

UNIVERSITY OF TEXAS AT EL PASO
POLS 5330-001: Seminar in International Politics (CRN: 16489)
Fall 2023
W 6:00pm-8:50pm, Benedict Hall 205

Instructor: Dr. Cigdem Sirin (Phonetic: Cheedém Shirin  Hear my name) / Pronouns: She|Her|Hers)
Office Hours: W 4:30pm-5:30pm (also available virtually via Zoom or by appointment)
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Class Website: Blackboard through MyUTEP portal

COURSE OVERVIEW

This course is designed as a graduate-level introduction to the field of International Relations (IR). The aim of the course is to provide an overview of major approaches, debates, and issues in IR. The readings include both the classic and recent IR literature with different theoretical, empirical, and methodological orientations. We will discuss topics such as the scientific study of IR, alternative perspectives in IR, international security, and international political economy. Therein, students will acquire the ability to synthesize and critique various theoretical arguments through a systematic understanding of international politics.

COURSE OBJECTIVES

I believe, with adequate effort and willingness, all of you are capable of doing well in this course. By the end of this course, you can expect to accomplish the following learning outcomes:

- To define, grasp, and apply major concepts, principles, theories, and perspectives used in the field of International Relations
- To distinguish and apprehend major analytical methods and research design approaches used for the scientific study of International Relations
- To apply and critique a body of factual knowledge relevant to understanding and examining international politics
- To identify, comprehend, and evaluate key questions in the field of International Relations

OBJECTIVES FOR PROFESSIONALISM

It is essential that utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be at times discussing sensitive and controversial topics. In our discussions, avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives and/or particular political figures) or, even worse, personal attacks on others for having different views. No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

REQUIRED BOOK

Neorealism and Neoliberalism: The Contemporary Debate, edited by David A. Baldwin. New York: Columbia University Press. ISBN-13: 9780231084413

OTHER READINGS

Apart from the required book, I will also assign additional book chapters and journal articles as listed in the course schedule section of this syllabus. All these items are available on Blackboard in the “Readings” folder.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirements	Weight
Midterm Exam	25 percent
Final Exam	25 percent
Critical Essay	10 percent
Attendance and Participation	15 percent
Discussion Leader Duty	10 percent
Weekly Talking Points	15 percent

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

EXAMS

There are two take-home exams for the course: a midterm exam and a comprehensive final exam. The exams will be in essay format and questions will be based on the readings and class discussions. Each exam will constitute 25% of your final grade. Exams should be submitted electronically by the designated due date and time via “SafeAssign” (embedded in Blackboard), which is an online originality checking service made available by UTEP. Exams submitted late will lose 10 points (1 letter grade) per day.

CRITICAL ESSAY

Each student will write one critical essay, which will constitute 10% of their final grade. The essay will be based on the topic and readings of a particular week. The essay must effectively synthesize and critique the readings rather than merely summarize the material. The students will sign up in advance for the week that they plan to write the essay on. The due date is the

beginning of the class meeting (6:00pm) of the particular week you sign up for. Below are the major guidelines:

- The essay should be double-spaced; 5-7 pages long (not counting the front sheet and references); typed in 12-point Times New Roman font; with 1-inch margins, and numbered. Essays that are single-spaced, too long or too short, not numbered, that use wider or narrower margins, or which use very large or very small fonts to stay within the page limit will lose 10 points.
- There should be no more than two extensive quotations (in excess of three lines of text)
- Make sure you are aware of the scholarly pitfalls of plagiarism, which are discussed in detail in the document on academic misconduct (available on Blackboard). Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing them *within the text*. Not doing so constitutes an act of plagiarism, which will result in a score of zero for the essay.
- The formatting of your essay should follow the *American Political Science Association* (APSA) style. Specifically, you are required to carefully read the document on citation and reference requirements (also available on Blackboard) and employ these formatting rules for your research essay. Please note the following:
 - Inaccurate citation/reference format = 5-15% penalty (depending on severity)
- You must provide at least five additional scholarly sources (academic books and articles) besides the assigned readings or you will lose 5 points for each missing source. If you are unclear about what constitutes a scholarly book or article, feel free to check in with me (for example, Wikipedia is not a scholarly source, nor are magazines and news outlets such as the *Economist* or the *New York Times*).
- Grades will also be based on the clarity of the writing (i.e., lack of spelling and grammar errors, organization, appropriate tone of writing). Please note that the University Writing Center (UWC) provides writing assistance to all UTEP students. The UWC is located on the second (ground) floor of the library in Room 227 Library, phone: (915) 747-5112.
- You are welcome to come and discuss your essay progress during my office hours or by appointment.
- The essay should be submitted electronically by the designated due date and time via “SafeAssign.” Essays submitted late will lose 10 points (1 letter grade) per day.

CLASS PARTICIPATION

Class participation grade will comprise 40% of your course grade and will be based on the following criteria:

- Attendance and participation in seminar discussions (15%)
- Performance as a discussion leader (10%)
- Weekly talking points (15%)

I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material

from the readings and the lectures, so doing just one or the other will leave you at a disadvantage.

Discussion Leader Duty

During the course of the semester, each student will have the opportunity to lead the seminar discussions. Specifically, the discussion leaders will briefly present and critique that week's readings to set the stage for class discussion on the topic. The leaders are also expected to comment on other students' talking points.

Weekly Talking Points

Beginning from the second week of the semester, each student will be required to submit two "talking points" on each week's readings. These talking points will help shape the seminar discussions, so they should be the most interesting questions or arguments that the student has identified based on the week's readings. They should be submitted in the form of a short paragraph outlining the question or argument (minimum 200-maximum 500 words). Each talking point should refer to one or more specific sections of the weekly readings with specific page references. Each talking point should refer to a different chapter or article from the weekly readings. The talking points must be submitted on Blackboard by **Tuesday @11:59pm each week** that the class meets.

EXCUSED ABSENCES AND EXCUSE FOR LATE WORK

I will excuse absences and late work when a student participates in an official university-recognized activity, observes a recognized religious holiday of their faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, please notify me in writing prior to the date of absence if possible. That said, in cases where advance notification is not feasible (e.g. a medical emergency or lack of childcare), please provide notification as soon as possible following your absence. *If available*, please also provide satisfactory documentation verifying the reason for the absence (such as a doctor's note) for my records.

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

CLASSROOM AND E-MAIL PROTOCOL

The best way to contact me is via UTEP e-mail. I will make every attempt to respond to your e-mail within 24 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please put the course number in the subject line. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, race/ethnicity, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally and/or for other students.

ACCESSIBILITY

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Center for Accommodations and Support Services (CASS) to discuss a range of options to removing barriers in this course, including official accommodations. Please visit their website for contact and additional information: <http://sa.utep.edu/cass/>. If you have already been approved for accommodations through the CASS, please meet with me so we can develop an implementation plan together.

LAND ACKNOWLEDGEMENT STATEMENT

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic misconduct and dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. This includes, but is not limited to cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided

on Blackboard. Just as the Internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course will be checked by the instructor for originality via *SafeAssign*—an online originality checking service made available by UTEP.

Any act of academic misconduct and dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html> for further information.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP [Help Desk](#). You can email me (cigdemsirin@utep.edu) your back-up document as a last resort.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to work efficiently in this course (your computer may already have some of these programs installed):

- Microsoft Office. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

RESOURCES FOR ASSISTANCE

UTEP provides a variety of student services and support:

Technology Resources

- [UTEP Help Desk](#): If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COURSE SCHEDULE AND READING ASSIGNMENTS*

*This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class.

SECTION I – INTRODUCTION AND GENERAL OVERVIEW

Week 1 (August 30) - Welcome and Course Introduction

Introductory Readings on International Relations:

Reus-Smit, Christian and Duncan Snidal. 2011. "Overview of International Relations: Between Utopia and Reality." In *The Oxford Handbook of Political Science*, edited by Robert E. Goodin. New York: Oxford University Press, pp. 675-708.

Week 2 (September 6) – Systematic Study of International Relations

Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View." *International Studies Quarterly* 29 (2): 121-136.

Elman, Colin and Miriam F. Elman. 2002. "How Not to Be Lakatos Intolerant: Appraising Progress in IR Research." *International Studies Quarterly* 46 (2): 231-262.

Gaddis, John Lewis. 1992/93. "International Relations Theory and the End of the Cold War." *International Security* 17 (3): 5-58.

Hafner-Burton, Emilie M., Stephan Haggard, David A. Lake, and David G. Victor. 2017. "The Behavioral Revolution and International Relations." *International Organization* 71 (S1): S1-S31.

Singer, J. David. 1961. "The Level-of-Analysis Problem in International Relations." *World Politics* 14 (1): 77-92.

Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 1.

SECTION II – PERSPECTIVES IN IR

Week 3 (September 13) – Realism: Classical & Neo

Jervis, Robert. 1978. "Cooperation under the Security Dilemma." *World Politics* 30 (2): 167-214.

Mearsheimer, John J. 1990. "Back to the Future: Instability in Europe After the Cold War." *International Security* 15 (1): 5-56.

Morgenthau, Hans. 1992. *Politics among Nations*. New York: McGraw-Hill. Chapter 1.

Schweller, Randall L. 2003. "The Progressiveness of Neoclassical Realism." In *Progress in International Relations Theory: Appraising the Field*, edited by Colin Elman and Miriam Fendius Elman. Cambridge, MA: MIT Press, 311-347.

Thucydides, "The Melian Dialogue" [excerpt from *The History of the Peloponnesian War*]; Niccolo Machiavelli, "Doing Evil in Order to Do Good" [excerpt from *The Prince*]; Thomas Hobbes, "The State of Nature and the State of War" [excerpt from *Leviathan*]. In *Conflict after the Cold War*, edited by Richard K. Betts. New York: Longman, 2002, pp. 37-50.

Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 6.

Week 4 (September 20) – Liberalism: Classical & Neo

- Axelrod, Robert and Robert O. Keohane. 1993. "Achieving Cooperation under Anarchy: Strategies and Institutions." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 85-115.
- Baldwin, David A. 1993. "Neoliberalism, Neorealism, and World Politics." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 3-25.
- Fioretos, Orfeo. 2011. "Historical Institutionalism in International Relations." *International Organization* 65 (2): 367-399.
- Lipson, Charles. 1993. "International Cooperation in Security and Economic Affairs." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 60-84.
- Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Relations." *International Organization* 51 (4): 513-553.
- Oye, Kenneth A. 1985. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics* 38 (1): pp. 1-24.

Week 5 (September 27) – Constructivism and Critical Theories

- Barkin, J. Samuel, and Laura Sjoberg. 2019. *International Relations' Last Synthesis? Decoupling Constructivist and Critical Approaches*. New York: Oxford University Press. Chapter 1.
- Checkel, Jeffrey T. 1998. "The Constructivist Turn in International Relations Theory." *World Politics* 50 (2): 324-348.
- Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52 (4): 887-918.
- Hopf, Ted. 1998. "The Promise of Constructivism in International Relations Theory." *International Security* 23 (1): 171-200.
- Ruggie, John Gerard. 1998. "What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge." *International Organization* 52 (4): 855-885.
- Wendt, Alexander. 1992. "Anarchy is What States Make of It." *International Organization* 46 (2): 391-425.

Week 6 (October 4) – Feminist Theory & Gender Perspectives in IR

- Carver, Terrell, ed. 2003. "The Forum: Gender and International Relations." *International Studies Review* 5 (2): 287-302.
- Enloe, Cynthia. 2000. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Los Angeles: University of California Press. Chapter 1.
- Hutchings, Kimberly, and Patricia Owens. 2021. "Women Thinkers and the Canon of International Thought: Recovery, Rejection, and Reconstitution." *American Political Science Review* 115 (2): 347-359.
- Locher, Birgit and Elizabeth Prügl. 2001. "Feminism and Constructivism: Worlds Apart or Sharing the Middle Ground?" *International Studies Quarterly* 45 (1): 111-129.
- Murphy, Craig N. 1996. "Seeing Women, Recognizing Gender, Recasting International Relations." *International Organization* 50 (3): 513-538.
- Tickner, J. Ann. 1997. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists." *International Studies Quarterly* 41 (4): 611-632.

***Midterm Exam is distributed (due by Sunday, October 15, 11:59pm [MT])**

Week 7 (October 11) – No class meeting (Conference)

Work on your midterm exam.

SECTION III – INTERNATIONAL SECURITY

Week 8 (October 18) - Structural Theories of War and Peace

Deutsch, Karl and J. David Singer. 1964. "Multipolar Power Systems and International Stability." *World Politics* 16 (3): 390-406.

Gilpin, Robert. 1981. *War and Change in World Politics*. Cambridge: Cambridge University Press, pp. 186-210.

Kugler, Jacek and A.F.K. Organski. 1993. "The Power Transition: A Retrospective and Prospective Evaluation." In *Handbook of War Studies*, edited by Manus I. Midlarsky. Ann Arbor, MI: University of Michigan Press, pp. 171-194.

Rosecrance, Richard. 1987. "Long Cycle Theory and International Relations." *International Organization*, 41 (2): 283-301.

Wagner, Harrison. 1994. "Peace, War, and the Balance of Power." *American Political Science Review* 88 (3): 593-607.

Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 8.

Week 9 (October 25) - Strategic Theories of War and Peace

Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.

Lake, David and Robert Powell. 1999. "International Relations: A Strategic-Choice Approach" In *Strategic Choice and International Relations*, edited by David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press, pp. 3-38.

Morrow, James D. 1999. "The Strategic Setting of Choices: Signaling, Commitment, and Negotiation in International Politics." In *Strategic Choice and International Relations*, edited by David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press, pp. 77-114.

Powell, Robert. 2002. "Bargaining Theory and International Conflict." *Annual Review of Political Science* 5: 1-30.

Schelling, Thomas. 1960. *The Strategy of Conflict*. Cambridge, MA: Harvard University Press. Chapter 2.

Walt, Stephen M. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9 (4): 3-43.

Zagare, Frank C. 1996. "Classical Deterrence Theory: A Critical Assessment." *International Interactions* 21 (4): 365-387.

Week 10 (November 1) - Psychological Approaches to War and Peace

Bleiker, Roland and Emma Hutchison. 2008. "Fear No More: Emotions and World Politics." *Review of International Studies* 34 (S1): 115-135.

Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton, NJ: Princeton University Press. Chapter 1.

- Levy, Jack S. 1997. "Prospect Theory, Rational Choice, and International Relations." *International Studies Quarterly* 41 (1): 87-113.
- Levy, Jack S. 2013. "Psychology and Foreign Policy Decision-Making." In *The Oxford Handbook of Political Psychology*, edited by Leonie Huddy, David O. Sears, and Jack S. Levy. Oxford: Oxford University Press, 2013.
- Mercer, Jonathan. 2005. "Rationality and Psychology in International Politics." *International Organization* 59 (1): 77-106.

Week 11 (November 8) - Domestic Politics and IR I: Regime Type, Audience Costs, and Other Key Domestic Factors

- Bueno de Mesquita, Bruce, Alastair Smith, Randolph M. Siverson, and James D. Morrow. 2003. *The Logic of Political Survival*. Cambridge, MA: The MIT Press. Chapters 2&6.
- Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88 (3): 577-592.
- Maoz, Zeev and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87 (3): 624-638.
- Peceny, Mark, Caroline C. Beer, and Shannon Sanchez-Terry. 2002. "Dictatorial Peace?" *American Political Science Review* 96 (1): 1526.
- Sirin, Cigdem V. 2011. "Is it Cohesion or Diversion? Domestic Instability and the Use of Force in International Crises." *International Political Science Review* 32 (3): 303-321.

Week 12 (November 15) - Domestic Politics and IR II: Ethnic Conflict, Civil War, Terrorism, and the International Response

- Doyle, Michael W. and Nicholas Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review* 94 (4): 779-801.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.
- Goldstein, Joshua S. 2012. *Winning the War on War: The Decline of Armed Conflict Worldwide*. New York: Plume. Chapters 2&4.
- Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism" *International Security* 31(1): 49-79.
- Lake, David A. and Donald Rothchild. 1998. "Spreading Fear: The Genesis of Transnational Ethnic Conflict." In *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*, edited by David A. Lake and Donald Rothchild. Princeton, NJ: Princeton University Press, pp. 3-32.
- Sambanis, Nicholas. 2002. "A Review of Recent Advances and Future Directions in the Quantitative Literature on Civil War." *Defence and Peace Economics* 13 (3): 215-243.

SECTION IV – EXPLAINING COOPERATION: INTERNATIONAL POLITICAL ECONOMY AND INTERNATIONAL ORGANIZATION

Week 13 (November 22) - International Political Economy

- Antunes de Oliveira, Felipe, and Ingrid Harvold Kvangraven. 2023. "Back to Dakar: Decolonizing International Political Economy through Dependency Theory." *Review of International Political Economy*: 1-25.

- Frieden, Jeffrey and Lisa Martin. 2002. "International Political Economy: Global and Domestic Interactions." In *Political Science: The State of the Discipline*, edited by Ira Katznelson and Helen Milner. New York: W.W. Norton, pp. 118-146.
- Lake, David A. 1992. "Leadership, Hegemony, and the International Economy: Naked Emperor or Tattered Monarch with Potential?" *International Studies Quarterly* 37 (4): 459-489.
- Matsunduno, Michael. 1993. "Do Relative Gains Matter? America's Response to Japanese Industrial Policy." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 250-266.
- Naoi, Megumi. 2020. "Survey Experiments in International Political Economy: What We (Don't) Know About the Backlash Against Globalization." *Annual Review of Political Science* 23: 333-356.
- Ravenhill, John. 2008. "International Political Economy." In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal. New York: Oxford University Press, pp. 539-557.

Week 14 (November 29) - International Organization

- Downs, George, David M. Rocke, and Peter N. Barsoom. 1996. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* 50 (3): 379-406.
- Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52 (2): 269-306.
- Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "Rational Design of International Institutions." *International Organization* 55 (4): 761-799.
- Simmons, Beth A. and Lisa L. Martin. 2002. "International Organizations and Institutions." In *The Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth Simmons. London: Sage, pp. 192-211.
- Stein, Arthur. 1993. "Coordination and Collaboration: Regimes in an Anarchic World." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 29-59.

Week 15 (December 6) – Policy Implications and Directions for Future Research

- Barma, Naazneen H., and James Goldgeier. 2022. "How Not To Bridge the Gap in International Relations." *International Affairs* 98 (5): 1763-1781.
- Darby, Phillip. 2008. "A Disabling Discipline?" *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal. New York: Oxford University Press, pp. 94-105.
- Jentleson, Bruce. 2002. "The Need for Praxis: Bringing Policy Relevance Back In." *International Security* 26 (2):169-183.
- Ray, James Lee and Bruce Russett. 1996. "The Future as Arbiter of Theoretical Controversies: Predictions, Explanations and the End of the Cold War." *British Journal of Political Science* 26 (4): 441-470.
- Smith, Steve. 2009. "Six Wishes for a More Relevant Discipline of International Relations." In *The Oxford Handbook of Political Science*, edited by Robert E. Goodin. New York: Oxford University Press, pp. 776-782.

***Final Exam is distributed (due by Wednesday, December 13, 9:45pm [MT])**