Domestic Politics and International Relations

Ryan Powers  
ryan.m.powers@yale.edu  
http://ryanpowers.net

Office: 438 RKZ
Office hours: Tuesdays, 1:30 p.m. to 3:30 p.m. and by appointment.
Class meetings: RKZ 02, Wednesdays, 3:30 p.m. to 5:20 p.m.

Course Description

This course is a graduate seminar on the effects of domestic politics on international politics and vice versa. We will study how domestic political institutions, interest groups, and the mass public shape the foreign policy choices of political leaders. At the same time, we will consider how international institutions, the structure of the international system, and major power foreign policy choices shape the domestic politics of particular countries. We will engage work that applies a variety of theoretical and methodological approaches to research questions with implications for a wide array of substantive issue areas. This course should be of interest to those studying International Relations or Comparative Politics. Additionally, this course may be of use to students of American Politics with an interest in U.S. foreign policy.

Grading and Expectations

Grades

Your final grade will be calculated as follows:

- Class attendance and participation: 30%
- Response essays: 30%
- Research paper: 30%
- Final presentation: 10%

Attendance and Participation

Your participation in class discussions is vital to our success. You should come to class having read the assigned work closely enough to actively participate in a detailed and critical discussion of the arguments and evidence presented by the authors. If you must miss a class meeting, please let me know in advance and provide documentation excusing your absence.
Assignments should be submitted directly to me via email (ryan.m.powers@yale.edu). With the exception of documented emergencies, late assignments will not be accepted.

- **Response papers.** You will write six response papers over the course of the semester in which you critically evaluate one or more of a given week's assigned readings. A successful response essay will quickly summarize the major claims of a given reading, discuss how those claims are evaluated, and then identify several strengths or weaknesses of the argument and/or the empirical evidence used to support that argument. Each essay should be on the order of 1,000 words and conclude with at least two ideas for in-class discussion questions. **Response papers are due at 6 p.m. the evening before we discuss the readings about which you have written.**

- **Research proposal.** You will write a 15-20 page research proposal in which you pose an original research question, situate the question in the relevant theoretical and empirical literature, and propose a research design that would allow you to answer your research question. The research design should make a theoretically-motivated argument, draw out empirical implications, and identify the method and data that is best-suited to helping you test your argument systematically. Your research question may be motivated by an original empirical puzzle or a new theoretical insight. If relevant, I encourage you to use this assignment to make progress on your dissertation project or a grant proposal. The content of the assignment, however, should be new and original work or be a substantial improvement and/or extension of past work. I expect to meet with each of you during office hours early in the semester to discuss your project. I will consider permitting co-authored proposals on a case by case basis, but both authors must be enrolled in the course. Co-authored work will also need to be 25-30 pages in length and include preliminary empirical tests of your argument. **The research proposal is due May 9, 2018 by 6:00 p.m.**

- **Final presentation.** You will give a brief presentation of your research proposal during our final class meeting. Your colleagues will provide comments and critiques in response. You will use these comments to make final adjustments to your research proposal. The length of your presentation will depend on the number of students enrolled in the course, but I anticipate presentations on the order of 8-12 minutes long.

**Accommodations**

Students with documented disabilities should speak with me privately in the first few weeks of the course. More information about accommodations that are available to students with disabilities is available from the Resource Office on Disabilities.
Academic Integrity and Professional Conduct

I expect you to do your own work and to abide by Yale's policies on academic integrity and professional conduct.

Course Outline

You will find citations for the required readings for each class below. All readings are available on Canvas.

1. Preliminaries (Jan. 17)

2. Domestic Politics and War (Jan. 24)
   - Alexandre Debs and Hein E. Goemans. 2010. "Regime Type, the Fate of Leaders, and War". *American Political Science Review* 104 (3): 430–445

3. Audience Costs and Bargaining (Jan. 31)


4. War Mobilization and Nuclear Weapons (Feb. 7)


5. Cooperation and Compliance (Feb. 14)


6. Democratization and Regime Change (Feb. 21)

- Susan D. Hyde. 2007. "The Observer Effect in International Politics: Evidence From a Natural Experiment". *World Politics* 60 (1): 37–63

7. Climate Change and the Environment (Feb. 28)

- J. Lawrence Broz and Daniel Maliniak. 2010. "Malapportionment, Gasoline Taxes, and Climate Change"

8. Foreign Aid (Mar. 7)

• Lauren Prather. 2014. “Values at the Water’s Edge: Social Welfare Values and Foreign Aid”

9. Trade and International Politics (Mar. 28)


10. Trade and Domestic Politics (Apr. 4)


11. Migration (Apr. 11)

• Anna Oltman and Jonathan Renshon. 2017. “Immigration and Foreign Policy”. *Oxford Encyclopedia of Foreign Policy Analysis*


12. Human Rights (Apr. 18)


• Emilie M. Hafner-Burton. 2013. *Forced to Be Good: Why Trade Agreements Boost Human Rights*. Cornell University Press, Chapters 1, 2, 6


13. In-class presentations (Apr. 25)