

POLS 335: International Conflict  
Section 500  
Fall 2021  
Texas A&M University

Class Time: MWF 9:45 am - 10:35 am

Class Location: 1015 Allen

Course Website: Canvas (<https://canvas.tamu.edu/courses/104150>)

Instructor: Yohan Park

Email: [yohan.park@tamu.edu](mailto:yohan.park@tamu.edu)

Office: 124 LASB

Office Hours: T/R 10:00 am - 11:30 am, or by appointment

## Course Description

The course is designed to introduce students to the studies of international conflict. We will study the evolution of conflict, such as causes, escalation, and termination of conflict, from multiple theoretical views. More specifically, the course covers classic and modern works that explain international conflict by focusing on power distributions, strategic bargaining, domestic politics, alliances, and political geography. While the course mainly addresses international conflicts, it also covers civil conflict and terrorism that has many aspects in common with international conflicts. The readings include a selection of classic seminal writings as well as the most recent studies in each area.

## Learning Outcomes

By the end of the course, students are expected to:

- have an understanding of foundational literature in the studies of international conflict.
- be able to read, analyze, and critique the extant research.
- be able to critically evaluate the explanations of international conflict.
- have a deeper understanding of current conflict issues by applying theories of conflict to the current issues.

## Readings

There are no required textbooks in the course. All of the readings are journal articles and book chapters that will be available through the subscription-only databases (e.g., JSTOR), the University library's on-line journal catalogue, or Canvas. Each week, students are expected to complete the readings prior to class.

## Course Website

All class materials, syllabus, notes, and assignments will be posted on **Canvas** (<https://canvas.tamu.edu/courses/104150>). All quizzes and exams are also to be completed in Canvas, and your grades will be posted as well.

## Grading

Your grade will be based on the following:

Class Attendance	10%
Quizzes	20%
Presentation/Discussion	20%
Midterm Exam	20%
Final Exam	30%
Extra Credits	up to 5%

- **Class Attendance:** 10% of the final grade.
- **Quizzes:** combined 20% of the final grade. Each week will have multiple short quizzes associated with the lecture and readings. You have to complete these assignments by every Friday (i.e., deadline is Friday at 11:59 pm). Each quiz will take only around 5-10 min. The short quizzes cover material in the weekly readings and the lecture. All quizzes will be completed in Canvas.
- **Presentation/Discussion:** 20% of the final grade. Since Week 4 (end of September), a pair of students will present and discuss a research article in the class. Two students (up to three students, if needed) will form a group and each student serves as a presenter or discussant for each presentation class. In each presentation class, one student of the assigned group will present an article of international conflict that has been published in academic journals as if he/she is the author of the article. The presenter will introduce the article to the audiences (i.e., the other students in the class) and present the core arguments and findings of the article as well as the contributions the article makes to the literature.

Each presentation will be followed by discussion. Another student of the group will be a discussant of the research article in each presentation class. The discussant will critically assess the research article presented by the presenter and ask relevant questions about the article if needed.

Presenters must submit the slides (e.g., power point slides or pdf) to me by email prior to the presentation class. Discussants must submit a short review paper (1-2 pages) of the research article to me by email prior to the presentation class. Comprehensive rubrics for presentation and discussion will be provided at a future date.

The list of research articles and presentation schedules are given in the Course Schedule section in this syllabus (see the last section of this syllabus).

- **Exams (Midterm & Final):** 20% and 30% of the final grade, respectively. The exams will be completed in Canvas. The exams include multiple choice, short answer, and true-false questions. The exams are not cumulative. The exams cover the contents in the assigned readings and those I discuss in the class. See the Course Schedule section below for the scheduled dates.
- **Extra Credit:** You can earn up to 5% extra credit on the final grade by regularly participating in the weekly "Questions and Clarifications" discussion forum. You can earn points for both questions and discussing possible answers. Only serious posts/replies earn points, however. Only sincere effort will earn points.
- **Readings:** Students are expected to read the assigned readings prior to class sessions. Lectures will only supplement the readings rather than cover everything in the readings.

### Letter Grade Distribution:

$\geq 89.50$	A
79.50 - 89.49	B
69.50 - 79.49	C
59.50 - 69.49	D
$\leq 59.49$	F

## COURSE POLICIES

### Attendance & Makeup Work Policy:

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in [Student Rule 7](#), or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor ([Student Rule 7, Section 7.4.1](#))

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#))

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

### Unexcused Absences and Late Policy:

Unexcused absences from the exam will result in a score of 0 for the exam. Make-up exams will be given only if the student has a university excused absence and follows university

guidelines for excused absences. (See <http://student-rules.tamu.edu/rule07>) Plan to provide documentation. In such a case, contact the instructor, Yohan Park, in advance of the scheduled exam.

Unexcused late work will be penalized by a five percentage point deduction for each day your work is late. For example, if you hand in the a writing assignment within 24 hours after it is due, your maximum score will be 95%. If you hand in your assignment between 24 and 48 hours late, your maximum score will be 90%, and so on.

### **Re-grading Policy:**

Students who want to appeal a grade received on an exam or assignment must submit a re-grading request in written form (e.g., email). This request has to be turned in within seven working days after the graded exams or assignments are returned to the class. The written statement must explain exactly why the student believes the current grade is incorrect. The instructor will then regrade the entire assignment or exam extra carefully. Note, however, your grade may go up or down as a consequence of regrading.

### **Communication:**

The best place to ask questions is the discussion forum "Questions and Clarifications" on Canvas. If your question is not related to class material or relevant to other students, we can discuss it over email or in office hours. I encourage you to visit my office hours to discuss any difficulties with the class, readings, or assignments.

To make sure that your email does not go missing, please include [**POLS335**] in the subject line of your email. Otherwise there is no guarantee that your email reaches the inbox. You can expect me to reply to emails within 24 hours during the work week. I will not reply to emails on the weekend, except for urgent matters. As with all business related correspondence, please include an appropriate salutation, identify yourself (and your section), and write in complete sentences.

## **UNIVERSITY POLICIES**

### **Statement about Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

### **Academic Integrity and Plagiarism Statement:**

"An Aggie does not lie, cheat, or steal, or tolerate those who do." As commonly defined,

plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of Texas A&M University Student Rules, under the section "Scholastic Dishonest" or see the web site, <http://aggiehonor.tamu.edu>.

## **University Writing Center (UWC):**

University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or stop by in person.

## **Title IX and Statement on Limits to Confidentiality:**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1Links](#))

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal

investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services (CAPS)](<https://caps.tamu.edu>). Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the [University's Title IX webpage](#).

## **Code of Conduct:**

The Department of Political Science at Texas A&M University is committed to fostering an environment of learning and scholarship that is open, respectful, and welcoming to all, regardless of race, religion, gender (identity), ability, age, socio-economic background, or sexual orientation. As outlined in the department's Code of Conduct, we strive to create a positive climate for all students, faculty, and staff. We are dedicated to providing a harassment-free experience for all members and guests of the department.

Whereas, we expect members of the political science department to adhere to the departmental Code of Conduct in general, respectful behavior by all participants is especially important in the classroom and other course-related interactions (virtual and in-person). An environment conducive to learning and scholarship requires free speech and an open mind, but must be free of harassment, hostile, or threatening behaviors. Faculty, staff, and students ought to be proactive in helping others and speak up to avoid harm in the case that any of these unwelcome behaviors are observed.

Please report all violations of this code to the instructor, Yohan Park, or the departmental ombudsperson, Dr. Taylor Robinson ([m-taylor11@pols.tamu.edu](mailto:m-taylor11@pols.tamu.edu))

If you see or hear any student engaging in behavior that violates this code, you are also encouraged to report to: <https://stophate.tamu.edu>

## **Student Rule 21:**

Despite the fact that most of our learning is happening online, student rule 21 will be strictly enforced in this class <https://student-rules.tamu.edu/rule21/>. Any behavior that seriously interferes with either (1) the instructor's ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive behavior may be subject to disciplinary action.

## **COVID-19 Announcements:**

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

To promote public safety and protect students, faculty, and staff during the coronavirus

pandemic, Texas A&M University has adopted policies and practices for the Fall 2021 academic term to limit virus transmission. Students must keep updated about the guidelines announced by the [university](#) while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.). Please be on the lookout for future updates posted on the [Protect Aggieland COVID-19 guidance page](#).

## **The materials used in this course are copyrighted:**

In addition, the materials used in this course are copyrighted. By “materials,” I mean anything generated for this class, which include but are not limited to syllabi, presentations, web pages, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

## **CHANGES TO SYLLABUS :**

I reserve the right to update/modify/clarify the syllabus with written notification. In particular, depending on how fast or slow we are progressing through the semester, I might make changes to the reading assignments.

### **Course Schedule:**

Below is the schedule for topics to be covered, reading assignments, and dates for assignments and exams. Generally speaking, exams will cover material from the assigned readings and the lectures with an emphasis on the latter. Topics covered on exams will usually cover materials covered prior to the exams, but I will likely make adjustments. Note that I reserve the right to alter the following schedule at any point in the semester as it depends on the progress of the class. If such changes are needed, I will make an announcement in class.

## **Week 1 (8/30 - 9/3): Anarchy**

### **Main Readings:**

- Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18 (4): 615-628.
- Milner, Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17 (1): 67-85.
- Wendt, Alexander. 1992. "Anarchy Is What States Make of It." *International Organization* 46 (2): 391-425.

### **Recommended Readings:**

- Morgenthau, Hans Joachim. 1960. *Politics Among Nations: The Struggle for Power and Peace*. 3rd ed. New York: McGraw-Hill. Ch. 1 (pp. 3-15).
- Waltz, Kenneth N. *Man, the State and War: A Theoretical Analysis* (Columbia University Press, 1954), ch. 6 (pp.159-186).
- Jervis, Robert. 1978. "Cooperation Under the Security Dilemma." *World Politics*. 167-214.
- Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics* 38 (1): 226-254.

## **Week 2 (9/6 - 9/10): "The Debate"**

### **Main Readings:**

- Jervis, Robert. 1999. "Realism, Neoliberalism, and Cooperation: Understanding the Debate." *International Security* 24 (1): 42-63
- Lake, David. 2011. "Why Isms Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress." *International Studies Quarterly* 55:465-480.

### **Recommended Readings:**

- Powell, Robert. 1994. "Anarchy in International Relations Theory: The Neo-Realist-Neo-Liberal Debate." *International Organization* 48 (2), pp. 313-344.
- Keohane, Robert O. and Lisa L. Martin. 1995. "The Promise of Institutional Theory." *International Security* 20 (1): 39-51.
- Mearsheimer, John J. 1994/95. "The False Promise of International Institutions." *International Security* 19 (3): 5-49.

## **Week 3 (9/13 - 9/17): Why Wars? Bargaining Approaches to Conflict**

### **Main Readings:**

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

### **Recommended Readings:**

- Schelling, Thomas C. 1956. "An Essay on Bargaining." *American Economic Review* 46 (3): 281- 306.



- Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics*. 1(1): 27-43.
- Wagner, R. Harrison. 2000. "Bargaining and War." *American Journal of Political Science* 44 (3): 469-84.

## **Week 4 (9/20 - 9/24): Signaling in Conflict**

### **Main Readings:**

- Baum, Matthew A. 2004. "Going private: Public opinion, presidential rhetoric, and the domestic politics of audience costs in US foreign policy crises." *Journal of Conflict Resolution* 48(5): 603–631.
- Sartori, Anne E. 2002. "The Might of the Pen: A Reputational Theory of Communication in International Disputes." *International Organization* 56(1): 121–149.

### **Presentation/Discussion 1 (9/24):**

- Fuhrmann, Matthew, and Todd S Sechser. 2014. "Signaling Alliance Commitments: Hand- Tying and Sunk Costs in Extended Nuclear Deterrence." *American Journal of Political Science* 58(4):919–935.

### **Recommended Readings:**

- Fearon, James D. 1997. "Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs." *Journal of Conflict Resolution* 41 (1): 68–90.
- Slantchev, Branislav L. 2005. "Military coercion in interstate crises." *American Political Science Review* 99(4): 533-547.
- Kurizaki, Shuhei. 2007. "Efficient Secrecy: Public versus Private Threats in Crisis Diplomacy." *American Political Science Review* 101(3):543–558.
- Kertzer, Joshua D., Brian C. Rathbun, and Nina Srinivasan Rathbun. 2020. "The Price of Peace: Motivated Reasoning and Costly Signaling in International Relations." *International Organization* 74(1): 95-118.

## **Week 5 (9/27): Presentation/Discussion 2**

- Katagiri, Azusa, and Eric Min. 2019. "The Credibility of Public and Private Signals: A Document-Based Approach." *American Political Science Review* 113(1): 156–172.

**No Classes on 9/29 & 10/1 - APSA Conference**

## **Week 6 (10/4 - 10/8): Domestic Context**

### **Main Readings:**

- Maoz, Zeev, and Bruce Russett. 1993. "Normative and Structural Causes of the Democratic Peace, 1946-1986." *American Political Science Review* 87 (3): 624-638.
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation for the Democratic Peace." *American Political Science Review* 93 (4): 791-808.

### **Presentation/Discussion 3 (10/8):**

- Downes, Alexander and Todd Sechser. 2012. The illusion of democratic credibility. *International Organization* 66(3): 457-489.

### **Recommended Readings:**

- Michael W. Doyle. 1986. "Liberalism and World Politics." *American Political Science Review* 80(4): 1151-1169.
- Reiter, Dan and Allan C. Stam, III. 1998. "Democracy, War Initiation, and Victory." *American Political Science Review* 92(2): 377-389.
- Schultz, Kenneth A. 1998. "Domestic Opposition and Signaling in International Crises." *American Political Science Review* 92(4):829-844.
- Imai, Kosuke, and James Lo. 2021. "Robustness of Empirical Evidence for the Democratic Peace: A Nonparametric Sensitivity Analysis." *International Organization*: 1-19.

## **Week 7 (10/11 - 10/15): Midterm & Domestic Regime Type**

### **Midterm:**

- 10/11: Review
- 10/13: **Midterm**

### **Main Readings (10/15):**

- Weeks, Jessica. 2012. "Strongmen and straw men: Authoritarian regimes and the initiation of international conflict." *American Political Science Review* 106(2):326-347.

### **Recommended Readings:**

- Weeks, Jessica. 2008. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62(1): 35-64

- Debs, Alexandre and H. E. Goemans. 2010. "Regime type, the fate of leaders, and war." *American Political Science Review* 104(3):430–445.
- Carter, Jeff, and Charles E. Smith. 2020. "A Framework for Measuring Leaders' Willingness to Use Force." *American Political Science Review* 114(4): 1352-1358.
- Hyde, Susan D., and Elizabeth N. Saunders. 2020. "Recapturing Regime Type in International Relations: Leaders, Institutions, and Agency Space." *International Organization* 74(2): 363-395.

## **Week 8 (10/18 - 10/22): Domestic Regime Type**

### **Main Readings:**

- Weeks, Jessica. 2012. "Strongmen and straw men: Authoritarian regimes and the initiation of international conflict." *American Political Science Review* 106(2):326-347.

### **Presentation/Discussion 4 (10/20):**

- Sirin, Cigdem V and Michael T Koch. 2015. "Dictators and Death: Casualty Sensitivity of Autocracies in Militarized Interstate Disputes." *International Studies Quarterly* 59(4):802– 814.

**No Class on 10/22 - IPES Conference**

### **Recommended Readings:**

- Weeks, Jessica. 2008. "Autocratic audience costs: Regime type and signaling resolve." *International Organization* 62(1): 35-64
- Debs, Alexandre and H. E. Goemans. 2010. "Regime type, the fate of leaders, and war." *American Political Science Review* 104(3):430–445.
- Carter, Jeff, and Charles E. Smith. 2020. "A Framework for Measuring Leaders' Willingness to Use Force." *American Political Science Review* 114(4): 1352-1358.
- Hyde, Susan D., and Elizabeth N. Saunders. 2020. "Recapturing Regime Type in International Relations: Leaders, Institutions, and Agency Space." *International Organization* 74(2): 363-395.

## **Week 9 (10/25 - 10/29): Economic Context**

### **Presentation/Discussion 5 (10/25):**

- Weiss, Jessica C. and Dafoe, Allan. 2019. "Authoritarian audiences, rhetoric, and propaganda in international crises: Evidence from China." *International Studies Quarterly* 63(4): 963-973.

### **Main Readings (10/27 - 10/29):**

- Oneal, John and Bruce Russett. 1999. "The Kantian Peace: The Pacific Benefits of Democracy, Interdependence, and International Organizations, 1885-1992." *World Politics* 52 (October): 1-37.
- Gartzke, Erik, Quan Li, and Charles Boehmer. 2001. "Investing in the Peace: Economic Interdependence and International Conflict." *International Organization* 55 (2):391-438.

### **Recommended Readings:**

- 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.
- Bussman, Margit. 2010. "Foreign Direct Investment and Militarized International Conflict." *Journal of Peace Research* 47 (2): 143-153.
- Gartzke, Erik. 2007. "The capitalist peace." *American journal of political science* 51(1): 166-191.

## **Week 10 (11/1 - 11/5): Alliance**

### **Presentation/Discussion 6 (11/1):**

- Davis, Christina L., and Sophie Meunier. 2011. "Business as usual? Economic responses to political tensions." *American Journal of Political Science* 55(3): 628-646.

### **Main Readings (11/3):**

- 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: 427-439.

### **Presentation/Discussion 7 (11/5):**

- Kenwick, Michael R., John A. Vasquez, and Matthew A. Powers. 2015. "Do alliances really deter?." *The Journal of Politics* 77(4): 943-954.

### **Recommended Readings:**

- Snyder, Glenn H. 1991. "Alliances, balance, and stability." *International Organization* 45(1): 121-142.

- Crescenzi, Mark J.C., Jacob D. Kathman, Katja B Kleinberg, and Reed M. Wood. 2012. "Reliability, Reputation, and Alliance Formation." *International Studies Quarterly*. 56 (2): 259-74.
- Mattes, Michaela 2012. "Democratic Reliability, Precommitment of Successor Governments, and the Choice of Alliance Commitment." *International Organization* 66(1): 153-172.

## **Week 11 (11/8 - 11/12): Territory**

### **Main Readings (11/8):**

- Vasquez, John A. 1995. "Why Do Neighbors Fight?: Proximity, Interaction, and Territoriality." *Journal of Peace Research* 32 (3): 277-93

### **Presentation/Discussion 8 (11/10):**

- Kenwick, Michael R., and Beth A. Simmons. 2020. "Pandemic response as border politics." *International Organization* 74: 36-58.

### **Presentation/Discussion 9 (11/12):**

- Tomz, Michael, Jessica LP Weeks, and Keren Yarhi-Milo. 2020. "Public opinion and decisions about military force in democracies." *International Organization* 74 (1): 119-143.

### **Recommended Readings:**

- Carter, David B. 2010. "The Strategy of Territorial Conflict." *American Journal of Political Science* 54:969-987.
- Owsiak, Andrew P. 2013. "Democratization and International Border Agreements." *Journal of Politics* 75(3): 757-72.
- Carter, David B. and Hein Goemans. 2011. "The Making of the New Territorial Order: New Borders and the Emergence of Interstate Conflict." *International Organization* 65 (2): 275-309.

## **Week 12 (11/15 - 11/19): Civil Conflict & Peacekeeping**

### **Main Readings (11/15 - 17):**

- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal inequalities and ethnonationalist civil war: A global comparison." *American Political Science Review* 105(3): 478-495.

- Hultman, Lisa, Jacob Kathman, and Megan Shannon. 2014. "Beyond Keeping Peace: United Nations Peacekeeping in the Midst of Fighting." *American Political Science Review* 108(4): 737-753.

**Presentation/Discussion 10 (11/19):**

- Ch, Rafael, Jacob Shapiro, Abbey Steele, and Juan F. Vargas. 2018. "Endogenous taxation in ongoing internal conflict: The case of Colombia." *American Political Science Review* 112(4): 996-1015.

**Recommended Readings:**

- Collier and Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595
- Fearon and Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.
- Doyle and Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review* 94(4): 779- 801.
- Fortna. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48(2): 269-292.

**Week 13 (11/22): Presentation/Discussion 11**

- Fjelde, Hanne, Lisa Hultman, and Desirée Nilsson. 2019. "Protection through presence: UN peacekeeping and the costs of targeting civilians." *International Organization* 73(1): 103-131.

**No Classes on 11/24 & 11/26 - Thanksgiving break**

**Week 14 (11/29 - 12/3): Terrorism**

**Main Readings (11/29):**

- Kydd, Andrew H., and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31 (1): 49-80.

**Presentation/Discussion 12 (12/1):**

- Rigterink, Anouk S. 2021. "The Wane of Command: Evidence on Drone Strikes and Control within Terrorist Organizations." *American Political Science Review* 115(1): 31-50.

**Presentation/Discussion 13 (12/3):**

- Blair, Robert A. 2021. "UN Peacekeeping and the Rule of Law." *American Political Science Review* 115(1): 51-68.

### **Recommended Readings:**

- Enders, Walter, and Todd Sandler. 2006. *The Political Economy of Terrorism*. New York: Cambridge University Press.
- Aksoy, Deniz, David B Carter and Joseph Wright. 2012. "Terrorism in dictatorships." *The Journal of Politics* 74(3):810–826.
- Crenshaw, Martha. 1981. "The Causes of Terrorism." *Comparative Politics* 13(4):379–399.
- Gaibulloev, Khusrav, James A. Piazza and Todd Sandler. 2017. "Regime Types and Terrorism." *International Organization* 71(3):491–522.

## **Week 15 (12/6 - 12/8): Review**

### **Presentation/Discussion 14 (12/6):**

- Blair, Graeme, Darin Christensen, and Aaron Rudkin. 2021. "Do commodity price shocks cause armed conflict? a meta-analysis of natural experiments." *American Political Science Review* 115(2): 709-716.

### **12/8: Review**

**12/10: No Class - Reading day**

## **Week 16 (12/13): Final Exam**