

# International Conflict and Cooperation

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This course is an introduction to international politics. In this course, we ask several important questions that explain international political events: What explains the outbreak of war? How do international institutions such as the World Trade Organization and the International Monetary Fund help states cooperate? Why do states give foreign aid to less developed countries? Why do certain countries experience more severe intra-state violence than others? Do international human rights laws enhance human rights conditions?

In helping students answer these questions, the course aims to achieve two goals. First, I envision this course to be a stepping stone toward building students' abilities to think critically about any social science subjects. The unifying theme of critical thinking is "counterfactual thinking." For this task, the first six weeks of the course are designed to help students grapple with diverse theoretical perspectives in IR. In so doing, students will learn how to adjudicate the explanatory power of different theories in explaining a political event. The second goal of this course is to establish a sense of physicality in students' understanding of international politics. International politics is often an elusive concept for many students, because we rarely participate in international political events as an active participant. This course is designed to address the gap. Two policy memo assignments are designed to help students put themselves in policymakers' shoes. Three relevant case studies (i.e. the Iranian Hostage Negotiations) are assigned to demonstrate that IR theories can explain real-world policy events.

The course is comprised of three modules. The first module is devoted to reviewing the primary theoretical paradigms in the field. Those paradigms touch on bargaining theories, structuralism, domestic preferences for international conflict and cooperation, psychology, and institutionalism. Throughout this module, we will investigate which actor(s)--whether it be international structure, states, individual leaders, or interest groups--is the most analytically important in explaining international politics. Simultaneously, we study how these paradigms are built on different assumptions about actors' preferences, and how such differences generate disparate predictions about international politics.

The second module is designed to get students to apply those paradigms to real-world policy issues. Those issues cover violence instigated by non-state actors, trade, foreign aid, international development, and climate change. A key objective in this module is to promote comparative reasoning. Specifically, I encourage students to think further on i) whether intra-state violence is different from inter-state violence in nature, and whether we can directly apply theories of inter-state conflicts to explain intra-state conflicts; ii) whether foreign economic policies such as foreign aid and migration policies are substitutable; iii) whether international cooperation on climate change can be better explained by studying key interest groups' preferences or security motivations of powerful states.

The last module concludes the course with a session on international law. One of the most important intellectual debates in the field is whether the post-war liberal world order (i.e. the United Nations, the International Monetary Fund, and the World Bank) will continue to hold in the 21st century. The theories we have learned in the first module are mostly devised in the 20th century when the liberal world order was on a solid footing. In this last section, I challenge students to re-evaluate the validity of these theories in consideration of the gap between current political events and the promise of international laws.

## Grading & Requirements

Policy memo 1 & 2 .....	30%
Exam 1 .....	30%
Exam 2 .....	30%
Participation .....	10 %

- **Two short policy memos.** These are memos of 1,000 words each. This assignment is designed to get students to apply the concepts covered in class to real-world policy issues. For this assignment, Professor will provide a prompt on a current policy issue. The prompt asks you to identify a policy dilemma faced by the decision-maker, and derive the best policy solution to the dilemma. A sample memo and grading rubric will be provided.
- **Two exams.** The exam has three components: 1) multiple-choice questions, 2) term identification questions, and 3) a long essay question. Multiple-choice questions are designed to verify whether students correctly understand important concepts that they learned in the course. In regard with term identification, they are asked to provide a definition of the term at hand, and explain why the term is important in international relations. The long essay component is designed to evaluate students' ability to contextualize important discussions in the IPE literature. A set of sample questions and grading rubric will be provided closer to the final exam date.
- **Participation.** Students are required to participate in lectures as "Enquirers" at least once throughout the semester. The course will have 2-3 enquirers per week. They are responsible for preparing a set of questions for discussion during lectures. Professor will meet enquirers before each lecture to brainstorm for discussion questions together. Their core responsibility is to raise questions that help other students understand why the course materials have broader implications for current affairs. As such, they may be asked to do additional readings with a specific focus on news articles on relevant current events.

## Office Hours & Resources

- **Office hours.** Professor Boram Lee's office hours are Tuesday afternoons 2:00-4:00PM and by appointment.
- **Writing center.** Students are encouraged to work with the Harvard College writing center for *proofreading purposes*. Website: <https://writingcenter.fas.harvard.edu/>
- **Special accommodations.** 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. Failure to make these arrangements may result in the course head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

# Course Outline & Readings

**Required Text:** Frieden, Lake, and Schultz (FLS), *World Politics*. The 3rd Edition.

## Module 1. Perspectives in International Politics

### Week 1. Introduction to International Politics

#### Lesson 1: Introduction and Overview

- Stephen Walt (1998). “International Relations: One World, Many Theories.” *Foreign Policy* (Spring): 29-46.
- FLS Chapter 1

#### Lesson 2: Images and Dilemmas in International Relations

- Kenneth Waltz (1959). *Man, the State, and War: A Theoretical Analysis*. Ch. 1, 6, 8.

### Week 2. Interests and Interactions

#### Lesson 1: Actors, Interests and Strategic Interaction

- FLS Chapter 2.

#### Lesson 2: Strategic Interaction in International Relations and Cooperation in the Face of Anarchy

- Thucydides (1998). *The Peloponnesian War* (Walter Blanco, trans.) “Introduction” and “Melian Dialogue.”
- Robert Jervis (1978). “Cooperation Under the Security Dilemma.” *World Politics* 30(2): 167-214.

### Week 3. Bargaining and War

#### Lesson 1: Bargaining and International Politics

- FLS Chapter 3.
- Fearon James D. “Rationalist Explanations for War”. *International Organization* 49.3 (1995): 379–414.
- James Fearon, “Try Bargaining before Fighting,” <http://themonkeycage.org/2013/09/09/try-bargaining-before-fighting/>

#### Lesson 2: Incomplete Information and War

- Fearon James D. “Rationalist Explanations for War”. *International Organization* 49.3 (1995): 379–414.
- Henry Kissinger (2012). “The Future of US-Chinese Relations: Conflict is a Choice, not a Necessity.” *Foreign Affairs* 91: 44-55.

## **Week 4. Psychology, Leaders, and Interest Groups**

### **Lesson 1: Psychology and International Politics**

- Thomas Hobbes (1651). “On the Natural Condition of Mankind.” *Leviathan*. Part I, Chapter XIII.
- Daniel Kahneman and Jonathan Renshon (2007). “Why Hawks Win.” *Foreign Policy* 158: 34-38.
- Rose McDermott (2007). *Presidential Leadership, Illness, and Decision Making*. Ch. 1-2.

### **Lesson 2: Interest Groups**

- Jeffrey Frieden, 1988, “Sectoral Conflict and Foreign Economic Policy: 1914-1940,” *International Organization* 42(1): 59-90.

## **Week 5. Domestic Politics and International Politics**

### **Lesson 1: Selectorate Theory**

- Bruce Bueno de Mesquita and Alastair Smith (2011). *The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics*. Ch. 1-2.
- Peter Gourevitch (1978). “The Second Image Reversed: The International Sources of Domestic Politics.” *International Organization* 32(4): 881-911.

### **Lesson 2: Negotiations and Two-level Game**

- Robert Putnam (1988). “Diplomacy and Domestic Politics: The Logic of Two-Level Games.” *International Organization* 42(3): 427-460.
- John Odell and Dustin Tingley, “Negotiating Agreements in International Relations”, chapter 7
- The Iranian Hostage Negotiations: November 1979-January 1981, Georgetown ISD Case 134

## **Week 6. International Organization**

### **Lesson 1: International Institutions and the Liberal World Order**

- FLS, Chapter 5.
- John Mearsheimer (1994-5). “The False Promise of International Institutions.” *International Security* 19(3): 5-49.

### **Lesson 2: The Effectiveness of International Institutions**

- Lisa Martin and Beth Simmons. 2012. “International Organizations and Institutions.” *Handbook of International Relations*.
- *A Question of Sovereignty: Bahrain, Qatar, and the International Court of Justice*, Georgetown ISD Case 301

## **Week 7. In-class Exam 1**

The first in-class exam will cover the first module of the course. As stated above, there will be three components: i) multiple choice questions, ii) short-term identification questions, and iii) a long essay question.

## **Module 2. Topics in International Politics**

### **Week 8. Intra-state Armed Conflict**

#### **Lesson 1: Similarities and Differences between Interstate and Intrastate Conflict**

- FLS Chapter 6.

#### **Lesson 2: Understanding Non-state Actors' Interests and Strategies in Conflict**

- Andrew Kydd and Barbara Walter (2006). "The Strategies of Terrorism." *International Security* 31(1): 49-80.
- Robert Pape (2003). "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-61.

***Policy Memo 1 Prompt Released on Monday of Week 8 (The prompt will be touch on the intersection of intra-state violence and trade policy).***

### **Week 9. Trade Policy**

#### **Lesson 1: Why Trade? Why Protect?**

- FLS Chapter 7.
- Dani Rodrik (2001). "Trading in Illusions." *Foreign Policy* (March/April): 55-62.

#### **Lesson 2: Policy Memo Work Session**

- Lecture on the policy prompt
- Q&A session

***Policy Memo 1 due on Sunday of Week 9***

### **Week 10: Development and Environment**

#### **Lesson 1: Development**

- FLS Chapter 10.
- Jeffrey D. Sachs (2005). "The Development Challenge." *Foreign Affairs* 84 (March/April): 78-90.
- William Easterly (2005). "The Utopian Nightmare." *Foreign Policy* (September/October): 58-64.

#### **Lesson 2: The Environment**

- FLS Chapter 13.
- Garrett Hardin (1968). "The Tragedy of the Commons." *Science* 162(3859): 1243-48.
- Dustin Tingley and Michael Tomz (2014). "Conditional cooperation and climate change." *Comparative Political Studies* 47(3): 344-368.

## **Week 11: International Environmental Politics**

All week: CFC Negotiation Simulation

1985 Vienna Convention: In this simulation you will be pre-assigned the role of a negotiator at the 1985 Vienna Convention (by Friday of Week 10). You will need to work with others to save the world, but many of you will have strong domestic constituencies that you must satisfy. You may want to use various principles learned in class, such as excludable benefits, two-level games, and negotiation strategies.

*Policy Memo 2 Prompt Released on Monday of Week 11 (The prompt will be on international cooperation on climate change).*

## **Week 12: Foreign Aid**

### **Lesson 1. Theories of Foreign Aid**

- Helen Millner and Dustin Tingley (2013). "Introduction to the Geopolitics of Foreign Aid." Elgar. Here.
- Helen Millner and Dustin Tingley (2011). "Who Supports Global Economic Engagement? The Sources of Preferences in American Foreign Economic Policy." *International Organization* (65): 37-68.

### **Lesson 2. Case Study**

- *Negotiating Development Assistance: USAID and the Choice between Public and Private Implementation in Haiti.* Georgetown ISD Case 117

*Policy Memo 2 due on Sunday of Week 12*

## **Week 13. Immigration and Refugees**

### **Lesson 1: Immigration**

- Michael Clemens (2013) "More Unskilled Workers, Please." *Foreign Policy* (July 8).
- Bob Davis (2016). "Immigrants Push Down Wages for Low-Income Workers—But How Much?" *The Wall Street Journal* (Feb. 9.)

### **Lesson 2: Policy Substitution**

- Margaret E. Peters. "Open Trade, Closed Borders Immigration in the era of Globalization." *World Politics* 67.1 (2015): 114-154.
- Helen V. Milner and Dustin Tingley. *Sailing the Water's Edge: The Domestic Politics of American Foreign Policy*. Princeton University Press. Princeton, N.J. Chapter 2.

### **Module 3. The Future of International Politics**

#### **Week 14. International Law and the Crisis of the Liberal World Order**

##### **Lesson 1. The Promise of International Laws**

- FLS Chapter 11.
- Beth Simmons (2008). "International Law and International Relations." *Oxford Handbook of Law and Politics*.

##### **Lesson 2. Proponents and Skeptics of the Resilience of the Liberal World Order**

- Stacie E. Goddard. 2018. "Embedded Revisionism: Networks, Institutions, and Challenges to World Order." *International Organization* 72(4): 763-797.
- Francis Fukuyama. "US against the world? Trump's America and the New Global Order." November 12, 2016. *Financial Times*.
- Daniel Deudney and John G. Ikenberry. 2018. "Liberal World: The Resilient Order." *Foreign Affairs*. 97(16).
- Stephen Chaudoin, Helen V. Milner, and Dustin H. Tingley. 2010. "The Center Still Holds: Liberal Internationalism Survives." *International Security* 35(1): 75-94.

#### **Week 15. In-class Exam 2**

The second in-class exam will cover the second and third modules of the course (week 8- week 14). As stated above, there will be three components: i) multiple choice questions, ii) short-term identification questions, and iii) a long essay question.