

International Conflict and Cooperation

GOV 40

Spring 2020

Menschel 0505, 10:30-11:30 (T-Th)

Prof. Stephen Chaudoin TFs Michael-David Mangini, Allie Myren, Ignat Kalinov, Anna Hooper,
and Pablo Balan

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Email: chaudoin@fas.harvard.edu

Stephen Office Hours: Monday 2:00-4:00 or by appointment, CGIS Knafel 207

Course Description and Objectives

The phenomena studied in International Relations are among the most important of any discipline: What explains the outbreak of violent wars among and within nations? What explains the success or failure of international institutions like the World Trade Organization, the United Nations, or the International Criminal Court? What explains the policies that govern trillions of dollars of international trade and investment? This course teaches you to think about these questions like a social scientist. We will learn how to develop theoretical answers to these questions, how to make empirically testable predictions about relationships and correlations implied by those theories, and we will learn how to assess data in light of those predictions.

While I personally believe that IR is inherently interesting, I want to emphasize approaches and tools that will serve students in any social science context and beyond. This class will train you to think systematically about messy real-world phenomena. This is the same skill set that helps you in any Poli Sci, Economics, Sociology, or Psychology class (and many others). This is also the same skill set that employers are looking for when they search for students who can take a question (e.g., ‘what would be the effect of this marketing strategy on our sales’), theorize about the answer, and then assess their predictions with real-world data.

Strongly suggested text: Frieden, Lake, and Schultz. World Politics, most recent edition (<https://tinyurl.com/300-W20-GOVT-40-1>).

- Background: We use it as a great background resource so that everyone understands common terms and the “basics” of what we study. For example, if we’re studying war and I say “an asymmetric dyad” in lecture, it’s important to know what that means in the context of countries at war. Or if we’re studying international trade and I mention “protectionism,” you’ll need to know what that word means. I want you to get the most out of our limited class time as possible, so I do not spend a lot of time defining terms (since you, as smart people, can figure that out on your own by doing to the reading).
- Practice: The book gives helpful practice on certain things that are necessary for the course, but which can be best learned with a little pen and paper and repetition. For example, game theory is best learned by doing problems and sitting down and solving a game. We cover this topic in depth in class, but we don’t assign problem sets. The book can be a good resource for this.

Organization of Course Content

The course is organized by topic. We will start with an introduction to some social science tools that we’ll need. We will then study aspects of conflict and war, followed by the midterm. Afterwards, we will study aspects of cooperation and international political economy.

Course Requirements

Grades will be distributed in the following manner:

In Class Assignments: 15%

In Class Tests: 45%

HW Assignments: 30%

Session Attendance: 10%

In Class Assignments

For many classes, we will have a brief in-class activity. Usually, this will involve answering a few questions related to that day's topic. I assign these ICAs in lieu of taking attendance. The ICAs are also a great way to get an idea of the types of questions that will show up on exams. I often put ICAs early or at the beginning of class sessions. This is because I want you to be on time.

HW Assignments

Over the course of the semester, we will have several HW assignments. The HWs will often be more open-ended questions, e.g. "How would you design a study to analyze the relationship between [this] and [that]?" The homework assignments are also designed to be very hands on. For some of them, I have made You Tube videos to show you how to use certain resources. You then use those resources to answer an open ended question. Sometimes, we will do HW assignments in class. These will be marked on the syllabus.

- Podcasts assignment
- "Going further" assignment
- LAPOP China survey data assignment
- State department human rights report assignment
- Trade and the 2016 elections assignment (in class)
- Gov 10 Crossover Assignment

Section Attendance

The TA will take attendance at the sections. Your attendance grade will count as the equivalent of one HW assignment at the end of the semester. In addition to that incentive, I highly recommend attending. We have designed the TA sessions to build on and be good examples of the concepts from class and also the types of questions you should expect on the midterm and final.

In Class Tests

There will be two in class tests, instead of the usual midterm/final format. The topics of the exams are not cumulative. For example, the first exam will be mostly about war and the second exam will not be about war. However, the concepts of social science (theory, data, etc) are cumulative and are always fair game.

My exams are also never multiple choice. They almost always involve open-ended questions that require you to demonstrate comprehension of a subject as opposed to regurgitation.

Grading Policy

- Absence: I do not take attendance. You do not need to alert me to the fact that you will be absent.
- Missed ICAs: There will be two make-up assignments over the course of the semester that you can complete to make up for missed ICAs. They make up for a maximum of two missed ICAs. Any missed ICAs beyond that will require a University-approved absence.
- Late HW Assignments: HW Assignments are due at the beginning of class on the days indicated on the assignment, unless otherwise indicated. I will *not* accept assignments that are more than 48 hours late. Within the two day window, assignments are penalized a letter grade per day.
- Assignment Review: You should bring any grade disputes to the TF first. Then the TF and I will make any necessary decisions together. We are willing to review any graded assignment

or exam. However, we will not hear any concerns until 48 hours after the assignment has been returned to you. We reserve the right to raise your grade or lower it on any part of the assignment. In other words, be tactful and careful in your use of review.

Course Policies

- Cell Phones, Laptops, Tablets: We will use an “opt-in” policy for laptops. If you want to use a laptop or tablet in class, please email me saying that you want to use a laptop in class by the end of the second week of instruction. We will have a separate section where students with laptops will sit. Once you make your choice, it’s set for the semester.
- Academic Integrity: The course follows Harvard College’s policies on plagiarism and collaboration. Specifically, any material submitted to meet course requirements - homework assignments, papers, projects, posted comments, examinations - is expected to be a student’s own work. I ask all students to bookmark and consult regularly the Harvard Guide to Using Sources website at <http://usingsources.fas.harvard.edu>. You are urged to take great care in distinguishing your own ideas and thoughts from information and analysis derived from printed and electronic sources, and you are responsible for knowing and following the College’s policy on proper use of sources. (These policies are stated clearly at the Harvard Guide to Using Sources website.) For this course specifically, all assignments are to be completed *individually* and not in groups, unless otherwise indicated. I feel very, very strongly about violations of academic integrity. Do not cheat.
- Disability Services: I support the University’s efforts to accommodate the needs of all our students. Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Extension school students with disabilities should contact their disabilities services department.
- Statement on Classroom Recording: To ensure the free and open discussion of ideas, students

may not record classroom lectures, discussion and or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

- Email Communication Policy: Each student is issued a University e-mail address upon admittance. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. For the submission of assignments, email error will not be considered a valid excuse for late assignments under any circumstances. Do NOT use your non-Harvard email for communications. Often, emails from Yahoo and other servers get sent to my Spam folder.
- Feedback: I am very interested in what you're getting from the course and how I can make the course better. Periodically, I'll solicit anonymous feedback in class about what you find most or least useful.

Schedule

Note on Readings: Students are expected to complete the readings prior to the course meeting on the listed date. All readings are available electronically or on the course website or in the textbook. The most up-to-date syllabus will always be found on the course website, since the schedule may change.

Note on Slides: Slides will generally be posted shortly before the lecture. Many slides are incomplete *by design*. The best way to approach the lecture slides is to revisit them after the lecture and fill them in from your own notes.

Class 1, Jan. 28: Syllabus and Variation

- **Required:** The syllabus.

- **Required:** FLS, Introduction, pp. xx-xxxiii (3e) – pp. xxiv-xxxix (4e)

Class 2, Jan. 30: Variation and Theory I

- **Required:** FLS, Ch. 1, pp. 1-41 (3e and 4e) (History and Introduction)

TF Section, Jan. 31: Variation

Class 3, Feb. 4: Variation and Theory II

- **Required:** FLS, Ch. 1, pp. 1-41 (3e and 4e) (History and Introduction)

- Going further:
 - Mearsheimer, John J., and Stephen M. Walt. "Leaving theory behind: Why simplistic hypothesis testing is bad for International Relations." *European Journal of International Relations* 19, no. 3 (2013): 427-457.

Class 4, Feb. 6: Game Theory Primer

- **Required:** FLS, Ch. 2, pp. 42-87 (3e and 4e) (Game Theory Module)

TF Section, Feb. 7: Game Theory Practice

War

Class 5, Feb. 11: War I

- **Required:** FLS, Ch. 3, pp. 88-135 (3e) (Bargaining Model)

Class 6, Feb. 13: War II

- **Required:** FLS, Ch. 3, pp. 88-135 (3e) pp. 88- 137 (4e) (Bargaining Model)
- Going further:
 - Leventoglu, Bahar, and Ahmer Tarar. "Does private information lead to delay or war in crisis bargaining?." *International Studies Quarterly* 52.3 (2008): 533-553.
 - Yarhi-Milo, Keren. "In the eye of the beholder: How leaders and intelligence communities assess the intentions of adversaries." *International Security* 38, no. 1 (2013): 7-51.
 - Dafoe, Allan, and Devin Caughey. "Honor and war: Southern US presidents and the effects of concern for reputation." *World politics* 68, no. 2 (2016): 341-381.

Class 7, Feb. 18: Domestic Politics and War I

- **Required:** FLS, Ch. 4, pp. 136-183 (3e) pp. 138-185 (4e)

- Going further:
 - Snyder, Jack, and Erica D. Borghard. "The cost of empty threats: A penny, not a pound." *American Political Science Review* 105, no. 3 (2011): 437-456.
 - Powell, Robert. "War as a commitment problem." *International organization* 60, no. 1 (2006): 169-203.
 - Bas, Muhammet, and Robert Schub. "Mutual Optimism as a Cause of Conflict: Secret Alliances and Conflict Onset." *International Studies Quarterly* 60, no. 3 (2016): 552-564.

Class 8, Feb. 20: CANCELLED

- We will choose make-up plans closer to this date.

TF Section, Feb. 21: Diversionary War, Rally 'Round the Flag

Class 9, Feb. 25: Domestic Politics and War II

- **Required:** FLS, Ch. 4, pp. 136-183 (3e) pp. 138-185 (4e)
- Going further:
 - Jessica Weeks (2008). "Autocratic Audience Costs: Regime Type and Signaling Resolve." *International Organization* 62(1) 35-64.

Class 10, Feb. 27: IOs and War

- **Required:** FLS, Ch. 5, pp. 184-233 (3e) pp. 186-235 (4e)

- Going further:
 - Lupu, Yonatan, and Brian Greenhill. "The networked peace: Intergovernmental organizations and international conflict." *Journal of Peace Research* 54, no. 6 (2017): 833-848.

TF Section, Feb. 28: Audience Costs

Class 11, Mar. 3: Civil War I

- **Required:** FLS, Ch. 6, pp. 234-289 (3e) pp. 236-293 (4e)
- Going further:
 - James D. Fearon and David D. Laitin "Ethnicity, Insurgency, and Civil War" *American Political Science Review* 97, 1 (February 2003): 75- 90.
 - Virginia Page Fortna, "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War". *International Studies Quarterly* 48:2 (2004), pp. 262-292.
 - Stephan, Maria J., and Erica Chenoweth. "Why civil resistance works: The strategic logic of nonviolent conflict." *International security* 33, no. 1 (2008): 7-44.

Class 12, Mar. 5: Women and Leadership

- **Required:** Post, Abigail S., and Paromita Sen. "Why can't a woman be more like a man? Female leaders in crisis bargaining." *International Interactions* 46.1 (2020): 1-27.
- Going further:

- Dube, Oeindrila, and S. P. Harish. “Queens.” (2019, working paper, can find on Google Scholar).
- Lawless, Jennifer L. “Women, war, and winning elections: Gender stereotyping in the post-September 11th era.” *Political Research Quarterly* 57.3 (2004): 479-490.

TF Section, Mar. 6: Review Session

Class 13, Mar. 10: Exam 1, The Process and War

Class 14, Mar. 12: Terrorism

- **Required:** FLS, Ch. 6, pp. 234-289 (3e) pp. 236-293 (4e)
- **Required:** Nielsen paper (uploaded to Canvas)
- Going further:
 - Andrew Kydd and Barbara Walter (2006). “The Strategies of Terrorism.” *International Security* 31(1): 49-80.
 - Fortna, Virginia Page. ”Do Terrorists Win? Rebels’ Use of Terrorism and Civil War Outcomes.” *International Organization* 69, no. 3 (2015): 519-556.

Class 15, Mar. 24: In-class Simulation

- **Required:** TBD

International Political Economy

Class 16, Mar. 26: Trade I

- **Required:** FLS, Ch. 7, pp. 290-339 (3e) pp. 294-345 (4e)
- Going further:
 - Edward D. Mansfield and Diana C. Mutz “Support for Free Trade: Self-Interest, Sociotropic Politics, and Out-Group Anxiety” *International Organization* 63:3 (July 2009), pp 425-457.
 - Dean, Adam. “NAFTA’s Army: Free Trade and US Military Enlistment.” *International Studies Quarterly* 62, no. 4 (2018): 845-856.

TF Section, Mar. 27: TBD

Class 17, Mar. 31: Trade II

- **Required:** FLS, Ch. 8, pp. 340-379 (3e) pp. 346-385 (4e)

Class 18, Apr. 2: Case Study: Trade and the 2016 Elections

- **Required:** See Exercise Description
- Going further:
 - Autor, David, David Dorn, Gordon Hanson, and Kaveh Majlesi. “A note on the effect of rising trade exposure on the 2016 presidential election.” Unpublished Manuscript (2016).

Class 20, Apr. 7: Investment/Finance

- **Required:** FLS, Ch. 8, pp. 340-379 (3e) pp. 346-385 (4e)
- Going further:
 - Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons. "Competing for capital: The diffusion of bilateral investment treaties, 1960?2000." *International organization* 60, no. 4 (2006): 811-846.
 - Pandya, Sonal S. "Democratization and foreign direct investment liberalization, 1970?2000." *International Studies Quarterly* 58, no. 3 (2014): 475-488.

Class 21, Apr. 9: Monetary Policy

- **Required:** FLS, Ch. 9, pp. 380-419 (3e) pp. 386-423 (4e)
- Going further:
 - Bearce, David H., and Kim-Lee Tuxhorn. "When are monetary policy preferences ego-centric? Evidence from American surveys and an experiment." *American Journal of Political Science* 61, no. 1 (2017): 178-193.
 - Liao, Steven, and Daniel McDowell. "No reservations: International order and demand for the renminbi as a reserve currency." *International studies quarterly* 60, no. 2 (2016): 272-293.

TF Section, Apr. 10: Network Games

Class 22, Apr. 14: International Law I

- **Required:** FLS, Ch. 11, pp. 456-489 (3e) pp. 462-497 (4e)
- Going further:
 - Chaudoin, Stephen. “How Contestation Moderates the Effects of International Institutions: The ICC in Kenya.” *Journal of Politics*. 2016.
 - Zawahri, Neda A., and Sara McLaughlin Mitchell. “Fragmented governance of international rivers: Negotiating bilateral versus multilateral treaties.” *International Studies Quarterly* 55, no. 3 (2011): 835-858.

Class 23, Apr. 16: Human Rights

- **Required:** FLS, Ch. 12, pp. 490-531 (3e) pp. 498-539 (4e)
- Going further:
 - Davenport, Christian. “Human rights and the democratic proposition.” *Journal of Conflict Resolution* 43.1 (1999): 92-116.
 - Hafner-Burton, Emilie M., and Kiyoteru Tsutsui. “Human rights in a globalizing world: The paradox of empty promises.” *American journal of sociology* 110, no. 5 (2005): 1373-1411.
 - Kelley, Judith G., and Beth A. Simmons. “Politics by number: Indicators as social pressure in international relations.” *American journal of political science* 59, no. 1 (2015): 55-70.

Class 24, Apr. 21: Case Study: Immigration

- Required: Brubaker, Rogers. "The New Language of European Populism Why "Civilization" Is Replacing the Nation," Foreign Affairs, December 6, 2017, <http://brubaker.scholar.ss.ucla.edu/wp-content/uploads/sites/6/2018/02/The-New-Language-of-European-Populism-Foreign.pdf>
- Required: The Economist. Norway's centre-right coalition is re-elected, September 14, 2017, <https://www.economist.com/europe/2017/09/14/norways-centre-right-coalition-is-re-elected?zid=309&ah=80dcf288b8561b012f603b9fd9577f0e>
- Going further:
 - Goldstein, Judith L., and Margaret E. Peters. "Nativism or economic threat: Attitudes toward immigrants during the great recession." *International Interactions* 40.3 (2014): 376-401.

Class 25, Apr. 23: International Law II

- **Required:** FLS, Ch. 11, pp. 456-489 (3e) pp. 462-497 (4e)
 - Conrad, Courtenay R., and Emily Hencken Ritter. "Treaties, tenure, and torture: The conflicting domestic effects of international law." *The Journal of Politics* 75.2 (2013): 397-409.
 - Haack, Kirsten. "Women, Organizational Crisis, and Access to Leadership in International Organizations." *Journal of Women, Politics, and Policy* 38.2 (2017): 175-198.

TF Section, Apr. 24: Review

Class 24, Apr. 28: Second Exam