

Department of Political Science & International Relations  
School of Humanities & Social Sciences  
Nazarbayev University  
Spring Semester, 2018

PLS 352:  
International Relations Theory

<b>Class hours:</b>	1000-1050 Hrs Mondays; Wednesdays; Fridays
<b>Classroom:</b>	8.307
<b>Instructor:</b>	Dr. Mwita Chacha
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<b>Office hours:</b>	Mondays, Tuesdays & Wednesdays: 13:00 - 15:00 Hrs.

**Description.** The purpose of this course is to provide students with a firm foundation of the major theories of international relations. International Relations concerns itself with explaining the behavior of states and other actors in the international system. As such, there is no overarching theory of world politics. Instead, as you will be exposed to in the coming weeks, IR is composed of multiple theoretical approaches. These approaches seek to answer various research questions that include ‘why do wars occur?’, ‘why do states cooperate sometimes?’, ‘where do state preferences come from?’ We will examine these various theoretical approaches with the goal of situating ‘the core’ of international relations. To complement the theoretical overview, this course will examine substantive areas where theories of international relations have been applied. These will include: security, human rights, international political economy, international law, and managing the environment.

At the end of this course, you should not only have a working knowledge of major theoretical approaches of international relations, but also be in a position to critically evaluate theoretical and empirical claims of IR scholarship. The specific learning objectives of this course are:

- Students will be able to present their ideas and the information in an appropriate format
- Students will be able to describe and interpret basic qualitative and quantitative data and evidence
- Students will know the foundational literature in study of international relations.
- Students will be able to synthesize arguments within the study of international relations
- Students will be able to make their own evidenced-based arguments
- Students will be able to listen to and be tolerant of different ideas

**Disclaimer: Information, including deadlines, assignments, and reading materials outlined in this syllabus are subject to change.**

#### READING MATERIALS

Our class readings will come from International Relations journals. All readings for this course have been compiled in one folder for your convenience. The instructor will provide you with a link to the Dropbox folder.

## COURSE EXPECTATIONS: PARTICIPATION

Students are expected to participate in class discussions which address assigned readings and issues pertinent to the topics scheduled for a given class period. This rule will be key to your class experience, since best comprehension can only be facilitated through preparation before class and active participation through in-class discussions. Completion of all assigned readings *prior* to the scheduled class will increase the benefits of class attendance and can serve as a good metric of your comprehension of the material. Both quantity and quality of participation will be evaluated. Distractions due to the use of cellular phones, computers, tablets, chatter, and napping/sleeping during class will adversely affect your participation points.

Please note:

1. Attendance **technically does not** count as participation, but will affect your participation points beyond three unexcused absences.
2. Participation will account for 10% of your grade.

**Participation points will be based on the following general rubric:**

- **8.5-10.0:** Student participates consistently at every class meeting, their comments show that they have read the material beforehand and/or their comment quality is very high.
- **6.0-8.5:** Student participates every other class meeting, their comments show that they have read the material beforehand and/or their comment quality is very high.
- **4.5-6.0:** Student participates every class meeting, but shows low comment quality (just talks for participation points). OR:  
Student participates every other class meeting, their comment quality is satisfying.
- **3.0-4.5:** Student participates, but not regularly. However, they are clearly following the conversation and being thoughtful about it.
- **1.0-3.0:** Student participates but not regularly, seems distracted most of the time.
- **0:** Student has never participated.

## COURSE EXPECTATIONS: READING QUIZZES

In the course of the semester I shall give ten (10) quizzes on the readings. These pop quizzes will account for 10% of your grade. These quizzes are intended to assess the extent to which students keep up with readings and class discussions. The quizzes may be given any day including on Mondays, meaning that I expect students to have completed the readings before the start of each week of class. The first quiz will be administered in the first week of classes and will cover this syllabus. Thereafter, you should expect a quiz each week.

## COURSE EXPECTATIONS: EXAMS

There will be two (2) regular in-class exams, each accounting for 20% of your final grade. The dates for these exams are specified in this syllabus. The exams will be administered over the stated week. The first exam will be on material covered during the first part of this course, gauging your understanding of the major IR theoretical approaches. The second exam will test your grasp of the major sub-fields of international relations covered in the second part of the semester. Keep in mind that as the second part of the semester builds on our theoretical discussions, themes covered in the first part of the semester might feature in your second exam. The exams will be administered in three parts: The first part will be composed of 10 short-answer questions on the core concepts of the material covered; the second part will ask four short essay questions to evaluate your ability to synthesize readings with lecture material; the third part will provide you with two long essay questions from which you will answer only one. This last part of the exam will evaluate your critical assessment skills.

## COURSE EXPECTATIONS: CRITICAL ESSAY

A major component of this course will involve academic writing. To ensure you learn this skill, twice this semester you will submit a critical essay that responds to a given IR Theory question alluded to in class. Each essay will account for 20% of your grade.

**Questions:** Students will receive a question four weeks prior to the due date of the assignment. The questions will require you to delve deeper into the reading list and conduct further research on the question. Research and think a lot before writing! Only academic/scholarly, IR sources may be used for this assignment. The use of other non-academic/non-English sources will have an adverse effect on your grade, including a zero (0) in the assignment.

In preparing your answers to these questions, keep in mind that some of the questions will require specific examples, citations, and may include additional questions within them. You are expected to prepare your answers systematically and logically. Additionally, as social scientists we place zero emphasis on conjecture and strive to mitigate and eliminate the 'BS' factor. Your critical essays should therefore offer theoretically and empirically plausible analysis when answering the question.

**Formatting:** The papers should be no more than 1500 words using 12-point Times New Roman Font with justified, one-inch margins on all sides. Your essays should be double-spaced. Citations should adhere to the Chicago Manual of Style Format. Failure to adhere to these formatting instructions will result in no less than a 5% point loss in your essay grade.

**Writing Fellow Requirement:** This assignment will require you to submit your first draft to our Writing Fellow. The Writing Fellow program is administered by the Writing Center and the purpose of having a Writing Fellow is to assist students in their writing assignments. As noted in the **Important Dates** section, students will be required to submit a first draft and to schedule and meet with the Writing Fellow prior to the submission of the final drafts of each essay. I will not accept nor grade any essay that has not been checked by the Writing Fellow.

## ACADEMIC HONESTY, ATTENDANCE, MAKE-UPS, & OTHER BUSINESS

**Academic Honesty:** Students are subject to Nazarbayev University's Student Code of Conduct. It is your responsibility to familiarize yourself with academic regulations and procedures. In particular, familiarize yourself with the university's policy on plagiarism, and consult the instructor immediately if you do not understand what plagiarism is. I will NOT tolerate any instances of plagiarism and academic dishonesty. Any instance of suspected academic misconduct will result in a failing grade in the assignment concerned in addition to other disciplinary action from the University authorities, including withdrawal from the course with a failing grade (F).

What is **Plagiarism**? According to the University's Student Code of Conduct, Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work, which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Plagiarism occurs when a person:

1. Directly copies one or more sentences of another person's written work without proper citation. If another writer's words are used, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation. This includes cut and paste from the internet or other electronic sources;
2. Changes words but copies the sentence structure of a source without giving credit to the original source, or closely paraphrases one or more paragraphs without acknowledgement of the source of the ideas, or uses graphs, figures, drawings, charts or other visual/audio materials without acknowledging the source or the permission of the author;

3. Submits false or altered information in any academic exercise. This may include making up data for an experiment, altering data, citing nonexistent articles, contriving sources, etc.;
4. Turns in all or part of an assignment done by another student and claims it as their own;
5. Uses a paper writing service, has another student write a paper, or uses a foreign language translation and submits it as their own original work.

**University Attendance Policy:** Students are expected to attend all classes. Attendance will be taken during each class period starting with the first class on 11 January. You are entitled to two unexcused absences. However, if you miss class during quizzes or exams during these two absences, you will not be able to make-up for it and will lose all relevant points. Your attendance will influence your participation points. Three absences beyond the two unexcused absences will result in a deduction of 3.33 % each from your participation points. Any absence beyond 6 will result in a withdrawal from the course or a failing (F) grade in the course.

**Make-up & Re-grading:** Absolutely no make-up quizzes or exams will be administered. If you miss class during a reading quiz or exam without an iron-clad, documented reason presented no later than the day following the administered quiz or exam, the instructor will assume that you chose to forfeit the points awarded to those particular assignments. If you miss class during simulations, you will lose all relevant points. Only the following situations are excusable:

- 1) Serious illness (common colds and allergies don't count) documented by a visit to the physician;
- 2) Hospitalization of an immediate family member (parents and/or siblings) also documented by a physician and a note from your parent;
- 3) A death in the family documented by a copy of the obituary and a note from your parent.

If you want a reading quiz or the first exam re-graded, you have one week from the time it is returned to you to turn it in for a re-grade. No re-grading will be considered after this one week. The entire work will be re-graded. If you choose to do so, you must turn in, on a separate sheet of paper, a short typed memo describing why you believe your grade should be changed. Note that the new grade may be higher, lower or equal to the original grade. There will be no re-grading of re-graded assignments.

For the second exam, students will have 24 hours to launch a re-grade request, documented in the same manner as reading quizzes.

**Note Taking:** You should take notes during the course of our class meetings. These notes will be useful as you prepare for your quizzes and final exams and will help you comprehend material covered in this course. Keep in mind that the slides I will use in this course will be quite dearth.

## ETIQUETTE

- You are expected to be in class on time and to remain in class for the entire 50 minutes. Late arrivals will be considered absences.
- Absolutely no make-up exams or quizzes will be administered in this course.
- Absolutely no extra-credit assignments will be administered in this course.
- Tardiness in turning in assignments will not be tolerated. I will not accept nor grade assignments turned late.
- As International Relations students, I expect you all to keep up with global events that are relevant to this course. Class discussions will be motivated by some of these events happening around us.
- Cell phones must be turned off during all class sessions. No electronic devices will be allowed in class. (This includes computers). Any act contrary to this requirement will result in a total loss of all participation points.
- You will treat each other with respect. I will not tolerate any rudeness directed at your fellow classmates or myself. Such incidents will be reported to the Vice Dean for Academic Affairs for disciplinary action and the instructor may recommend your withdrawal from the course.
- While you are welcome to email me anytime about any issue you may be having in the class, please note that I will not respond to emails regarding information that is contained in this syllabus, grades,

nor emails that fail to conform with proper salutation and email etiquette. When you write to your instructor you **MUST** address him using such now uncommon phrases as, Dear Professor etc. You **MUST** use correct English in the email. Any emails that read like a text message **WILL NOT** receive a reply. (This means writing the word “you” as “u” and not capitalizing the beginning of each sentence is unacceptable.)

- I reserve the right to change this syllabus, including adding or subtracting readings, changing due dates, etc. but will give students ample warning in writing.

## GRADING

### Grading Scale:

A: 95-100	B+: 85-89.99	C+: 70-74.99	D+: 55-59.99	F: 0-49.99
A-: 90-94.99	B: 80-84.99	C: 65-69.99	D: 50-54.99	
	B-: 75-79.99	C-: 60-64.99		

### Grading Components:

<i>Class Performance</i>	Participation	10%
	Quizzes	10%
<i>Exams</i>	Exam 1	20%
	Exam 2	20%
<i>Writing Assignments</i>	Critical Essay 1	20%
	Critical Essay 2	20%
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	Total	100%

### IMPORTANT DATES:

Add/Drop Deadline	15/19 January.
Essay 1 questions distributed	2 February.
Essay 1 first draft due	16 February.
Exam 1	19-23 February.
Meetings with writing fellow	26 February - 2 March.
Withdrawal Deadline	7 March.
Women's Day	8 March.
Essay 1 final draft due	9 March.
Spring Break	19-23 March.
Essay 2 questions distributed	30 March.
Essay 2 fist draft due	6 April.
Exam 2	9-13 April.
Meetings with writing fellow	16-20 April.
Essay 2 final draft due	27 April.

## COURSE SCHEDULE:

### WEEK 1: INTRODUCTION & FOUNDATIONS

#### Readings:

##### This Syllabus

“How to read academic texts critically”

**Knopf, Jeffrey W.** “Doing a literature review.” *PS: Political Science & Politics* 39.01 (2006): 127-132.

**Dunne, Tim, Lene Hansen, and Colin Wight.** “The End of International Relations theory?.”

*European Journal of International Relations* 19, no. 3 (2013): 405-425.

#### Suggested Readings:

**Monteiro, Nuno P., and Keven G. Ruby.** “IR and the false promise of philosophical foundations.” *International Theory* 1, no. 1 (2009): 15-48.

**Sil, Rudra, and Peter J. Katzenstein.** “Analytic eclecticism in the study of world politics: Reconfiguring problems and mechanisms across research traditions.” *Perspectives on Politics* 8, no. 2 (2010): 411-431.

**Waltz, Kenneth N.** “Evaluating theories.” *American Political Science Review* (1997): 913-917.

### WEEK 2: REALISM

#### Readings:

IR Handbook Ch. 7

**Mearsheimer, John J., and Stephen M. Walt.** “The Case for Offshore Balancing: A Superior US Grand Strategy.” *Foreign Affairs* 95 (2016): 70-83.

**Legro, Jeffrey W., and Andrew Moravcsik.** “Is anybody still a realist?.” *International Security* 24.2 (1999): 5-55.

#### Suggested Readings:

**Mearsheimer, John J.** *The tragedy of great power politics*. New York, NY: WW Norton & Company, 2001.

**Keohane, Robert O.** Ed. *Neorealism and its Critics*. New York: Columbia University Press, 1986.

**Rose, Gideon.** “Neoclassical realism and theories of foreign policy.” *World Politics* 51, no. 1 (1998): 144-172.

**Waltz, Kenneth N.** *Theory of international politics*. Reading, MA: Addison-Wesley, 1979. [Waltz 1979]

**Waltz, Kenneth N.** *Man, the State and War*. New York: Columbia University Press, 2001.

### WEEK 3: INSTITUTIONALISM

#### Readings:

IR Handbook Ch. 11.

Ikenberry 2012 Ch. 3.

**Milner, Helen.** “International theories of cooperation among nations: strengths and weaknesses.” *World Politics* 44, no. 3 (1992): 466-496.

#### Suggested Readings:

- Axelrod, Robert.** "The emergence of cooperation among egoists." *The American Political Science Review* (1981): 306-318.
- Grieco, Joseph M.** "Anarchy and the limits of cooperation: a realist critique of the newest liberal institutionalism." *International organization* 42.03 (1988): 485-507.
- Keohane, Robert O.** *After hegemony: Cooperation and discord in the world political economy.* Princeton, NJ: Princeton University Press, 2005. [Keohane 2005]
- Keohane, Robert O., and Lisa L. Martin.** "The promise of institutionalist theory." *International Security* 20.1 (1995): 39-51.
- Snidal, Duncan.** "Relative gains and the pattern of international cooperation." *American Political Science Review* 85, no. 3 (1991): 701-726.

## WEEK 4: DOMESTIC POLITICS AND INTERNATIONAL RELATIONS

### Readings:

IR Handbook Ch. 13

**De Mesquita, Bruce Bueno, James D. Morrow, Randolph M. Siverson, and Alastair Smith.** "An institutional explanation of the democratic peace." *American Political Science Review* 93, no. 4 (1999): 791-807.

**Fearon, James D.** "Domestic political audiences and the escalation of international disputes." *American Political Science Review* 88, no. 3 (1994): 577-592.

### Suggested Readings:

**Bueno de Mesquita, Bruce, and Alastair Smith.** "Domestic explanations of international relations." *Annual Review of Political Science* 15 (2012): 161-181.

**Fearon, James.** (1998) "Domestic Politics, Foreign Policy, and Theories of International Relations." *Annual Review of Political Science* 1 (1998) 289-313.

**Keohane, Robert O., and Helen V. Milner,** eds. *Internationalization and domestic politics.* Cambridge University Press, 1996.

**Moravcsik, Andrew.** "Taking preferences seriously: A liberal theory of international politics." *International organization* 51.04 (1997): 513-553.

**Putnam, Robert D.** "Diplomacy and domestic politics: the logic of two-level games." *International organization* 42.03 (1988): 427-460.

**Weeks, Jessica L.** "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62.01 (2008): 35-64.

## WEEK 5: CONSTRUCTIVISM

### Readings:

IR Handbook Ch. 17.

**Finnemore, Martha, and Kathryn Sikkink.** "International norm dynamics and political change." *International Organization* 52.04 (1998): 887-917.

**Risse-Kappen, Thomas.** "Democratic peace-warlike democracies? A social constructivist interpretation of the liberal argument." *European Journal of International Relations* 1, no. 4 (1995): 491-517.

### Suggested Readings:

**Checkel, Jeffrey T.** "The constructive turn in international relations theory." *World politics* 50.02 (1998): 324-348.

**Checkel, Jeffrey T.** "International Norms and Domestic Politics: Bridging the Rationalist - Constructivist Divide." *European Journal of International Relations* 3.4 (1997): 473-495.



- Hopf, Ted.** "The promise of constructivism in international relations theory." *International Security* 23.1 (1998): 171-200.
- Wendt, Alexander.** "Anarchy is what states make of it: the social construction of power politics." *International Organization* 46.02 (1992): 391-425.
- Wendt, Alexander.** *Social theory of international politics*. New York, NY: Cambridge University Press, 1999.
- Wendt, Alexander.** "Constructing international politics." *International security* (1995): 71-81.

## WEEK 6: OTHER IR THEORETICAL APPROACHES

### Readings:

- IR Handbook** Ch. 15.  
**IR Handbook** Ch. 23.  
**IR Handbook** Ch. 27.

### Suggested Readings:

- Keohane, Robert O.** "Beyond dichotomy: Conversations between international relations and feminist theory." *International Studies Quarterly* 42, no. 1 (1998): 193-197.
- Buzan, Barry.** "The English School: an underexploited resource in IR." *Review of International Studies* 27, no. 3 (2001): 471-488.
- Levy, Jack S.** "Prospect theory, rational choice, and international relations." *International Studies Quarterly* 41, no. 1 (1997): 87-112.

## WEEK 7: EXAM 1

## WEEK 8: APPLICATIONS: WAR (& PEACE)

### Readings:

- Fearon, James D.** "Rationalist explanations for war." *International Organization* 49.03 (1995): 379-414.
- Walter, Barbara F.** "The critical barrier to civil war settlement." *International Organization* 51, no. 3 (1997): 335-364.
- Mansfield, Edward D., and Jack Snyder.** "Democratization and war." *Foreign Affairs* 74, no. 3 (1995): 79-97.

### Suggested Readings:

- Gleditsch, Kristian Skrede.** "Transnational dimensions of civil war." *Journal of Peace Research* 44.3 (2007): 293-309.
- O'Neal, John, and Bruce Russett.** "The Classic Liberals Were Right: Democracy, Independence, and Conflict." *International Studies Quarterly* 31 (1997): 423-38.
- Papayoanou, Paul A.** "Interdependence, institutions, and the balance of power: Britain, Germany, and World War I." *International Security* 20.4 (1996): 42-76.
- Regan, Patrick M.** *Civil wars and foreign powers: Outside intervention in intrastate conflict*. University of Michigan Press, 2002.
- Schultz, Kenneth A.** "Do democratic institutions constrain or inform? Contrasting two institutional perspectives on democracy and war." *International Organization* 53.02 (1999): 233-266.
- Walter, Barbara F.** "Bargaining failures and civil war." *Annual Review of Political Science* 12 (2009): 243-261.



## WEEK 9: APPLICATIONS: INTERNATIONAL POLITICAL ECONOMY

### Readings:

- Mansfield, Edward D., Helen V. Milner, and Jon C. Pevehouse.** "Democracy, veto players and the depth of regional integration." *The World Economy* 31, no. 1 (2008): 67-96.
- Tingley, Dustin.** "Donors and domestic politics: Political influences on foreign aid effort." *The Quarterly Review of Economics and Finance* 50, no. 1 (2010): 40-49.
- Tobin, Jennifer L., and Susan Rose-Ackerman.** "When BITs have some bite: The political-economic environment for bilateral investment treaties." *The Review of International Organizations* 6, no. 1 (2011): 1-32.

### Suggested Readings:

- Bearce, David H., and Daniel C. Tirone.** "Foreign aid effectiveness and the strategic goals of donor governments." *The Journal of Politics* 72.03 (2010): 837-851.
- Elkins, Zachary, Andrew T. Guzman, and Beth A. Simmons.** "Competing for capital: The diffusion of bilateral investment treaties, 1960-2000." *International Organization* 60.04 (2006): 811-846.
- Goldstein, Judith L., Douglas Rivers, and Michael Tomz.** "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade." *International Organization* 61.01 (2007): 37-67.
- Mansfield, Edward D., and Helen V. Milner.** *Votes, vetoes, and the political economy of international trade agreements*. Princeton, NJ: Princeton University Press, 2012.
- Milner, Helen V.** "The political economy of international trade." *Annual Review of Political Science* 2, no. 1 (1999): 91-114.

## WEEK 10: APPLICATIONS: INTERNATIONAL LAW

### Readings:

- Abbott, Kenneth W., and Duncan Snidal.** "Hard and soft law in international governance." *International Organization* 54, no. 3 (2000): 421-456.
- Tallberg, Jonas.** "Paths to compliance: Enforcement, management, and the European Union." *International Organization* 56.03 (2002): 609-643.
- Von Stein, Jana.** "Do treaties constrain or screen? Selection bias and treaty compliance." *American Political Science Review* 99, no. 4 (2005): 611-622.

### Suggested Readings:

- Checkel, Jeffrey T.** "Why comply? Social learning and European identity change." *International Organization* 55, no. 3 (2001): 553-588.
- Girod, Desha M., and Jennifer L. Tobin.** "Take the money and run: The determinants of compliance with aid agreements." *International Organization* 70, no. 1 (2016): 209-239.
- Slaughter, Anne-Marie, Andrew S. Tulumello, and Stepan Wood.** "International law and international relations theory: A new generation of interdisciplinary scholarship." *American Journal of International Law* (1998): 367-397.
- Simmons, Beth A.** "Compliance with international agreements." *Annual Review of Political Science* 1, no. 1 (1998): 75-93.

## WEEK 11: APPLICATIONS: HUMAN RIGHTS

### Readings:

**Hathaway, Oona A.** "Why do countries commit to human rights treaties?." *Journal of Conflict Resolution* 51, no. 4 (2007): 588-621.

**Lebovic, James H., and Erik Voeten.** "The cost of shame: International organizations and foreign aid in the punishing of human rights violators." *Journal of Peace Research* 46, no. 1 (2009): 79-97.

**Simmons, Beth A., and Allison Danner.** "Credible commitments and the international criminal court." *International Organization* 64, no. 02 (2010): 225-256.

### Suggested Readings:

**HafnerBurton, Emilie M., and Kiyoteru Tsutsui.** "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology* 110.5 (2005): 1373-1411.

**Moravcsik, Andrew.** "The origins of human rights regimes: Democratic delegation in postwar Europe." *International Organization* 54, no. 02 (2000): 217-252.

**Murdie, Amanda M., and David R. Davis.** "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56.1 (2012): 1-16.

**Neumayer, Eric.** "Do international human rights treaties improve respect for human rights?." *Journal of conflict resolution* 49.6 (2005): 925-953.

**Lutz, Ellen L., and Kathryn Sikkink.** "International human rights law and practice in Latin America." *International Organization* 54.03 (2000): 633-659.

## WEEK 12: APPLICATIONS: ENVIRONMENTAL POLITICS

### Readings:

**Bernauer, Thomas, Tobias Bhmelt, and Vally Koubi.** "Is there a democracy-civil society paradox in global environmental governance?." *Global Environmental Politics* 13, no. 1 (2013): 88-107.

**Keohane, Robert O., and David G. Victor.** "The regime complex for climate change." *Perspectives on Politics* 9, no. 1 (2011): 7-23.

**Ostrom, Elinor.** "Polycentric systems for coping with collective action and global environmental change." *Global Environmental Change* 20, no. 4 (2010): 550-557.

### Suggested Readings:

**Bernauer, Thomas, Anna Kalbhenn, Vally Koubi, and Gabriele Spilker.** "Is there a "Depth versus Participation" dilemma in international cooperation?" *Review of International Organizations* 8, no. 4 (2013): 477-497

**Bohmelt, Tobias, and Carola Betzold.** "The impact of environmental interest groups in international negotiations: Do ENGOs induce stronger environmental commitments?." *International Environmental Agreements: Politics, Law and Economics* 13, no. 2 (2013): 127-151.

**Mitchell, Ronald B.** "Problem structure, institutional design, and the relative effectiveness of international environmental agreements." *Global Environmental Politics* 6, no. 3 (2006): 72-89.

**Rohrschneider, Robert, and Russell J. Dalton.** "A global network? Transnational cooperation among environmental groups." *The Journal of Politics* 64, no. 02 (2002): 510-533.

**Thompson, Alexander.** "Rational design in motion: Uncertainty and flexibility in the global climate regime." *European Journal of International Relations* 16, no. 2 (2010): 269-296.

## WEEK 13: EXAM 2

## WEEK 14: IR THEORY AND POLICY

## Readings:

**Kristensen, Peter Marcus.** “Discipline admonished: On International Relations fragmentation and the disciplinary politics of stocktaking.” *European Journal of International Relations* 22, no. 2 (2016): 243-267.

**Lake, David A.** “Theory is dead, long live theory: The end of the Great Debates and the rise of eclecticism in International Relations.” *European Journal of International Relations* 19, no. 3 (2013): 567-587.

**Mearsheimer, John J., and Stephen M. Walt.** “Leaving theory behind: Why simplistic hypothesis testing is bad for International Relations.” *European Journal of International Relations* 19.3 (2013): 427-457.

## Suggested Readings:

**Buzan, Barry, and Richard Little.** “Why international relations has failed as an intellectual project and what to do about it.” *Millennium* 30, no. 1 (2001): 19-39.

**Dunne, Tim, Lene Hansen, and Colin Wight.** “The end of International Relations theory?.” *European Journal of International Relations* 19, no. 3 (2013): 405-425.

**Eriksson, Johan, and Bengt Sundelius.** “Molding minds that form policy: how to make research useful.” *International Studies Perspectives* 6, no. 1 (2005): 51-71.

**Jackson, Patrick Thaddeus, and Daniel H. Nexon.** “Paradigmatic Faults in International Relations Theory.” *International Studies Quarterly* 53, no. 4 (2009): 907-930.

**Jentleson, Bruce W., and Ely Ratner.** “Bridging the beltwayivory tower gap.” *International Studies Review* 13, no. 1 (2011): 6-11.

**Lepgold, Joseph.** “Is Anyone Listening? International Relations Theory and the Problem of Policy Relevance.” *Political Science Quarterly* 113, no. 1 (1998): 43-62.