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Global Governance

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From Micro to Macro: Emotions and Cognition in IR and Sociology

When: Mondays, 14:00-16.00

Where: Zoom (link: pending)

Office Hours: by email

Course Description and Structure

The two instructors of this course come from two different disciplines: Sociology and International Relations (IR). This course seeks to build bridges between these two disciplines with a specific focus on emotions and related cognitive processes. In the first section of this course, we will first discuss emotions with a socio-political focus. After briefly touching upon micro-level constructions and management of emotions, we will focus on the political sociology of emotions. How are political emotions constructed? How social movements or political parties mobilize and/or use emotions? What are the political repercussions of the mobilization of emotions? These are some of the main questions we aim to discuss in the first part.

The second part of the course looks at how emotions work at the international level. This realm has long been believed to be the exclusive preserve of rational and strategic action, but scholars increasingly demonstrate that emotions and related cognitive processes play an important role in shaping international outcomes. Accordingly, the course looks at how emotions are implicated in classical international relations themes--war, peace, diplomacy, international institutions, and humanitarian aid.

Learning Outcomes

By the end of this course, students should be able to:

- understand how emotions are socially constructed
- identify how emotions matter at different levels of politics
- read, compare, and critically evaluate literature on these topics

- reflect critically on the very meaning of the notions of rationality and emotions
- apply theory to real world cases

Teaching Method and Class Structure

Each class will be divided into three parts. In the first part, we will summarize and contextualize a concept/theory designated for that class. In the second section, students will give a presentation of the assigned paper(s) (individually or in groups, depending on the number of students in class), and a student discussant will be assigned. The remaining 45 minutes of the class will be dedicated to a discussion. Students are welcome to express their opinions freely, as well as to ask questions if anything is unclear.

Requirements and Assessment

- Participation (10%)
- Presentation (20 %)
- Term paper (70%)

Participation

Students are expected to attend classes regularly. They are also expected to come to classes prepared and to participate actively. In order to prepare for a class, students should read a key text(s) from the reading list provided below. They are also welcome to read any additional text or bring any material they think is relevant for a discussed issue. As for participation, students are expected to take part in class discussions by either asking and answering questions or by freely expressing their opinions.

Presentation

While students are welcomed to organize their presentations in whichever way they deem appropriate, they still should keep in mind that a successful presentation should have two parts. In the first part, students should show how the concept/theory relates to the example they have chosen. In the second part, they should discuss the advantages and shortcomings of that concept/theory. This should be done with the following questions in mind: (1) What aspect(s) of my example does this theory shed light on? And (2) What aspect(s) of my example does this theory neglect? Students are encouraged to use diverse resources in their presentations.

Term paper

- A student is required to write a research paper in which they apply a concept/theory to a specific case.
- The paper should have the following structure: (1) an introduction; (2) a theoretical section; (3) a case study section; and (4) a conclusion.
- In the introduction, a student should specify the relationship between the chosen theory and the case with the following question in mind: 'What is puzzling about my case and why the theory I chose is well suited to address it?'
- In the theory section, a student should discuss how their concept/theory relates to other theories and approaches, as well as what the main propositions of that concept/theory are and what hypotheses they might generate.

- In the case study section, a student should relate these propositions to the empirical observations from their case. That is, they should use them to account for the puzzling features of the case.
- In the conclusion, a student should summarize briefly their findings and use them to critically evaluate a theory they chose: What aspect of the case does the theory illuminate (its advantages)? What aspects does it overlook (its shortcomings)?
- A student should use at least 5 references from the reading list provided in this syllabus and as many other references as needed for their case study. Please do not quote Wikipedia.

Technical requirements

- Length: 3000 words (+-10%) including citations, excluding bibliography
- Citation style: [Chicago Citation Style Footnotes and Bibliography version](#)
- Use 1.5 line-spacing and justify your text using ctrl+J or CDM+J
- A paper should have a title page with a student's name, paper's title, word count, instructor's name, date, and the following pledge: *I declare that this assignment is my own original work and that I have correctly acknowledged the work of others. I have not committed an act of plagiarism or any other act of academic dishonesty*
- Document format: PDF
- Please write in a clear and accessible way
- Send to both: irem.ebetuerk@fu-berlin.de and jelena.cupac@fu-berlin.de

Papers will be graded based on the following criteria:

Criteria	Excellent (1.0; 1.3)	Very Good (1.7; 2.0; 2.3)	Satisfactory (2.7; 3.0; 3.3)	Sufficient (3.7; 4.0)	Not sufficient (5.0)
Does the student understand the concept/theory?					
Does the student understand how the concept/theory fits into the larger literature?					
Did the student successfully apply the concept/theory to the case?					
Did the student demonstrate the ability to think critically?					
Is there evidence that the student read outside of the core reading texts?					
Overall: readability, design, and delivery of the paper					

Course Policies

Term paper due date

The due date for term papers is TBA. Please submit a term paper on its due date. Late submissions will not be accepted, except in case of certified illness or comparable circumstances.

Prerequisites

No prior knowledge of sociology of emotions or IR is needed.

Academic honesty

You are expected to uphold professional academic and ethical integrity and honesty. Cheating, plagiarism, or altering grades are all forms of academic dishonesty and will be punished according to the university regulations. Referenced work must be clearly documented and cited. Each term paper will be checked in a special plagiarism software.

Weekly Plan and Readings

Seminar 1: Introduction and Road Map

Bericat, E., 2016. The sociology of emotions: Four decades of progress. *Current Sociology* 64, 491–513.

Hutchison, Emma, and Roland Bleiker. 2014. 'Theorizing Emotions in World Politics', *International Theory* 6(3): 491-514.

Seminar 2: Emotions and Political Identity

Berezin, M., 2002. Secure States: Towards a Political Sociology of Emotion. *The Sociological Review* 50, 33–52.

Berezin, M., 2001. Emotions and political identity: Mobilizing affection for the polity. *Passionate Politics: Emotions and Social Movements* 83–98.

Seminar 3: Emotions and Social Movements

Jeff Goodwin and Steven Pfaff - Emotion Work in High-Risk Social Movements: Managing Fear in the U.S. and East German Civil Rights Movements (in *Passionate Politics: Emotions and Social Movements*)

Asa Wettergren 2009 - Fun and Laughter: Culture Jamming and the Emotional Regime of Late Capitalism. *Social Movement Studies* 8 (1).

Seminar 4: Emotions and Gender Politics

Gilligan and Richards (2018) Excerpt from Chapter 4: Why Now? (read pp 49-54) (in *Darkness Now Visible*)

Hochschild A. "Chapter 8: Gender, Status and Feeling" (in *The Managed Heart: Commercialization of Human Feeling*) and Chapter 15: Strangers No Longer: The Power of Promise (in *Strangers in their Own Land: Anger and Mourning on the American Right*)

Seminar 5: Emotions and Radical Politics 1

Thomas Scheff (1994). Chapter 2: "Pride and Shame: The Master Emotions" and Chapter 5: "Hitler's Appeal to Germans" (in *Bloody Revenge: Emotions, Nationalism, and War*)

Seminar 6: Emotions and Radical Politics II

Stein, Ariene (2001) *Revenge of the Shamed: The Christian Right's Emotional Cultural War* (in *Passionate Politics: Emotions and Social Movements*)

Demertzis, Nicolas (2006) Chapter 7: Populism and the emotions (in *The Political Sociology of Emotions: Essays on Trauma and Resentment*)

Seminar 7: Emotions and War

Ross, Andrew A. G. 2014. "Emotions and Ethnic Conflict," in *Mixed Emotions: Beyond Fear and Hatred in International Conflict*, Andrew A. G. Ross (ed.). Chicago: The University of Chicago Press.

Seminar 8: Emotions and Peace

Koschut, Simon. 2017. 'No sympathy for the devil: Emotions and the social construction of the democratic peace,' *Cooperation and Conflict* 53(3): 320-338.

Seminar 9: Emotions and Diplomacy

Wong, Seasons. 2016. 'Emotions and the communication of intentions in face-to-face diplomacy,' *European Journal of International Relations* 22(1): 144-167.

Seminar 10: Emotions and International Institutions

Marlier, Grant and Neta C. Crawford. 2013. 'Incomplete and Imperfect Institutionalization of Empathy and Altruism in the 'Responsibility to Protect' Doctrine', *Global Responsibility to Protect* 5(4): 397-422

Seminar 11: Emotions and Humanitarian Aid

Hutchison, Emma. 2014. 'A Global Politics of Pity? Disaster Imagery and the Emotional Construction of Solidarity after the 2004 Asian Tsunami', *International Political Sociology* 8(1): 1-19.

Seminar 12: Wrap-up and instructions on writing a paper

No readings assigned.

Seminar 13: Discussion of Term Papers' Proposals

No readings assigned.

Seminar 14: Discussion of Term Papers' Proposals

No readings assigned.

Additional readings:

- Jasper, J. M. 2011. Emotions and Social Movements: Twenty Years of Theory and Research. *Annual Review of Sociology* 37, 285–303.
- Bonilla-Silva, E. 2019. Feeling Race: Theorizing the Racial Economy of Emotions. <https://journals.sagepub.com/doi/pdf/10.1177/0003122418816958>
- Thompson, Deborah. 2017. An Exoneration of Black Rage - <https://read.dukeupress.edu/south-atlantic-quarterly/article-abstract/116/3/457/129668/An-Exoneration-of-Black-Rage?redirectedFrom=PDF>
- Jasper, J. 1998 'The emotions of protest: Affective and reactive emotions in and around social movements' *Sociological Forum* 13(3)
- Mann, M. 2004. *Fascists*. Cambridge University Press.
- Scheff, T. 2000. *Bloody Revenge: Emotions, Nationalism and War*. Lincoln.
- Flam, H. 2004. 'Anger in Repressive Regimes: A Footnote to Domination and the Arts of Resistance by James Scott' *European Journal of Social Theory* 7(2): 171-188.
- Taylor, Verta. 2000. Emotions and Identity in Women's Self-Help Movements. In *Self, Identity and Social Movements*. Edited by Sheldon et al.
- Crawford, Neta C. 2009. 'Human Nature and World Politics: Rethinking Man', *International relations* 23(2): 271-288.
- Mercer, Johnathan. 2010, '*Emotional Beliefs*', *International Organization* 64(1): 1-31.
- Jeffery, Renée. 2014. Reason and Emotion in International Ethics (Cambridge: Cambridge University Press): Chapter 6: Moral Judgement After Neuroscience.
- Alexieva, Assia. 2016. 'The Role of Emotions in Foreign Policy Decision-Making: Embarrassment from the Bay of Pigs', in *Emotions in International Politics: Beyond Mainstream International Relations* eds.
- Yohan Ariffin, Jean-Marc Coicaud, Vesselin Popovski (Cambridge: Cambridge University Press).
- Jeffery, Renée. 2011. 'Reason, Emotion, and the Problem of World Poverty: Moral Sentiment Theory and International Ethics,' *International Theory* 3(01): 143-178.
- Crawford, Neta C. 2009. 'Human Nature and World Politics: Rethinking 'Man',', *International Relations* 23(2): 271-288.
- Christine, Sylvester. 2011. 'The Forum: Emotion and the Feminist IR Research,' *International Studies Review* 13(4): 687-708.
- Bleiker, Roland, and Emma Hutchison. 2008. 'Fear no More: Emotions and World Politics,' *Review of International Studies* 34(S1):115-135.
- Bleiker, Roland, and Emma Hutchison. 2014. 'Introduction: Emotions and World Politics,' *International Theory* 6(3):490-491.
- Mercer, Jonathan. 2005. 'Rationality and Psychology in International Politics,' *International Organization* 59(1): 77-106.
- Stein, Janice Gross. 2002. 'Psychological Explanations of International Conflict,' In *Handbook of International Relations*, ed. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons (London: Sage.)
- Kertzer, Joshua D., Kathleen E. Powers, Brian C. Rathbun, and Ravilyer. 2014. 'Moral Support: How Moral Values Shape Foreign Policy Attitudes,' *Journal of Politics* 76(3): 825-840.
- Larson, Deborah Welch. 1997. 'Trust and Missed Opportunities in International Relations,' *Political Psychology* 18(3): 701-734.
- Rathbun, Brian C., Joshua D. Kertzer, Jason Reifler, Paul Goren, and Thomas J. Scotto. 2016. 'Taking Foreign Policy Personally: Personal Values and Foreign Policy Attitudes,' *International Studies Quarterly* 60(1): 124-137.

- Khong, Yuen Foong. 1992. *Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decision of 1965* (Princeton, NJ: Princeton University Press).
- Shimko, Keith L. 1994. 'Metaphors and foreign policy decision making,' *Political Psychology*: 655-671.
- Crawford, Neta C. 2000. 'The Passion of World Politics: Propositions on Emotion and Emotional Relationships,' *International Security* 24(4): 116-156.
- Bleiker, Roland, and Emma Hutchison. 2008. 'Fear no more: emotions and world politics,' *Review of International Studies* 34: 115-135.
- Lieberman, Peter. 2006. 'An Eye for an Eye: Public Support for War Against Evildoers,' *International Organization* 60(3):687-722.
- Clément, Maéva and Eric Sangar, eds. 2018. *Researching Emotions in International Relations: Methodological Perspectives on the Emotional Turn* (Basingstoke: Palgrave Macmillan).
- Solomon, Ty. 2012. 'I wasn't angry, because I couldn't believe it was happening': Affect and Discourse in Responses to 9/11,' *Review of International Studies* 38(4):907-928.
- Ross, Andrew AG. 2013. *Mixed Emotions: Beyond Fear and Hatred in International Conflict* (Chicago: University of Chicago Press).
- Mattern, Janice Bially. 2014. 'On Being Convinced: An Emotional Epistemology of International Relations,' *International Theory* 6(3):589.
- Lynggaard, Kennet. 2017. 'Exploring the emotional appeal of green and social Europe myths among pan-European Union organizations,' *Journal of European Public Policy* 24(10):1409-1429.
- Ludvig, Norman. 2017. 'Theorizing the social foundations of exceptional security politics: Rights, emotions and community,' *Cooperation and Conflict* 53(1):84-100.
- Linklater, Andrew. 2014. 'Anger and World Politics: How Collective Emotions Shift Over Time,' *International Theory* 6(3):574-578.
- Hutchison, Emma. 2016. *Affective Communities in World Politics* (Cambridge, UK: Cambridge University Press).
- Balcells, Laia. 2010. 'Rivalry and Revenge: Violence against Civilians in Conventional Civil Wars,' *International Studies Quarterly* 54(2): 291-313.
- Van Rythoven, Eric. 2015. 'Learning to Feel, Learning to Fear? Emotions, imaginaries, and Limits in the Politics of Securitization,' *Security Dialogue* 46(5):458-475.
- Morkevičius, Valerie. 2017. 'Looking Inward Together: Just War Thinking and Our Shared Moral Emotions,' *Ethics & International Affairs* 31(4):441-451.
- Mercer, Jonathan. 2014. 'Feeling Like a State: Social Emotion and identity,' *International Theory* 6(03):515-535.
- Koschut, Simon. 2017c. 'The Structure of Feeling: Emotion Culture and National Self-Sacrifice in World Politics,' *Millennium* 45(2):174-192.
- Koschut, Simon. 2017a. 'No sympathy for the devil: Emotions and the social construction of the democratic peace,' *Cooperation and Conflict* 53(3): 320-338.
- Koschut, Simon. 2014. 'Emotional(Security) Communities: The Significance of Emotion Norms in Inter-Allied Conflict Management,' *Review of International Studies* 40(3):533-558.
- Jeffery, Renee. 2015. 'The Forgiveness Dilemma: Emotions and Justice at the Khmer Rouge Tribunal,' *Australian Journal of International Affairs* 69(1):35-52.
- Hutchison, Emma. 2016. *Affective Communities in World Politics: Collective Emotions After Trauma* (Cambridge: Cambridge University Press).
- Fisk, Kerstin, Jennifer L Merolla, and Jennifer M Ramos. 2018. 'Emotions, Terrorist Threat, and Drones: Anger Drives Support for Drone Strikes,' *Journal of Conflict Resolution*, online first.
- Frost, Mervyn. 2014. 'Compassion in International Relations ' In *The Politics of Compassion* edited by Michael Ure and Mervyn Frost (London: Routledge).

- Fierke, Karin M. 2012. *Political Self-Sacrifice: Agency, Body and Emotion in International Relations* (Cambridge: Cambridge University Press).
- Fattah, Khaled, and Karin M Fierke. 2009. 'A Clash of Emotions: The Politics of Humiliation and Political Violence in the Middle East,' *European Journal of International Relations* 15(1):67-93.
- Faulkner, Nicholas. 2017. 'Motivating Cosmopolitan Helping: Thick Cosmopolitanism, Responsibility for Harm, and Collective Guilt,' *International Political Science Review* 38(3):316-331.
- Crawford, Neta C. 2014. 'Institutionalizing Passion in World Politics: Fear and Empathy,' *International Theory* 6(3):535-557
- Coen Leep, Matthew. 2010. 'The Affective Production of Others: United States Policy Towards the Israeli–Palestinian Conflict,' *Cooperation and Conflict* 45(3):331-352
- Wong, Seanon S. 2016. 'Emotions and the communication of intentions in face-to-face diplomacy,' *European Journal of International Relations* 22(1): 144-167.
- Hall, Todd H. 2011. 'We will not swallow this bitter fruit: Theorizing a diplomacy of anger,' *Security Studies* 20(4): 521–555.
- Solomon, Ty. 2014. 'The affective underpinnings of soft power,' *European Journal of International Relations* 20(3): 720-741.
- Hall, Todd H. 2015. *Emotional Diplomacy: Official Emotion on the International Stage* (Ithaca, NY: Cornell University Press).
- Hall, Todd H., and Andrew A.G. Ross. 2015. 'Affective Politics after 9/11,' *International Organization* 69(4): 847-879.
- McDermott, Rose. 2015. 'Sex and Death: Gender Differences in Aggression and Motivations for Violence,' *International Organization* 69(6): 753–775.
- Löwenheim, Oded, and Gadi Heimann. 2008. 'Revenge in International Politics,' *Security Studies* 17(4): 685-724.
- Payne, Kenneth. 2015. 'Fighting on: emotion and conflict termination,' *Cambridge Review of International Affairs* 28(3):480-497.
- Monin, Benoît, David A Pizarro, and Jennifer S Beer. 2007. 'Reason and emotion in moral judgment: different prototypes lead to different theories,' In *Do emotions help or hurt decision making?*, edited by Katheleen D. Vohs, Roy F. Baumeister and George Loewenstein (New York: RusselSage Foundation).
- Mercer, Jonathan. 2013. 'Emotion and Strategy in the Korean War,' *International Organization* 67(2):221-252.
- Mercer, Jonathan. 2006. 'Human Nature and the First Image: Emotion in International Politics,' *Journal of International Relations and Development* 9(3):288-303.
- Markwica, Robin. 2018. *Emotional Choices: How the Logic of Affect Shapes Coercive Diplomacy*. Oxford University Press.
- Long, William J, and Peter Brecke. 2003. *War and Reconciliation: Reason and Emotion in Conflict Resolution*: MIT Press.
- Fierke, Karin M. 2014. 'Emotion and Intentionality,' *International Theory* 6(3):563-567.
- Cox, Lloyd, and Steve Wood. 2017. "Got him": Revenge, Emotions, and the Killing of Osama bin Laden,' *Review of International Studies* 43(1):112-129.