



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS**

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

INTP 429: ANALYSIS OF INTERNATIONAL COOPERATION

30 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Study period: 19–23 October 2015

Examination/Assessment Period: 23 October to 14 November 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Seminars: Wednesday, 2:10 pm -5:00 pm

Venue: Von Zedlitz (VZ) 515

Names and contact details

Course Coordinator (Session 1-6): Darren Brunk

Room No: Murphy (MY) Rm. 609

Phone: 463 8492

Email: darren.brunk@vuw.ac.nz

Office hours: Monday & Wednesday, 12.00 - 2.00 pm

Course Coordinator (Session 7-12): Malcolm McKinnon

Room No: Murphy (MY) Rm 540

Phone: 021 211 6510

Email: malcolm.mckinnon@vuw.ac.nz

Office hours: TBA

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site. Additional readings may also be assigned and made available to students through Blackboard over the course of the term.

Prescription

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.

Course learning objectives (CLOs)

Students passing the course should be able to:

- 1) Use the concepts and tools in the International Cooperation literature in the analysis of contemporary international events and phenomena (Analysis);
- 2) Illustrate understanding of the contending theories of and approaches to competition and cooperation in international relations by generating case-specific examples (Comprehension);
- 3) Describe alternative approaches to international cooperation in different thematic areas and critique their relative strengths and weaknesses (Evaluation).

Teaching format

INTP 429 is delivered as one 170-minute seminar per week. Through the seminar, the instructors will facilitate student-led discussion on the weekly readings. Students will be expected to have read the core texts assigned for each weekly topic. The seminar will provide a forum for the discussion of questions, issues and debates raised through the literature, and examine how concepts can be applied to deepen our understanding of real world events.

Mandatory course requirements

There are no mandatory course requirements other than achieving an overall pass mark of 50%.

Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote 300 hours to the course throughout the trimester, approximately 13 hours a week across the trimester. This total includes the following:

- weekly attendance at seminars; (3 hours)
- completion of all set weekly readings for tutorials; (6 hours)
- research and writing for assessment tasks. (4 hours)

Assessment

Assessment requirements

Assessment task	%	Date	Learning Outcomes	Scope
Final Exam	30%	Exam period	2	120 minutes
Essay 1	25%	21 August	1-3	2,500 - 3,000 words
Essay 2	25%	7 October	1-3	2,500 - 3,000 words
In-class presentation	10%	n/a	1-3	15 minutes
Class participation	10%	n/a	1-3	Contributions to class discussion, can engage with readings

1. Using the readings and current events as your guide, **provide a 15 minute presentation on one core reading**, providing a summary of the argument, key concepts and its implications for our understanding of cooperation and competition (10%).
2. **In 2,500-3,000 words:**
 - Essay One (21 August): Apply Game Theory to a contemporary global conflict – be it in political, ideological, commercial or military. Drawing on course and related literature, what can or can't Game Theory contribute to our understanding of the nature – and potential resolution of – this conflict? (25%)
 - Essay Two (7 October): Taking as a starting point any one of the seminar topics in the second part of the course, defend its relationship to a particular International Cooperation theory. (25%)
3. Exam (Examination Period): Closed book exam, consisting of multiple-choice, short answer and essay-style questions, will test students on questions based on information and discussions presented through course readings and lectures from the entire trimester (30%).
4. Class Participation:

To get an excellent (A-, A, A+) result for class participation the student will:

- contribute to the discussion at least two times during the seminar;
- demonstrate accurate knowledge of at least two of the readings as evidenced by questions or comments, or in responses to targeted questions from the discussion leader.

To get a good (B-, B, B+) result for class participation the student will:

- contribute to the discussion at least once during the seminar
- demonstrate knowledge of at least two of the readings as evidenced by questions or comments, or in responses to targeted questions from the discussion leader.

To get an adequate (C-, C, C+) result the student will

- contribute to class discussion in at least half the seminars.

- demonstrate knowledge of one of the readings as evidenced by questions or comments, or in responses to targeted questions from the discussion leader.

5.

Submission and return of work

All assignments are due before noon on the due date.

Submission: All work submitted for assessment must be dropped off in HARD COPY at the School Office (MY518) in the slots provided with an essay cover sheet. You must ADD the name of your instructor and the course code. We reserve the right to ask for an electronic copy of any assessable work for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin)

Graded essays will be returned to you in seminars in the first instance, and then returned to the School Office, MY 518, where they can be collected between the hours of 2.00-3.00 pm, Monday to Friday. We will notify students via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

Extensions and penalties

Extensions

Late submission of **assignments** will **not be accepted** unless:

a) the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted); or

b) for essays, a short extension of 2 days will be automatically granted to any student who requests it with an email prior to the scheduled deadline. This short extension is automatic; no justification or any supporting evidence is required. Note that any work submitted late without an extension having been requested will be penalised in the normal way. Longer extensions need to be negotiated and do require justification and supporting evidence.

The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook.

(See: www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days.** Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

Required reading

All readings will be made available electronically through the Blackboard course site, or as temporary reserves through the library. URLs for some readings are included in the list, below. Additional recommended readings may be assigned through the term. Students will be advised of any additional readings via Blackboard.

Session 1 (July 15): Conflict and Cooperation in IR - The Prisoner's Dilemma

- Axelrod, Robert, *Evolution of Cooperation* (New York: Basic Books, 1984) (Introduction)
- Oye, Kenneth, 'Explaining Cooperation under Anarchy: Hypotheses and Strategies,' *World Politics*, 38 (1), 1985, pp. 1-24.

- Jervis, Robert, 'Cooperation Under the Security Dilemma,' *World Politics*, 30(2), 1978, pp. 167-214 <http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/guide/jervissecdil.pdf>

Session 2 (July 22): The System of States I - Competition and Cooperation in Anarchy

- Waltz, Kenneth, *Theory of International Politics* (Long Grove: Waveland Press, 2010) (Ch. 5 & 6, pp. 81-129)
- Walt, Stephen, *The Origins of Alliances* (London: Cornell University Press, 1983) Ch. 2, pp. 17-49)

Session 3 (July 29): The System of States II - Interdependence and Regimes

- Keohane, Robert & Nye, Joseph, *Power and Interdependence, Second Edition* (New York: Harper Collins, 1989)(Ch. 2, 3)
- Held, David and McGrew, Anthony, 'The End of the Old Order? Globalization and the Prospects for World Order,' in Dunne, Cox, Booth (eds), *The Eighty Years' Crisis: International Relations 1919-1999*. (Cambridge: CUP, 1998) pp. 219-243
- Finnemore, Martha, 'Chapter Three, Norms and War: The International Red Cross and the Geneva Conventions,' *National Interests in International Society* (London: Cornell University Press) pp. 69-88.
- Strange, Susan, 'Cave! hic dragones: a Critique of Regime Analysis,' in Krasner, Stephen (ed.), *International Regimes* pp 337-354.

Session 4 (August 5): States I

- Dougherty, James and Pfaltzgraff, Robert, *Contending Theories of International Relations: A Comprehensive Survey*, Chapter 11: 'Decision-Making Theories: Choice and the Unit Level Actor' pp.553-562 only.
- Foong-Khong, Yuen, 'Analogies at War: Korea, Munich, Dien Bien Phu, and the Vietnam Decisions of 1965, Chapter 7: Munich and the 1930s, pp. 174-205.
- Levy, Jack, 'Organizational Routines and the Causes of War' in Genest, Marc, *Conflict and Cooperation: Evolving Theories of International Relations* (Sydney: Harcourt Brace College, 1996) pp.411-437

Session 5 (August 12): States II - Democratic Peace and its Critics

- Michael W. Doyle, Kant, Liberal Legacies, and Foreign Affairs, *Philosophy & Public Affairs*, Vol. 12, No. 3 (Summer, 1983), pp. 205-235
- Russett, Bruce, 'Controlling the Sword,' in Genest, Marc, *Conflict and Cooperation: Evolving Theories of International Relations* (Sydney: Harcourt Brace, 1996) pp. 309-320
- Huntington, Samuel, 'The Clash of Civilizations?' *Foreign Affairs*, June 1993. Available: <https://www.foreignaffairs.com/articles/united-states/1993-06-01/clash-civilizations>
- Johns, Robert and Davies, Graeme, 'Democratic Peace or Clash of Civilizations? Target States and Support for War in Britain and the United States,' *The Journal of Politics* 74 (4), 2012, pp. 1038-1052. Available: <http://repository.essex.ac.uk/6061/1/S0022381612000643a.pdf>

Session 6 (August 19): Possible Futures & Cooperation

- True, Jacqui, 'Feminism' in Burchill, Scott *et al* (eds). *Theories of International Relations (2nd ed)*. (New York: Palgrave, 1996), pp. 231-276.
- Cox, Robert, 'Social Forces, States and World Orders: Beyond International Relations Theory,' in Cox, Robert and Sinclair, Timothy, *Approaches to World order* (Cambridge: CUP, 1996), pp. 85-123.

- Paterson, Matthew, 'Green Politics' in Burchill, Scott *et al* (eds). *Theories of International Relations* (2nd ed). (New York: Palgrave, 1996), pp. 277-305.

MID TRIMESTER BREAK

Session 7 (September 9): the United Nations

- Rathbun, Brian, 'The "Magnificent Fraud": Trust, International Cooperation, and the Hidden Domestic Politics of American Multilateralism after World War II'. *International Studies Quarterly* 55/1 (March 2011), pp. 1-21.
- Barnett, Michael, *Eyewitness to a Genocide: the United Nations and Rwanda*. (Ithaca: Cornell University Press, 2002), pp. 97-129 (chapter 4, 'The fog of genocide').
- Brunk, Darren, 'Dissecting Darfur: Analogy of a Genocide Debate,' *International Relations*, 22/1 (xx 2008), pp. 25-44.
- The Security Council:
- <http://www.un.org/en/sc/programme/>
- New Zealand on the Security Council 2015: <http://nzunsc.govt.nz/>

Session 8 (September 16): The Euro crisis

- Belke, Ansgar, 'Towards a Genuine Economic and Monetary Union - Comments on a Roadmap,' *Politics and Governance* 1/1 (2013), pp. 48-65.
- Calomiris, Charles, 'The impending collapse of the European monetary union.' *Cato Journal* 18/3 (Winter 1999), pp. 445-452.
- Floretos, Orfeo, 'Origins of Embedded Orthodoxy: International Cooperation and Political Unity in Greece', *European Political Science* 12/3 (Sep 2013), pp. 305-319.
- Helleiner, Eric, 'Nineteenth century currency unions' in *The Making of National Money: territorial currencies in historical perspective* (Ithaca and London: Cornell University Press, 2003), pp 128-139.
- Nelson, R. M., Paul Belkin and Derek E. Mix, 'Greece's Debt Crisis: Overview, Policy Responses, and Implications.' C. R. Service. Washington, D.C. (2011).

Session 9 (September 23): A regional case study: Africa

- Cerny, Philip G., 'From warriors to police? The civilianisation of security in a globalising world'. *International Politics, suppl. Special Issue: The Political Economy of the New Security* 52/4 (Jul 2015): 389-407.
- Duffield, Mark, 'From immersion to simulation: remote methodologies and the decline of area studies', *Review of African Political Economy* 41(sup. 1, 2014), pp. 75-94.
- Sharife, Khadija and John Grobler, 'Kimberley's Illicit Process', *World Policy Journal* 30/4 (winter 2013).
- Yamashita, Hikaru, 'Peacekeeping cooperation between the United Nations and regional organisations.' *Review of International Studies* 38:1 (Jan 2012), pp.165-186

Session 10 (September 30): Human trafficking

- Mattar, Mohammed, 'Transnational Legal Responses to Illegal Trade in Human Beings', *SAILS Review* 33/1 (winter-spring 2014), pp. 137-159.
- Miller, Mark J. and Gabriela Wasileski, 'An Underappreciated Dimension of Human Trafficking: Battered and Trafficked Women and Public Policy', *Human Rights Review* 12/3 (Sep 2011), pp.301-314.

- Van der Pijl, Yvon, Brenda Carine Ouede Breuil and Dina Siegel, 'Is there such thing as "global sex trafficking"? A patchwork tale on useful (mis)understandings', *Crime, Law and Social Change* 56 (2011), pp. 567-582.

Session 11 (October 7): Small states, climate change and international cooperation

- Agueda Corneloup, Ines de and Arthur. P. J. Mol, 'Small island developing states and international climate change negotiations: the power of moral "leadership"', *International Environmental Agreements* 14 (2014), pp.281-297.
- Barnett, Jon and John Campbell, 'Titanic states? Impacts and responses to climate change in the Pacific Islands', *Journal of International Affairs* 59/1 (Fall 2005), pp. 203-219.
- Jaschik, Kevin, 'Small states and international politics: Climate change, the Maldives and Tuvalu', *International Politics* 51/2 (Mar 2014), pp. 272-293.

Session 12 (October 14): A regional case study: the Asia-Pacific region

- Acharya, Amitav, 'How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism', *International Organization* 58/2 (Spring 2004), pp. 239-275.
- Arase, David, 'Non-Traditional Security in China-ASEAN Cooperation: The Institutionalization of Regional Security Cooperation and the Evolution of East Asian Regionalism', *Asian Survey* 50/4 (Jul/Aug 2010), pp. 808-833.
- Capie, David, 'Structures, Shocks and Norm Change: Explaining the Late Rise of Asia's Defence Diplomacy', *Contemporary Southeast Asia*, 35/1 (2013), pp. 1-26.
- Lanteigne, Marc, 'The Tortoise vs. the Hare: The Advantages of Informal Asian Cooperation in the Wake of the EU Crisis', *The Whitehead Journal of Diplomacy and International Relations* 13/2 (Summer/Fall 2012), pp. 121-131.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

This is a first-time offering for this course. No past feedback is presently available.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)

- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz