

INR 4931: International Networks

University of Florida

Syllabus: Autumn 2019

Instructor:	Professor Andrew Rosenberg	Class location:	0134 Anderson Hall
Office:	210 Anderson Hall	Class time:	MWF, 09:35–10:25
Email:	andrewrosenberg@ufl.edu	Office hours:	W, 14:00–16:00
Top Hat:	https://app.tophat.com/e/522166	Top Hat Join Code:	522166

Schedule a meeting with me: <https://calendly.com/asrosenberg>.

Course Description

Relationships are paramount in modern international politics. States are connected to other states, leaders constantly take action based on their beliefs about the future behavior of other leaders, and the policies of one state in one area (say, national security policy) often have unforeseen knock-on effects on other states in other areas (such as economic or humanitarian policy). In short, we live in a *networked* international system. In this course, we will examine the consequences of these interdependent relationships and apply state-of-the-art theory from network analysis to existing approaches to international relations, as well as the most pressing political problems of our day. We will cover topics such as international terrorism networks, migration, alliances, human rights, and trade; and we will discuss the complexity of policy-making and inference in such an interdependent world. Students will analyze these issue areas and learn to communicate their findings and recommendations in a manner concomitant with the policy-making community.

Course Goals:

1. Students will gain an in-depth knowledge of the scholarly literatures in international relations, social network analysis, and globalization.

Expected Learning Outcomes:

- Understand the interconnected structure of international politics and how this interdependence varies across issue areas.
- Identify key network relationships among actors whose actions have wide-ranging effects on international politics.
- Appreciate that state and leader behavior in a networked international system affect political outcomes (domestically and internationally) differently than in a non-globalized world.

- Apply general network theories to contemporary political phenomena and identify how a network perspective can lead to different conclusions about events.
 - Recognize the inferential challenges inherent to the study of networked political phenomena.
2. Students will develop analytic, critical thinking, and writing skills that will allow them to evaluate competing arguments and concisely communicate insights to others.

Expected Learning Outcomes:

- Use knowledge of network theory, political context, and the (often unexpected) consequences of globalization to make predictions about patterns of international and domestic behavior.
- Draw on empirical evidence to analyze political events and make recommendations to peers and policymakers.
- Learn to synthesize primary and secondary source material, political context, and one's analysis through writing concise and professional policy memos.

Course Materials:

1. All required readings will be posted online. *You do not need to purchase any books.*
2. Students need to create a Top Hat account.

Top Hat is a mobile audience response system that is used extensively around the country. It only costs \$24 per term (or \$36 per year or \$72 for life), and we will use Top Hat extensively throughout the course for both reading quizzes and class participation. You can access the system via the URL on the front page of the syllabus or use the Top Hat app on your iOS or Android device. An inexpensive Android tablet can be found online for \$50 or less. A limited number of iPads are available for checkout for free at the library.

This course will use the “secure attendance,” feature on Top Hat, which will rely on geographic and location data to verify your attendance in class. If you are using the Top Hat app on the mobile device, bluetooth must be enabled on your device. If you are using the browser-based interface, you must allow Top Hat to use the location information from your browser. Otherwise, you will be marked as absent. You can find more information on how to set your browser permissions [here](#).

Assignments:

1. **Top Hat and Class Participation** To earn points for class participation, students can answer questions on Top Hat that are embedded in the lecture and take part in class discussion/group work. To receive full points in this category, students should expect to participate in class at least once per week. However, I have a very broad conception of

participation that includes active listening, asking questions of one another (including “what do you mean?”), participating in the Top Hat discussion forum, reading relevant passages allowed, helping peers find correct pages, explaining why you agree or disagree with someone else, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms, rather than always playing the same role!

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so.

2. **Daily Reading Quizzes** Students are required to complete assigned readings *before* coming to class. At the beginning of each lecture, students will use Top Hat to complete a very short, multiple-choice quiz on the reading for that day. The point of this quiz is to test for basic reading comprehension and the recall of “big ideas” or facts. There will be no trick questions, though students who simply skim the readings will not do well. You may also refer to your reading notes during the quiz. *Quizzes missed due to absence (excused or otherwise cannot be made up, but I will drop the lowest **FOUR** scores.)*

3. Midterm Exam

The midterm will consist of two parts. Several longer take-home questions will be posted by Friday, September 20, and will be due by 11:59 p.m. on Friday, September 27. On September 27, students will also complete a multiple-choice exam on Top Hat. Students will have previously seen at least half of the multiple-choice questions during the daily quizzes. All of the multiple-choice questions will be available for review for approximately one week prior to the multiple-choice exam.

4. Final Exam

The final exam will have the same format as the midterm. Several take-home questions will be posted on by Friday, November 29. These will be due by 11:59 p.m. on Friday, December 6. Students will also complete the multiple-choice portion of the exam on Friday, December 6.

5. **Take-Home Response Paper** Another skill I want you to develop is the ability to write analytically and make original arguments that combine in-class material with current events and outside material. I want you to be able to put forth clear and thoughtful analyses of challenging problems. The final product will be a 1,000 word essay on one of the substantive topics of the course (alliances, arms control, nuclear proliferation, trade, migration, inequality, capital investment, diplomacy, global governance, and human rights). I will distribute instructions and questions for this paper later in the term.

NB: All written work for this course must be original work that has not been previously or simultaneously used for another course, unless it is previously approved.

Summary of most important dates

- SEPTEMBER 27: Midterm
- NOVEMBER 29: Take-home final made available
- DECEMBER 6: Take-home final due
- DECEMBER 9: Response paper due

Grading

Class Participation	20%			A	93–100%	A–	90–92%
Daily Reading Quizzes	20%	B+	87–89%	B	83–86%	B–	80–82%
Midterm Exam	20%	C+	77–79%	C	73–76%	C–	70–72%
Final Exam	20%	D+	67–69%	D	63–66%	D–	60–62%
Final Response Paper	20%	E	< 60%				

Policies and procedures

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Communication and logistics

Outside of class, the primary method of communication will be email. *Your University issued email will be used, so please be sure that you have access to that account and that you check it regularly.* I will try to answer any emails within 24 hours during the week, and 48 hours over the weekend. Thus, you should always prepare to write to me well in advance if you have questions about the course. I will make it a priority to respond as quickly as possible to emergencies and other extreme issues. As always, formal communication models are preferred. I also expect you to use respectful, professional language, as well as proper grammar, spelling, and syntax. In addition, I hold two hours of office hours per week, but you may arrange a meeting outside of those hours if you are unavailable during this time. Please make use of office hours, as that is the time I allocate to be 100% available to you. If you have any questions or are having difficulty completing course requirements, please come see me as soon as possible.

Office Hours Scheduling

Like most professors, I will hold regular office hours during the term. My office hours this term are from 14:00 to 16:00 on Wednesdays. However, rather than just showing up,

I encourage you to make use of the meeting scheduling app, Calendly, that I host on my website: <https://calendly.com/asrosenberg>. You can use this app to book 15 minute meetings with me during my office hours or select other times throughout the week, which will vary week-to-week during the term. If you use this app, you will not risk showing up to office hours, only to wait around and not have time to meet with me!

Accommodations

I encourage you to begin assignments well ahead of time, as I am aware of the heavy workload you will be facing with other courses. Please be aware that I will not make any concessions regarding workload (such as dispensing when you miss class or excusing you from having done assignments). You are responsible for distributing your time according to your obligations every week. I am, however, well aware of the potential negative effect of exogenous factors on your learning or the possibility that you may be facing a tough time or an illness. I will require written confirmation from the counsellor or your physician to engage in dispensation and accommodation, but I will be more than happy to help in any way I can, within reasonable limits. Specific policies are below.

Assignment dispensation policy

Assignments and take-home exams must be submitted *on the day they are due*. If a student is unable to complete an assignment, they will be allowed to turn it in late only if the absence is due to a *documented* medical, family, or similar serious emergency, observance of religious holy days (which requires written notification to the instructor at least 14 days prior to the due date), or properly documented University-sponsored planned activities. *Incomplete assignments or exams in all other cases will result in a score of zero*. If you become aware that you will not be able to complete an assignment or final project ahead of time, please contact the instructor and seek permission for an extension as soon as possible.

Grade disputes

Grade disputes will be considered only if they adhere to this policy. Grade disputes must be made in writing (TYPED!). You must wait at least 2 full days after you receive your grade to submit a grade dispute (“cooling off period”); you may wait no more than 2 weeks after you receive your grade to submit a dispute. Your written dispute must contain a documented logic for why you believe your answer for each disputed item was incorrectly marked—you must cite specific passages in the texts and/or lectures and explain why you thought they applied to the item in question. The instructor will then review your dispute and issue a decision within one week. Failure to comply with this procedure will result in forfeiture of your ability to dispute your grade.

Grade adjustment policy

I do not tolerate emails asking me to round up grades or “find points” that otherwise do not exist. When you ask me to do either of these things, particularly at the end of the

term, you are putting me in a position where I feel pressure to treat you differently from your colleagues. The policies above are designed to eliminate ambiguity in this regard. In addition, I have two policies on rounding: 1) I do not round on individual assignments, and 2) I round all final grades to the *nearest tenth*. For example, if you finish the term with a 79.88% in the course, I will round the grade to 79.9%. This policy is not an attempt to be mean. On the contrary, my goal is to hold all students in equal standing.

Technology policy

I do not restrict the use of laptops or tablets in this course. However, please note that improper usage or distraction *will* lead to a lower participation grade. In extreme cases, I reserve the right to consider you absent. In addition, I strongly recommend all students take notes by hand. I make this recommendation for two reasons.

1. Note-taking is not stenography. The purpose of note-taking is to record all *relevant* information, not all information.
2. Recent studies have shown that students who use laptops and other mobile devices perform worse on exams (see, [this article](#).)

Academic misconduct

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Disability services

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Health and Wellness Resources

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out.

- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu>

Online Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>. The only extra credit opportunity in the course may be related to the evaluation response rate.

Course Overview and Schedule:

INTRODUCTION

Week 1

Wednesday, 21 August: **Introduction & Course Overview**

Friday, 23 August: **Networks and the scientific study of politics**

- Aneeta Rattan et al. 2015. “Leveraging Mindsets to Promote Academic Achievement: Policy Recommendations.” *Perspectives on Psychological Science* 10 (6): 721–726.
- Zeev Maoz. 2012. “How Network Analysis can Inform the Study of International Relations.” *Conflict Management and Peace Science* 29 (3): 247–256.

Part I: THEORY

Week 2: Intro to Network Theory

Monday, 26 August: **Network Theory in the Social Sciences**

- Georg Simmel. 1909. “The Problem of Sociology.” *American Journal of Sociology* 15 (3): 289–320.
- Stephen P. Borgatti et al. 2009. “Network Analysis in the Social Sciences.” *Science* 323 (5916): 892–895.

Wednesday, 28 August: **Network Theory in Political Science**

- John W. Patty and Elizabeth Maggie Penn. 2017. “Network Theory and Political Science.” In *The Oxford Handbook of Political Networks*, ed. by Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell, 1–28. Oxford, UK: Oxford University Press.

Friday, 30 August: **Network Theory in International Relations**

- Emilie M. Hafner-Burton, Miles Kahler, and Alexander H. Montgomery. 2009. “Network Analysis for International Relations.” *International Organization* 63 (3): 559–592.

Week 3: Centrality

Wednesday, 4 September

- Stephen P. Borgatti. 2005. “Centrality and Network Flow.” *Social Networks* 27 (1): 55–71.

Friday, 6 September

- Valdis E. Krebs. 2002. “Mapping Networks of Terrorist Cells.” *Connections* 24 (3): 43–52.

Week 4: Brokerage and Structural Holes

Monday, 9 September

- Mark S. Granovetter. 1973. “The Strength of Weak Ties.” *American Journal of Sociology* 78 (6): 1360–1380.

Wednesday, 11 September

- Stacie E. Goddard. 2009. “Brokering Change: Networks and Entrepreneurs in International Politics.” *International Theory* 1 (2): 249–281.
- Stacie E. Goddard. 2012. “Brokering Peace: Networks, Legitimacy, and the Northern Ireland Peace Process.” *International Studies Quarterly* 56 (3): 501–515.

Friday, 13 September

- Henry Farrell and Abraham Newman. 2019. “Weaponized Interdependence.” *International Security* 44 (1): 42–79.

Week 5: Dynamic Networks, Diffusion, and Peer Influence

Monday, 16 September

- Katerina Linos. 2011. “Diffusion through Democracy.” *American Journal of Political Science* 55 (3): 678–695.

Wednesday, 18 September

- Yuri M. Zhukov and Brandon M. Stewart. 2013. “Choosing Your Neighbors: Networks of Diffusion in International Relations.” *International Studies Quarterly* 57 (2): 271–287.

Friday, 20 September

- Amanda Murdie. 2014. “The Ties that Bind: A Network Analysis of Human Rights International Nongovernmental Organizations.” *British Journal of Political Science* 44 (1): 1–27.

Week 6: Social Capital, Connectivity, and Structural Equivalence

Monday, 23 September

- Jeffrey Travers and Stanley Milgram. 1969. “An Experimental Study of the Small World Problem.” *Sociometry* 34 (4): 425–443.
- Brian Uzzi and Jarrett Spiro. 2005. “Collaboration and Creativity: The Small World Problem.” *American Journal of Sociology* 111 (2): 447–504.

Wednesday, 25 September

- Sheri Berman. 1997. “Civil Society and the Collapse of the Weimar Republic.” *World Politics* 49 (3): 401–429.
- Zeev Maoz et al. 2006. “Structural Equivalence and International Conflict: A Social Networks Analysis.” *Journal of Conflict Resolution* 50 (5): 664–689.

Friday, 27 September: **Midterm**

Part II: SECURITY

Week 7: Alliances and Conflict I

Monday, 30 September

- Zeev Maoz et al. 2007. “What is the Enemy of my Enemy? Causes and Consequences of Imbalanced International Relations, 1816–2001.” *The Journal of Politics* 69 (1): 100–115.
- Skyler J. Cranmer, Bruce A. Desmarais, and Justin H. Kirkland. 2012. “Toward a Network Theory of Alliance Formation.” *International Interactions* 38 (3): 295–324.

Wednesday, 2 October

- Skyler J. Cranmer, Elizabeth J. Menninga, and Peter J. Mucha. 2015. “Kantian Fractionalization Predicts the Conflict Propensity of the International System.” *Proceedings of the National Academy of Sciences* 112 (38): 11812–11816.

- Matthew O. Jackson and Stephen Nei. 2015. “Networks of Military Alliances, Wars, and International Trade.” *Proceedings of the National Academy of Sciences* 112 (50): 15277–15284.

Week 8: Alliances and Conflict II

Monday, 7 October

- Aysegul Aydin and Patrick M. Regan. 2012. “Networks of Third-Party Interveners and Civil War Duration.” *European Journal of International Relations* 18 (3): 573–597.

Wednesday, 9 October

- Nils W Metternich et al. 2013. “Antigovernment Networks in Civil Conflicts: How Network Structures Affect Conflictual Behavior.” *American Journal of Political Science* 57 (4): 892–911.
- Cassy Dorff, Max Gallop, and Shahryar Minhas. Forthcoming. “Networks of Violence: Predicting Conflict in Nigeria.” *Journal of Politics*.

Friday, 11 October

- Sarah Elizabeth Parkinson. 2013. “Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War.” *American Political Science Review* 107 (3): 418–432.

Week 9: International Arms Trade and Proliferation

Monday, 14 October

- David Kinsella and Alexander H. Montgomery. 2017. “Arms Supply and Proliferation Networks.” In *The Oxford Handbook of Political Networks*, ed. by Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell, 1–27. Oxford, UK: Oxford University Press.

Wednesday, 16 October

- Alexander H. Montgomery. 2005. “Ring in Proliferation: How to Dismantle an Atomic Bomb Network.” *International Security* 30 (2): 153–187.

Friday, 18 October

- Brandon J. Kinne. 2016. “Agreeing to Arm: Bilateral Weapons Agreements and the Global Arms Trade.” *Journal of Peace Research* 53 (3): 359–377.

Part III: INTERNATIONAL POLITICAL ECONOMY

Week 10: Trade and Inequality

Monday, 21 October

- Nina Pavcnik. 2017. *The Impact of Trade on Inequality in Developing Countries*. Working Paper, Working Paper Series 23878. National Bureau of Economic Research. doi:10.3386/w23878. <http://www.nber.org/papers/w23878>.
- Kenneth F. Scheve and Matthew J. Slaughter. 2018. “How to Save Globalization: Rebuilding America’s Ladder of Opportunity.” *Foreign Affairs* 97 (6): 98–108.

Wednesday, 23 October

- Thomas Chaney. 2014. “The Network Structure of International Trade.” *American Economic Review* 104 (11): 3600–3634.
- Michael D Ward, John S Ahlquist, and Arturas Rozenas. 2013. “Gravity’s Rainbow: a Dynamic Latent Space Model for the World Trade Network.” *Network Science* 1 (1): 95–118.

Friday, 25 October

- Margaret E. Peters. 2015. “Open Trade, Closed Borders: Immigration in the Era of Globalization.” *World Politics* 67 (1): 114–154.

Week 11: Migration

Monday, 28 October

- Frum, David. 2016. “The Great Immigration Data Debate.” *The Atlantic* <https://www.theatlantic.com/politics/archive/2016/01/the-great-immigration-data-debate/424230/>
- George J. Borjas. 2016. *The Wage Impact of the Marielitos: Additional Evidence*. Working Paper, Working Paper Series 21850. National Bureau of Economic Research. doi:10.3386/w21850. <http://www.nber.org/papers/w21850>.
- Giovanni Peri and Vasil Yassenov. 2015. *The Labor Market Effects of a Refugee Wave: Applying the Synthetic Control Method to the Mariel Boatlift*. Working Paper, Working Paper Series 21801. National Bureau of Economic Research. doi:10.3386/w21801. <http://www.nber.org/papers/w21801>.

Wednesday, 30 October

- Zovanga L. Kone and Çağlar Özden. 2017. *Brain Drain, Gain, and Circulation*. Working Paper, Working Paper Series 19. Global Knowledge Partnership on Migration and Development. https://www.knomad.org/sites/default/files/2017-04/KNOMAD%20WP19_Brain%20Drain%20gain%20and%20circulation.pdf.

Friday, 1 November

- Dominik Hangartner et al. 2019. “Does Exposure to the Refugee Crisis Make Natives More Hostile?” *American Political Science Review* 113 (2): 442–455.

Week 12: International Investment, Capital, and MNCs

Monday, 4 November

- David Leblang. 2010. “Familiarity Breeds Investment: Diaspora Networks and International Investment.” *American Political Science Review* 104 (3): 584–600.

Wednesday, 6 November

- Yoram Z. Haftel and Alexander Thompson. 2013. “Delayed Ratification: The Domestic Fate of Bilateral Investment Treaties.” *International Organization* 67 (2): 355–387.

Friday, 8 November

- Erik Bryanjolfsson, Andrew McAfee, and Michael Spence. 2014. “New World Order: Labor, Capital, and Ideas in the Power Law Economy.” *Foreign Affairs* 93 (4): 44–53
- Susan Lund, James Manyika, and Michael Spence. 2019. “The Global Economy’s Next Winners: What it Takes to Thrive in the Automation Age.” *Foreign Affairs* 98 (4): 121–130.

Part IV: GOVERNANCE, DIPLOMACY, AND TANs

Week 13: Governance I

Wednesday, 13 November

- Margaret E. Keck and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (159): 89–101.
- R. Charli Carpenter. 2007. “Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks.” *International Studies Quarterly* 51 (1): 99–120.

Friday, 15 November

- Cassy Dorff and Shahryar Minhas. 2017. “When do States Say Uncle? Network Dependence and Sanction Compliance.” *International Interactions* 43 (4): 563–588.

Week 14: Governance II

Monday, 18 November

- Marina G. Duque. 2018. “Recognizing International Status: A Relational Approach.” *International Studies Quarterly* 62 (3): 577–592.

Wednesday, 20 November

- Paul W. Thurner and Martin Binder. 2009. “European Union Transgovernmental Networks: The Emergence of a New Political Space Beyond the Nation-State?” *European Journal of Political Research* 48 (1): 80–106.

Friday, 22 November

- Celeste Montoya. 2008. “The European Union, Capacity Building, and Transnational Networks: Combating Violence Against Women through the Daphne Program.” *International Organization* 62 (2): 359–372.

Week 15: No Class, Thanksgiving

Week 16: Review and Wrap-Up

Monday, 2 December

Wednesday, 4 December

Friday, 6 December: **Final**

Monday, 9 December: **Papers due at 5pm**

Final Response Paper

For your final assignment, you will write a response paper relating to one of the substantive areas of the course. The point of this exercise is to apply your knowledge of network theory to a politically important issue area. This is the sort of thing policymakers in Washington, D.C. do all the time, which makes this a useful exercise, especially for those of you who are interested in such a career.

For each of the possible questions, I will provide a newspaper article (or similar) that outlines an important international policy concern. Your job will be to evaluate the question and the issue area in light of what we learned in the “network theory” section of the course, as well as the relevant weeks. To do so, use these formative readings and **TWO** outside sources.

1. PICK ONE OF THE FOLLOWING QUESTIONS

- The United States and its allies should invest more of its security budget (and attention) on “decapitating” terrorist groups.
- Developing countries should focus their trade policies on exporting natural resources and importing capital, services, and expertise from the developed world.
- The best policy for increasing the livelihood of the global poor is increasing immigration restrictions. Tighter borders will protect low-skill workers in the West from wage competition and prevent developing countries from experiencing a brain drain.
- Curbing free trade and capital mobility is likely to cause more harm than good. Yes, these policies create winners and losers, but workers in exporting sectors, investors, and owners benefit, as do consumers who experience price reductions. Therefore, the solution to the issues raised by Pres. Trump and Bernie Sanders is *more freedom* and increased investment in education.

2. FORMATTING

The essay should be 1000 words long, not including bibliography, with 1 inch margins on all sides and 12 point Times New Roman font. Please ensure that you include your name and page numbers. *Please submit your essays in pdf format. I will not accept .docx or .pages files. Every word processor allows you to convert to pdf.*