



## **GOV 40: International Conflict and Cooperation Chaudoin, Spring 2024**

Prof. Stephen Chaudoin  
[chaudoin@fas.harvard.edu](mailto:chaudoin@fas.harvard.edu)

In Person Office Hours: Thu 230-330, CGIS Knafel 207  
Virtual Office Hours: Fri 1230-130

This syllabus updated: Jan 22, 2024

### **2024 TFs and their Office Hours:**

Katie Tucker, Office Hours Wed 1-2pm, CGIS Café, and also email.  
Juan Dodyk, Office Hours Tue 2-3pm, CGIS Knafel 3<sup>rd</sup> Floor “Quantina”, and also email.

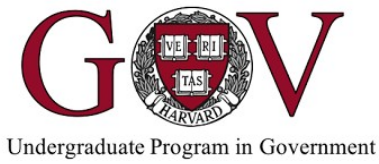
### **Course Description and Objectives**

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. Sometimes, this even involves math. This is also different from History classes. We aren't learning about a sequence of events. We're learning about how to build and apply theoretical models of decisions made in IR.

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



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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, 5<sup>th</sup> Edition, Harvard COOP Link here: [tinyurl.com/W22-GOVT-40-1](http://tinyurl.com/W22-GOVT-40-1)

- The textbook is recommended. 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.

## **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 first test. Afterwards, we will study 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/completed in about 2 weeks.
- When you see a HW on Canvas, remember to use the *due date*, not the *available until* date.
- In the office hours the week before the HW is due, you are free to come ask about your answers.

### Section Attendance

The TFs take attendance at the sections. In addition to that incentive, I highly recommend attending. TA sessions build on and provide good examples of the concepts from class and the types of questions you should expect on the midterm and final. Sections are *not* "let's recap everything from class this week."

### 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 tests are not multiple choice and they never ask you to recall definitions. They almost always involve open-ended questions that require you to demonstrate comprehension of a subject as opposed to regurgitation. Some of you will find this disorienting because it's unlike high school and many other university classes. I firmly believe that the value added of class and testing is *not* in telling you what to memorize. It's to guide you through practicing how to think about problems like a social scientist.

### **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 and all other aspects of the student handbook. 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 strongly about academic integrity violations. 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](mailto: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.
- AI, Chat GTP, etc: **Use these tools if you want to get a B.** I periodically check to see how well they do with questions from the class. They stink. Also, **if you use these tools, you must state clearly in your assignment that you did so.** I don't care if you use them. I just need to get data on whether/how they're being used.

## **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: 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 history class where we memorize things. This also isn't Model UN class where we riff on politics. 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 8	Stag Hunt/PD/Variation HW Due (graded by Feb 14)
Feb 22	Collaborative War HW Due (graded by Feb 26)
Mar 6/7	First Test
Mar 12/14	Spring Break
Apr 7	LAPOP HW Due (graded by TBD)
Apr 11	Podcasts HW Due
Apr 18	Going Further HW Due
Apr 23	Test 2



# Schedule

## Section 1: Social Science and IR

Class 1, Jan. 23: Why Am I Here? (What We Do in Gov 40 Pt 1)

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

Class 2, Jan. 25: Variation and Theory (What We Do in Gov 40 Pt 2)

- Required: “Rich nations 'hugely exaggerate' climate finance: study.” Phys Org. 2021. Your task is to identify dimensions of variation in this article. 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, Jan. 30: Let’s Play a Game! (Game Theory Primer, PD, Stag Hunt)

- Required:
  - o Moore, Will H. "Evaluating theory in political science." Florida State University. Typescript (2001). Available [here](#).
  - o Bordoff, Jason, and L. O'Sullivan Meghan. "Green upheaval: The new geopolitics of energy." Foreign Aff. 101 (2022): 68. **READ STEPHEN’S ANNOTATED VERSION ON CANVAS.**
- Recommended:
  - o FLS, Ch. 2, pp. 42-91 “Understanding Interests, Interactions, and Institutions + Game Theory Primer
  - o [Game Theory 101](#) Series on YouTube.

Class 4, Feb. 1: Let’s 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:
  - o FLS, Ch. 1, pp. 2-41 “What Shaped Our World?”
  - 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

- Will Spaniel has some good PD/SH example problems [here](#).

## **Section 2: War**

Class 5, Feb. 6: Why Do Countries Fight? (And why this is the wrong question to ask) War I

- Required: "Ten Conflicts to Watch in 2023." International Crisis Group Report. January 2023. Available [here](#) and on Canvas under Readings.
  - o Special instructions: This document covers 10 conflicts that could have erupted in the previous year. Read them all. Then do a Google search to find out if **one** of the conflicts did or did not erupt. Some conflicts are long-simmering. Your goal is to assess whether hostilities escalated, decreased, or stayed the same over the last year. Use the day of your birthday to know which conflict to gather updates on. If the day of your birthday day ends in a "1" (eg 1, 11, 21...) then update yourself on Conflict #1. If your birthday day ends in a 2, update yourself about Conflict #2. 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. 8: Why Do Some People Fear Commitment?

**\*\*\* Prof Chaudoin rescheduling class, likely to the afternoon of Feb 6.**

- Required: Singh, Sushant. "Why China Is Winning Against India." Foreign Policy (2021). Available online and also uploaded to Canvas.
- Required: "India-China dispute: The border row explained in 400 words." BBC News. Available [here](#).
- 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. 13: Does Democracy Bring Peace? Regime Type/Democratic Peace

- Required: George W. Bush's Second Inaugural Address, January 20, 2005. Available [here](#).

- 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. 15: Did Bill Clinton Wag the Dog? Domestic Politics and War

- 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.
  - o Lindsey, David. "Mutual optimism and costly conflict: The case of naval battles in the age of sail." *The Journal of Politics* 81.4 (2019): 1181-1196.

TF Sections: Diversionary War, Rally 'Round the Flag, "Red lines"

Class 9, Feb. 20: Did NATO Cause Russia to Invade Ukraine? Alliances 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 "U.S. Deterrence Failed in Ukraine." Collins and Sobchak. *Foreign Policy*. February 20, 2023. Available on Hollis and 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 10, Feb. 22: Squid Games

- o No reading, but BRING A LAPTOP AND BE ON TIME!

TF Sections: Experiments in IR

Class 11, Feb. 27: Contests Unpacked

- Required:
  - o TBD
- Going Further:
  - o Chaudoin, Stephen, and Jonathan Woon. "How hard to fight? Cross-player effects and strategic sophistication in an asymmetric contest experiment." *The Journal of Politics* 80.2 (2018): 585-600.
  - o Keneck-Massil, Joseph, Iliassou Nkariépoun-Njoya, and Bernard Cléry Nomo-Beyala. "Does women's political empowerment matter in military spending?." *Kyklos*.

Class 12, Feb. 29: Israel-Palestine

- Required:
  - o Prof. Chaudoin's Case Study (on Canvas).
  - o The readings listed at the bottom of the case study.

TF Sections: Review

Class 13, Mar 5: Review Session

Class 14: March 6/7 First Test

- Housing Day is March 7. We will have two options. You can take the test early on March 6 OR you can take the test during the regularly scheduled time on March 7.
- On March 6, we will book a room for a 3-4 hour window. You will come at any time during that window and take the test. You will still only have 75 minutes to complete the test. Prof Chaudoin or the TF will write on your blue book when you start the test and it will be up to you to end on time. There will be penalties if you turn your test in late.

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Class 15, Mar. 19: Civil War

- Required:
  - o "Why is Ethiopia at war with itself?" New York Times. Dec 14, 2021. Available [here](#) or on Canvas.
  - o James D. Fearon and David D. Laitin "Ethnicity, Insurgency, and Civil War" American Political Science Review 97, 1 (February 2003): 75- 90.
- Recommended: FLS, Ch. 6, pp. 246-304
- Going further:
  - 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.

Class 16, Mar. 21: 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. On HOLLIS.
- Recommended: Dube, Oeindrila, and S. P. Harish. "Queens." Journal of Political Economy 128.7 (2020): 2579-2652.
- Going further:
  - o Imamverdiyeva, Ulkar, and Patrick E. Shea. "Re-examining women leaders and military spending." Journal of Peace Research (2022): 00223433211055909.
  - ~~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. 26: Trade I

- Required:
  - o UNCTAD Report on Asia-Pacific Partnership. Available [here](#) or on Canvas.
  - 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. On HOLLIS.
- Recommended: FLS, Ch. 7, pp. 306-363 International Trade + Comparative Advantage Module
- Going further:
  - 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.
  - o Rudra, Nita, Irfan Nooruddin, and Niccolo W. Bonifai. "Globalization Backlash in Developing Countries: Broadening the Research Agenda." *Comparative Political Studies* 54.13 (2021): 2416-2441.

### Class 18, Mar. 28: 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).
  - o Wu, Nicole. "'Restrict foreigners, not robots': Partisan responses to automation threat." *Economics & Politics* (2022).

TF Sections: TBD

### Class 19, Apr. 2: 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.

## Class 20, Apr. 4 CANCELLED FOR ACADEMIC CONFERENCE

TF Sections: TBD

### Class 21, Apr 9: 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 22, Apr. 11: 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.
  - o 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.
  - o "Is the International Criminal Court (ICC) targeting Africa inappropriately?" ICC Forum. 2014. Available [here](#). (Note - this is *not* an option for "Going Further" assignments.)
- TF Section: IPD Review

### Class 23 Apr. 16: International Organizations and Law II

- Recommended: FLS, Ch. 11, pp. 484-519 International Law and Norms
- Going Further:
  - o 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.
  - o Haack, Kirsten. "Women, Organizational Crisis, and Access to Leadership in International Organizations." *Journal of Women, Politics, and Policy* 38.2 (2017): 175-198.

#### Class 24, Apr. 18: Human Rights

- Recommended: FLS, Ch. 12, pp. 520-563 Human Rights
- Going further:
  - o Davenport, Christian. "Human rights and the democratic proposition." *Journal of Conflict Resolution* 43.1 (1999): 92-116.
  - o 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.
  - o 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.
  - o 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.

TF Sections: Review

Apr 22: POTENTIAL REVIEW SESSION, TIME/LOCATION TBA

Class 25, Apr. 23: Second In-Class Test