

INTERNATIONAL COOPERATION
POLI 541, FALL 2022
Monday 2:00-4:50 PM, 126 Herzstein Hall

INSTRUCTOR:

Professor Ashley Leeds
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Office Hours: by appointment

COURSE CONTENT:

This seminar is intended to provide Ph.D. students with an opportunity to read and discuss a range of scholarly literature on cooperation in the international system and to plan their own research projects on related topics. Students will be expected to demonstrate their ability to evaluate arguments and empirical evidence, to recognize linkages among studies and identify scientific progress, and to develop their own research designs. You should leave this course with a basic familiarity with current research on international cooperation, a workable plan for your own research project, and improved skills in analytical thinking, writing, and oral presentation.

CONNECTION TO PROGRAM LEARNING OUTCOMES:

This course contributes to all four program learning outcomes for the political science Ph.D.:

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. We will, of course, follow all university rules if the health situation changes during the semester. Students are expected to abide by the current university rules

and regulations, and 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.

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, and please follow university rules regarding exposure 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. 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. Please communicate any changes in your participation plans to the instructor as soon as you are able. We need to continue to be flexible, 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.

20% -- *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.

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? Do threats to inference make it difficult to evaluate the theory empirically? How can they be overcome? If the author provides empirical tests, are the operational measures of the concepts, the research design, 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? What puzzle does this study respond to? 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?

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 are offended by something that is said in class.

Obviously it is impossible to participate in a seminar discussion if you are not in attendance. I expect no absences in the course except in the case of illness or emergency, and I encourage you to discuss any circumstances with me that will preclude you from attending class. I also expect you to arrive on time. If you do need to miss class, please contact me ahead of time to let me know that you will not be able to attend and to make arrangements to complete an alternate assignment.

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.

20% – *Weekly Memos on Readings*

Each week for which there are reading assignments, each student who is not doing an oral article presentation must submit a memo on the assigned reading. Your memo should combine a brief summary of the work with a reaction to it. You should distill the main point(s) of the set of readings and integrate the week's work coherently. I will be looking for evidence that you (1) understand the main arguments and conclusions of the articles/books, (2) see how the assigned readings for the week relate to one another and to the course, (3) can think about where the field should go from here and what needs to be done next. Memos that are well organized, clear, and concise; demonstrate an understanding of the assigned readings; and offer insightful analysis will receive the highest grades. Your memo must be double spaced with one inch margins on all sides, written with proper grammar and spelling, and in a font size no smaller than 11 point. The memo must not exceed three pages; I will not accept longer papers. Please make sure your name is on the document itself and also in the file

name. Memos are due by 8:00 am on the day of class. They should be submitted by email as attachments in .pdf format.

I will not accept any memos after the class meets unless you have made special arrangements with me ahead of time. You will receive a letter grade for each memo. At the end of the term I will drop your lowest grade and average the grades for the remaining memos to determine your final memo grade.

10% (2 @ 5% each) -- *Presentation of Article to Class*

Twice during the semester, you will choose an article related to the topic of the week but not among the class assigned 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; 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 and will be followed by an opportunity for students to ask questions. You will be provided with a rubric by which your presentation will be evaluated at the beginning of the semester.

10% -- *Curation of IO Virtual Special Issue*

Occasionally journals release “virtual special issues”. These bring together previously published work on a topic of interest to readers of that journal, sometimes in response to current events. Here are a couple of examples:

Political Analysis virtual special issue on Machine Learning:

https://www.cambridge.org/core/journals/political-analysis/special-collections/machine-learning-in-political-science?utm_source=Twitter&utm_medium=Social&utm_campaign=pan

Politics and Gender virtual special issue on Abortion Politics in the United States and Around the World:

<https://www.cambridge.org/core/journals/politics-and-gender/virtual-special-issues/abortion-politics-in-the-united-states-and-around-the-world>

You should choose a topic for a virtual special issue of *International Organization* and pick 6-8 articles to include in your collection. You should then write an introduction to the special issue (2-3 pages double-spaced) that explains why the topic is important and how our knowledge on the topic has grown. Your introduction should introduce each piece in the collection, providing a brief summary and showing how the articles relate to one another and why they are important individually and collectively. This assignment is due before class on **October 3**.

35% – *Research Design*

Research Question – due **September 12**

Literature Review and Argument – due **October 24– 10%**

Gradable Draft – due **November 28 – 10% (draft to reviewer November 21)**

Final Draft and Memo Addressing Review – due **December 13 – 15%**

Your major written assignment for the semester is to prepare a research design that analyzes a question

of interest to you and related to international cooperation. The result should be similar to a political science journal article, absent the empirical analysis. You should explain why your question is important, review the existing scholarly literature that provides the basis for your study, develop your argument and hypotheses, present a research design for evaluating your hypotheses empirically, and discuss the implications your study will have for future research and for policy. More details about writing a research paper will be provided in a separate handout.

The paper will be due in several stages. You must turn in a paragraph long description of the topic/research question you plan to study on **September 12**. While I will not grade this description, you will lose credit on your final project if you fail to hand it in. On **October 24**, you must submit the literature review and argument portion of your paper for grading. This section must explain the question you are addressing and provide a critical review of the literature that will provide a basis for your argument and study. It must also develop your argument and list your hypotheses. This draft should be accompanied by a bibliography and should include appropriate citations. A complete draft of your paper is due to your reviewer/discussant (see below) on **November 21** and to me on **November 28**. This should be a version of your paper that is ready to be graded (presumably not your first draft—you should edit on your own first). I will grade these papers and return them to you with comments, so you will have an opportunity to make improvements if you choose before the final draft is due on **December 13**. You will also need to turn in a memo explaining how you have addressed the comments of your reviewers (your peer reviewer and me) with the final draft. Late papers will be penalized one half letter grade per day, including weekends, unless an extension has been granted by the instructor prior to the due date.

At the end of the semester, each student will present his or her research to the class as a whole. The presentation should be no more than fifteen minutes. The presentation will be followed by comments from the discussant and then discussion with the class as a whole. The quality of your presentation will influence your grade for class participation.

I encourage you to work closely with me on your individual papers throughout the semester. You need not wait for due dates to get feedback on your work. I am happy to help you at every stage of the process from identifying a topic, to locating background literature, to developing your argument, to setting up the research design and locating relevant data sources. It will be easier for me to help you, however, if you begin early and plan ahead.

5%-- Review of Colleague's Research Paper

Near the end of the semester, each of you will be assigned to serve as a reviewer and discussant for another student's research paper. On November 21, you will receive a draft of the paper. You must write a review of the paper as if you were serving as a referee for an academic journal. In other words, your job is to provide an evaluation of the paper for an editor, and also to provide constructive advice to the author that can be useful in the next revision. You should explain (a) the contribution of the paper (that is, how the paper moves knowledge forward); (b) the strengths of the study and the current draft; (c) the weaknesses of the study and the current draft; (d) your advice for revision. The review is due on **November 28**.

At our last class meeting, you will serve as discussant following the presentation of the paper you reviewed. You should spend approximately five minutes summarizing your review for the class. This presentation will influence your grade for class participation. Keep in mind that the goal is not to

“attack” the paper (or certainly the author!). The goal is to help the author identify both strengths and weaknesses and to offer suggestions for improvement.

When you turn in the final draft of your research design, you must also turn in a memo in which you explain how you have addressed the comments you have received on your earlier draft from your reviewer and from me. This memo should explain what changes you have made to the paper and why you have not made other recommended changes. For advice in the reviews that you do not accept, you should either (a) explain why you disagree with the advice given, or (b) explain why, although you think the idea is a good one, it needs to be postponed for future research rather than incorporated into this project. The quality of this memo will influence your grade on your final draft of your research design.

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:

This syllabus should not be viewed as a comprehensive listing of all scholarly literature on international cooperation, nor of all the “good” or “important” work on international cooperation; that would be impossible to cover in one semester. The reading selections are skewed towards works that employ statistical analysis and/or formal modeling, since these are the methodological approaches emphasized at Rice in our graduate training. Some issue areas and approaches 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 on international cooperation in a single semester. 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 a good introduction to our scholarly understanding of international cooperation, and the readings included herein should point you in profitable directions for future study on topics that you wish to pursue further. The readings listed for each date are those that will be discussed during that class period. Thus, you should complete these readings and your memo related to them before the class meeting.

Week #1: August 22: Introduction to Course

No reading assignment, but please review the syllabus thoroughly.

Week #2: August 29: Why Cooperate?

Shepsle, Kenneth A. 2010. *Analyzing Politics: Rationality, Behavior, and Institutions*, 2nd edition. New York: W.W. Norton and Company, Part III.

Hardin, Garrett. 1968. The Tragedy of the Commons. *Science* 162 (3859): 1243-1248.

Coase, R.H. 1974. The Lighthouse in Economics. *The Journal of Law and Economics* 17 (2): 357-376.

Axelrod, Robert. 1981. The Emergence of Cooperation Among Egoists. *American Political Science Review* 75 (2): 306-318.

Hurd, Ian. 2022. The Case Against International Cooperation. *International Theory* 14 (2): 263-284.

Week #3: September 5: No Class, Labor Day

Week #4: September 12: International Order

Spruyt, Hendrik. 2009. War, Trade, and State Formation. In *The Oxford Handbook of Comparative Politics*, eds. Carles Boix and Susan C. Stokes. Oxford University Press, 211-235.

<https://doi.org/10.1093/oxfordhb/9780199566020.003.0009>

Philpott, Daniel. 1995. Sovereignty: An Introduction and Brief History. *Journal of International Affairs* 48 (2): 353-368.

Milgrom, Paul R., Douglass C. North, and Barry R. Weingast. 1990. The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs. *Economics and Politics* 2 (1): 1-23.

Deudney, Daniel and G. John Ikenberry. 1999. The Nature and Sources of Liberal International Order. *Review of International Studies* 25 (2): 179-196.

Keohane, Robert O. 2001. Governance in a Partially Globalized World. *American Political Science*

Review 95 (1): 1-13.

Lake, David A. 2010. Rightful Rules: Authority, Order, and the Foundations of Global Governance. *International Studies Quarterly* 54 (3): 587-613.

Parmar, Inderjeet. 2018. The U.S.-led Liberal Order: Imperialism by Another Name? *International Affairs* 94 (1): 151-172.

Statement of Research Question Due Before Class

Week #5: September 19: Bargaining over International Cooperation

Krasner, Stephen. 1991. Global Communications and National Power: Life on the Pareto Frontier. *World Politics* 43 (3): 336-366.

Fearon, James D. 1998. Bargaining, Enforcement, and International Cooperation. *International Organization* 52 (2): 269-305.

McKibben, Heather Elko. 2013. The Effects of Structures and Power on State Bargaining Strategies. *American Journal of Political Science* 57 (2): 411-427.

Tollison, Robert D. and Thomas D. Willett. 1979. An Economic Theory of Mutually Advantageous Issue Linkages in International Negotiations. *International Organization* 33 (4): 425-449.

Mitchell, Ronald B. and Patricia M. Keilbach. 2001. Situation Structure and Institutional Design: Reciprocity, Coercion, and Exchange. *International Organization* 55 (4): 891-917.

Poast, Paul. 2012. Does Issue Linkage Work? Evidence from European Alliance Negotiations, 1860-1945. *International Organization* 66 (2): 277-310.

Panke, Diana. 2015. Lock-in Strategies in International Negotiations: The Deconstruction of Bargaining Power. 2015. *Millennium: Journal of International Studies* 43 (2): 375-391.

Week #6: September 26: Designing Cooperative Agreements and Institutions

Ostrom, Elinor. 2000. Collective Action and the Evolution of Social Norms. *The Journal of Economic Perspectives* 14 (3): 137-158.

Guzman, Andrew T. 2005. The Design of International Agreements. *The European Journal of International Law* 16 (4): 579-612.

Mitchell, Ronald B. 1994. Regime Design Matters: Intentional Oil Pollution and Treaty Compliance. *International Organization* 48 (3): 425-458.

Carnegie, Allison and Austin Carson. 2018. The Spotlight's Harsh Glare: Rethinking Publicity and International Order. *International Organization* 72 (3): 627-657.

Rosendorff, B. Peter and Helen V. Milner. 2001. The Optimal Design of International Trade Institutions: Uncertainty and Escape. *International Organization* 55 (4): 829-857.

Baccini, Leonardo, Andreas Dur, and Manfred Elsig. 2015. The Politics of Trade Agreement Design: Revisiting the Depth-Flexibility Nexus. *International Studies Quarterly* 59 (4): 765-775.

Linos, Katerina and Tom Pegram. 2016. The Language of Compromise in International Agreements. *International Organization* 70 (3): 587-621.

Edry, Jessica. 2020. Shallow Commitments May Bite Deep: Domestic Politics and Flexibility in International Cooperation. *International Interactions* 46 (5): 669-695.

Week #7: October 3: International Organizations

Abbott, Kenneth W. and Duncan Snidal. 1998. Why States Act Through Formal International Organizations. *Journal of Conflict Resolution* 42 (1): 3-32.

Stone, Randall W. 2011. *Controlling Institutions: International Organizations and the Global Economy*. New York: Cambridge University Press, chapters 1-2.

Barnett, Michael N. and Martha Finnemore. 1999. The Politics, Power, and Pathologies of International Organizations. *International Organization* 53 (4): 699-732.

- Hooghe, Liesbet and Gary Marks. 2015. Delegation and Pooling in International Organizations. *Review of International Organizations* 10 (3): 305-328.
- Lall, Ranjit. 2017. Beyond Institutional Design: Explaining the Performance of International Organizations. *International Organization* 71 (2): 245-280.
- Dellmuth, Lisa Maria, Jan Aart Scholte, and Jonas Tallberg. 2019. Institutional Sources of Legitimacy for International Organisations: Beyond Procedure versus Performance. *Review of International Studies* 45 (4): 627-646.
- IO Virtual Special Issue due before class.***

Week #8: October 11: No Class: Fall Break

Week #9: October 17: Domestic Politics and International Cooperation

- McGillivray, Fiona and Alastair Smith. 2008. *Punishing the Prince*. Princeton: Princeton University Press, chapters 1-3.
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press, chapters 3 & 4.
- DeVries, Catherine E., Sara B. Hobolt, and Stefanie Walter. 2021. Politicizing International Cooperation: The Mass Public, Political Entrepreneurs, and Political Opportunity Structures. *International Organization* 75 (2): 306-332.
- Pevehouse, Jon C.W. 2020. The COVID-19 Pandemic, International Cooperation, and Populism. *International Organization* 74 (S): E191-E212.
- Sheppard, Jill and Jana von Stein. *Forthcoming*. Attitudes and Action in International Refugee Policy: Evidence from Australia. *International Organization*.
- Allee, Todd L. and Paul K. Huth. 2006. Legitimizing Dispute Settlement: International Legal Rulings as Domestic Political Cover. *American Political Science Review* 100 (2): 219-234.

Week #10: October 24: The Role of International Treaties

- Morrow, James D. 1994. Alliances, Credibility, and Peacetime Costs. *Journal of Conflict Resolution* 38 (2): 270-297.
- Mansfield, Edward D., Helen V. Milner, and B. Peter Rosendorff. 2002. Why Democracies Cooperate More: Electoral Control and International Trade Agreements. *International Organization* 56 (3): 477-513.
- Simmons, Beth A. 2000. International Law and State Behavior: Commitment and Compliance in International Monetary Affairs. *American Political Science Review* 94 (4): 819-835.
- Moravcsik, Andrew. 2000. The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe. *International Organization* 54 (2): 217-252.
- Mattes, Michaela. 2012. Democratic Reliability, Precommitment of Successor Governments, and the Choice of Alliance Commitment. *International Organization* 66 (1): 153-172.
- Morrow, James D. 2014. *Order Within Anarchy*. New York: Cambridge University Press, chapters 2-3.
- Poulsen, Lauge N. Skovgaard. 2020. Beyond Credible Commitments: (Investment) Treaties as Focal Points. *International Studies Quarterly* 64 (1): 26-34.

Literature Review and Argument due before class.

Week #11: October 31: International Courts

- Fang, Songying. 2010. The Strategic Use of International Institutions in Dispute Settlement. *Quarterly Journal of Political Science* 5 (2): 107-131.
- Mitchell, Sara McLaughlin and Andrew P. Owsiak. 2021. Judicialization of the Sea: Bargaining in the Shadow of UNCLOS. *American Journal of International Law* 115 (4): 579-621.

- Naurin, Daniel and Oyvind Stiansen. 2020. The Dilemma of Dissent: Split Judicial Decisions and Compliance with Judgments from the International Human Rights Judiciary. *Comparative Political Studies* 53 (6): 959-991.
- Madsen, Mikael Rask, Juan A. Mayoral, Anton Strezhnev, and Erik Voeten. 2022. Sovereignty, Substance, and Public Support for European Courts' Human Rights Rulings. *American Political Science Review* 116 (2): 419-438.
- Jo, Hyeran and Beth A. Simmons. 2016. Can the International Criminal Court Deter Atrocity? *International Organization* 70 (3): 443-475.
- Prorok, Alyssa K. 2017. The (In)compatibility of Peace and Justice? The International Criminal Court and Civil Conflict Termination. *International Organization* 71 (2): 213-243.
- Hashimoto, Barry. 2020. Autocratic Consent to International Law: The Case of the International Criminal Court's Jurisdiction, 1998-2017. *International Organization* 74 (3): 331-362.

Week #12: November 7: Compliance with International Agreements

- Leeds, Brett Ashley. 2003. Alliance Reliability in Times of War: Explaining State Decisions to Violate Treaties. *International Organization* 57 (4): 801-827.
- Crescenzi, Mark J.C., Jacob D. Kathman, Katja B. Kleinberg, and Reed M. Wood. 2012. Reliability, Reputation, and Alliance Formation. *International Studies Quarterly* 56 (2): 259-274.
- Tomz, Michael and Jessica L.P. Weeks. 2021. Military Alliances and Public Support for War. *International Studies Quarterly* 65 (3): 811-824.
- Chaudoin, Stephen. 2014. Promises or Policies? An Experimental Analysis of International Agreements and Audience Reactions. *International Organization* 68 (1): 235-256.
- Cole, Wade M. 2015. Mind the Gap: State Capacity and the Implementation of Human Rights Treaties. *International Organization* 69 (2): 405-441.
- Grieco, Joseph M., Christopher F. Gelpi, and T. Camber Warren. 2009. When Preferences and Commitments Collide: The Effect of Relative Partisan Shifts on International Treaty Compliance. *International Organization* 63 (2): 341-355.
- Peritz, Lauren. 2020. When are International Institutions Effective? The Impact of Domestic Veto Players on Compliance with WTO Rulings. *International Studies Quarterly* 64 (1): 220-234.

Week #13: November 14: The Effectiveness of International Institutions, Agreements, and Law

- Ringquist, Evan J. and Tatiana Kostadinova. 2005. Assessing the Effectiveness of International Environmental Agreements: The Case of the 1985 Helsinki Protocol. *American Journal of Political Science* 49 (1): 86-102.
- Aakvik, Arild and Sigve Tjøtta. 2011. Do Collective Actions Clear Common Air? The Effect of International Environmental Protocols on Sulphur Emissions. *European Journal of Political Economy* 27 (2): 343-351.
- Helfer, Lawrence R. and Erik Voeten. 2014. International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe. *International Organization* 68 (1): 77-110.
- Doshi, Rush, Judith G. Kelley, and Beth A. Simmons. 2019. The Power of Ranking: The Ease of Doing Business Indicator and Global Regulatory Behavior. *International Organization* 73 (3): 611-43.
- Arel-Bundock, Vincent. 2017. The Unintended Consequences of Bilateralism: Treaty Shopping and International Tax Policy. *International Organization* 71 (2): 349-371.
- Buzas, Zoltan I. 2018. Is the Good News About Law Compliance Good News About Norm Compliance? The Case of Racial Equality. *International Organization* 72 (2): 351-385.

***Week #14: November 21: No class meeting—finish research paper
Draft of Research Paper due to Reviewer/Discussant by the end of the day.***

***Week #15: November 28: Presentation of student research and course wrap-up.
Draft of Research Paper and Review of Colleague's Paper due before class.***

December 13: Final Draft of Research Paper and Memo Addressing Review due by 12:00 pm