

Department of Political Science & International Relations  
School of Humanities & Social Sciences  
Nazarbayev University  
Fall Semester, 2017

PLS 550:  
Core Seminar in International Relations

|                      |  |
|----------------------|--|
| <b>Class hours:</b>  | 1200-1450 Hrs Wednesdays   |
| <b>Classroom:</b>    | 8.319  |
| <b>Instructor:</b>   | Dr. Mwitā Chacha   |
| <b>Office:</b>       | 8.225  |
| <b>Email:</b>        | <a href="mailto:mwita.chacha@nu.edu.kz">mwita.chacha@nu.edu.kz</a>   |
| <b>Office hours:</b> | Tuesdays & Thursdays: 14:30 - 17:30 Hrs; and strictly by appointment |

**Description.** The purpose of this course is to provide students with a firm foundation of the sub-field of international relations and prepare them for advanced study in this sub-field. 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?’ ‘what is the role and effect of intergovernmental and nongovernmental organizations in world politics?’

We will examine various theoretical approaches with the goal of appreciating the scholarly diversity of international relations. To complement the theoretical overview, this course will introduce students to substantive areas where theories of international relations have been applied. These will include: security, human rights and environmental politics, international political economy, and international law.

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. This course has the following learning objectives:

- Students will gain a substantive knowledge of one or more primary subfields within the discipline of political science.
- Students will demonstrate their synthesis of a body of literature by producing a coherent literature review.
- Students will learn to work independently.
- Students will be able to present research ideas and findings in a coherent and organized manner.
- Students will be able to make their own evidenced-based arguments
- Students will be able to generate hypotheses and design research to test them
- Students will become proficient analysts of real politics in oral and written formats.

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

## SUGGESTED READING MATERIALS

The following texts offer an overview of International Relations theory and research. Several of our weekly readings will be chapters from these books. These will be made available to you via a Dropbox link. Other readings from academic journals can be obtained from the NU Library portal <http://nulibrary.summon.serialssolutions.com/>. Please familiarize yourself with system since this will be a key source of scholarly works during your MA studies.

Elman, Colin and Miriam Fendius Elman. Ed. *Progress in international relations theory: Appraising the field*. MIT Press, 2003. [Elman & Elman 2003]

Hoover, Kenneth R & Todd Donovan. *The Elements of Social Scientific Thinking*. Cengage Learning, 2011. [Hoover & Donovan 2011]

Ikenberry, G. John. *Liberal leviathan: The origins, crisis, and transformation of the American world order*. Princeton University Press, 2012. [Ikenberry 2012]

Reus-Smit, Christian, and Duncan Snidal, eds. *The Oxford handbook of international relations*. Oxford University Press, 2008. [IR Handbook]

Roselle, Laura & Sharon Spray. *Research and Writing in International Relations*. Pearson, 2012. [Roselle & Spray 2012]

## 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 the key to your class experience, since best comprehension can only be facilitated through preparation before the 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. I will evaluate both quantity and quality of the comments made during our discussion. In your preparation, read all required articles and glimpse through those in the suggested readings. Understand the argument each article offers, the methods employed, and the findings. Compare and contrast the different readings, focusing on their arguments, methods, and findings. Identify differences and inconsistencies that arise from these articles and consider what accounts for these divergences and consider what accounts for these divergences. Additionally, identify which readings are more compelling than others and why, the main problems in the research on the particular topic under consideration, and what research questions can be considered in the future. These guidelines should be relevant also as you prepare your discussion outlines.

Distractions due to the use of cellular phones, computers, tablets, chatter, and napping/sleeping during class will automatically result in all participation points being lost. Additional penalties may be added. Please note that attendance **does not** count as participation. 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: DISCUSSION OUTLINE**

Each student will be responsible for developing an integrated outline for each class session. Integrated outlines will account for 10% of your final grade. These outlines will focus on synthesizing the readings with one another and offering several discussion questions. Refer to your participation section for further guidelines on synthesizing readings. I will use these outlines during our class sessions to come up with the general agenda of our discussions. Additionally, I will call on the student responsible for each outline to elaborate on their perspectives regarding the topic under consideration. These outlines will be due on the Wednesday at 12 Noon prior to our class. I will award no points for outlines sent after this deadline. Keep in mind that missing the deadline does not exempt you from fulfilling this expectation. Non-fulfillment will result in a further 10% reduction in your final grade in addition to the 10% lost for not submitting the assignment on time.

## **COURSE EXPECTATIONS: FINAL EXAM**

There will be one take-home final exam, accounting for 20% of your final grade. The date of the exam is stated in the syllabus. The exam will be composed of three questions based on all the material we will have covered in the semester. The exam will be composed of two parts: theory and application. The first part will be covered by the first question. This question will be based on the theoretical concepts we are going to cover in this course. A week before the exam, you will be given a study guide containing five questions. Out of these five, two will show up in your exam and you will be expected to answer one of them. The second part will have two questions on the application of IR concepts. You will not receive any study guides for these questions. Additional instructions will be provided in the course of the semester.

## **COURSE EXPECTATIONS: WEEKLY CRITICAL REVIEWS**

A major component of this course will involve academic writing. To ensure you learn this skill, students will write and submit six critical reviews of the readings. These reviews go beyond summarizing and provide analyses on the topics covered in the readings. Your analysis will seek to identify the strengths and weaknesses of the arguments in the assigned readings, potential extensions and applications of the readings to contemporary international politics, and how these arguments relate to those of other scholars you will be encountering over the semester.

**Further Writing Instructions:** Your critical essay should place emphasis on comparing and contrasting the readings along key dimensions and providing a framework for analysis by examining the readings' internal logic, empirical claims, contrasting evidence/other research. Put differently, this assignment is meant to hone your skills in appraising academic work. You should therefore strive to avoid using any conjecture, guesswork, and 'BS'. Your critical reviews should therefore offer theoretically and empirically plausible analysis. Our first meeting will provide a clearer understanding of what these writing assignments entail.

**Formatting:** Your essays should be no more than two (2) pages, single-spaced, with one-inch margins on all sides and using 12-point Times New Roman font. Text must be justified. You are free to use whichever citation style; however you should be consistent throughout your essay once you pick a particular style. Moreover, clear writing is a crucial skill. You are encouraged to consult with the Writing Center for guidelines on effective academic writing. Poor writing will adversely affect your grade in this assignment. Failure to follow these guidelines will adversely affect your grade.

**Submission Instructions:** All students will write reviews for Weeks 2 and 11. In the intervening weeks, the class will be divided into two groups. One group (A) will submit reviews during weeks 3, 5, 7, and 9, while the second group (B) will submit reviews during weeks 4, 6, 8, and 10. The groups will be determined by your place in the official class roll.

Your essays will be due before class on the day the reviewed readings are being discussed. For example, your first essay on readings on Realism will be due before class on that day (13 September at 1100hrs). You will submit your essays electronically via Moodle. I will not accept nor grade assignments handed in class in hard copy. More importantly, I will not accept nor grade late assignments. Any instance of plagiarism will result in a F in the assignment and further disciplinary action including withdrawal from the MA program. This assignment will account for 30% of your final grade (5% per review).

## **COURSE EXPECTATIONS: TERM PAPER**

The purpose of this writing assignment is to develop the front sections of a research paper that could be presented at a conference and submitted for publication with additional work. The project will therefore focus on theory development. This expectation accounts for 30% of your final grade. You are to adhere to the following guidelines when developing your papers.

- Your paper must be original research. Summaries and general overviews of literature are not acceptable.
- Your paper topic **MUST** address issues related to International Relations. Topics that have nothing to do with the International Relations sub-field will either not be accepted or will garner a very poor grade.
- Your paper must address the general logic of the phenomenon you are investigating. Papers should not have a case-specific theoretical focus such as “Should the UN intervene in Syria?”
- Although you will not be conducting any empirical research, you are expected to produce testable hypotheses that could be operationalized and tested later on using any testing method.
- You are encouraged to write your papers in section following the timeframe provided below. Approximate page limits for each section are provided. Research and think a lot before writing!
- You are free to consult me as you progress in your writing. However, I will not be reading nor commenting on drafts of student papers. I will only respond to general questions regarding the logical consistency and plausibility of your papers.
- Your papers should be coherent and grammatically correct. Poor use of English including grammatical errors will drastically affect your term paper grade. Please consult the Writing Center for assistance in effective writing.

### **Part 1: Preliminary Research**

You are expected to conduct original research. Therefore, you are to familiarize yourself with International Relations literature from the first day of this class as you develop an interesting and original topic. Review the readings and suggested readings in this syllabus. Additionally, evaluate other readings available through the NU Library portal. Non-academic, non-English sources will not be accepted for any section of your term paper and their use will have a drastic effect on your term paper grade.

As you conduct your preliminary research, identify gaps in the literature that your term paper seeks to fill. This means that your paper needs to offer something “new that has yet to be covered in previous literature. This process should lead you to formulate a research question that will seek to address the empirical puzzle you have observed in the previous literature, that is the gap in the literature that has yet to be fully addressed. The purpose of this research project is to offer an explanation of this empirical puzzle. An example of a puzzle from one of your readings is the observation that there have been a decrease in inter-state conflicts since the advent of economic globalization; what can explain this decline in war?

Once you have the empirical gap, puzzle, and research question formulated, you are to write this section. I will grade both content and grammar; therefore it is your responsibility to consult with the Writing Center for this and all the other sections of this assignment. In this first section, the introduction of your paper, 1) explain the puzzle that your paper seeks to address; 2) state the question; and 3) justify why this question and puzzle need further inquiry to increase our understanding of international relations literature. In other words, your introduction should state clearly how your project will contribute to International Relations literature.

Approximate length: 1-2 typewritten pages plus bibliography.

### **Part 2: Literature Review**

This section, the literature review, builds up on your introduction. Your literature review should address the issues of what has been done thus far to answer the specific question you have proposed and what is missing

in the literature (that your theoretical framework will fill). Non-academic sources will not be accepted for any section of your term paper and their use will have a drastic effect on your term paper grade. The function of the review, which should guide your writing, is to inform the reader about how exactly your study will contribute to the existing knowledge. Your literature review needs to demonstrate a clear understanding of the literature, the critiques of that body of work with a specific focus on the question you seek to answer. In other words, your literature review helps to clearly unveil the gap your paper seeks to fill. In developing this section, you should adhere to the guidelines offered in Hoover & Donovan (2011), Knopf (2006), and Roselle & Spray (2012) discussed in during our first two seminars.

Approximate length: 5-6 typewritten pages plus the bibliography.

### **Part 3: Theory & Hypotheses**

Each week, from the second), you will be exposed to numerous examples of theorizing done by IR scholars. Use these articles to practice contributing to important scholarly debates, developing theories, and making your mark in the field of IR.

In this final section, are to build a theory based on your own insights that proposes answers to your question. This section is the most important section of your paper as it demonstrates what you are adding to the literature. Each week you will be exposed to numerous empirical articles that will have examples of how IR scholars craft their theories. An evaluation of the arguments of each of these articles should serve as perfect templates as you think about your own theories.

In formulating your theoretical framework, you will need to make several assumptions, such as who the actors are, where their preferences come from, etc. These assumptions should be logically consistent with one another. Your theory should offer clear and causal mechanisms that demonstrate the plausibility of your argument. Your theory should result in the development of 1-3 testable hypotheses.

Approximate length: 6 typewritten pages plus bibliography.

**Important:** This section will account for 50% of research project grade.

**Writing Timeline** You are expected to have a research question by Week 5. You should have a draft literature review by Week 9. The final draft is due **via Moodle on 1 December by 11.59PM**. There will be no extensions so make sure you plan your time wisely. The instructor will not grade assignments submitted after the due date. During our seminars in Weeks 5, 9, and 11, we will spend sometime going over your progress.

**Writing Guidelines:** Your term papers should be between 15 and 20 pages, double-spaced with one-inch margins on all sides, and using Times New Roman font with justified text. Pages must be numbered. You are free to use whichever citation style so long as you apply it consistently throughout your paper.

You will write your papers following the general framework of writing research papers in International Relations: introduction outlining the puzzle and research question, literature review that succinctly examines previous research on your topic and that serves to unveil the gap in the literature your paper seeks to fill, a theory that gives an explanation to the empirical puzzle guiding your research, and research methods you would employ to test your theory. Dr. Markus M. L. Crepaz' "The Edicts of Candler Hall" provides a useful guideline of writing research papers in Political Science. You are expected to follow these edicts. You are also encouraged to refer to journal articles assigned in this course for style and format of writing.

Your papers should be coherent and grammatically correct. Poor use of English including grammatical errors will drastically affect your term paper grade. Please consult the Writing Center for assistance in effective writing.

**Note:** Your bibliography should be comprised of academic sources not covered in this course. About 50% of your bibliography should be from material not covered in this course.

## 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 and all instances of suspected academic misconduct will result in an automatic failing grade in the assignment concerned in addition to other disciplinary action from the University authorities, including withdrawal from the course with an 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:** As a graduate foundational seminar, students are expected to attend all classes. This course only meets once a week, therefore I will not tolerate any absences or tardiness. Students coming to class after 10 minutes will be considered to be absent. Students taking unnecessary long breaks during the class will be considered absent. Our seminar will have one break at the midpoint of our meeting time period: you are expected to wait until this break point. Any absence will drastically affect both your participation points and final grade. The first absence will reduce your maximum overall grade to B-; the second to a C-; and the third to a F in the course and the possibility of withdrawal from the program. Additionally, all instances of absence will be notified to the Vice Dean for Academic Affairs and may result in your withdrawal from the class based on my recommendation.

**Note Taking:** You should take notes during the course of our seminar discussions. These notes will be useful as you prepare for your exam and will help you comprehend material covered in this course.

## ETIQUETTE

- You are expected to be in class on time and to remain in class for the entire 170 minutes. Late arrivals (10+ minutes) will be considered absences.
- Absolutely no make-up exams 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 grade assignments turned late.
- As International Relations graduate 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 severely affect your 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 Director of Academic Affairs for disciplinary action.**
- 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 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:

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

### Grading Components:

|                            |                            |      |
|----------------------------|----------------------------|------|
| <i>Class Performance</i>   | Participation              | 10%  |
|                            | Seminar Discussion Outline | 10%  |
| <i>Comprehensive Exam</i>  |                            | 20%  |
| <i>Writing Assignments</i> | Weekly Critical Reviews    | 30%  |
|                            | Term Paper                 | 30%  |
| <hr/>                      |                            |      |
|                            | Total                      | 100% |

### IMPORTANT DATES:

Final exam due ..... 22 November  
 Term Paper due ..... 1 December.

## COURSE SCHEDULE:

### WEEK 1: INTRODUCTION & FOUNDATIONS

#### Readings:

##### This Syllabus

“How to read academic texts critically”

**Crepaz, Markus M. L.** “The Edicts of Candler Hall.”

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

**Zipp, Genevieve Pinto.** “Alternative Writing Assignments: The Integrated Paper.”

**Roselle & Spray 2012** Chapter 1

**Hoover & Donovan 2011** Chapter 2.

**Elman & Elman 2003** (Chapter 2)

**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:

**David Singer, J.** “The level-of-analysis problem in international relations.” *World Politics* 14.01 (1961): 77-92.

**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.

**Verba, Sidney.** “Assumptions of rationality and non-rationality in models of the international system.” *World Politics* 14.01 (1961): 93-117.

**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.

**Grieco, Joseph M.** “Anarchy and the limits of cooperation: a realist critique of the newest liberal institutionalism.” *International Organization* 42, no. 3 (1988): 485-507.

**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.

**Colgan, Jeff D., and Robert O. Keohane.** "The Liberal Order Is Rigged: Fix It Now or Watch It Wither." *Foreign Affairs* 96 (2017): 36-44.

### 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

**Milner, Helen V.** *Interests, institutions, and information: Domestic politics and international relations*. Princeton University Press, 1997. Ch. 2.

**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.

**Adler, Emanuel.** "Seizing the middle ground: constructivism in world politics." *European Journal of International Relations* 3, no. 3 (1997): 319-363.

**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: APPLICATIONS: WAR (& PEACE)

### Readings:

**Fearon, James D.** "Rationalist explanations for war." *International Organization* 49.03 (1995): 379-414.

**Copeland, Dale C.** "Economic interdependence and war: A theory of trade expectations." *International Security* 20, no. 4 (1996): 5-41.

**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 7: 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.
- Simmons, Beth A., and Zachary Elkins.** "The globalization of liberalization: Policy diffusion in the international political economy." *American political Science Review* 98.01 (2004): 171-189.
- 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 8: 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.
- Simmons, Beth A.** "International law and state behavior: Commitment and compliance in international monetary affairs." *American Political Science Review* (2000): 819-835.
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- 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.
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- 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 9: APPLICATIONS: HUMAN RIGHTS

### Readings:

**Hafner-Burton, Emilie M.** “Sticks and stones: Naming and shaming the human rights enforcement problem.” *International Organization* 62, no. 4 (2008): 689-716.

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**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 10: 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.

**Bernauer, Thomas, Anna Kalbhenn, Vally Koubi, and Gabriele Spilker.** “A comparison of international and domestic sources of global governance dynamics.” *British Journal of Political Science* 40, no. 3 (2010): 509-538.

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

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**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.

**Rohrshneider, 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 11: 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.

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**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.

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**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.

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

## WEEK 12: COMPREHENSIVE EXAM