

# Domestic Politics and International Relations

*Instructor:* Tobias Heinrich ([heinricct@mailbox.sc.edu](mailto:heinricct@mailbox.sc.edu) – [www.theinrich.net](http://www.theinrich.net))

*Time and place:* POLI 391, University of South Carolina

*Class:* 8.30-9.45am in Gambrell 104 on Tuesdays and Thursdays.

*Office hours:* Thursdays, 2-3pm. I will usually be available for a bit right after class as well. You can also schedule alternative times with me through email.

## OUTLINE

This course offers a *focussed* view on how domestic politics affect international relations, and how international relations affect domestic politics. The course first covers broad theoretical and conceptual approaches to politics broadly understood. These serve as lenses which we will use again and again to understand more specific instances of how domestic and international politics affect each other. After these early sessions, we will turn to a series of topics which draw heavily on (very) recent, cutting research in political science and economics. These span phenomena ranging from domestic political reform to the escalation of military crises, and from why foreign aid often fails to work to the (relative) geographic sizes of nations.

The course fundamentally depends on students' participation. Therefore, it is the expectation that each student questions what was said, contributes to the discussion, and raises (new) perspectives. In the early phase of the course, class time will go toward lectures which set up broad theoretical perspectives. However, rather quickly, a much more interactive, discursive style will take over.

If you actively participate in this course, you will learn how to

- coherently think through political issues and how policy toward it gets made;
- anticipate expected (and also surprising-to-many) effects of other states' policies;
- think more like a social scientist and much less like a journalist or talking head.

## REQUIRED MATERIALS

The following books and movie will be required in class. How you obtain access to them is up to you. Further, the instructor will provide the rest of the material (journal articles, book chapters, and some news articles).

- Christopher Coyne, *Doing Bad by Doing Good: Why Humanitarian Action Fails*, Stanford Economics and Finance, 2013.
- Bruce Bueno de Mesquita & Alastair Smith, *The Dictator's Handbook*, Public Affairs, 2012.
- Steven Soderbergh, *Traffic*, 2000.

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Date of this syllabus: September 6, 2013.

## GRADES AND GRADING

Your grade will be comprised of several contributions, namely numerous written questions about the material, two short papers, serving as an expert, midterm, attendance, participation, and a final.

- *Memo Questions: 10%*. A total of (at least) 15 times, three questions about the reading need to be handed in. For which class sessions you hand them in is your call. If you hand in more than 15, your grade will be computed from the ten best. Grading is simple: if a question demonstrates clearly that you put thought into it, the question gets a 100; trivial questions get 50. The questions for a session are due 24 hours before class meets. Late hand-ins are not accepted.
- *Historical papers:  $2 \times 15%$* . Twice, you have to write a detailed case study for the case discussed in one of the readings for the day. When the paper is discussed, at some point, you will serve as the expert on the case. You ought to determine whether the logic laid out in the original reading was at play in the case. Each should be 1,000 words. Each of them is due the Friday before the day of the class in which the corresponding reading is covered. You lose ten percentage-points for every 12 hours that the paper is late.
- *Presentation:  $2 \times 5%$* . The grade for when you serve as the expert on the case. You should prepare a short summary of the case and a short assessment of whether you think the case properly reflects the way the authors portray it.
- *Attendance: 5%*.
- *Participation in class: 10%*.
- *Midterm: 20%*. A take-home midterm.
- *Final: 20%*. The final is take-home and cumulative. Note: The instructor reserves the right to cancel the final if he deems that the class is making great effort and demonstrates great comprehending of the material. This decision is solely at the discretion of the instructor and will be announced by late November.

On occasion, there will be opportunities for voluntary short presentations that take place during class time. One such assignment might be to summarize a significant scholar's research. I expect these voluntary extra credit opportunities to be worth five percentage points in general.<sup>1</sup> If multiple students volunteer, I will use statistical software to draw a person randomly.

I will use the following grading scale to map between percentages and letter grades. A 92-100, B+ 87-91, B 80-86, C+ 77-79, C 70-76, D+ 67-69, D 60-66, and F 0-59. If you choose to turn in your work late, then you will lose five percentage-points every 12 hours. Late work should be emailed if the original assignment was due in class.

Assignments and examination work are expected to be the sole effort of the student submitting the work. Students are expected to follow the University of South Carolina Honor Code and should expect that every instance of a suspected violation will be reported. Students found responsible for

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<sup>1</sup>If you get  $x$  on your voluntary short presentation and average  $y$  over the regular grades, your grade will percentage will be  $\frac{5}{105}x + \frac{100}{105}y$ .

violations of the Code will be subject to academic penalties under the Code in addition to whatever disciplinary sanctions are applied. Cheating on a test or copying someone else's work, will result in a 0 for the work, possibly a grade of F in the course, and, in accordance with University policy, be referred to the University Committee for Academic Responsibility and may result in expulsion from the University.

You are expected to be in class on time and be there every time as attending class is an integral part in learning the material. Further, missing class when your classmates carry out their presentations is simply rude. I firmly believe that missing classes will adversely affect your learning and thereby your grade. Last, if you no-show when you are slated to serve as the expert or for a voluntary short presentation, you will automatically receive a zero for it.

This syllabus will be updated during the early part of the semester; in particular with the exact dates of presentations and the exact readings for the second half of the course.

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu), or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

If in doubt about anything on this syllabus or about the class, talk to me (early).

## COURSE SCHEDULE

An important note on the readings: The course will rely at times on some complicated material that may involve difficult statistics and game theoretic models. I do not expect you to read and understand these sections of the paper; however, the expectation is that you are able to get what the addressed issue is, what the previous work said about the topic, what the novel take of the paper is, and what the implications are. The often difficult steps that the authors take to arrive at their conclusions are not (that) important in the context of this class.

Readings which begin with a star (\*) are optional; their ideas will likely be introduced by the instructor during the class sessions. They may be picked as the source for case studies.

### PART I: PRELIMINARIES

*Thursday, August 22.* Howdy and what are we doing?

*Tuesday, August 27.* Why science? What's social science?

- *Dictator's Handbook*, pages ix–20.

## PART II: GUIDING PERSPECTIVES

*Thursday, August 29.* Stayin' Alive in the world of politics, part 1.

- *Dictator's Handbook*, pages 21–48.

*Tuesday, September 3.* Stayin' Alive in the world of politics, part 2.

- *Dictator's Handbook*, pages 49–75.

*Thursday, September 5.* Looking beyond the obvious. Signing up for papers.

- Frédéric Bastiat, “What Is Seen and What Is Not Seen,” 1848. URL: <http://www.econlib.org/library/Bastiat/basEss1.html>. Read until you get Bastiat's point; it gets repetitive toward the end.

*Tuesday, September 10.* Substitutability of policies.

- Glenn Palmer and T. Clifton Morgan, *A Theory of Foreign Policy*, pages 1–42.

*Thursday, September 12.* Collective action and inaction.

- Read up on the idea of “collective action” (in political science and economics), “The Logic of Collective Action,” “externality,” and “free rider problem.” Use the Wikipedia articles as starting points:
  - [http://en.wikipedia.org/wiki/Collective\\_action](http://en.wikipedia.org/wiki/Collective_action)
  - [http://en.wikipedia.org/wiki/The\\_Logic\\_of\\_Collective\\_Action](http://en.wikipedia.org/wiki/The_Logic_of_Collective_Action)
  - <http://en.wikipedia.org/wiki/Externality>
  - [http://en.wikipedia.org/wiki/Free\\_rider\\_problem](http://en.wikipedia.org/wiki/Free_rider_problem)

## PART III: TOPICS OF DOMESTIC AND INTERNATIONAL POLITICS

*Tuesday, September 17.* Domestic institutions → international conflict, part 1. Anna W. on why Saddam Hussein stayed in power; Emily on the U.S. intervention in Somalia.

- *Dictator's Handbook*, 225–251.
- \*James D. Fearon, “A Simple Political Economy of Relations among Democracies and Autocracies,” 2011.
- \*Benjamin A. Valentino, Paul K. Huth, and Sarah E. Croco. 2010. “Bear Any Burden? How Democracies Minimize the Costs of War.” *Journal of Politics* 72 (2), 2010. URL: <http://dx.doi.org/10.1017/S0022381609990831>.

*Thursday, September 19.* Domestic institutions → international conflict, part 2.

- Read up on the idea of “signaling.” Use the Wikipedia article as a starting point ([http://en.wikipedia.org/wiki/Signalling\\_\(economics\)](http://en.wikipedia.org/wiki/Signalling_(economics))).

*Tuesday, September 24.* Domestic conditions → international conflict. Meredith and Kate on Falkland War.

- Jesse C. Johnson & Tiffany D. Barnes, “Responsibility and the Diversionary Use of Force,” *Conflict Management and Peace Science*, 28(5), 2011. URL: <http://cmp.sagepub.com/content/28/5/478.abstract>.

*Thursday, September 26.* Domestic institutions → international cooperation. Stephanie on Arabs’ support for Jordan.

- Fiona McGillivray & Alastair Smith, *Punishing the Prince*, Chapter 1.
- J. Lawrence Broz & Daniel Maliniak, 2010. “Malapportionment, Gasoline Taxes, and Climate Change,” working paper. URL: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1642499](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1642499).

*Tuesday, October 1.* Domestic conditions → international cooperation. Marina on Turkey and Romania; Ellen on Denmark and Iceland.

- Matthew E. Kahn & Matthew J. Kotchen, 2010. “Environment Concern and the Business Cycle: The Chilling Effects of Recession,” working paper. URL: <http://www.nber.org/papers/w16241>.

*Thursday, October 3.* On the size and borders of nations. Jonathan and Natalie on U.S.-Mexican border; Ben on Turkey/Iraq.

- Alberto Alesina & Enrico Spolaore, *The Size of Nations*, Chapter 1.
- David B. Carter & Paul Poast, 2013. “What makes borders stable?,” working paper. URL: [http://www.princeton.edu/~dbcarter/David\\_B.\\_Carter/Research\\_files/stable\\_borders27.pdf](http://www.princeton.edu/~dbcarter/David_B._Carter/Research_files/stable_borders27.pdf).

*Tuesday, October 8.* Domestic reforms by force. Natalie on USA/ Chile; Josh and Kimberly on Iraqi constitution; David on West German *Grundgesetz*.

- Bruce Bueno de Mesquita & George W. Downs, 2006. “Intervention and democracy,” *International Organization* 60(3). URL: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=453919>.
- George W. Downs & Bruce Bueno de Mesquita, 2004. “Gun-Barrel Diplomacy Has Failed Time and Again,” *Los Angeles Times*, February 4. URL: <http://articles.latimes.com/2004/feb/04/opinion/oe-downs4>.

*Thursday, October 10.* Domestic reforms by money.

- James M. Scott & Carie A. Steele, 2011. “Sponsoring Democracy: The United States and Democracy Aid to the Developing World, 1988–2001,” *International Studies Quarterly* 55(1). URL: <http://dx.doi.org/10.1111/j.1468-2478.2010.00635.x>.
- \*Tobias Heinrich & Matt Loftis, 2013. “Democracy Aid and Electoral Accountability,” working paper.

*Tuesday, October 15.* (Prepping for) War → domestic policies, part 1. Ellen and Sam on education reform; Jonathan and Drew on communism threat; Anna F. and Kimberley on Meiji Restoration.

- Guy D. Whitten & Laron K. Williams, 2011. “Buttery Guns and Welfare Hawks: The Politics of Defense Spending in Advanced Industrial Democracies,” *American Journal of Political Science* 55(1). URL: <http://dx.doi.org/10.1111/j.1540-5907.2010.00479.x>.
- Philippe Aghion, Torsten Persson & Dorothee Rouzet, 2012. “Education and Military Rivalry,” NBER Working Paper No. 18049. URL: <http://www.nber.org/papers/w18049>.
- \*Daron Acemoglu & James A. Robinson, 2006. “Economic Backwardness in Political Perspective,” *American Political Science Review* 100(1). URL: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=409787&next=true&jid=PSR&volumeId=100&issueId=01>.

*Thursday, October 17.* No class as it’s Fall Break.

*Tuesday, October 22.* “Terrorism,” the “Global War on Terror,” part 1. Josh and Kate on people in security contractors; Marina and Ben on stock prices.

- The Guardian, 2013. “Four decades of US terror attacks listed and detailed,” Datablog. URL: <http://www.guardian.co.uk/news/datablog/2013/apr/17/four-decades-us-terror-attacks-listed>  
Click through the interactive elements.
- Andrew Boutton & David B. Carter, 2013. “Fair-Weather Allies? Terrorism and the Allocation of US Foreign Aid,” *Journal of Conflict Resolution*. URL: <http://jcr.sagepub.com/content/early/2013/06/23/0022002713492649.abstract>.
- \*Jean-Paul Azam, 2010. “Foreign Aid Versus Military Intervention in the War on Terror,” *Journal of Conflict Resolution* 54(2). URL: <http://jcr.sagepub.com/content/54/2/237.short>.
- \*Robert K. Fleck & Christopher Kilby, 2010. “Changing aid regimes? U.S. foreign aid from the Cold War to the War on Terror,” *Journal of Development Economics* 91(2). URL: <http://www.sciencedirect.com/science/article/pii/S0304387809001011>.

*Thursday, October 24.* “Terrorism,” the “Global War on Terror,” part 2.

- Dana Priest, 2010. “Top Secret America”, *Washington Post*. URL: <http://projects.washingtonpost.com/top-secret-america/articles/a-hidden-world-growing-beyond-control/print/>.
- Tabitha Bonilla & Justin Grimmer, 2013. “Elevated Threat-Levels and Decreased Expectations: How Democracy Handles Terrorist Threats,” working paper. URL: <http://stanford.edu/~jgrimmer/terror.pdf>.
- \*John Mueller & Mark Steward, 2012. *The Terrorism Delusion: Americas Overwrought Response to September 11*, *International Security* 37(1). URL: [http://www.mitpressjournals.org/doi/abs/10.1162/ISEC\\_a\\_00089](http://www.mitpressjournals.org/doi/abs/10.1162/ISEC_a_00089).

*Tuesday, October 29.* The European Union.

- TBA.

*Thursday, October 31.* “Intermestic” politics. Cutthroat capitalism here, cuddly capitalism there. David on Scandinavians.

- Daron Acemoglu, James A. Robinson, and Thierry Verdier, 2012. “Choosing your own capitalism in a globalised World?”, VOX EU. URL: <http://www.voxeu.org/article/cuddly-or-cut-throat->

*Tuesday, November 5.* “Doing Bad by Doing Good,” part 1. Drew on condoms from Alabama; Sam and Anna W. on differences in agencies; Nicole, Anna F. and Meredith on goals of interventions.

- *Doing Bad by Doing Good*, pages 61–89.

*Thursday, November 7.* “Doing Bad by Doing Good,” part 2.

- *Doing Bad by Doing Good*, pages 90–142.

*Tuesday, November 12.* “Doing Bad by Doing Good,” part 3.

- *Doing Bad by Doing Good*, pages 143–168.

*Thursday, November 14.* “War on drugs.” Amanda and Stephanie on the arguments.

- Steven Soderbergh, *Traffic*, 2000.
- \*Horace A. Bartilow & Kihong Eom, 2009. “Busting Drugs While Paying With Crime: The Collateral Damage of U.S. Drug Enforcement in Foreign Countries,” *Foreign Policy Analysis* 5(2). URL: <http://onlinelibrary.wiley.com/doi/10.1111/j.1743-8594.2009.00085.x/abstract>.

*Tuesday, November 19.* Immigration. Out of the two pieces by Clemens, just read one or listen to the other. Emily on immigration.

- Michael A. Clemens, 2011. “Economics and Emigration: Trillion-Dollar Bills on the Sidewalk,” *Journal of Economic Perspectives* 25(3). URL: <http://www.jstor.org/discover/10.2307/23049424>.
- Michael A. Clemens, 2013. “On Aid, Migration, and Poverty.” URL: [http://www.econtalk.org/archives/2013/07/clemens\\_on\\_aid.html](http://www.econtalk.org/archives/2013/07/clemens_on_aid.html).
- Jens Hainmueller & Daniel J. Hopkins, 2012. “The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes Toward Immigrants,” working paper. URL: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2106116](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2106116).

*Thursday, November 21.* Drones. Amanda and Nicole on drones.

- The Guardian, 2013. “Drone war,” URL: <http://www.theguardian.com/news/datablog/interactive/2013/mar/25/drone-attacks-pakistan-visualised>.
- Abigail R. Hal & Christopher J. Coyne, 2013. “The Political Economy of Drones,” Defense and Peace Economics. URL: <http://www.tandfonline.com/doi/pdf/10.1080/10242694.2013.833369>.
- Stephen Holmes, 2013. “What’s in it for Obama?,” London Review of Books. URL: <http://www.lrb.co.uk/v35/n14/stephen-holmes/whats-in-it-for-obama>.

*Tuesday, November 26.* Outsourcing and FDI.

*Thursday, November 28.* No class as it’s Thanksgiving Recess.

*Tuesday, December 3.* To be determined...

*Thursday, December 5.* Wrapping up.