

INTERNATIONAL RELATIONS CORE SEMINAR
POLI 540, SPRING 2022
Monday 2:00-4:50 PM, HRZ 126

INSTRUCTOR:

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Office Hours: by appointment; walk-ins welcome

COURSE CONTENT:

This seminar is intended to introduce political science Ph.D. students to research in the subfield of international relations. Students will be expected to demonstrate their ability to evaluate arguments and empirical evidence, to recognize linkages among studies and scientific progress, and to identify new research questions. You should leave this course with a familiarity with some research in the subfield of international relations, new research ideas, and improved skills in analytical thinking, writing, and oral presentation.

CONNECTION TO PROGRAM LEARNING OUTCOMES:

This course contributes primarily to the first learning outcome for the political science Ph.D., but will also help you with your evaluation of research designs and methodologies, your communication skills, your teaching ability, and your professional development. The program learning outcomes for the political science Ph.D. are as follows:

Demonstrate advanced knowledge of theoretical and empirical research in one major and one minor sub-field of Political Science, chosen from: American politics, comparative politics, and international relations.

Learn and apply social science research design and methodologies, including advanced statistical techniques.

Demonstrate the ability to communicate their research effectively through multiple mediums including scholarly writing, oral presentation, and poster sessions.

Demonstrate their competence as political scientists through research, teaching, and professional development activities.

SPECIAL NOTES RELATED TO COVID-19:

Our course is scheduled to meet in person, but we will begin the semester meeting virtually and will follow university guidelines moving forward.

When attending class in person, students are expected to wear a mask or face covering properly and to abide by the current university rules and regulations. The instructor reserves the right to instruct students to leave the classroom if they are engaging in behavior that places faculty and/or students' health at risk.

When attending class remotely, students must have a working computer with a video camera, speaker, and microphone, and a working internet connection that allows the student to be on video during class. Please contact the instructor immediately if you have any concerns about this, or about keeping your camera on during class.

We will not be recording our discussions except if one or more students must attend a session asynchronously for reasons arranged with the instructor. In line with FERPA requirements, recorded classroom discussions involving students will be available only to students officially registered and enrolled in the class. If you have concerns about appearing on these recordings, please contact the instructor ahead of time.

Please do not attend class in person if you are feeling ill or know you have been exposed to Covid-19. For those who are feeling well enough to participate remotely, we will arrange zoom participation, and for those who are not feeling well enough to participate, we can arrange an alternate assignment. Please communicate any changes in your participation plans to the instructor as soon as you are able. We need to be flexible this semester, and excellent communication is necessary to make this work for everyone.

EVALUATION:

Grades will be determined in the manner described below. The Rice University Honor Code applies to all assignments for this course.

25% -- Class Participation and Attendance

The quality of a graduate level seminar depends to a great extent on the efforts of the students. You play a big role in creating your course. I expect that you will come to class each week prepared to discuss the assigned material and that you will share your ideas, questions, and views actively. Because class participation is vital to your performance in this course, please see me at once if you feel uncomfortable speaking in class or if you have any other challenges that limit your ability to participate actively.

Getting the most out of a seminar depends on being present. Normally, I expect no absences in a graduate level seminar except in the case of illness or emergency. I recognize that we are not in normal times, however, and that increased flexibility may be necessary this semester. To the best of your ability, I encourage you to discuss any circumstances with me that will preclude you from attending class ahead of time.

If you are joining class remotely, please keep your video camera on and microphone muted when you are not speaking. Raise your hand when you have questions or would like to participate. Students needing an accommodation for using their camera or microphone should contact the instructor at the beginning of the semester to discuss needed adjustments.

Please leave ample time to read the work assigned for each week carefully. While you are reading, you should consider the following questions:

What is the purpose of the study? Does the author intend to describe the state of the world or the state of the literature? Does the author intend to advance a new theory? Does the author intend to provide an empirical test of an existing theory? How well does the author accomplish his or her goal?

What is the author's argument? What research question is the author trying to answer, and how does he or she answer it? What are the assumptions (explicit and implicit) upon which the author's argument is based? What are the independent and dependent variables, and what is the logic that links them together?

Is the theory logically consistent? Is it plausible?

Is the theory empirically relevant? Is the empirical record commensurate with expectations drawn from the theory? If the author provides empirical tests, are the research design, the operational measures of the concepts, and the methods of analysis appropriate? What further evidence would you use to evaluate the argument? What further testable hypotheses follow from this theory? How would you design a study that could determine the empirical relevance of the author's approach in comparison to other approaches?

Is the research interesting? How does this argument fit into the literature? What does this study tell us that we didn't already know? What should it tell us that it doesn't? What questions still need to be answered?

What policy recommendations would you make based on this study?

How do the selections we read this week fit together? How do they fit into the course as a whole? Are we seeing progress in this research area?

What new research needs to be done in this area?

I hope that we will engage in vigorous academic debate, but during these class discussions, classroom etiquette is vital. Please work to ensure that you make comments in ways that invite discussion. Our classroom contains members with various life experiences, divergent perspectives, varying levels of experience with political science research, and different strategies for defending their views. Please state your opinions constructively and respectfully, listen carefully when your colleagues are speaking, and speak to me if you feel alienated, hurt, or offended by something that is said in class.

Grades for participation will be assigned at the end of the semester, but you may ask for feedback on your performance at any time. If you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me.

10% – *Article Presentation (2 @ 5% each)*

Twice during the semester, you will choose one of the readings and present it to the class. You must clear the chosen reading with the instructor by the end of the day on Wednesday the week before you are scheduled to present. Your presentation should explain the motivation and purpose of the work; its argument, research design, and findings (where relevant); your views on its strengths and weaknesses; and how you think it fits with the works assigned for the week. Your presentation should be no more than 15 minutes. You will be provided with a rubric by which your presentation will be evaluated at the beginning of the semester.

60% – *Analytical Papers (3 @ 20% each)*

Three times during the semester you will be given a prompt for an analytical paper. You will have approximately one week to write each paper. The expectation is that the paper will be written based on the material you have been assigned to read for this class. You are not prohibited from engaging outside material, but you are also not required to do it, and I will be looking for evidence that you understand and engage the material assigned for this class. More instructions regarding the analytical papers will be provided when the prompts are distributed. The planned due dates are **February 28**, **April 4**, and **May 3**. Late assignments will be penalized one half letter grade per day, unless arrangements are made with the professor before the due date (emergencies excepted).

5%-- *What Else Should We Have Read?*

Before our last class, each student will write a one to two page (double spaced) description of the week they wish was included in this syllabus. This should include a discussion of the topic area that the readings and class meeting would cover along with a minimum of two specific readings that you would have liked to see assigned to read for that week. We will share these statements with the class and discuss them during our last class period. The planned due date is **April 15**. Late assignments will be penalized one half letter grade per day, unless arrangements are made with the professor before the due date (emergencies excepted).

RICE HONOR CODE:

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at <http://honor.rice.edu/honor-system-handbook/>. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

DISABILITY RESOURCE CENTER:

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) speak with the instructor to discuss your accommodation needs. The Department of Political Science is happy to do whatever we can to assure each student full and rewarding participation in classes.

TITLE IX RESPONSIBLE EMPLOYEE NOTIFICATION:

Rice University cares about your wellbeing and safety. Rice encourages any student who has experienced an incident of harassment, pregnancy discrimination, or gender discrimination or relationship, sexual, or other forms interpersonal violence to seek support through The SAFE Office. At Rice University, unlawful discrimination in any form, including sexual misconduct, is prohibited under Rice Policy on Harassment and Sexual Harassment (Policy 830) and the Student Code of Conduct. As the instructor and a responsible employee, I am **required** by Title IX to disclose all incidents of non-consensual interpersonal behaviors to the Title IX Coordinator on campus. Although responsible employees are required to make this notification, it is the student's choice to pursue a formal complaint. The goal is to make sure that students are aware of the range of options available and have access to the resources when in need. For more information, please visit safe.rice.edu, titleixrice.edu, or email titleixsupport@rice.edu.

SYLLABUS CHANGE POLICY:

This syllabus is only a guide for the course and is subject to change with advance notice if conditions warrant a change.

DISCUSSION SCHEDULE:

In crafting this syllabus, I took into account the fact that the majority of students taking this class are neither IR majors nor IR minors, and thus this will likely be the only international relations seminar most of you take in graduate school. As a result, I decided not to focus as much on classic works or "great debates" as some core syllabi might, and instead to offer opportunities to engage more current research on particular topics in the field. In a core course, however, we must seek balance between knowing where the field has been and where it is going, so there is more emphasis on older foundational works than in some research seminars focused on particular topics.

This syllabus should not be viewed as a comprehensive listing of all scholarly literature on international relations, nor of all the "good" or "important" work; that would be impossible to cover in one semester. At the end of the semester, you will even have an assignment that requires you to think about what is missing from this syllabus and what you would add. The reading selections are skewed towards works that employ positivist approaches. Some issue areas are not well represented due to constraints of time; it is impossible to devote time to every issue area in which there has been substantial research in a single semester. While we may sometimes discuss research methods, the readings on this syllabus are chosen primarily for their ideas, and not as exemplars of current research

methods (which are emphasized more in other classes you will take). Even for the topics that are covered, you will read only a representative sample of the existing literature. This selection of readings, however, should serve to provide an introduction to our scholarly understanding, and the readings included herein should point you in profitable directions for future study on topics that you wish to pursue further. Feel free to ask me for suggestions for additional readings in areas that interest you.

The readings listed for each date are those that will be discussed during that class period. Thus, you should complete these readings before the class meeting.

Week #1: January 10: Introduction to Course; What is the Study of International Relations?

Review syllabus thoroughly.

Maliniak, Daniel, Amy Oakes, Susan Peterson, and Michael Tierney. 2011. International Relations in the US Academy. *International Studies Quarterly* 55 (2): 437-464.

Colgan, Jeff D. 2016. Where is International Relations Going? Evidence from Graduate Training. *International Studies Quarterly* 60 (3): 486-498.

Colgan, Jeff D. 2017. Gender Bias in International Relations Graduate Education? New Evidence From Syllabi. *PS: Political Science and Politics* 50 (2): 456-460.

Li, Quan. 2018. The Second Great Debate Revisited: Exploring the Impact of the Qualitative-Quantitative Divide in International Relations. *International Studies Review* 21 (3): 447-476.

Hendrix, Cullen and Jon Vreede. 2019. U.S. Dominance in International Relations and Security Scholarship in Leading Journals. *Journal of Global Security Studies* 4 (3): 310-320.

Week #2: January 17: No Class; MLK Day

Week #3: January 24: Realism, Liberalism, Institutionalism, Constructivism, and Rationalism

Mearsheimer, John J. 1995. The False Promise of International Institutions. *International Security* 19 (3): 5-49.

Keohane, Robert O. and Lisa L. Martin. 1995. The Promise of Institutional Theory. *International Security* 20 (1): 39-51.

Moravcsik, Andrew. 1997. Taking Preferences Seriously: A Liberal Theory of International Politics. *International Organization* 51 (4): 513-553.

Hopf, Ted. 1998. The Promise of Constructivism in International Relations Theory. *International Security* 23 (1): 171-200.

Milner, Helen V. 1998. Rationalizing Politics: The Emerging Synthesis of International, American, and Comparative Politics. *International Organization* 52 (4): 759-786.

Lake, David A. 2011. Why “isms” are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress. *International Studies Quarterly* 55 (2): 465-480.

Week #4: January 31: Power, Hierarchy, and Order 1

Barnett, Michael and Raymond Duvall. 2005. Power in International Politics. *International Organization* 59 (1): 39-75.

Kustermans, Jorg and Rikkert Horemans. Forthcoming. Four Conceptions of Authority in International Relations. *International Organization*.

Lake, David A. 2007. Escape from the State of Nature: Authority and Hierarchy in World Politics. *International Security* 32 (1): 47-79.

Ikenberry, G. John. 2001. *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*. Princeton: Princeton University Press, chapters 1-3.

- Farrell, Henry and Abraham L. Newman. 2019. Weaponized Interdependence: How Global Economic Networks Shape State Coercion. *International Security* 44 (1): 42-79.
- Simmons, Beth A. and Hein E. Goemans. 2021. Built on Borders: Tensions with the Institution Liberalism (Thought It) Left Behind. *International Organization* 75 (2): 387–410.

Week #5: February 7: Power, Hierarchy, and Order 2

- Acharya, Amitav. 2022. Race and Racism in the Founding of the Modern World Order. *International Affairs* 98 (1): 23-43.
- Buzas, Zoltan I. 2021. Racism and Anti-Racism in the Liberal International Order. *International Organization* 75 (2): 440–463.
- Freeman, Bianca, D.G. Kim, and David A. Lake. 2022. Race in International Relations: Beyond the ‘Norm Against Noticing’. *Annual Review of Political Science* 25: 7.1–7.22.
- Nunn, Nathan and Leonard Wantchekon. 2011. The Slave Trade and the Origins of Mistrust in Africa. *American Economic Review* 101: 3221–3252.
- Tickner, J. Ann. 1997. You Just Don’t Understand: Troubled Engagements between Feminists and IR Scholars. *International Studies Quarterly* 41 (4): 611-632.
- Cohen, Dara Kay and Sabrina M. Karim. *Forthcoming*. Does More Equality for Women Mean Less War? Rethinking Sex and Gender Inequality and Political Violence. *International Organization*.

Week #6: February 14: Deterrence and War

- Schelling, Thomas C. 1960. *The Strategy of Conflict*. Cambridge: Harvard University Press, chapters 1-2.
- Fearon, James D. 1995. Rationalist Explanations for War. *International Organization* 49 (3): 379-414.
- Powell, Robert. 2006. War as a Commitment Problem. *International Organization* 60 (1): 169-203.
- Leeds, Brett Ashley. 2003. Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes. *American Journal of Political Science* 47 (3): 427-439.
- Kydd, Andrew H. and Barbara F. Walter. 2006. The Strategies of Terrorism. *International Security* 31 (1): 49-80.
- Bartusevicius, Henrikas and Kristian Skrede Gleditsch. 2019. A Two-Stage Approach to Civil Conflict: Contested Incompatibilities and Armed Violence. *International Organization* 73 (1): 225-248.

Week #7: February 21: International Cooperation (with application to climate change)

- Guzman, Andrew T. 2008. *How International Law Works*. New York: Oxford University Press, chapter 2.
- Fearon, James D. 1998. Bargaining, Enforcement, and International Cooperation. *International Organization* 52 (2): 269-305.
- Kelley, Judith. 2007. Who Keeps International Commitments and Why? The International Criminal Court and Bilateral Nonsurrender Agreements. *American Political Science Review* 101 (3): 573-589.
- McAllister, Jordan H. and Keith E. Schnakenberg. *Forthcoming*. Designing the Optimal International Climate Agreement with Variability in Commitments. *International Organization*.
- Bechtel, Michael M. and Kenneth F. Scheve. 2013. Mass Support for Global Climate Agreements Depends on Institutional Design. *Proceedings of the National Academy of Sciences* 110 (34): 13763-13768.

- Tingley, Dustin and Michael Tomz. Forthcoming. The Effects of Naming and Shaming on Public Support for Compliance with International Agreements: An Experimental Analysis of the Paris Agreement. *International Organization*.
- Mitchell, Ronald B. and Charli Carpenter. 2019. Norms for the Earth: Changing the Climate on “Climate Change”. *Journal of Global Security Studies* 4 (4): 413-429.

Week #8: February 28: International Organizations

*****1st Analytical Paper due before class*****

- Abbott, Kenneth W. and Duncan Snidal. 1998. Why States Act Through Formal International Organizations. *Journal of Conflict Resolution* 42 (1): 3-32.
- Voeten, Eric. 2001. Outside Options and the Logic of Security Council Action. *American Political Science Review* 95 (4): 845-858.
- Mikulaschek, Christoph. 2021. The Power of the Weak: How Informal Power-Sharing Shapes the Work of the UN Security Council. Working paper, Harvard University.
- Fang, Songying. 2008. The Informational Role of International Institutions and Domestic Politics. *American Journal of Political Science* 52 (2): 304-321.
- Carnegie, Allison. 2014. States Held Hostage: Political Hold-Up Problems and the Effects of International Institutions. *American Political Science Review* 108 (1): 54-70.
- Chelotti, Nicola, Niheer Dasandi, and Slava Jankin Mikhaylov. Forthcoming. Do Intergovernmental Organizations Have a Socialization Effect on Member State Preferences? Evidence from the UN General Debate. *International Studies Quarterly*.
- Johnson, Tana. 2020. Ordinary Patterns in an Extraordinary Crisis: How International Relations Makes Sense of the COVID-19 Pandemic. *International Organization* 74 Supplement: E148–E168.

Week #9: March 7: The Political Consequences of the Global Economy

- Rogowski, Ronald. 1987. Political Cleavages and Changing Exposure to Trade. *American Political Science Review* 81 (4): 1121-1137.
- Frieden, Jeffrey A. 1991. Invested Interests: The Politics of National Economic Policies in a World of Global Finance. *International Organization* 45 (4): 425-451.
- Mutz, Diana C. and Eunji Kim. 2017. The Impact of In-Group Favoritism on Trade Preferences. *International Organization* 71 (4): 827-850.
- Colantone, Italo and Piero Stanig. 2018. The Trade Origins of Economic Nationalism: Import Competition and Voting Behavior in Western Europe. *American Journal of Political Science* 62 (4): 936-953.
- Flaherty, Thomas M. and Ronald Rogowski. 2021. Rising Inequality as a Threat to the Liberal International Order. *International Organization* 75 (2): 495–523.
- Peters, Margaret E. 2015. Open Trade, Closed Borders: Immigration in the Era of Globalization. *World Politics* 67 (1): 114-154.

Week #10: March 14: No Class; Spring Break

Week #11: March 21: Diplomacy

- Fearon, James D. 1997. Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs. *The Journal of Conflict Resolution* 41 (1): 68–90.
- Yarhi-Milo, Keren. 2013. In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries. *International Security* 38 (1): 7-51.
- Lupton, Danielle L. 2018. Signaling Resolve: Leaders, Reputations, and the Importance of Early

Interactions. *International Interactions* 44 (1): 59-87.

Yarhi-Milo, Keren, Joshua D. Kertzer, and Jonathan Renshon. 2018. Tying Hands, Sinking Costs, and Leader Attributes. *Journal of Conflict Resolution* 62 (1): 2150-2179.

Katagiri, Azusa and Eric Min. 2019. The Credibility of Public and Private Signals: A Document Based Approach. *American Political Science Review* 113 (1): 156-172.

Goldsmith, Benjamin E., Yusako Horiuchi, and Kelly Matush. 2021. Does Public Diplomacy Sway Foreign Public Opinion? Identifying the Effect of High-Level Visits. *American Political Science Review* 115 (4): 1342–1357.

Week #12: March 28: Domestic Politics and War

Schultz, Kenneth A. 1999. Do Democratic Institutions Constrain or Inform? *International Organization* 53 (2): 233-266.

Tomz, Michael, Jessica L.P. Weeks, and Keren Yarhi-Milo. 2020. Public Opinion and Decisions About Military Force in Democracies. *International Organization* 74 (1): 119-143.

Wolford, Scott. 2007. The Turnover Trap: New Leaders, Reputation, and International Conflict. *American Journal of Political Science* 51 (4): 772-788.

Bertoli, Andrew, Allan Dafoe, and Robert F. Trager. 2019. Is There a War Party? Party Change, the Left–Right Divide, and International Conflict. *Journal of Conflict Resolution* 63 (4): 950-975.

Barnhart, Joslyn N., Robert F. Trager, Elizabeth N. Saunders, and Allan Dafoe. 2020. The Suffragist Peace. *International Organization* 74 (4): 633-670.

Huff, Connor and Robert Schub. 2020. Segregation, Integration, and Death: Evidence from the Korean War. *International Organization* 75 (3): 858-879.

Week #13: April 4: Human Rights

*****2nd Analytical Paper due before class*****

Hathaway, Oona A. 2007. Why Do Countries Commit to Human Rights Treaties? *Journal of Conflict Resolution* 51 (4): 588-621.

Conrad, Courtenay R. and Emily Hencken Ritter. 2013. Treaties, Tenure, and Torture. *Journal of Politics* 75 (2): 397-409.

Simmons, Beth A. and Allison Danner. 2010. Credible Commitments and the International Criminal Court. *International Organization* 64 (2): 225-256.

Jo, Hyeran and Beth A. Simmons. 2016. Can the International Criminal Court Deter Atrocity? *International Organization* 70 (3): 443-475.

Carnegie, Allison and Nikolay Marinov. 2017. Foreign Aid, Human Rights, and Democracy Promotion: Evidence from a Natural Experiment. *American Journal of Political Science* 61 (3): 671-683.

Dionne, Kim Yi and Fulya Felicity Turkmen. 2020. The Politics of Pandemic Othering: Putting COVID-19 in Global and Historical Context. *International Organization* 74 (Supplement): E213–E230

Week #14: April 11: International Relations and Civil War/Political Violence

Salehyan, Idean, Kristian Skrede Gleditsch, and David E. Cunningham. 2011. Explaining External Support for Insurgent Groups. *International Organization* 65 (4): 709-744.

Cunningham, David E. 2016. Preventing Civil War: How the Potential for International Intervention Can Deter Conflict Onset. *World Politics* 68 (2): 307-340.

Cottiero, Christina. 2021. Protection For Hire: Illiberal Cooperation through Regional Organizations. Working paper available at <https://drive.google.com/file/d/1RzQfq12ZNTMj3tvX2-KrHyn0Ild0p97/view>

- Lee, Melissa. 2018. The International Politics of Incomplete Sovereignty: How Hostile Neighbors Weaken the State. *International Organization* 72 (2): 283-315.
- Fortna, Virginia Page. 2004. Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War. *International Studies Quarterly* 48 (2): 269-292.
- Savun, Burcu. Forthcoming. Welcoming the Unwelcome: Refugee Flows, Refugee Rights, and Political Violence. *International Studies Quarterly*.

April 15: What Else Should We Have Read? due by 5:00 pm.

Week #15: April 18: Course Wrap-Up

- Reiter, Dan. 2015. Should We Leave Behind the Subfield of International Relations? *Annual Review of Political Science* 18: 481-499.
- Musgrave, Paul. 2020. What the “Cult of the Irrelevant” Neglects (And Gets Right): A Review Essay. *Political Research Quarterly* 135 (1): 131-139.
- Discussion of “What Else Should We Have Read?” contributions.

May 3: 3rd Analytical Paper due by 5:00 pm.