policy resolve. *Political Psychology* 34(5): 649-671.
- Brunk, D.G. (2008). Curing the Somalia syndrome: Analogy, foreign policy decision making, and the Rwandan genocide. *Foreign Policy Analysis* 4(3): 301-320.
- Dolan, T. M. (2016). Emotion and Strategic Learning in War. *Foreign Policy Analysis* 12 (4): 571-590.
- Dolan, T.M. (2016). Go big or go home? Positive emotions and responses to wartime success. *International Studies Quarterly* 60(2): 230-242.
- Duelfer, C.A. and Dyson, S.B. (2011) Chronic Misperception and International Conflict: The U.S.-Iraq Experience. *International Security* 36(1): 73-100.
- Hall, T. & Yarhi-Milo, K. (2012) The personal touch: Leaders' impressions, costly signalling and assessments of sincerity in international affairs. *International Studies Quarterly* 56(3).
- Herrmann, R.K. (2013). Perceptions and image theory in international relations. In Huddy, L., Sears, D.O., and Levy, J.S. (eds.) *Oxford Handbook of Political Psychology*. Oxford University Press.
- Holsti, O. (1976). Cognitive dynamics and images of the enemy. *Journal of International Affairs*, 21: 16-39.
- Houghton, D.P. (1996). The role of analogical reasoning in novel foreign-policy situations. *British Journal of Political Science* 26(4): 523-552.
- Janis, I. (1972). *Victims of Groupthink*. Boston: Houghton Mifflin.
- Jervis, R. (1968) Hypotheses on misperception. *World Politics* 20(3): 454-479.
- Johnson, D.D.P. (2004) *Overconfidence and war*. Harvard University Press.
- Johnson, D.D.P. & Tierney, D. (2011). The rubicon theory of war: How the path to conflict reaches the point of no return. *International Security* 36(1): 7-40.
- Kaarbo, J. (2008). Coalition cabinet decision making: Institutional and psychological factors. *International Studies Review* 10:57-86.
- Kahneman, D. (2011) *Thinking, Fast and Slow*. New York: Penguin.
- Khong, Y.F. (1992) *Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1965*. Princeton, N.J.: Princeton University Press.
- Knecht, T. (2009) A pragmatic response to an unexpected constraint: Problem representation in a complex humanitarian emergency. *Foreign Policy Analysis*, 5: 135-168.
- Larson, D. (1985). *Origins of Containment: A Psychological Explanation*.

- Levy, J.S. (1992). Prospect theory and international relations: Theoretical applications and analytical problems. *Political Psychology*, 13: 283-310.
- Levy, J.S. (2013). Political psychology and foreign policy decision-making. In Huddy, L., Sears, D.O., and Levy, J.S. (eds.) *Oxford Handbook of Political Psychology*. Oxford University Press, pp. 301-333.
- Maoz, Z. (1990). Framing the national interest. *World Politics*, 43: 77-110.
- McDermott, R. (1998). *Risk-Taking in International Politics: Prospect Theory in American Foreign Policy*. Ann Arbor: University of Michigan Press.
- McDermott, R., Lopez, A.C. & Hatemi, P.K. (2016) An evolutionary approach to political leadership. *Security Studies* 25(4): 677-698.
- Mercer, J. (2010). Emotional beliefs. *International Organization*. 64(1): 1-31.
- Mercer, J. (2013). Emotion and strategy in the Korean War. *International Organization* 67(2): 221-252.
- Oppermann, K. & Spencer, A. (2013). Thinking alike? Salience and metaphor analysis as cognitive approaches to foreign policy analysis. *Foreign Policy Analysis* 9(1): 39-56.
- Rapport, A. (2012/2013), The long and short of it: Cognitive constraints on leaders' assessments of "postwar" Iraq. *International Security* 37(3): 133-171.
- Rosati, J.A. (2000). The power of human cognition in the study of world politics. *International Studies Review* 2:45-75.
- Saunders, E.N. (2009) Transformative choices: Leaders and the origins of intervention strategy. *International Security* 34(2): 119-161.
- Schafer, M. & Scott Crichtlow, S. (2010). *Groupthink vs. High-Quality Decision Making in International Relations*. Columbia University Press.
- St Hart, P., Stern, E. & Sundelius, S. (eds.) (1997). *Beyond Groupthink*. University of Michigan Press.
- Verbeek, B. (2003) *Decision-Making in Great Britain During the Suez Crisis: Small Groups and a Persistent Leader*. Ashgate.
- Verbeek, B. (1994) 'Do Individual and Group Beliefs Matter? British Decision-Making during the 1956 Suez Crisis,' *Cooperation and Conflict* 29(4).
- Walker, S.G. and Watson, G.L. (1989) 'Groupthink and Integrative Complexity in British Foreign Policy-Making,' *Cooperation and Conflict* 24(3): 199-212.
- Vertzberger, Y. (1990). *The World in Their Minds*. Stanford University Press.
- Yarhi-Milo, K. (2013). In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries. *International Security*, 38(1): 7-51.
- Ziv, G. (2013). Simple vs. complex learning revisited: Israeli prime ministers and the question of a Palestinian state. *Foreign Policy Analysis* 9: 203-222.

Week 10 (26 March) Non-psychological Approaches to Leaders

Guest Speaker: Professor James Mitchell, University of Edinburgh

Essential/Required Readings:

- Ansell, C. Boin, A. & 't Hart, P. (2014) Political leadership in times of crisis. In Rhodes, R.A.W. & 't Hart, P. (eds.) *The Oxford Handbook of Political Leadership*. Oxford: Oxford University Press.
- Couto, R. (2014) Civic Leadership. In Rhodes, R.A.W. & 't Hart, P. (eds.), *The Oxford Handbook of Political Leadership*. Oxford: Oxford University Press.
- 't Hart, P. (2014) Unlocking public leadership. In *Understanding Public Leadership*. Basingstoke, Palgrave.

Further Readings

- Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist* 52(2): 130-139.
- Boin, A., 't Hart, P., Stern, E., and Sundelius, B. (2017). *The Politics of Crisis Management: Public Leadership Under Pressure*. Cambridge: Cambridge University Press.
- Bueno de Mesquita, B., Smith, A., Siverson, R.M., and Morrow, J. (2003) *The Logic of Political Survival*. Cambridge, MA: MIT Press.
- Buller, J. (2000) *National Statecraft and European Integration: The Conservative Government and European Union, 1979–1997*. Bloomsbury.
- Buller and James, T.S. (2012), Statecraft and the assessment of national political leaders: The case of New Labour and Tony Blair. *The British Journal of Politics and International Relations*, 14(4): 534–55.
- Burns, J. M. (2003) *Transformational Leadership*. Oxford: Oxford University Press.
- Brown, A. (2014) *The Myth of the Strong Leader: Political Leadership in the Modern Age*. Bodley Head.
- Chiozza, G. & Goemans, H.E. (2011) *Leaders and International Conflict*. New York: Cambridge University Press.
- Greenstein, F. (2000) The Qualities of effective president: An overview from FDR to Bill Clinton, *Presidential Studies Quarterly*, 30(1).
- Hargrove, E. C. (2002) Presidential Leadership: Skill in Context, *Politics & Policy* 30(2): 211-235.
- Hargrove, E. C., and Owens, J. E., (eds). (2003). *Leadership in Context*. Lanham, MD: Rowman and Littlefield.
- Harvard Business School (2011) *On Leadership*. Harvard Business Review Press
- Helms, L. (2005). *Presidents, Prime Ministers and Chancellors: Executive Leadership in Western Democracies*. London: Palgrave Macmillan.
- Machiavelli, N. (1513) *The Prince*.
- Rhodes, R.A.W. & 't Hart, P. (eds.) (2014) *The Oxford Handbook of Political Leadership*. Oxford: Oxford University Press.
- Kane, J., & Patapan, H. (2012). *The Democratic Leader: How Democracy Defines, Empowers and Limits Its Leaders*. Oxford: Oxford University Press.
- Oc, B. (2018) Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly* 29(1): 218-235.
- 't Hart, P. (2014). *Understanding Public Leadership*. New York: Palgrave.

Week 11 (2 April) Wrap-up Session

No readings required for this session; students should be prepared to discuss key themes in course and ask questions about their profile assessments that they are preparing for submission.

Leader Profile Papers due Monday, 6 May at noon

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of Global Justice and Citizenship addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Honours Tutorial Allocation

For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.

Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables/student-timetables>

Requesting a group change

If you are unable to attend the tutorial group you have been assigned, you can request a change via the following link - <https://www.edweb.ed.ac.uk/student-administration/timetabling/personalised-timetables>.

Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

External Examiner

The External Examiner for the Politics and International Relations Honours programme is: Prof. David Owen - University of Southampton.

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

If you go over the word length, you will receive a 5 mark penalty. These **5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!)**. In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

In most cases, appendices and bibliography are not included in the word count whilst in text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.).

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions:

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else's work (including another student's work or material from the Web or a published author) as your own is plagiarism and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is self-plagiarism, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see the Academic Services' website:

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>