International Cooperation

Mode of Delivery	On campus (two-hour lecture/seminar) Tuesdays 2-4, LJ Hume Centre COP1171
Prerequisites	As listed in *Programs and Courses*
Incompatible Courses	As listed in *Programs and Courses*
Co-taught Courses	None
Course Convener:	Jana von Stein
Phone:	02 6125 5461
Email:	jana.vonstein@anu.edu.au (best way to reach me)
Office hours for student consultation:	Wednesdays 10:30-12, and by appointment.
Research Interests	Treaty commitment and compliance, human rights, environmental affairs, statistical methods

SEMESTER 1 2018

COURSE OVERVIEW

Course Description

This course explores when and why states cooperate with each other, how they structure their cooperation (through informal arrangements, laws, and organisations), and what role(s) various domestic and international actors play in these processes. We ground ourselves in the early literature on international cooperation, but focus chiefly on more recent work. Because the recent literature relies heavily on quantitative analysis, students will learn elements of regression analysis and will be able to interpret scholarly findings that employ these methods. We will explore various issue-areas: economics, the environment, social and cultural matters, human rights, and development.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Evaluate the roles played by key actors in contemporary international relations. Analyse the formal and informal mechanisms of regulation, coordination, and cooperation in international relations.
2. Synthesise the core theories of international cooperation. Evaluate these theories in light of empirical evidence, in language that is clear and coherent; and
3. Demonstrate understanding of the basic mechanics of quantitative (regression) analysis. Interpret regression tables and explain findings in everyday language.

Assessment Summary

Assessment Task	**Value**	**Due Date**	**Date for Return of Assessment**	***Linked Learning Outcomes (optional)***
1. Seminar participation	7.5%	Various	N/A	1, 2, 3
2. In-class presentation	7.5%	Various	N/A	1, 2, 3
3. Research proposal	15%	18 April	2 May	1, 2, 3
4. Research paper	40%	28 May	11 June	1, 2, 3
5. In-class test	30%	23 May	11 June	1, 2, 3

Feedback

Staff Feedback

Students will receive feedback in the following forms:

- For written assignments, the instructor will provide feedback directly on the assessment.
- For in-class participation and presentations, specific feedback will not be given. However, students who are concerned about their in-class participation should contact the instructor as soon as possible to discuss (a) solutions; and/or (b) alternatives.
- General class feedback will be given orally during lecture/seminar.

- The instructor would be happy to provide additional advice and feedback by email or in person – please reach out if you have any questions or concerns.

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.
For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to
http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

Additionally, the instructor will circulate an anonymous online mid-semester survey in April, and will address any concerns immediately (to the extent possible).

Policies
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/

Students are expected to have read the Academic Misconduct Rule before the commencement of their course.
Other key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations

Required Resources
All readings will be available through Wattle or will be provided by email.

Additional course costs
None

Examination material or equipment
None

Recommended Resources
None

COURSE SCHEDULE (all readings will be uploaded to Wattle or provided via email)

Week/ Session	**Summary of Activities**	**Assessment**
1 (21 Feb)	Introduction to class	N/A
2 (28 Feb)	The Nature of International Cooperation	N/A
3 (7 Mar)	International Law	In-class presentation
4 (14 Mar)	Why Institutions?	In-class presentation
5 (21 Mar)	The Domestic/International Nexus	In-class presentation
6 (28 Mar)	Non-State Actors and International Cooperation	In-class presentation
Teaching break 2-16 April		
7 (18 Apr)	International Human Rights	In-class presentation **Research proposal due**
8 (25 Apr)	International Economic Cooperation (Alternative educational/teaching option TBA)	No class – ANZAC Day
9 (2 May)	International Environmental Cooperation	In-class presentation
10 (9 May)	Norms and Customary International Law	In-class presentation
11 (16 May)	Behaviouralism and the Study of International Cooperation	In-class presentation
12 (23 May)	In-class test	**In-class test**

ASSESSMENT REQUIREMENTS

Assessment Tasks

1. **Assessment Task: Participation**

Value: 7.5%

Requirements: 'Participation' means: (1) regular and high-quality contribution to discussions; (2) demonstrating not only an understanding of the assigned material, but also an ability to engage in analysis, ask questions, and apply our readings and lectures to things happening today; and (3) respect for and engagement with others in the class. I urge students who are, or become, uncomfortable participating to contact me immediately so that we can discuss solutions and/or alternative options.

2. **Assessment Task: In-Class Presentation**

Value: 7.5%

Time limit: 10-15 minutes

Requirements: Each student will do an oral presentation introducing a given week's readings and presenting one current-day application (e.g., a newspaper article or a piece from *The Economist or some other policy outlet*) of his/her choice. We will divvy up the presentations in the first week of class. A good presentation provides a very brief summary of each piece, provides analysis, shows how the readings do or don't provide insight into the current-day example, and discusses where/how the readings fall short. *Please email the instructor the proposed additional reading 5 days before the presentation, and powerpoint/ pdf slides 24 hours before the presentation*.

3. **Assessment Task 3: Research Proposal (upload to Turnitin by 11:59pm 18 April)**

Value: 15%
Word limit: 600, not including references and footnotes
Estimated return date: 3 May
Assessment requirements: To be defined when assignment is distributed (in class and uploaded to Wattle).

4. **Assessment Task 4: Research Paper (upload to Turnitin by 11:59 28 May)**

Value: 40%
Word limit: 4400, not including references and footnotes
Estimated return date: 11 June
Assessment requirements: To be defined when assignment is distributed (in class and uploaded to Wattle).

Examination(s)

5. In-class test (24 May).

Value: 30%
Estimated return date: 11 June
Assessment requirements: further details will be provided in class and via Wattle.

Assignment submission

Online Submission: Unless an exemption has been approved by the Associate Dean (Education), a submission must be through Turnitin. Assignments are submitted using Turnitin in the course Wattle site. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records. Please also make sure the assignment uploaded correctly. If there is any doubt about submission date/time, the Turnitin date/time will be used.

Extensions and penalties

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The Course Convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical/counselling evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

Returning assignments

Written work will be returned in hard-copy in class. Students who are unable to attend a class but who wish to receive their assignment before the meeting should contact the instructor by email.

Resubmission of assignments

Students may not resubmit assignments.

Referencing requirements

The instructor does not require a particular referencing style. Students may choose whatever referencing style they would like, provided that (a) they are consistent in its use (i.e., the same style is used throughout); and (b) the style communicates in a way that would easily enable the instructor to locate the material (e.g., author, title, date, pages, etc.). An example of proper referencing will be provided in Wattle.

SUPPORT FOR STUDENTS

The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/

The instructor also encourages students requiring any support to contact her directly, by email or in person.

Introduction to International Cooperation Reading List

Week	Date	Topic/Readings
1	21 Feb	**Class Intro etc.; check out the following links** http://www.henryfarrell.net/pol_sci_essay.html http://www.un.org/en/sections/un-charter/un-charter-full-text/ https://www.wto.org/english/thewto_e/thewto_e.htm http://www.un.org/en/index.html http://www.unep.org/ http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx
2	28 Feb	**The Nature of International Cooperation** *Academic articles* • Hedley Bull. *The Anarchical Society: A Study of Order in World Politics.* (Ch. 2). • Robert Axelrod and Robert Keohane. "Achieving Cooperation Under Anarchy: Strategies and Institutions." • Kenneth Oye. "Explaining Cooperation Under Anarchy." (It's ok to just peruse this one). *Applications* • "Is Climate Change a Prisoner's Dilemma or a Stag Hunt?" • "Global Warming is No Stag Hunt."
3	7 Mar	**International Law** *Academic articles* • Louis Henkin, *How Nations Behave.* (Intro and Ch. 1). • Anthony D'Amato, "International Law from a Machiavellian Perspective." • Andrew Guzman, *How International Law Works.* (Ch. 2). *Applications: presenter(s) to propose*
4	14 Mar	**Why Institutions?** *Academic articles* • Mancur Olson, *The Logic of Collective Action: Public Goods and the Theory of Groups*. (Ch. 1) • Hedley Bull, *The Anarchical Society: A Study of Order in World Politics.* (Ch. 3). • Kenneth Abbott and Duncan Snidal, "Why States Act through Formal IOs." • Michael Barnett and Martha Finnemore, "The Politics, Power, and Pathologies of IOs." *Applications: presenters to propose*

5	21 Mar	**The Domestic/International Nexus** *Academic articles* • Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games." • Helen Milner, "Domestic Politics and Trade Liberalization." • TBA *Applications*: presenter(s) to propose
6	28 Mar	**Non-State Actors and International Cooperation** *Academic articles* • Charli Carpenter. "Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks." • Mette Eilstrup-Sangiovanni, Teale Phelps Bondaroff, "From Advocacy to Confrontation: Direct Enforcement by Environmental NGOs." • Rhys Jenkins, "Globalization, Corporate Social Responsibility and Poverty." *Applications:* presenter(s) to propose
7	18 Apr	**International Human Rights** *Academic articles* • Emilie Hafner-Burton, "International Regimes for Human Rights." • Beth Simmons, "Mobilizing for Human Rights." (Ch. 4). • Eric Posner, "Human Rights, the Laws of War, and Reciprocity." • Thomas Risse et al., *The Power of Human Rights.* (Ch. 1). *Applications:* presenter(s) to propose
8	25 Apr (No class: ANZAC Day)	**International Economic Cooperation** *Academic articles* • Henrik Horn, "The WTO Dispute Settlement System 1995-2010: Some Descriptive Statistics." • Judith Goldstein et al., "Do We Really Know That the WTO Increases Trade?" • Paul Johnson, Ian Mitchell, "The Brexit Vote, Economics, and Economic Policy" • Harold Clarke et al., "Why Britain Voted for Brexit: An Individual-Level Analysis of the 2016 Referendum Vote." *Alterative learning option to be proposed*
9	2 May	**International Environmental Cooperation** *Academic articles* • Elinor Olstrom, *Governing the Commons.* (Ch. 1).

		• "The Tragedy of the Commons." • "Framing, Partisan Predispositions, and Public Opinion on Climate Change." • Daniel Bodansky, "The Paris Climate Change: a New Hope?" *Applications:* presenter(s) to propose
10		**Norms and Customary International Law** *Academic articles* • Finnemore and Sikkink, "International Norm Dynamics and Political Change." • Verdier and Voeten, "How Does Customary International Law Change? The Case of State Immunity." • Legally Binding vs. Non-Legally Binding Instruments." • R. Baker, "Customary International Law in the 21st Century." *Applications:* presenter(s) to propose
11		**Behaviouralism and International Law** *Academic articles* • Tomer Broude, "Behavioral International Law." • A. Burcu Bayram. "Due Deference: Cosmopolitan Social Identity and the Psychology of Legal Obligation in International Politics." • Emilie Hafner-Burton et al., "The Behavioral Revolution and IR." *Applications:* presenter(s) to propose.
12		**In-class test**