



Undergraduate Program in Government

GOV 40: International Conflict and Cooperation Chaudoin, Spring 2022

Prof. Stephen Chaudoin

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In Person Office Hours: Mon. 230-330

Virtual Office Hours: Fri 1230-130

This syllabus updated: 1/25/2022

2022 TFs and their Office Hours:

Kevin Troy (Head TF): Th 215-315, Fri 2-3, CGIS Café, Zoom by appointment

Katherine Irajpanah: Tue 2-4, CGIS Café or Zoom, <https://calendly.com/kirajpanah>

Andi Zhou: Wed 9-11, CGIS Café or Zoom, <https://tinyurl.com/andi-office-hours>

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Course Description and Objectives

Phenomena studied in International Relations are extremely important:

- What explains the outbreak of violent wars among and within nations?
- How do international institutions like the World Trade Organization, the United Nations, or the International Criminal Court affect sovereign nations?
- 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 Political Science, 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.

Recommended text:

Frieden, Lake, and Schultz. World Politics, 5th Edition, Harvard COOP Link here: tinyurl.com/W22-GOVT-40-1

- The textbook is recommend. Do I need the textbook? How will we use it?
 - o *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.
 - o *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.

COVID Related Information

- The current plan is for “regular” in person instruction. We will follow university guidance as the situation changes.
- Please see the Canvas announcement with information about COVID policies for isolation and class.

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%
Section Attendance: 10%

In Class Assignments

For most 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 hands on. For some of them, I have made YouTube videos to show you how to use certain resources. You then use those resources to answer an open ended question.

- Two HWs are completed over the course of the semester.
- Three HWs are "regular" assignments assigned and completed in ~ 2 weeks.
- When you see a HW on Canvas, remember to use the *due date*, not the *available until* date.

Section Attendance

The TFs take attendance at the sections. 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. I have the second test on the last day of class. 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 except through ICAs. 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 due dates and time are written on each assignment. Each person has a 48 late time bank that they can use throughout the semester. After that, assignments are penalized at a letter grade per 24 hour period that they are late.
- Assignment Review: You can request that the TFs and I regrade a part(s) of any assignment. To do this, email the TF who graded that assignment and CC me. You can do this any time between 2 and 14 days after the assignment was returned. Use what you wrote originally to explain why you think the answer should receive more credit. The TF and I will talk and make any necessary adjustments. Your grade can increase or decrease after a review. In other words, be tactful and careful in your use of review.
- Each question is graded by one TF, for the whole class. This makes grading much more consistent and fair.

Course Policies

- 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: Please do not record class. I have this policy in place so that students feel free to have a more open discussion.
- 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. Don't use your non-Harvard email for communications. Often, emails from Yahoo and other servers get sent to my Spam folder.

- Email me directly at chaudoin@fas.harvard.edu account. Don't send messages through Canvas.
- 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.

Statement on Inclusion

Over the course of the semester, there will be times when I “call time out” and explain, from a pedagogical perspective why I have chosen to teach something the way I do. I want to do that for an important topic here:

I believe in incorporating a wide array of people and perspectives in this class. I want everyone to have many places throughout the semester where they can connect with content and the scholars behind it. This means making sure that we cover the excellent work of many non-male scholars and non-white scholars. The syllabus reflects this commitment, and I work to improve it every year. This also means covering topics that pertain to gender, race, and non-US perspectives. Sometimes, this is explicit (eg we have a class that focuses on gender and leadership). More often, this is less explicit, as we use interesting examples from a variety of people and places to illustrate arguments and motivate thought. I've worked on this balance after many discussions with students and colleagues.

I won't be perfect. For example, one shortcoming that I see in myself is that I can most easily reach for examples that relate to the United States, because it's what I know best. But I will continue to work on making this class a place where everyone can find something familiar and also something new, to become fascinated and challenged by the topic of International Relations. Please come and talk to me, with positive and negative feedback. My office door, email inbox, and ears are open.

How to prepare for class each week

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.

Amelia Green has a nice piece with suggestions on how to read political science articles/chapters [here](#).

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.

How to succeed in this class

The key to this class is honing your ability move back and forth between the structured, more abstract social scientific approach that we will learn and the messy, unstructured real world around us. This isn't a math class with problem sets and where every question has one right answer and one path to get there. This also isn't a Model UN class where we memorize things about politics and riff on them. The most important skill I want you to leave with is the ability to use social scientific rigor to make sense of the world.

This means you have to master the abstract tools that we present. And you have to be nimble in looking at how real world events do and do not fit with that theoretical lens. If this doesn't come easily for you, practice. Each class, section, and assignment reinforces this skill. The textbook can also be good fodder for practice. News articles are also good. If you're having trouble figuring out how to practice, ask us.

Important Dates

Feb 10	Stag Hunt/PD/Variation HW Due (graded by Feb 17)
Feb 28	Collaborative War HW Due (graded by Mar 4)
Mar 10	First Test
Mar 14	Spring Break
Mar 29	LAPOP HW Due (graded by Apr 5)
Apr 15	Podcasts HW AND Going Further HW Due
Apr 26	Test 2

Schedule

Section 1: Social Science and IR

Class 1, Jan. 25: Syllabus and Variation

- Required: The syllabus.
- Recommended: FLS, Introduction, pp. xxvi – xli

Class 2, Jan. 27: Variation and Theory I

- Required: “Rich nations 'hugely exaggerate' climate finance: study.” Phys Org. 2021. Available [here](#) and also uploaded to Canvas.
- Recommended: FLS, Ch. 1, pp. 2-41 “What Shaped Our World?”

TF Sections: Variation and Theory

Class 3, Feb. 1: Game Theory Primer

- Recommended: FLS, Ch. 2, pp. 42-91 “Understanding Interests, Interactions, and Institutions + Game Theory Primer

Class 4, Feb. 3: Design a Study

- Required: “Pressure Point: The ICC’s Impact on National Justice” Human Rights Watch Report. 2018. pp 1-10. Available [here](#) and on Canvas under readings.
- Recommended: FLS, Ch. 1, pp. 2-41 “What Shaped Our World?”
- Going further:
 - o 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.
 - o Krishna, Sankaran. “Race, amnesia, and the education of international relations.” *Alternatives* 26.4 (2001): 401-424.

TF Sections: Game Theory, Study Design Practice

Section 2: War

Class 5, Feb. 8: War I

- Required: “Ten Conflicts to Watch in 2021.” International Crisis Group Report. December 2020. Available [here](#) and on Canvas under Readings.
 - o Special instructions: This document covers 10 conflicts that could have erupted in 2021. Read them all. Then do a Google search to find out if **one** of the conflicts did or did not erupt. Use the day of your birthday to know which conflict to gather updates on. If the day of your birthday ends in a “1” (eg 1, 11, 21...) then update yourself on Conflict #1 (Afghanistan). If your birthday ends in a 2, update yourself about Ethiopia. And so on. If your birthday ends in 0, update conflict 10.
- Recommended: FLS, Ch. 3, pp. 92-143 “Why are there wars?”

Class 6, Feb. 10: War II

- Required: Singh, Sushant. "Why China Is Winning Against India." *Foreign Policy* (2021). Available online and also uploaded to Canvas.
- Recommended: FLS, Ch. 3, pp. 92-143 "Why are there wars?"
- Going further:
 - o Leventoglu, Bahar, and Ahmer Tarar. "Does private information lead to delay or war in crisis bargaining?." *International Studies Quarterly* 52.3 (2008): 533-553.
 - o 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.
 - o 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.

TF Sections: TBD

Class 7, Feb. 15: Domestic Politics and War I, Regime Type/Democratic Peace

- Required: George W. Bush's Second Inaugural Address, January 20, 2005. Available at: <https://www.npr.org/templates/story/story.php?storyId=4460172>
- Recommended: FLS, Ch. 4, pp. 144-193 "Domestic Politics and War"
- Going further:
 - o Jessica Weeks (2008). "Autocratic Audience Costs: Regime Type and Signaling Resolve." *International Organization* 62(1) 35-64.
 - o Hyde, Susan D., and Elizabeth N. Saunders. "Recapturing Regime Type in International Relations: Leaders, Institutions, and Agency Space." *International Organization* 74.2 (2020): 363-395.
 - o Barnhart, J., Trager, R., Saunders, E., & Dafoe, A. (2020). The Suffragist Peace. *International Organization*, 74(4), 633-670.

Class 8, Feb. 17: Domestic Politics and War II, Subnational Interests

- Required: Ward, Alex. "How Obama's "red line" fiasco led to Trump bombing Syria." *Vox*. 2018. Available here or on Canvas.
- Recommended: FLS, Ch. 4, pp. 144-193 "Domestic Politics and War"
- Going further:
 - o 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.
 - o Powell, Robert. "War as a commitment problem." *International organization* 60, no. 1 (2006): 169-203.
 - o 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.

TF Sections: Diversionary War, Rally 'Round the Flag (potentially use Syria red line)

Class 9, Feb. 22: TBD, Possibly contests on SOPHIE

Class 10, Feb. 24: TBD, Possibly contests on SOPHIE

- This week, the two lecture slots will cover the same materials.

TF Sections: Experiments in IR?

Class 11, Mar. 1: IOs and War

- Required:
 - o “Putin warns of possible military response over ‘aggressive’ NATO.” Andrew Roth. The Guardian. Dec 21, 2021. Available [here](#) and on Canvas.
 - o Reading Regression Tables. EGAP. Available [here](#).
- Recommended: FLS, Ch. 5, pp. 194-244 “International Institutions and War”
- Going further:
 - o Lupu, Yonatan, and Brian Greenhill. "The networked peace: Intergovernmental organizations and international conflict." Journal of Peace Research 54, no. 6 (2017): 833-848.
 - o Hemmer, Christopher, and Peter J. Katzenstein. “Why is there no NATO in Asia? Collective identity, regionalism, and the origins of multilateralism.” International Organization 56.3 (2002): 575-607.

Class 12, Mar. 3: Civil War I

- Required: “Why is ethiopia at war with itself?” New York Times. Dec 14, 2021. Available [here](#) or on Canvas.
- Recommended: FLS, Ch. 6, pp. 246-304
- Going further:
 - o James D. Fearon and David D. Laitin “Ethnicity, Insurgency, and Civil War” American Political Science Review 97, 1 (February 2003): 75- 90.
 - o 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.
 - o Stephan, Maria J., and Erica Chenoweth. “Why civil resistance works: The strategic logic of nonviolent conflict.” International security 33, no. 1 (2008): 7-44.
 - o Dara Kay Cohen, “Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War.” World Politics 65:3 (2013), 383-415.

TF Sections: Review

Class 13, Mar 8: Review Session

- We will also hold an evening review session

Class 14, Mar 10: First Test.

Class 15, Mar. 22: Terrorism

- Required: Nielsen paper (uploaded to Canvas)
- Recommended: FLS, Ch. 6, pp. 246-304
- Going further:
 - o Thomas, Jakana L. (2021) "Wolves in Sheep's Clothing: Assessing the Effect of Gender Norms on the Lethality of Female Suicide Terrorism" International Organization.
 - o Andrew Kydd and Barbara Walter (2006). "The Strategies of Terrorism." International Security 31(1): 49-80.
 - o Fortna, Virginia Page. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes." International Organization 69, no. 3 (2015): 519-556.

Class 16, Mar. 24: 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:
 - o Dube, Oeindrila, and S. P. Harish. "Queens." (2019, working paper, can find on Google Scholar).
 - o 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 Sections: TBD

Section 3: International Political Economy

Class 17, Mar. 29: Trade I

- Required: UNCTAD Report on Asia-Pacific Partnership. Available [here](#) or on Canvas.
- Recommended: FLS, Ch. 7, pp. 306-363 International Trade + Comparative Advantage Module
- Going further:
 - o 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.
 - o Dean, Adam. "NAFTA's Army: Free Trade and US Military Enlistment." International Studies Quarterly 62, no. 4 (2018): 845-856.
 - o Walter, Stefanie. (2017). Globalization and the Demand-Side of Politics: How Globalization Shapes Labor Market Risk Perceptions and Policy Preferences. Political Science Research and Methods, 5(1), 55-80.

Class 18, Mar. 31: Trade II

- Required: Posen, Adam S. "The Price of Nostalgia." *Foreign Affairs*. 100 (2021): 28.
- Recommended: FLS, Ch. 7, pp. 306-363 International Trade + Comparative Advantage Module
- Going Further:
 - o Chatruc, Marisol Rodríguez, Ernesto Stein, and Razvan Vlaicu. "How issue framing shapes trade attitudes: Evidence from a multi-country survey experiment." *Journal of International Economics* 129 (2021).

TF Sections: TBD

Class 19, Apr. 5: Investment/Finance/Networks

- Required: "Explaining the global Great Recession." *Vox EU*. Available [here](#) or on Canvas.
- Recommended: FLS, Ch. 8, pp. 364-405 International Financial Relations
- Going further:
 - o 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.
 - o Pandya, Sonal S. "Democratization and foreign direct investment liberalization, 1970?2000." *International Studies Quarterly* 58, no. 3 (2014): 475-488.

TF Sections: TBD

Class 20, Apr. 7: Case Study of Immigration

- Required: Brubaker, Rogers. "The New Language of European Populism Why "Civilization" Is Replacing the Nation," *Foreign Affairs*, December 6, 2017, available [here](#).
- Required: *The Economist*. Norway's centre-right coalition is re-elected, September 14, 2017. Available [here](#).
- Going further:
 - o 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.
 - o Andy Baker, "Race, Paternalism, and Foreign Aid: Evidence from U.S. Public Opinion." *American Political Science Review* 109:1 (2015), 93-109.
 - o Andrew Rosenberg "Measuring Racial Bias in International Migration Flows" *International Studies Quarterly* (June 2019)

Class 21, Apr. 12: International Organizations and Law I

- Going further:
 - o 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.
- "Is the International Criminal Court (ICC) targeting Africa inappropriately?" ICC Forum. 2014. Available [here](#). (Note – this is *not* an option for "Going Further" assignments.)

Class 22, Apr. 14: International Organizations and Law II

- Recommended: FLS, Ch. 11, pp. 484-519 International Law and Norms
- Going Further:
 - 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: Network Games

Class 23, Apr. 19: Human Rights

- Recommended: FLS, Ch. 12, pp. 520-563 Human Rights
- 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.
 - Hafner-Burton, Emilie, and James Ron. "The Latin bias: Regions, the Anglo-American media, and human rights." *International Studies Quarterly* 57.3 (2013): 474-491.

Class 24, Apr. 21: Review Session

- We will have another review session in the evening

TF Sections: Review

Class 25, Apr. 26: Second Test

- This is another in-class test.