

DEPARTMENT OF POLITICAL SCIENCE
PS 581: INTERNATIONAL WAR
Spring 2022
Th 1:00pm – 3:20pm
DKH 404
Credits: 4 hours

INSTRUCTOR

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Office Hours: Tuesdays 1pm-3pm (via zoom – link provided on Canvas)

1. COURSE DESCRIPTION

This graduate seminar focuses on the study international conflict. The primary objectives of this seminar are to: a) identify the strengths and weaknesses of existing academic scholarship, b) think about what questions could be addressed in future research and how to design new research projects, c) help prepare PhD students for their prelim in IR, and d) help students identify possible topics of interest which they may pursue as part of their agenda for future research. The syllabus is divided into three central topics: the emergence and onset of interstate conflict and war, the conduct and termination of war, and post-war recovery and stability. The course will introduce students to the most important theories and approaches in each of these areas.

2. COURSE GOALS

By the end of the semester, students should:

1. Have a strong understanding of contemporary research on interstate conflict such that they could answer a preliminary examination question or teach an undergraduate course on the topic.
2. Develop skills to critically evaluate research and to design their own research projects, focusing on deductive argumentation and well-specified hypotheses.
3. Produce an original research project related to interstate conflict, in which students develop and test an original hypothesis.

3. COURSE MATERIALS

There is no textbook for the course. All the assigned readings can be accessed via the university library or online (e.g. google scholar). If any readings are not readily accessible, they will be made available to students on request.

4. COURSE REQUIREMENTS AND ASSIGNMENTS

Students will be evaluated based upon the following:

- **Participation (20%)**

The quality of a graduate level seminar depends, to a large extent, on the efforts of the students. I expect that you will come to class each week prepared to discuss the required readings. Obviously, it is impossible to participate in a seminar discussion if you are not in attendance. I encourage you to discuss any circumstances with me that will preclude you from attending class as soon as possible.

To prepare for class discussions, keep in mind the following questions:

- a. What is the research question?
- b. What is the researcher's theoretical argument? What assumptions underlie this theory, and are they defensible?
- c. Is the theory interesting? How does the argument fit into the literature? What does it tell us that we don't already know?
- d. Evaluation of the theory:
 - a. If the theory is tested, what consequences are tested, how are concepts measured, and what methods are used? Do these make sense?
 - b. Is there any evidence (other than anecdotal) that supports the theory? Is there evidence that falsifies it? What might you expect to see that would make you think the theory might be 'wrong'? Does the author provide you with enough of a structure to say this? In other words, is the theory falsifiable?
 - e. What conclusions does the researcher draw? Does the researcher fully examine the implications of the theory? What are the most significant research findings?
 - f. To what degree do you think the researcher has answered his/her question? Is this a good example of research? Why or why not? What are the possibilities for related research? How can the research be extended or applied elsewhere?
 - g. How do the selections we read this week fit together? How do they fit into the course as a whole? Are we seeing progress in this research area?

- **Response Papers (10% each, 30% total)**

You will be required to write **three** response papers during the semester. You can choose to write these papers during any substantive weeks of the semester (**except** weeks you are discussion leader). Your response paper should be **no more than 2 single-spaced pages**, and should critically **engage with at least two of the readings** from that week. Response papers are **due before the start of class** on the week we discuss your chosen readings.

- **Discussion Leaders (5% each, 10% total)**

In addition to general attendance and participation in class discussion, you will be required to lead class discussion twice during the semester. During our first meeting, we will divide up discussion-leader responsibilities among students. As a reminder, you cannot write response papers for the weeks you are a discussion leader.

- **Three-minute Thesis Presentations (5%)**

At the start of each class meeting, we will have a **short** presentation from 1 student on a book or article, **not** on the syllabus, that is related to the week's theme. This presentation should be 3 minutes or less (hence the name "three minute thesis!"). Each student is required to do one 3-minute thesis during the semester, **not** in the same week as their discussion leader or

response paper responsibilities. Your presentation should hit the major points: what is the research question? What is the main argument/hypothesis (DV, IV, and mechanism), what are the findings, and how does it fit with the rest of the week's readings?

- **Dataset Presentations (5%)**

Each student will also be required to do one brief dataset presentation during the semester. This presentation will also be at the start of class, and should be no more than 3-5 minutes. For the week you are assigned, you must find a dataset relevant to the week's readings (it can be one used in the readings for the week, but doesn't have to be) and describe it briefly to the class. What is the unit of analysis? What years and countries/units does it cover? What key concepts does it measure, and how?

- **Research Paper (topic memo 5%, final draft 25%, 30% total)**

You will choose a research question that falls into the topical areas covered in this class (broadly defined) and write a research paper addressing this question. The final product should take the form of a conference paper or journal article. Your paper cannot reproduce (in whole or in large part) any of your previous work in a graduate course (discuss with me if you are unsure about this), but I encourage you to build upon a common research area across courses for maximum efficiency! The paper should be about 20-30 pages in length and be written in the professional style of the American Political Science Association. Your research paper should a) clearly identify your research question, b) review and synthesize the relevant literature, c) develop a theoretical argument and derive testable hypotheses, d) develop a research design to evaluate the hypotheses empirically, and e) present an empirical evaluation of the hypotheses¹. You may use whatever methodology you feel is most appropriate and which you feel qualified to implement (quantitative, qualitative, or formal methods are acceptable).

Sunday, March 6th, Research Topic Memo Due (by 11:59pm):

Submit a typed description of your research question, and a brief explanation of your motivation, background, and how you see your question fitting into existing literature. This memo should include a clear statement of the outcome you plan to explain (DV), the key IV(s) you think affect that outcome, and the mechanism linking the two. Provide an initial bibliography of at least 7 sources. No more than 1 page, single-spaced, excluding bibliography. Submit this via email to the whole class. **In class on Thursday, March 10th, you will briefly present your research proposal.** Each student will present and discuss the research question(s) that they are thinking about for their final paper. You are responsible for reading everyone's 1-pager and coming to class prepared to provide feedback. This will be a relatively informal discussion – visual aids, preliminary data, etc. are not required. It is simply an opportunity for you to share your ideas, get early feedback, and start to polish your research question and preliminary hypothesis.

Sunday, May 8th, Full Draft Due (due by 11:59pm):

Submit your final paper on Canvas. Late papers will not be accepted without prior permission. The final paper grade is based on each of the above components of the paper (research question, presentation, and final draft).

¹ First year students should discuss with the instructor if they have concerns about completing the empirical analysis portion of the assignment.

5. COURSE POLICIES & ADDITIONAL RESOURCES

GRADES

The grading scale (in percentages) for the course is as follows:

99-100	A+
93-98	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

LATE POLICY

Students are expected to complete all assignments by the dates and times specified on the syllabus. If a student anticipates being unable to complete an assignment on time, the student must contact the instructor **before** the due date, but please note that an extension is not guaranteed. Assignments handed in late and without an extension will be penalized one half-grade for each day (24 hours) they are late.

If a personal emergency prevents students from attending class regularly or handing in an assignment on time, they are encouraged to consult with the Student Assistance Center about obtaining a letter explaining their situation. Part 5 of Article 1 of the Student Code of Conduct explains the circumstances under which a letter of absence is appropriate.

ATTENDANCE

Attendance will be taken at class meetings, and students are required to attend class regularly. If you are unable to attend class because you are sick, have been asked to quarantine, or are busy with a university-sponsored event, you must contact the instructor **before** class in order to receive an excused absence. Regular attendance is mandatory.

For students with childcare responsibilities who may need to bring a child with them to class: please contact the professor beforehand and we will come up with a plan to accommodate this as needed. All students are asked to help us create a welcoming environment, respectful of diversity, including diversity in parenting status.

CLASSROOM TECHNOLOGY POLICY

You are welcome to use your laptops to take notes during class, although research shows that students tend to retain and comprehend information better when they take hand-written notes (<http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>). Cell phones should be silenced or turned off during class time.

EMERGENCY PREPAREDNESS

The campus policy on emergency responses can be found here:

<https://police.illinois.edu/emergency-preparedness/run-hide-fight/>. A brief summary of the university recommendation is: follow your own instincts, and, as safe, run, hide and, as a last resort, fight (where applicable—depending on the nature of the emergency).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the [DRES website](#). If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page.

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer’s Workshop
Undergrad Library
217-333-8796

<http://www.cws.illinois.edu/workshop>

<http://disability.illinois.edu/strategies>

<http://www.counselingcenter.illinois.edu/self-help-brochures/>

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: <http://illinois.edu/colleges/colleges.html>

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center
206 Fred H. Turner Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday
Phone: 333-3704

McKinley Mental Health
313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

** above content on Accommodations taken from <http://disability.illinois.edu/academic-support/instructor-information/examples-disability-statements-syllabus>

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University’s Title IX and Disability Office. What this means is that as your instructor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

** Text from: <http://wecare.illinois.edu/faq/employees/>

ACADEMIC INTEGRITY

Unless noted otherwise, all assignments in this class are individual, and the work you turn in must be yours alone. When making use of external sources, it is required that students cite them completely. As described in the University of Illinois Student Code, the consequences of plagiarism and other forms of academic dishonesty can include a zero (0) on the assignment, failure in the course, or dismissal from the university.

http://studentcode.illinois.edu/article1_part4_1-401.html

CLASSROOM BEHAVIOR

It is the responsibility of each student to help make the classroom conducive to learning. Students should treat each other with respect during classroom discussion. If you disagree with a claim made by someone else during class discussion, you must find a way to express that disagreement in a constructive and impersonal fashion.

PREFERRED PRONOUNS

Please call me Prof. Prorok, Dr. Prorok, or, for short, Prof./Dr. P. My preferred pronouns are she/her/hers. In class, I will call you by the name that you use when introducing yourself to me. If you would like to share your preferred pronouns with me, please feel free to do so.

COVID POLICIES

GENERAL:

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These

students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

FACE COVERINGS:

All students, faculty, staff, and visitors are required to wear face coverings in classrooms and university spaces. This is in accordance with CDC guidance and University policy and expected in this class. Please refer to the University of Illinois Urbana-Champaign's COVID-19 website for [further information on face coverings](#). Thank you for respecting all of our well-being so we can learn and interact together productively.

BUILDING ACCESS:

In order to implement COVID-19-related guidelines and policies affecting university operations, instructional faculty members may ask students in the classroom to show their Building Access Status in the Safer Illinois app or the Boarding Pass. Staff members may ask students in university offices to show their Building Access Status in the Safer Illinois app or the Boarding Pass. If the Building Access Status says "Granted," that means the individual is compliant with the university's COVID-19 policies—either with a university-approved COVID-19 vaccine or with the on-campus COVID-19 testing program for unvaccinated students.

Students are required to show only the Building Access Screen, which shows compliance without specifying whether it was through COVID-19 vaccination or regular on-campus testing. To protect personal health information, this screen does not say if a person is vaccinated or not. Students are not required to show anyone the screen that displays their vaccination status. No university official, including faculty members, may ask students why they are not vaccinated or any other questions seeking personal health information.

Above language taken from: <https://covid19.illinois.edu/on-campus/on-campus-instructors/>

6. COURSE READINGS & SCHEDULE

Week 1 (Jan 18-20). Introduction

No Readings

Week 2 (Jan 27). Introduction to Scientific Study of Warfare, General Trends in Warfare, Conceptualization and Measurement of Conflict, War, and Peace

Required Readings:

- Levy, Jack S. and William R. Thompson. 2010. *Causes of War*. Wiley-Blackwell. Chapter 1.
- Vasquez, John A. *The War Puzzle Revisited*. Cambridge, UK: Cambridge University Press. Introduction and Chapter 1
- Daveport, Christian. 2018. "A Relational Approach to Quality Peace" in Davenport, Melander, and Regan eds. *The Peace Continuum: What it is and how to study it*. Oxford University Press.
- Mitchell, Sara McLaughlin. 2017. "Dangerous Bargains with the Devil? Incorporating New Approaches in Peace Science for the Study of War." *Conflict Management and Peace Science* 34(1): 98-116.

Data Resources on Interstate Conflict: *Strategically read the following articles and browse their related dataset(s). You should be familiar with how each defines and measures conflict/war, as well as what data resources are available from each.*

- Sarkees, Meredith Reid. The COW Typology of War: Defining and Categorizing Wars (Version 4 of the Data). <https://correlatesofwar.org/data-sets/COW-war/the-cow-typology-of-war-defining-and-categorizing-wars/view>. See also <https://correlatesofwar.org/data-sets/COW-war>.
- Jones, Daniel M., Stuart A. Bremer, and J. David Singer. 1996. "Militarized Interstate Disputes, 1816-1992: Rationale, Coding Rules, and Empirical Patterns." *Conflict Management and Peace Science* 15(2): 163-213. See <https://correlatesofwar.org/data-sets/MIDs>.
- Gleditsch, Nils Petter, Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg, and Havard Strand. 2002. "Armed Conflict 1946-2001: A New Dataset." *Journal of Peace Research* 39(5): 615-637. See <https://ucdp.uu.se>.
- Schrodtt, Philip A. (2012) Precedents, Progress, and Prospects in Political Event Data, *International Interactions* 38(4): 546-569. See also <http://terrierdata.org/>.

Recommended Readings:

- Levy, Jack S., and William R. Thompson. *The arc of war: Origins, escalation, and transformation*. University of Chicago Press, 2011.
- Douglas Lemke and David Cunningham, "Combining Civil and Interstate Wars" *International Organization* 67,3 (2013):609-27.

Week 3 (Feb 3). Territorial Conflict

Required Readings:

- David Carter and Scott Abramson, "The Historical Origins of Territorial Disputes" *American Political Science Review* 110,4 (2016):675-98.
- David Carter and H.E. Goemans, "The Making of the Territorial Order: New Borders and the Emergence of Interstate Conflict" *International Organization* 65,2 (2011):275-309.

- Tanisha Fazal, "State Death in the International System." *International Organization* 58(2), 311-344.
- D. Altman, "The Evolution of Territorial Conquest After 1945 and the Limits of the Territorial Integrity Norm" *International Organization* 74,3 (2020):490-522.
- Goemans, Hein and Kenneth Schultz. 2017. "The Politics of Territorial Claims: A Geospatial Approach Applied to Africa." *International Organization* 71(1): 31-64.
- Paul Huth, S. Croco, and B. Appel "Does International Law Promote the Peaceful Settlement of International Disputes? Evidence from the Study of Territorial Conflicts Since 1945" *American Political Science Review* 105,2 (2011):415-36.
- L.L. Schenoni, G. Goertz, A.P. Owsiak, and P.Diehl, (2020), "Settling Resistant Territorial Disputes: The Territorial Boundary Peace in Latin America" *International Studies Quarterly* 64,1 (2020):57-70.

Recommended Readings:

- Mitchell, Sara McLaughlin and John A. Vasquez. 2021. *What Do We Know About War? (Third Edition)*. Lanham, MD: Rowman & Littlefield. Chapters 1 (Hensel/Goemans) and 9 (Gibler/Miller)
- Vasquez, John A. 1995. "Why Do Neighbors Fight? Proximity, Interaction, or Territoriality." *Journal of Peace Research* 32(3): 277-293.
- Senese, Paul D. and John A. Vasquez. 2003. "A Unified Explanation of Territorial Conflict." *International Studies Quarterly* 47(2): 275-298.
- Starr, Harvey and G. Dale Thomas. 2005. "The Nature of Borders and International Conflict: Revisiting Hypotheses on Territory." *International Studies Quarterly* 49(1): 123-140.
- Hensel, Paul R., Sara McLaughlin Mitchell, Thomas E. Sowers II, and Clayton L. Thyne. 2008. "Bones of Contention: Comparing Territorial, Maritime, and River Issues." *Journal of Conflict Resolution* 52(1): 117-143.
- Brochmann, Marit, Jan Ketil Rød, and Nils Petter Gleditsch. 2012. "International Borders and Conflict Revisited." *Conflict Management and Peace Science* 29(2):170-194.
- Paul Huth, P., S. Croco, and B. Appel "Bringing Law to the Table: Legal Claims, Focal Points, and the Settlement of Territorial Disputes Since 1945" **American Journal of Political Science** 57,1 (2013): 90-103.
- Fravel, M. Taylor. 2010. "International Relations Theory and China's Rise: Assessing China's Potential for Territorial Expansion." *International Studies Review* 12(4): 505-532.
- Nadev Shelef, "Unequal Ground" **International Organization** 70,1 (2016):33-63.
- Owsiak, Andrew P. 2012. "Signing Up for Peace: International Boundary Agreements, Democracy, and Militarized Interstate Conflict." *International Studies Quarterly* 56(1): 51-66.

Week 4 (Feb 10). Regime Type and Armed Conflict

Required Readings:

- Maoz, Zeev and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace." *American Political Science Review* 87(3): 624-638.
- Schultz, Kenneth A. 1999. "Do Democratic Institutions Constrain or Inform? Contrasting Two Institutional Perspectives on Democracy and War." *International Organization* 53(2): 233-266.
- Hegre Havard, Michael Bernhard, and Jan Teorell. 2020. "Civil Society and the Democratic Peace." *Journal of Conflict Resolution*. 64(1): 32-62.
- Gelpi, Christopher. "Democracies in conflict: The role of public opinion, political parties, and the press in shaping security policy." *Journal of Conflict Resolution* 61, no. 9 (2017): 1925-1949.

- Mitchell, Sara McLaughlin. 2002. "A Kantian System? Democracy and Third Party Conflict Resolution." *American Journal of Political Science*, October, 46(4): 749-759.
- Cranmer, Skyler J., Elizabeth J. Menninga, and Peter J. Mucha. 2015. "Kantian fractionalization predicts the conflict propensity of the international system." *Proceedings of the National Academy of Sciences* 112 (38): 11812-11816.
- Jessica Weeks, "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict" *American Political Science Review* 106,2 (2012):326-47.

Recommended Readings:

- Kant, Immanuel. 1991 [1795]. "Perpetual Peace: A Philosophical Sketch," in Hans Reiss (ed.), *Kant Political Writings*. Cambridge: Cambridge University Press.
- Bruce Russett and John Oneal, *Triangulating Peace*, chs.2-3.
- Rummel, Rudolph J. 1983. "Libertarianism and International Violence." *Journal of Conflict Resolution*. 27(1): 27-71.
- Danilovic, Vesna and Joseph Clare. 2007. "The Kantian Liberal Peace (Revisited)." *American Journal of Political Science* 51(2): 397-414.
- Orsun, Omer Faurk, Resat Bayer, and Michael Bernard. 2018. "Democratization and Conflict", in *The Oxford Encyclopedia of Empirical International Relations Theory*, edited by William R. Thompson, Vol 1, 450-468. New York: Oxford University Press.
- Giacomo Chiozza and H.E. Goemans, *Leaders and International Conflict*, chs.2,4.
- Andrew Owsiak and John Vasquez, "The Cart and the Horse Redux: The Timing of Border Settlement and Joint Democracy" *British Journal of Political Science* 49,1 (2019): 339-354.

Week 5 (Feb 17). Economics and Conflict

Required Readings:

- Oneal, John R., Frances H. Oneal, Zeev Maoz, and Bruce M. Russett. 1996. "The Liberal Peace: Interdependence, Democracy, and International Conflict, 1950-1985." *Journal of Peace Research*, 33(1): 11-28.
- Nam Kyu Kim, "Testing Two Explanations of the Liberal Peace" *Journal of Conflict Resolution* 58,5 (2014):894-919.
- McDonald, Patrick J. *The invisible hand of peace: Capitalism, the war machine, and international relations theory*. Cambridge University Press, 2009. Chapters 3-5.
- Brandon Kine, "Multilateral Trade and Militarized Conflict: Centrality, Openness, and Asymmetry in the Global Trade Network" *Journal of Politics* 74,1 (2012):308-22.
- J. Markowitz, S. Mulesky, B.A. Graham, and C. Fariss, "Productive Pacifists: The Rise of Production-Oriented States and Decline of Profit-Motivated Conquest" *International Studies Quarterly*, 64,3 (2020):558-572.
- Emily Meierding, "Dismantling the Oil Wars Myth" *Security Studies* 25,2 (2016):258-88.
- Kinne, Brandon J. 2012. "Multilateral Trade and Militarized Conflict: Centrality, Openness, and Asymmetry in the Global Trade Network." *Journal of Politics* 74(1): 308-322.

Recommended Readings:

- Chang, Hyo Joon and Scott L. Kastner. 2018. "Economic Interdependence and Conflict," in *The Oxford Encyclopedia of Empirical International Relations Theory*, edited by William R. Thompson, Vol 1, 628-645. New York: Oxford University Press.
- Barbieri, Katherine. 1996. "Economic Interdependence: A Path to Peace or a Source of Interstate Conflict?" *Journal of Peace Research* 33(1): 29-49.

- Keshk, Omar M.G., Rafael Reuveny, and Brian M. Pollins. 2010. "Trade and Conflict: Proximity, Country Size, and Measures." *Conflict Management and Peace Science*. 27(1):3-27.
- Dale Copeland, *Economic Interdependence and War*, chs.1-2.
- Gartzke, Erik, Quan Li, and Charles Boehmer. 2001. "Investing in the Peace: Economic Interdependence and International Conflict." *International Organization* 55(2): 391-437.
- J. Markowitz, C. Fariss, and R.B. McMahon, "Producing Goods and Projecting Power" *Journal of Conflict Resolution* 63,6 (2019):1368-1402.

Week 6 (Feb 24). Rationalist Models of War

Required Readings:

- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.
- Powell, Robert. 2006. "War as a Commitment Problem." *International Organization* 60(1): 169-203.
- Reed, William, David H. Clark, Timothy Nordstrom, and Wonjae Hwang. 2008. "War, Power, and Bargaining." *Journal of Politics* 70(4): 1203-1216.
- Bell, Sam R. and Jesse C. Johnson. 2015. "Shifting Power, Commitment Problems, and Preventive War." *International Studies Quarterly* 59(1):124-132.
- Weisiger, Alex. "Learning from the battlefield: Information, domestic politics, and interstate war duration." *International Organization* 70, no. 2 (2016): 347-375.
- Gartzke, Erik, and Paul Poast. 2018. "Empirically Assessing the Bargaining Theory of War: Potential and Challenges" In *The Oxford Encyclopedia of Empirical International Relations Theory*, edited by William R. Thompson, Vol 1, 755-68. New York: Oxford University Press. Copy available here: <http://paulpoast.com/published-papers/4587786973>

Recommended Readings:

- Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1: 27-43.
- Bueno de Mesquita, Bruce. 1980. "An Expected Utility Theory of International Conflict." *The American Political Science Review* 74(4): 917-31.
- Bennett, D. Scott and Allan Stam. 2000. "A Universal Test of an Expected Utility Theory of War." *International Studies Quarterly* 44(3): 451-480.

Week 7 (Mar 3). Diplomacy, Threats and Coercive Bargaining

Required Readings:

- Fearon, James D. "Domestic political audiences and the escalation of international disputes." *American political science review* 88, no. 3 (1994): 577-592.
- Weeks, Jessica. 2008. "Autocratic Audience Costs: Regime Type and Signaling Resolve." *International Organization* 62(1): 35-64.
- William Nomikos and Nicholas Sambanis, "What is the Mechanism Underlying Audience Costs?" *Journal of Peace Research* 56,4 (2019):575-88.
- Kertzer, Joshua D., and Ryan Brutger. "Decomposing audience costs: Bringing the audience back into audience cost theory." *American Journal of Political Science* 60, no. 1 (2016): 234-249.
- McManus, Roseanne W. *Statements of Resolve: Achieving Coercive Credibility in International Conflict*. Cambridge University Press, 2017., chs.1,4.
- Yarhi-Milo, Keren. *Who Fights for Reputation*. Princeton University Press, 2018., chs.2,4.

- Weisiger, Alex, and Keren Yarhi-Milo. "Revisiting reputation: How past actions matter in international politics." *International Organization* 69, no. 2 (2015): 473-495.

Recommended Readings:

- Robert Jervis, *How Statesmen Think*, ch.9.
- Chaudoin, Stephen. "Promises or policies? An experimental analysis of international agreements and audience reactions." *International Organization* 68, no. 1 (2014): 235-256.
- Horowitz, Michael C., Philip Potter, Todd S. Sechser, and Allan Stam. "Sizing up the adversary: Leader attributes and coercion in international conflict." *Journal of Conflict Resolution* 62, no. 10 (2018): 2180-2204.
- Allan Dafoe, Jonathan Renshon, Paul Huth, "Reputation and Status as Motives for War" *Annual Review of Political Science* (vol. 17, 2014), 371-93.
- Post Abigail S. 2019. "Flying to Fail: Costly Signals and Air Power in Crisis Bargaining." *Journal of Conflict Resolution* 63(4): 869-895.
- Lupton, Danielle L. 2018. "Signaling Resolve: Leaders, Reputations, and the Importance of Early Interactions." *International Interactions* 44(1): 59-87.

Week 8 (Mar 10). Paper Topic Workshop (No Readings)

Week 9 (Mar 17). No Classes, Spring Break

Week 10 (Mar 24). Alliances

Required Readings:

- Fordham, Benjamin and Paul Poast. 2016. "All Alliances Are Multilateral: Rethinking Alliance Formation." *Journal of Conflict Resolution* 60(5): 840-865.
- Leeds, Brett Ashley, Andrew G. Long, and Sara McLaughlin Mitchell. 2000. "Reevaluating Alliance Reliability: Specific Threats, Specific Promises." *Journal of Conflict Resolution* 44(5): 686-699.
- Berkemeier, Molly, and Matthew Fuhrmann. "Reassessing the fulfillment of alliance commitments in war." *Research & Politics* 5, no. 2 (2018): 2053168018779697.
- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47(3): 427-439.
- Kenwick, Michael R., John A. Vasquez, and Matthew A. Powers. 2015. "Do Alliances Really Deter?" *Journal of Politics* 77(4): 943-954.
- Leeds, Brett Ashley, and Jesse C. Johnson. 2017. "Theory, Data, and Deterrence: A Response to Kenwick, Vasquez, and Powers." *Journal of Politics* 79 (1): 335-340.
- Mattes, Michaela and Greg Vonnahme. 2010. "Contracting for Peace: Do Nonaggression Pacts Reduce Conflict?" *Journal of Politics* 72(4): 925-938.

Recommended Readings:

- Morrow, James D. 1991. "Alliances and Asymmetry: An Alternative to the Capability Aggregation Model of Alliances." *American Journal of Political Science* 35(4): 904-933.
- Gibler, Douglas M. and John A. Vasquez. 1998. "Uncovering the Dangerous Alliances, 1495-1980." *International Studies Quarterly* 42(4): 785-807.

- Bennett, D. Scott. 1997. "Testing Alternative Models of Alliance Duration, 1816-1984." *American Journal of Political Science*, 41(3): 846-878.
- Lai, Brian and Dan Reiter. 2000. "Democracy, Political Similarity, and International Alliances, 1816-1992." *Journal of Conflict Resolution* 44(2): 203-227.

Week 11 (Mar 31). Nuclear Weapons

Required Readings:

- Sagan, Scott. 1994. "The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons." *International Security*, 18(4): 66-107.
- Tannenwald, Nina. 2003. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53(3): 433-468.
- Asal, Victor and Kyle Beardsley. 2007. "Proliferation and International Crisis Behavior." *Journal of Peace Research* 44(2): 139-155.
- Sechser, Todd S. and Matthew Fuhrmann. 2013. "Crisis Bargaining and Nuclear Blackmail." *International Organization* 67 (1): 173-195.
- Bell, Mark S., and Nicholas L. Miller. "Questioning the effect of nuclear weapons on conflict." *Journal of conflict resolution* 59, no. 1 (2015): 74-92.
- Fuhrmann, Matthew and Michael C. Horowitz. 2015. "When Leaders Matter: Rebel Experience and Nuclear Proliferation." *Journal of Politics* 77 (1): 72-87.
- Fuhrmann, Matthew and Yonatan Lupu. 2016. "Do Arms Control Treaties Work? Assessing the Effectiveness of the Nuclear Nonproliferation Treaty." *International Studies Quarterly* 60 (3): 530-539.

Recommended Readings:

- Wallace, Michael D. 1979. "Arms Races and Escalation: Some New Evidence." *Journal of Conflict Resolution* 23(1): 3-16.
- Sample, Susan G. 2002. "The Outcomes of Military Buildups: Minor States vs. Major Powers." *Journal of Peace Research* 39(6): 669-692.
- Rider, Toby J., Michael G. Findley, and Paul F. Diehl. 2011. "Just Part of the Game? Arms Races, Rivalry, and War." *Journal of Peace Research* 48(1): 85-100.
- Fuhrmann, Matthew and Todd S. Sechser. 2014. "Nuclear Strategy, Nonproliferation, and the Causes of Foreign Nuclear Deployments," *Journal of Conflict Resolution* 58 (2): 455-480.
- Lee, Kyungsuk, James D. Kim, Hwalmin Jin, and Matthew Fuhrmann. 2022. "Nuclear Weapons and Low-Level Military Conflict," *International Studies Quarterly*, forthcoming.

Week 12 (Apr 7). The Conduct of War: The Laws of War and Civilian Losses

Required Readings:

- Balcells, Laia, and Jessica A. Stanton. "Violence against civilians during armed conflict: moving beyond the macro-and micro-level divide." *Annual Review of Political Science* 24 (2021): 45-69.
- Downes, Alexander B. *Targeting civilians in war*. Cornell University Press, 2011., chs.1-2.
- Benjamin Appel and Alyssa Prorok, "Third Party Actors and the Intentional Targeting of Civilians in War" *British Journal of Political Science* 49,4 (2019):1453-74.
- Geoffrey PR Wallace. *Life and death in captivity: the abuse of prisoners during war*. Cornell University Press, 2015., chs.2-3.
- Morrow, James D. *Order within anarchy: The laws of war as an international institution*. Cambridge University Press, 2014., chs.3-4.

Week 13 (Apr 14). War Termination

Required Readings:

- Goemans, Hein Erich. *War and punishment*. Princeton University Press, 2012., chs.2-3.
- Reiter, Dan. *How wars end*. Princeton University Press, 2009., chs.2-3,9.
- Stanley, Elizabeth A., and John P. Sawyer. "The equifinality of war termination: Multiple paths to ending war." *Journal of Conflict Resolution* 53, no. 5 (2009): 651-676.

Recommended Readings:

- Quiroz Flores, Alejandro. "A competing risks model of war termination and leader change." *International Studies Quarterly* 56, no. 4 (2012): 809-819.
- Ramsay, Kristopher W. "Settling it on the field: Battlefield events and war termination." *Journal of Conflict Resolution* 52, no. 6 (2008): 850-879.
- Mattes, Michaela, and T. Clifton Morgan. "When do they stop? Modeling the termination of war." *Conflict Management and Peace Science* 21, no. 3 (2004): 179-193.

Week 14 (Apr 21). War Outcomes and Consequences

Required Readings:

- Reiter, Dan and Allan C. Stam III. 1998. "Democracy, War Initiation, and Victory." *American Political Science Review* 92(2): 377-389.
- Sarah Croco, "The Decider's Dilemma: Leader Culpability, War Outcomes, and Domestic Punishment" *American Political Science Review* 105,3 (2011):457-77.
- Talmadge, Caitlin. *The Dictator's Army*. Cornell University Press, 2015., chs.1,5.
- Lyall, Jason. *Divided Armies: Inequality and Battlefield Performance in Modern War*. Princeton University Press, 2020. chs.2,4.
- Sullivan, Patricia L. 2007. "War Aims and War Outcomes: Why Powerful States Lose Limited Wars." *Journal of Conflict Resolution* 51(3): 496-524.
- Bueno de Mesquita, Bruce and Randolph M. Siverson. 1995. "War and the Survival of Political Leaders: A Comparative Study of Regime Types and Political Accountability." *American Political Science Review* 89:841-853.

Recommended Readings:

- Reiter, Dan, and Allan C. Stam. *Democracies at war*. Princeton University Press, 2010., chs.1-3.
- Narang, Vipin, and Caitlin Talmadge. 2018. "Civil-Military Pathologies and Defeat in War: Tests Using New Data." *Journal of Conflict Resolution* 62(7): 1379-1405.
- Giacomo Chiozza and H.E. Goemans, *Leaders and International Conflict*. Cambridge University Press.

Week 15 (Apr 28). Conflict Management & Post-War Peacebuilding

Required Readings:

- Fortna, Virginia Page. *Peace time*. Princeton University Press, 2018. Chapters 1, 5-6.
- Suzanne Werner and Amy Yuen, "Making and Keeping Peace" *International Organization* 59,2 (2005): 261-92.
- Lo, Nigel, Barry Hashimoto, and Dan Reiter. "Ensuring peace: Foreign-imposed regime change and postwar peace duration, 1914-2001." *International Organization* 62, no. 4 (2008): 717-736.
- Alexander Downes, "Forced to be Free? Why Foreign-Imposed Regime Change Rarely Leads to Democratization" *International Security* 37,4 (2013):90-131.

- Goertz, Gary, Paul F. Diehl, and Alexandru Balas. 2016. *The Puzzle of Peace: The Evolution of Peace in the International System*. Oxford: Oxford University Press. Selected Chapters.
- Beardsley, Kyle. "Agreement without peace? International mediation and time inconsistency problems." *American Journal of Political Science* 52, no. 4 (2008): 723-740.
- Bond, Kanisha, and Faten Ghosn. "Cultural similarity and mediation offers in interstate conflicts, 1945–1995." *International negotiation* 20, no. 2 (2015): 269-290.

Recommended Readings:

- Alyssa Prorok and P. Huth, "International Law and the Consolidation of Peace Following Territorial Changes" *Journal of Politics* 77,1 (2015):161-74.
- Gent, Stephen E., and Megan Shannon. 2011. "Decision Control and the Pursuit of Binding Conflict Management: Choosing the Ties That Bind." *Journal of Conflict Resolution* 55(5): 710–734.
- David Edelstein, David M. *Occupational Hazards*. Cornell University Press, 2010, chs.2-3.
- Frazier, Derrick V. and William J. Dixon. "Third-Party Intermediaries and Negotiated Settlements, 1946–2000." *International Interactions* 32(4): 385-408.
- Werner, Suzanne. 1999. "The Precarious Nature of Peace: Resolving the Issues, Enforcing the Settlement, and Renegotiating the Terms." *American Journal of Political Science* 43(3): 912-934.
- Fortna, Virginia Page. 2003. "Scraps of Paper? Agreements and the Durability of Peace." *International Organization* 57(2): 337-372.

Additional Topics that are not included in the course calendar due to time constraints:

1. Deterrence (could sub in some of this in Coercive Bargaining week)

- Huth, Paul and Bruce Russett. 1993. "General Deterrence between Enduring Rivals: Testing Three Competing Models." *American Political Science Review* 87(1): 61-73.
- Fearon, James D. 1994. "Signaling versus the Balance of Power and Interests: An Empirical Test of a Crisis Bargaining Model." *Journal of Conflict Resolution* 38(2): 236-269.
- Danilovic, Vesna. 2001. "Conceptual and Selection Bias Issues in Deterrence." *Journal of Conflict Resolution* 45(1): 97-125.
- Signorino, Curtis and Ahmer Tarar. 2006. "A Unified Theory and Test of Extended Immediate Deterrence." *American Journal of Political Science* 50(3): 585-605.
- Bak, Daehee. 2018. "Alliance Proximity and Effectiveness of Extended Deterrence." *International Interactions* 44(1): 107-131.
- Quackenbush, Stephen. 2018. "Empirical Analyses of Deterrence." *Oxford Research Encyclopedia of Politics*.

2. The Decline of Warfare(?)

- Gleditsch, Nils Petter, Steven Pinker, Bradley A. Thayer, Jack S. Levy, and William R. Thompson. 2013. "The Forum: The Decline of War." *International Studies Review* 15(3): 396-419.
- Mitchell, Sara McLaughlin and John A. Vasquez. 2021. *What Do We Know About War? (Third Edition)*. Lanham, MD: Rowman & Littlefield. Chapter 16 (Braumoeller)
- Fazal, Tanisha M. and Paul Poast. 2019. "War Is Not Over." *Foreign Affairs* 98(6): 74-83.
- Markowitz, Jonathan N., Suzie Mulesky, Benjamin A.T. Graham, and Christopher J. Fariss, 2020. "Productive Pacifists: The Rise of Production-Oriented States and Decline of Profit-Motivated Conquest." *International Studies Quarterly* 64(3): 558-572.

3. Changing Security Threats & New Technologies

- Mitchell, Sara McLaughlin and John A. Vasquez. 2021. *What Do We Know About War? (Third Edition)*. Lanham, MD: Rowman & Littlefield. Chapter 13 (Mitchell/Yang) and Chapter 12 (Valeriano, Maness, and Jensen).
- Michael Horowitz. "Do Emerging Military Technologies Matter for International Politics?" *Annual Review of Political Science*, 23 (2020), pp. 385-400.
- Matthew Fuhrmann and Michael Horowitz. "Droning On: The Proliferation of Unmanned Aerial Vehicles and Military Innovation". *International Organization*. 71:2 (Spring 2017), pp. 394-418.
- Early, Bryan R., and Erik Gartzke. "Spying from Space: Reconnaissance Satellites and Interstate Disputes." Forthcoming, *Journal of Conflict Resolution*.

4. Conflict Expansion/Contagion

- Midlarsky, Manus I, ed. 1989. *Handbook of War Studies*. Ann Arbor: University of Michigan Press. Pages 111-139 (Chapter 5, Most, Starr, and Siverson)
- Gartner, Scott Sigmund and Randolph M. Siverson. 1996. "War Expansion and War Outcome." *Journal of Conflict Resolution*, 40(1): 4-15.
- Jones, Benjamin T. and Shawna K. Metzger. 2018. "Evaluating Conflict Dynamics: A Novel Empirical Approach to Stage Conceptions." *Journal of Conflict Resolution* 62(4): 819-847.

5. International Organizations and Conflict

- Boehmer, Charles, Erik Gartzke, Timothy Nordstrom. 2004. "Do Intergovernmental Organizations Promote Peace?" *World Politics* 57(1): 1-38.

- Fausett, Elizabeth and Thomas J. Volgy. 2010. "Intergovernmental Organizations (IGOs) and Interstate Conflict: Parsing Out IGO Effects for Alternative Dimensions of Conflict in Postcommunist Space." *International Studies Quarterly* 54(1): 79-101.
- Anderson, Christopher C., Sara McLaughlin Mitchell, and Emily Schilling. 2016. "Kantian Dynamics Revisited: Time Varying Analyses of Dyadic IGO-Conflict Relationships." *International Interactions* 42(4): 644-676.

6. Rivalry and Conflict Dynamics

- Diehl, Paul F. and Gary Goertz. 2000. *War and Peace in International Rivalry*. Ann Arbor: University of Michigan Press. (Chapters 1-2)
- Thompson, William R. 1995. "Principal Rivalries." *Journal of Conflict Resolution* 39(2): 195-223.
- Mitchell, Sara McLaughlin and Cameron G. Thies. 2011. "Issue Rivalries." *Conflict Management and Peace Science* 28(3): 230-260.
- Colaresi, Michael P. and William R. Thompson. 2002. "Hot Spots or Hot Hands? Serial Crisis Behavior, Escalating Risks, and Rivalry." *Journal of Politics* 64(4): 1175-1198.
- Goertz, Gary, Bradford Jones, and Paul F. Diehl. 2005. "Maintenance Processes in International Rivalries." *Journal of Conflict Resolution* 49(5): 742-769.
- Dreyer, David R. 2010. "Issue Conflict Accumulation and the Dynamics of Strategic Rivalry." *International Studies Quarterly* 54(3): 779-795.
- Lektzian, David, Brandon C. Prins, and Mark Souva. 2010. "Territory, River, and Maritime Claims in the Western Hemisphere: Regime Type, Rivalry, and MIDs from 1901-2000." *International Studies Quarterly* 54(4): 1073-1098.

7. Diversionary Theories

- Ostrom, Charles W. Jr. and Brian L. Job. 1986. "The President and the Political Use of Force." *American Political Science Review* 80(2): 541-566.
- Enterline, Andrew J. and Kristian S. Gleditsch. 2000. "Threats, Opportunity, and Force: Repression and Diversion of Domestic Pressure, 1948-1982." *International Interactions* 26(1): 21-53.
- Leeds, Brett Ashley and David R. Davis. 1997. "Domestic Political Vulnerability and International Disputes." *Journal of Conflict Resolution* 41(6): 814-834.
- Mitchell, Sara McLaughlin and Clayton L. Thyne. 2010. "Contentious Issues as Opportunities for Diversionary Behavior." *Conflict Management and Peace Science* 27(5): 461-485.
- Haynes, Kyle. 2016. "Diversity and Diversion: How Ethnic Composition Affects Diversionary Conflict." *International Studies Quarterly* 60(2): 258-271.
- Fordham, Benjamin. 2017. "More than Mixed Results: What We Have Learned from Quantitative Research on the Diversionary Hypothesis." *Oxford Research Encyclopedia of Politics*.