Political Science 470
Capstone on Theories of International Cooperation
Winter 2011

Kendall Stiles
784 SWKT
801-422-1352
ken_stiles@byu.edu
Office Hours: Tuesdays 3-5 and Wednesdays 9-12

Course Description:

International relations scholarship tends to divide itself rather neatly into “half-full” and “half-empty”. Many scholars argue that states are prone to violence and exploitation, while others believe that states and other international actors tend to build and serve. While neither view is entirely correct, in this course we will focus on the latter. We will consider theories that explore why and how actors in the international system engage in cooperative activities, including the creation of norms and rules, institutions and procedures, conflict resolution mechanisms, collective goods, and so forth. In some cases the theories focus on efforts to simply mitigate conflict without changing the pressures of international anarchy, while others deal with creating a new world order.

Over the course of the semester, we will explore a wide range of theoretical approaches in quick succession. From this, you will begin to develop your own ideas of how best to explain efforts at international cooperation (including the failures). Methods of instruction will range from traditional lecture, small simulation, group discussion, peer evaluation of oral and written work.

Department of Political Science learning objectives that will be addressed in this course include the following:

- Demonstrate a familiarity with … international relations.
- Possess a factual and theoretical knowledge of countries, [and] political processes…
- Use appropriate methods of analysis and research, including qualitative and quantitative methods, [and] historical comparison, … to answer political questions.
- Write professional grade research papers on political science questions.
- Communicate effectively by presenting ideas in a high quality oral presentation.
- Think critically, analytically, and synthetically.
- Properly cite sources using a recognized citation style.
- Be able to articulate principles of faith in political analysis.

Course Requirements:

We will read seven books as a group and comment on them in writing and in class. Please see the reading schedule below. For each reading (articles in anthologies, or entire books for monographs) you are to **write a commentary** which will be circulated among the students. The commentary should accomplish the following in under 500 words:
• Summarize in one short paragraph the principal arguments and/or findings.
• Assess the quality of the methods and evidence employed by the author(s).
• Situate the item in the broader debates of international relations theory.

These will be due on the date when the reading is assigned at 2:00pm (the beginning of class). Late commentaries will receive no credit, but should nonetheless be submitted and circulated.

Toward the end of the term, each student will be assigned one review essay that will be drawn from the Encyclopedia of International Studies and relates directly to his or her research paper. The student will read the item, prepare and circulate a commentary, and provide a 10-15 minute oral presentation for the class. The commentaries must be circulated no later than noon the day before your presentation is scheduled. Students should read through these commentaries before class.

Each student’s participation in the class discussion will also be assessed with respect to quality and quantity (although there will come a point where low-quality but high-frequency commentary will count against the student – let’s not have a “peanut gallery”).

The magnum opus of the course is naturally the capstone paper. You must receive at least a C on this paper in order to qualify for a bachelor’s degree in Political Science. Successful completion of the capstone course as a whole will also fulfill the advanced writing requirement imposed by the University as a whole. For these reasons, the process of writing is as important as the result.

To begin, you should understand that plagiarism will not be tolerated. Since the goal is for you to write professional-quality papers (which I hope will be submitted for publication), it is essential that you keep careful records of your research materials, including especially the sources in order to allow you to provide complete citations when you write. Note that this includes citing not only direct quotes or statistics, but also use of another’s general ideas or proposals. Failure to do so will result in serious penalties, graduated with respect to frequency and willfulness, the most severe of which will be a failing grade for the course and a referral to the Honor Code office. Please see additional, formal language on plagiarism below.

The topic of the paper is open, but will require you to test and/or develop a theory of international cooperation. The methodology is also open, although the instructor reserves the right to seek a consultant on methods with which he is less familiar (viz. Bayesian statistics). Rather than being a purely theoretical exploration, however, the paper must have empirical material that produces genuine findings.

The total length of the paper should reflect professional norms. 7,000 words of text is generally the minimum for professional articles and most journals place a cap of 12,000 words of text. In general, the number of references in professional papers in political science works out to roughly one source for every 200 words (many of which are cited multiple times). You can work out the arithmetic. Don’t hesitate to include appendices or tables as well. Always use Turabian (also known as Chicago Style), Times New Roman 12-point font, double-spacing, 1-inch margins, and black ink on 8 1/2x11 white paper.
The paper will require six distinct steps, each of which will be graded.

- **Proposal**
  By February 7th you will submit a carefully considered research proposal. You may change your topic only if you have a brain or head transplant during the term and another person’s soul is consequently inhabiting your body. You are urged to skim all of the course readings and Encyclopedia essays early on and ask yourself what research questions have yet to be answered to your satisfaction. Select or develop a theory that addresses one of those questions and empirical material that will allow you to test the validity of the theory. Articulate those choices clearly in your proposal, along with the methodology you will apply and your expected findings. Such an exercise should require at least three pages, but efficient writers may be able to do it more succinctly.

- **Instructor consultation**
  On either February 9th or 11th, you will have a 15-minute consultation with the instructor to discuss your proposal in order to identify any problem areas or special opportunities. Failure to meet with the instructor will result in a penalty. Note that you are free (and encouraged) to consult with the instructor at other times as well.

- **Bibliography**
  By February 22nd you will submit a preliminary bibliography, listing the full citation for your sources (with a minimum of twenty items) and your reason (in one sentence) for consulting the source.

- **Rough draft**
  This is, in my view, the most critical step in the process. Due by April 4th, the rough draft should come as close as possible to your final draft. It will be graded by the instructor as though it were a final draft. These rough drafts will also be circulated to your peers, one of whom will provide a graded response. You are also required to grade someone else’s paper and return it to them by April 11th.

- **Presentation**
  Between April 4th and April 16th, you will have up to a half an hour to present and discuss your personal research. The format is open, but should emulate professional standards. This means that while PowerPoint may be used, video, audio, and other supplemental media are discouraged. On the other hand, hand-outs are encouraged. Where possible, students should have skimmed your paper prior to the presentation. The presentation must be clear, concise, and cogent. It should allow students to understand your research question, theory, method, and findings and be able to articulate useful questions which you should answer carefully. The students will then provide a grade for your presentation. The final draft should be by April 16th and be “camera ready” with no typos, smudges, faint printing, or other impediments to comprehension. The rubric for grading the paper – which is consistent with professional standards – follows:
1) Clarity of purpose – 20%: you will need to begin your paper with a clear statement of the theory and actor you’ve chosen. You should also describe the overall structure of your paper, including how you will test whether the developments are consistent with the theory. You should spell out at this stage what you expect to find – a hypothesis, as it were. This will become the litmus test for the rest of the paper’s persuasiveness.

2) Theory exposition – 20%: You should devote two to three pages to describing the theory of your choosing. This will require providing definitions of key concepts, references to academic literature, and a word on how it fits into an overall debate in IO. For example, if you chose hegemonic stability theory, you should discuss how it relates to realism generally, and in turn how it addresses the realist-liberal debate.

3) Appropriateness and execution of method – 20%: You have several ways to test the utility of the theory. Your choice of method will be assessed for appropriateness to the research question and theory. How well you carry out the method will also be evaluated.

4) Organization – 10%: It is very important that material be presented in a coherent way, with key terms, theories, and methods spelled out at the outset so that the reader understands what to expect and what will be said. As far as the balance of the paper’s structure, much depends on the method you select. As this is not intended to be a policy piece, commenting on policy implications is optional.

5) Mechanics – 10%: Proper grammar, usage, spelling, and style will be evaluated, with traditional academic writing as the standard. Be careful to adopt an academic tone throughout the paper. Your best guide for what constitutes good academic writing will be the scholarly books and articles you will use as your background material.

6) Persuasiveness – 20%: The acid test of the paper will be whether, when all is said and done, an open-minded reader will be persuaded that your analysis is the correct one. While it is the aim of every social scientist to begin with a bold hypothesis and prove is with convincing evidence, it is far more common for both the hypothesis and evidence to be less than overwhelming. The key is to make sure that the aims are clear and the conclusions are proportional to the evidence. If there is simply not enough evidence to persuade a reasonable person that your initial argument was proven, this must be stated clearly in the conclusion.

Grade Composition:

Cumulatively, the written commentaries on the readings are worth 10% of the grade, which works out to roughly one point per comment. Participation is worth 5%. Your presentation on a review essay is worth 10%

The paper grade breaks down as follows:

- Proposal – 8%
- Instructor consultation – 5% (Pass/Fail)
- Bibliography – 7%
- Rough draft – 10%
- Peer review of another’s paper – 5% (Pass/Fail)
- Paper presentation – 15%
- Final draft – 25%
Grade Distribution:

I do not grade on a curve. The grade break-down will be as follows:

A = 94-100     A- = 90-93.9
B+ = 87-89.9    B = 84-86.9    B- = 80-83.9
C+ = 77-79.9    C = 74-76.9    C- = 70-73.9
D+ = 67-69.9    D = 64-66.9    D- = 60-63.9
E = 0-59.9

Late Policy:

Assignments are due at the beginning of class on the date indicated. A half grade will be deducted for each business day the assignment is late unless a University-excused absence is involved. Late commentaries will receive no points, but should still be turned in and circulated. Please set out a clear and thoughtful schedule of reading, research, and writing so that you can accomplish this and not incur late penalties -- especially for the final draft.

BYU Policies:

**Academic Honesty:** The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6).

It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. You should complete their own work and be evaluated based upon that work. You should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Any assignment that is found to be plagiarized will receive an F. If two assignments are found to be plagiarized, you will receive an E for the course.

Incidents of academic misconduct are to be reported to the administration of the center, which will deal with the matter according to the statement on "Procedures for Handling Incidents of Academic Dishonesty or Other Academic Misconduct" as written in the current undergraduate catalog.

**Students with Disabilities:** BYU is committed to providing a working and learning atmosphere which reasonably accommodates persons with disabilities who are otherwise qualified to participate in BYU's programs and activities. It is the policy of BYU to prohibit unlawful discrimination against persons with disabilities and to provide reasonable assistance in bringing them into the mainstream of campus life. To accomplish this, BYU complies with all applicable disability laws.

If a student has any disability which may impair their ability to complete courses successfully, they should contact the University Accessibility Center (801-422-2767) or the director of the BYU Salt Lake Center (801-933-9400 or 273-3434). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated
with the student and instructor by the University Accessibility Center or the office of the director at the center. If students need assistance or if feel they have been unlawfully discriminated against on the basis of disability, they may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office on the main campus at 801-422-5895, D-282 ASB.

**Statement of Nondiscrimination:** Brigham Young University is committed to providing an academic and employment environment that is free from unlawful discrimination and to achieving a prompt and equitable resolution of all grievances alleging unlawful discrimination which are filed with the university. Unlawful discrimination on the basis of race, color, gender, national origin, religion, age, veteran status, or disability will not be tolerated. The university policies and procedures with respect to non-discrimination as it applies to students in the areas of unlawful gender discrimination, unlawful sexual harassment and inappropriate gender-based behavior are found in separate university policy, Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies

**Preventing Sexual Harassment:** Unlawful discrimination on the basis of gender will not be tolerated, whether initiated by university faculty, administrative or staff personnel, students or by third parties on the campus. The university prohibits unlawful sexual harassment against all persons involved in the campus community, including administrators, faculty, staff, students, visitors, vendors, contractors and other third parties. The university also prohibits inappropriate gender-based behavior in the workplace or in the academic setting directed at another due to that person's gender and which violates the Church Educational System Honor Code or the individual dignity of university personnel, students or campus visitors, but which does not rise to the level of unlawful sexual harassment.

If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor or contact the Equal Employment Office at 801-422-5895 or the Honor Code Office at 801-422-2847.

**Reading Schedule:**

January 10, 24 (no class on the 17th): Overview of theories of international cooperation
   Read all of Andreas Hasenclever, Peter Mayer, Volker Rittberger, *Theories of International Regimes*

January 31: Realist theories of international cooperation
   Read all of Jennifer Sterling-Folker, *Theories of International Cooperation and the Primacy of Anarchy*

February 7: Rational choice approaches to international cooperation
   Read all of Todd Sandler, *Global Collective Action*
   - Proposals are due by February 7
   - Consultations will take place during the mornings of February 9 and 11 or by special arrangement
February 14: Liberal theories of international cooperation
   Read all of Anne-Marie Slaughter, *A New World Order*

February 22 (note: Tuesday): Social theories of international cooperation
   Read all of Michael Tomz, *Reputation and International Cooperation*
   - Bibliographies are due on February 22

February 28: Constructivist theories of international cooperation
   Read all of Ian Hurd, *After Anarchy*

March 7: Theories of cooperation in competition
   Read all of Stefan Brem and Kendall Stiles, eds., *Cooperating without America*
   - Make sure to get your money from Dr. Stiles!

March 14-28: Student presentations on review essays from the Encyclopedia of International Studies.

April 4, 11, 16: Student research presentations (note that April 16\textsuperscript{th} class will meet from 2:30-5:30 – and it’s a Saturday).
   - Rough drafts are due April 4
   - Student grades on rough drafts are due April 11
   - Final drafts are due April 16