

INTERNATIONAL COOPERATION
POLI 475, SPRING 2010
Thursday 2:30-5:15 PM, 114 Baker Hall

INSTRUCTOR:

Professor Ashley Leeds
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Office Hours: Monday and Wednesday 10:15-11:45 am, or by appointment

COURSE CONTENT:

This is a research seminar in international relations that is intended to provide advanced undergraduate students with the opportunity to read and discuss a range of scholarly literature on cooperation in the international system and to complete their own research projects on related topics. We will study conditions conducive to establishing and maintaining cooperation in international politics, the design of international agreements and institutions, and the influence of international agreements and institutions on international relations. Throughout the course, we will also spend time learning how to conduct political science research, and the course will culminate with an individual research presentation by each student. You should leave this course with a better understanding of international relations, increased ability to design and conduct your own research, and improved skills in analytical thinking and writing.

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 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. As you read, it will be helpful to think about answers to the following questions:

- What is the author's main argument?
- What evidence does the author use to support his or her claim?

How is this argument similar or different from other work we have discussed in class?

What are the strengths and weaknesses of the author's analysis?

Do you agree or disagree with the author?

Can you think of an alternative explanation for the author's evidence?

Is there additional evidence that lends support to, or casts doubt upon, the author's conclusions?

How does the set of readings assigned for this week fit together?

How does this set of readings fit into the course as a whole?

What advice would you give to policy makers based on this week's reading?

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, 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. Your participation grade will also include evaluation of your research presentation at the end of the semester and the questions that you ask of other students when they present their research.

25% – Weekly Reading Summaries

Each of the eight weeks for which there are reading assignments, each student must submit a brief summary of the assigned reading. 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, and (2) see how the assigned readings for the week relate to one another and to the course. Your summary must be typed, 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 summary must not exceed three pages; I will not accept longer summaries. These summaries are due by 9:00 am on the day of class. They may be submitted by email as attachments in .pdf, Microsoft Word, or WordPerfect format. Alternatively, you may leave a hard copy in my mailbox in the political science department.

I will not accept any summaries after the class meets unless you have made special arrangements with me ahead of time. You will receive a letter grade for each reading summary. At the end of the term I will drop your lowest summary grade and average the grades for the remaining summaries to determine your final reading summary grade; that is, your grade for this portion of the course will be an average of your seven highest reading summary grades.

50% – Research Paper

*Research Question – due **February 15** – 5%*

*Draft of Literature Review & Argument – due **March 17** – 15%*

*Final Draft – due **May 5** – 30%*

One of the main purposes of this research seminar is to provide advanced students with the opportunity to conduct their own political science research. You may choose any topic that fits the theme of the course– international cooperation. You must identify a research question, explain why it is important, review the existing state of scholarly knowledge on the topic, develop an argument from which you derive testable hypotheses, and provide some empirical evaluation of those hypotheses.

The paper will be due in several stages. On **February 15**, you must turn in a description of the research question you plan to investigate, along with an explanation of why doing so makes an important contribution. To frame an appropriate question and justify it as an important addition to scholarship on your topic will require you to have done significant reading and thinking in your topic area. Thus, you must start your research very early in the semester. While I expect that what you turn in may be only about two pages, the research required to identify and describe an appropriate research question will take quite a bit of time, so please plan accordingly.

On **March 17**, I will collect a draft of the next portion of your paper for grading. In addition to explaining the question you are addressing, this draft must provide a critical review of the literature that will provide a basis for your argument, explain your argument, and develop your hypotheses. This draft should be accompanied by a bibliography and should include appropriate citations.

Your completed paper is due on **May 5**. In this version (in addition to your explanation of your question, literature review, argument, and hypotheses), you must explain your research design for evaluating your hypotheses, report the results of your empirical evaluation of these hypotheses, and suggest what we have learned from your study– the conclusions that should be drawn and where research should proceed. You will receive a more detailed research paper guide during the course.

At each stage, late papers will be penalized one half letter grade (5%) per day, including weekends and holidays, unless an extension has been granted by the instructor prior to the due date. Extensions will be granted only under extraordinary circumstances and with proper documentation. If you turn in a completed draft by **April 22**, I am willing to grade the draft and allow you to revise it for possible improvement before the May 5 deadline.

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 formulating your question, to developing your argument, to setting up the research design and empirical evaluation. It will be easier for me to help you, however, if you begin early and plan ahead. I am unlikely (for instance) to be in my office and available to help at 10:00 pm the night before the paper is due!

SPECIAL PROVISIONS:

Students with documented disabilities who require special accommodations should meet with me and express their needs during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Disability Support Services in the Ley Student Center. The Department of Political Science is happy to do whatever we can to assure each student full and rewarding participation in classes.

INSTRUCTOR CONTACT:

This course requires each student to conduct an individual research project. It is a large undertaking, and I encourage you to seek advice whenever you need it. Please feel free to arrange to see me any time you think discussion on an individual basis would be helpful-- about the course readings, about your research project, or about political science and school in general. It is important to me that this course enriches your educational experience. My scheduled office hours are 10:15-11:45 Monday and Wednesday. If you cannot attend office hours, I am happy to make an appointment to meet with you at another time.

REQUIRED READING:

There are three books required for this course, listed below. They are all available for purchase at the campus book store. In addition, I have asked Fondren Library to put copies of these books on reserve.

Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press.

Ostrom, Elinor. 1990. *Governing the Commons*. New York: Cambridge University Press.

The remaining readings are primarily articles drawn from scholarly journals available online through Fondren Library. The urls for the assigned reading are posted on OwlSpace, and you can access them from any Rice computer or from any other location through Rice Proxy or a VPN connection.

DISCUSSION AND READING SCHEDULE:

Each week, we will spend one part of the seminar meeting discussing a topic and readings related to the substantive focus of the course-- international cooperation, and one part of the meeting learning about the process of conducting research in political science. The readings from King, Keohane, and Verba are related to the second goal. Please read the indicated chapters in preparation for this part of the course, but these chapters need not be included in your weekly reading summaries.

Week #1: January 14: Introduction to Course

No reading assignment, but please review the syllabus thoroughly.

Week #2: January 21: Why Cooperate?

Shepsle, Kenneth A. and Mark S. Bonchek. 1997. "Cooperation, Collective Action, and Public Goods" in *Analyzing Politics: Rationality, Behavior, and Institutions*. New York: W.W. Norton and Company, 197-296.

Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press, chapter 1.

Week #3: January 28: International Institutions

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

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.

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.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press, chapters 2 & 3.

Week #4: February 4: Institutional Design

Ostrom, Elinor. 1990. *Governing the Commons*. New York: Cambridge University Press.

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

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

Week #5: February 11: Bargaining in International Politics

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.

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.

Putnam, Robert. 1988. Diplomacy and Domestic Politics: The Logic of Two Level Games. *International Organization* 42 (3): 427-460.

Stasavage, David. 2004. Open-Door or Closed-Door? Transparency in International and Domestic Bargaining. *International Organization* 58 (4): 667-703.

February 15: Statement of Research Question due by 10:00 am

Week #6: February 18: No class, International Studies Association meeting

Week #7: February 25: Norms

Finnemore, Martha and Kathryn Sikkink. 1998. International Norm Dynamics and Political Change. *International Organization* 52 (4): 887-917.

Kelley, Judith. 2008. Assessing the Complex Evolution of Norms: The Rise of International Election Monitoring. *International Organization* 62 (2): 221-255.

Busby, Joshua William. 2007. Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief, and Moral Action in International Politics. *International Studies Quarterly* 51 (2): 247-275.

Axelrod, Robert. 1986. An Evolutionary Approach to Norms. *American Political Science Review* 80 (4): 1095-1111.

Hafner-Burton, Emilie M. 2008. Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem. *International Organization* 62 (4): 689-716.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press, chapter 4.

Week #8: March 4: No class, spring break

Week #9: March 11: Domestic Politics and International Cooperation

Leeds, Brett Ashley. 1999. Domestic Political Institutions, Credible Commitments, and International Cooperation. *American Journal of Political Science* 43 (4): 979-1002.

McGillivray, Fiona and Alastair Smith. 2000. Trust and Cooperation Through Agent-Specific Punishments. *International Organization* 54 (4): 809-824.

Colaresi, Michael. 2004. When Doves Cry: International Rivalry, Unreciprocated Cooperation, and Leadership Turnover. *American Journal of Political Science* 48 (3): 555-570.

Schultz, Kenneth A. 2005. The Politics of Risking Peace: Do Hawks or Doves Deliver the Olive Branch? *International Organization* 59 (1): 1-38.

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.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press, chapters 5 & 6.

Week #10: March 18: Compliance with International Agreements

Downs, George W., David M. Rocke, and Peter N. Barsoom. 1996. Is the Good News About Compliance Good News About Cooperation? *International Organization* 50 (3): 379-406.

Leeds, Brett Ashley. 2003. Alliance Reliability in Times of War: Explaining State Decisions to Violate Treaties. *International Organization* 57 (4): 801-827.

Morrow, James D. 2007. When do States Follow the Laws of War? *American Political Science Review* 101 (3): 559-589.

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.

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.

March 17: Literature Review Due by 12:00 pm

Week #11: March 25: The Effectiveness of International Agreements

Helm, Carsten and Detlef Sprinz. 2000. Measuring the Effectiveness of International Environmental Regimes. *Journal of Conflict Resolution* 44 (5): 630-652.

Fortna, Virginia Page. 2003. Scraps of Paper? Agreements and the Durability of Peace. *International Organization* 57: 337-372.

Hathaway, Oona A. 2002. Do Human Rights Treaties Make A Difference? *The Yale Law Journal* 111 (8): 1935-2042.

Kucik, Jeffrey and Eric Reinhardt. 2008. Does Flexibility Promote Cooperation? An Application to the Global Trade Regime. *International Organization* 62 (3): 477-505.

Week #12: April 1: No class, Spring Recess

Week #13: April 8: Student Research Presentations

Week #14: April 15: Student Research Presentations

Week #15: April 22: Student Research Presentations

Last day to turn in preliminary drafts of research papers for comments.

May 5: Final Draft of Research Paper due by 12:00 pm