

# International Security Seminar (PLS 797)

Monday 12:20–2:50 pm

Strong Hall 0409

## Instructor Contact Information

**Instructor:** Assistant Professor Michael Masterson

**Email:** mmasterson@missouristate.edu

**Office hours:** Monday 4–5 pm, Tuesday 10 am–12 pm, Wednesday 10 am–12 pm, and by appointment.

I will hold office hours on Zoom. Please use my email address to add me to your Zoom contacts, and I will accept. During office hours I will have Zoom open on my computer. When you are ready to come to office hours, send me a message using Zoom's chat function, and I will create a Zoom meeting for us to join.

I will do my best to respond to emails by the end of the business day. There is no guarantee of a response to emails sent during non-business hours until the next business day. When scheduling a meeting outside of my office hours, please strive to contact me at least 2 days in advance.

## Course Overview

Understanding international conflict is critical whether one works in government, works in the private sector assessing the risks conflict poses to investments and supply chains, or simply desires to be an informed citizen. This course will introduce the main theories international relations scholars use to account for the causes and dynamics of conflict. The course will also foster skills in applying these theories to forecasting security-related events.

This course is part of the Masters in Global Studies program and it involves a substantial workload. Students must find a way to accommodate that workload in their schedules. Since the course is a seminar, it is essential that students complete the readings for each session and participate actively and consistently in class discussions.

## Assignments

- Student-Led Reading Discussions
  - Each student should sign up to be a discussion leader for 2 of the student-led readings. For those readings, the discussion leader should come prepared to summarize the content of the reading for the class in a short (about 5 min) presentation. The presentation should include what the research question of the reading was, what theoretical argument was presented, what evidence was presented for this argument, and how this reading relates to the other readings for the week. The discussion leader should be prepared to answer questions from the class for a brief period after their presentation.

- Forecast Reports

- Each student should choose one of the following topics from the [The Global Judgment Challenge](#) to conduct 2 forecasts on using the techniques we will learn from Tetlock and Gardner (2015). Both forecasts should be on the same topic with the second forecast updating the first forecast based on new information. The exception to this is if the event the forecast is about has taken place after the first paper. In this case, you should choose a different topic for your second forecast. Each forecast should be accompanied by a 2 page double spaced report that makes clear how you arrived at your forecast using the reasoning techniques we learned. **The first forecast is due by midnight on Oct. 12 and the second is due on November 23.**
- Here are the forecast topics available to choose from:
  - \* Before 1 January 2021, will there be a lethal confrontation between the national military or law enforcement forces of Iran and Saudi Arabia either in Iran or at sea?
  - \* Will Venezuelan opposition leader Juan Guaidó be detained or arrested by Venezuelan authorities before 1 January 2021?
  - \* Will President Trump and North Korea's Kim Jong Un meet [again] before 1 January 2021?

- Literature Review

- This paper should choose a theory related to a topic from one of the weeks of the course. The theory you choose should be approved by me in advance. This paper should explain the theory and its logic as well as what we would and *would not* expect to observe if the theory is correct. The paper should then explain the findings of previous research and to what extent these support the theory. What is the evidence for and against the theory and what are the strengths and weaknesses of this evidence? The paper should conclude by offering an assessment of the overall support for the theory. The conclusion should also point to areas future scholarship should examine to clarify whether the theory is support or not. For example, maybe previous research is focused only on the theory's main outcome, and more research is needed on its mechanisms. This paper should be a maximum of 12 pages double spaced. This paper is **due by midnight November 30.**

## Quizzes

For 7 of the class sessions, I will administer an in-class pop quiz on the required readings for that week. The quizzes will have 5 questions (multiple choice and short answer) each. A student may drop their lowest quiz grade, but there will be no makeup quizzes outside of exceptional circumstances, such as medical or family emergencies.

## Grading

- Quizzes 30%
- Participation and Attendance 20%
  - This is a seminar course, so you should come to class prepared to discuss the readings each week. This includes not only doing the required readings prior to class but also taking notes on the main points of each reading as well as aspects of the readings you think would be interesting or important to discuss. However, *if you are sick and may be contagious, please do not come to class*. Instead, seek medical attention from your doctor or at Mager's Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact me to let me know that you are sick and will not be in class. We can work together to ensure you will be able to keep up with readings and assignments through the Blackboard course site.
- Student-Led Reading Discussions 15%
- Forecast Reports 15%
- Literature Review Paper 20%

## Course Readings

All of the readings except those from the required book below will be posted on Blackboard. Tetlock, Philip E and Dan Gardner (2015). *Superforecasting: the art and science of prediction*. OCLC: 933520533. ISBN: 978-0-8041-3671-6.

## Course Plan for the Unexpected

If in-class instruction is suspended due to COVID-19 or another contingency, we will continue to meet for the course online via Zoom. I will administer the pop quizzes online. Expectations for attendance, preparation, and the assignments will remain the same.

If a student is unable to attend the course in person, then the student should contact me to arrange to attend the course via Zoom to continue to participate in the class discussions. I will create an alternate online version of the quizzes for this student to complete. If the student is unable to continue to participate in the course online, then the student should contact me to see if alternative arrangements are possible that suit their circumstances. The assignments will remain the same. If half or more the class is unable to attend in person, then in consultation with the department head and the dean, the course may transition to the plan for instruction when in-class meetings are not possible, which is described in the previous paragraph.

## University Policies

### Accessibility/Academic Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the Disability Resource Center [website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

### Mask and Face Covering

In accord with the MSU Mask and Face Covering policy, Greene County Health Department and the Springfield City Ordinance, masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines. Face shields are not considered masks or face coverings for purposes of this requirement.

Students who cannot wear a mask or face covering due to a disability must contact the Disability Resource Center (DRC) to initiate the interactive accommodation process.

In the absence of an approved accommodation, a student's refusal to wear a mask or face covering will be considered a classroom disruption, consistent with Op3.04-11 Class Disruption, and may result in the student being administratively dropped from the class section.

### Academic Integrity

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available [online](#) at Academic Integrity Policies and Procedures (Students) and also at the Reserves Desk in Meyer Library.

Examples of academic integrity violations include; allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting

someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

### **Nondiscrimination**

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor's Department Head. Please visit the [OEC](#) (Office for Institutional Equity and Compliance) for additional information.

### **Cell Phones**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

### **Emergency Response**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an email prior to the beginning of the fall semester from the Office of the Provost and University Safety. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, visit University Safety.

### **Title IX**

Missouri State University does not discriminate on the basis of sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination on the basis of sex, including sexual harassment, should be

referred to Jill Patterson, Title IX Coordinator, Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, or [jillpatterson@missouristate.edu](mailto:jillpatterson@missouristate.edu). MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment. This policy is available at the Title IX website. Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a formal complaint of sexual harassment by contacting MSU's Title IX Coordinator at Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, [jillpatterson@missouristate.edu](mailto:jillpatterson@missouristate.edu), or visiting the Title IX website.

All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

## Reading Schedule

### August 17, 2020 Introduction

No readings

### August 24, 2020 International Relations Concepts and Realism

#### Required

Chapters 1–2 in Goldstein, Joshua S. and Jon C. Pevehouse (2012). *International relations*. 10th ed. OCLC: ocn688644566. Boston: Pearson Longman. 572 pp. ISBN: 978-0-205-05957-7 978-0-205-17727-1.

#### Recommended

Gaddis, John Lewis (1986). “The long peace: Elements of stability in the postwar international system”. In: *International security* 10.4. Publisher: JSTOR, pp. 99–142.

Keohane, Robert O, ed. (1986). *Neorealism and its critics*. The Political economy of international change. New York: Columbia University Press. 378 pp. ISBN: 978-0-231-06348-7 978-0-231-06349-4.

### August 31, 2020 Great Power Transition Theory

#### Required

Chapter 1 in Organski, A. F. K. and Jacek Kugler (1980). *The war ledger*. Chicago: University of Chicago Press. ISBN: 978-0-226-63279-7.

Ryo, Sahashi and Kawashima Shin (2020). *Crossroads in US-China Relations (Part I): From Trade Friction to Ideological Warfare*.

<https://www.nippon.com/en/in-depth/a06901/>.

Tingley, Dustin (2017). “Rising Power on the Mind”. In: *International Organization* 71 (S1), pp. S165–S188. ISSN: 0020-8183, 1531-5088. DOI: 10.1017/S0020818316000448.

[https://www.cambridge.org/core/product/identifier/S0020818316000448/type/journal\\_article](https://www.cambridge.org/core/product/identifier/S0020818316000448/type/journal_article)

(visited on Jun. 24, 2017).

## Student Led

The preface, introduction, and chapter 1 in

Allison, Graham T. (2017). *Destined for war: can America and China escape Thucydides's trap?* Boston: Houghton Mifflin Harcourt. ISBN: 978-0-544-93527-3.

## Recommended

De Soysa, Indra, John R Oneal, and Yong-Hee Park (1997). "Testing power-transition theory using alternative measures of national capabilities". In: *Journal of Conflict Resolution* 41.4, pp. 509–528.

Oneal, John R, Indra De Soysa, and Yong-Hee Park (1998). "But power and wealth are satisfying: A reply to Lemke and Reed". In: *The Journal of Conflict Resolution* 42.4, pp. 517–520.

Powell, Robert (1996). "Uncertainty, Shifting Power, and Appeasement". In: *American Political Science Review* 90.4, pp. 749–764. ISSN: 0003-0554, 1537-5943. DOI: 10.2307/2945840. [http://www.journals.cambridge.org/abstract\\_S0003055400208174](http://www.journals.cambridge.org/abstract_S0003055400208174) (visited on Oct. 20, 2016).

Reed, William (2003). "Information, power, and war". In: *American Political Science Review* 97.4, pp. 633–641.

## No class Labor day Monday, September 7, 2020

## September 14, 2020 Bargaining Theory

### Required

Fearon, James D. (1995). "Rationalist Explanations for War". In: *International Organization* 43.3, pp. 379–414.

Grimes, William (2016). "Thomas C. Schelling, Master Theorist of Nuclear Strategy, Dies at 95". In: *New York Times*.  
<https://www.nytimes.com/2016/12/13/business/economy/thomas-schelling-dead-nobel-laureate.html>.

Jervis, Robert (1978). "Cooperation under the Security Dilemma". In: *World Politics* 30.2, pp. 167–214. ISSN: 0043-8871, 1086-3338. DOI: 10.2307/2009958.  
[http://www.journals.cambridge.org/abstract\\_S0043887100016191](http://www.journals.cambridge.org/abstract_S0043887100016191) (visited on Dec. 06, 2015).

## Student Led

Mercer, Jonathan (2005). "Rationality and Psychology in International Politics". In: *International Organization* 59.1. ISSN: 0020-8183, 1531-5088. DOI: 10.1017/S0020818305050058.  
[http://www.journals.cambridge.org/abstract\\_S0020818305050058](http://www.journals.cambridge.org/abstract_S0020818305050058) (visited on Jan. 11, 2016).

## Recommended

Fearon, James D (1997). “Signaling foreign policy interests: Tying hands versus sinking costs”. In: *Journal of Conflict Resolution* 41.1. Publisher: Sage Periodicals Press 2455 Teller Road, Thousand Oaks, CA 91320, pp. 68–90.

——— (2018). “Cooperation, conflict, and the costs of anarchy”. In: *International Organization* 72.3, pp. 523–559.

Little, Andrew T. and Thomas Zeitzoff (2017). “A bargaining theory of conflict with evolutionary preferences”. In: *International Organization* 71.3, pp. 523–557.

Powell, Robert (2006). “War as a commitment problem”. In: *International organization* 60.1, pp. 169–203.

Renshon, Jonathan (2015). “Losing face and sinking costs: Experimental evidence on the judgment of political and military leaders”. In: *International Organization* 69.3, pp. 659–695.

Renshon, Jonathan, Julia J Lee, and Dustin Tingley (2017). “Emotions and the micro-foundations of commitment problems”. In: *International Organization* 71 (S1), pp. S189–S218.

Yarhi-Milo, Keren, Joshua D Kertzer, and Jonathan Renshon (2018). “Tying hands, sinking costs, and leader attributes”. In: *Journal of Conflict Resolution* 62.10, pp. 2150–2179.

## September 21, 2020 Forecasting

### Required

Chapters 1–3 and the (short) Appendix in Tetlock, Philip E and Dan Gardner (2015). *Superforecasting: the art and science of prediction*. OCLC: 933520533. ISBN: 978-0-8041-3671-6.

### Student Led

Chapter 5 of *Superforecasting*

### Recommended

The rest of *Superforecasting*

## September 28, 2020 Domestic Politics Part 1

### Required

Chapter 3 in Goldstein, Joshua S. and Jon C. Pevehouse (2012). *International relations*. 10th ed. OCLC: ocn688644566. Boston: Pearson Longman. 572 pp. ISBN: 978-0-205-05957-7 978-0-205-17727-1.

Burns, William J. (2020). “Polarized Politics Has Infected American Diplomacy”. In: *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2020/06/polarized-politics-has-infected-american-diplomacy/612778/>.

Tomz, Michael R. and Jessica L. P. Weeks (2013). “Public Opinion and the Democratic Peace”. In: *American Political Science Review* 107.4, pp. 849–865. ISSN: 0003-0554,



1537-5943. DOI: 10.1017/S0003055413000488.  
[http://www.journals.cambridge.org/abstract\\_S0003055413000488](http://www.journals.cambridge.org/abstract_S0003055413000488).

### **Student Led**

Debs, Alexandre and H.E. Goemans (2010). “Regime Type, the Fate of Leaders, and War”. In: *American Political Science Review* 104.3, pp. 430–445. ISSN: 0003-0554, 1537-5943. DOI: 10.1017/S0003055410000195.  
[http://www.journals.cambridge.org/abstract\\_S0003055410000195](http://www.journals.cambridge.org/abstract_S0003055410000195).

### **Recommended**

Clarke, Kevin A. and Randall W. Stone (2008). “Democracy and the Logic of Political Survival”. In: *American Political Science Review* 102.3, pp. 387–392. ISSN: 0003-0554, 1537-5943. DOI: 10.1017/S0003055408080131.  
[http://www.journals.cambridge.org/abstract\\_S0003055408080131](http://www.journals.cambridge.org/abstract_S0003055408080131).

Gartzke, Erik (2007). “The capitalist peace”. In: *American journal of political science* 51.1, pp. 166–191.

Kennedy, Ryan (2009). “Survival and Accountability: An Analysis of the Empirical Support for “Selectorate Theory”: Survival and Accountability”. In: *International Studies Quarterly* 53.3, pp. 695–714. ISSN: 00208833. DOI: 10.1111/j.1468-2478.2009.00552.x.  
<https://academic.oup.com/isq/article-lookup/doi/10.1111/j.1468-2478.2009.00552.x>.

Mesquita, Bruce Bueno de, James D. Morrow, Randolph M. Siverson, and Alastair Smith (2004). “Testing Novel Implications from the Selectorate Theory of War”. In: *World Politics* 56.3, pp. 363–388. ISSN: 1086-3338, 0043-8871. DOI: 10.1353/wp.2004.0017.  
<https://www.cambridge.org/core/journals/world-politics/article/testing-novel-implications-from-the-selectorate-theory-of-war/1B8F961133DA1E56E299504270FC2018>.

Schultz, Kenneth A (1999). “Do democratic institutions constrain or inform? Contrasting two institutional perspectives on democracy and war”. In: *International Organization*. Publisher: JSTOR, pp. 233–266.

## **October 5, 2020 Domestic Politics Part 2**

### **Required**

Chapters 1–2 in Howell, William G. and Jon C. Pevehouse (2007). *While dangers gather: congressional checks on presidential war powers*. Princeton: Princeton University Press. 333 pp. ISBN: 978-0-691-12515-2 0-691-12515-5 978-0-691-13462-8 0-691-13462-6.

Edmondson, Catie (2020). “Failing to Override a Veto, Senate Falls Short of Curbing Trump’s Iran War Powers”. In: *New York Times*.  
<https://www.nytimes.com/2020/05/07/us/politics/senate-war-powers-trump.html>.

### **Student Led**

Weeks, Jessica L (2008). “Autocratic audience costs: Regime type and signaling resolve”. In: *International Organization*. Publisher: JSTOR, pp. 35–64.

## Recommended

Fearon, James D. (1994). “Domestic Political Audiences and the Escalation of International Disputes”. In: *The American Political Science Review* 88.3, p. 577. ISSN: 00030554. DOI: 10.2307/2944796. <http://www.jstor.org/stable/2944796?origin=crossref> (visited on Dec. 06, 2015).

Putnam, Robert D (1988). “Diplomacy and domestic politics: the logic of two-level games”. In: *International organization*. Publisher: JSTOR, pp. 427–460.

## October 12, 2020 Identity

### Required

Henderson, Errol A and Richard Tucker (2001). “Clear and present strangers: The clash of civilizations and international conflict”. In: *International Studies Quarterly* 45.2. Publisher: Blackwell Publishers, Inc. Boston, USA and Oxford, UK, pp. 317–338.

Shelef, Nadav G (2016). “Unequal Ground: Homelands and Conflict”. In: *International Organization* 70.1, p. 33.

Singh, J.P. (2020). *Race, Racism, and International Relations*. Duck of Minerva. <https://duckofminerva.com/2020/06/race-racism-and-international-relations.html>.

## Recommended

Chapters 1–3 in Chandra, Kanchan, ed. (2012). *Constructivist theories of ethnic politics*. New York: Oxford University Press. 500 pp. ISBN: 978-0-19-989315-7 0-19-989315-2 978-0-19-989317-1 0-19-989317-9.

Isaacs, Matthew (2016). “Sacred violence or strategic faith? Disentangling the relationship between religion and violence in armed conflict”. In: *Journal of Peace Research* 53.2. Publisher: SAGE Publications Sage UK: London, England, pp. 211–225.

Svensson, I. (2007). “Fighting with Faith: Religion and Conflict Resolution in Civil Wars”. In: *Journal of Conflict Resolution* 51.6, pp. 930–949. ISSN: 0022-0027. DOI: 10.1177/0022002707306812. <http://jcr.sagepub.com/cgi/doi/10.1177/0022002707306812> (visited on Nov. 29, 2016).

## October 19, 2020 Alliances and Reputation

### Required

Lake, David A (1996). “Anarchy, hierarchy, and the variety of international relations”. In: *International organization*. Publisher: JSTOR, pp. 1–33.

Leeds, Brett Ashley (2003). “Do alliances deter aggression? The influence of military alliances on the initiation of militarized interstate disputes”. In: *American Journal of Political Science* 47.3. Publisher: Wiley Online Library, pp. 427–439.

Parker, Angus (2020). *The future of NATO – an alliance under strain?* <https://geographical.co.uk/geopolitics/item/3643-the-future-of-nato-an-alliance-under-strain>.

## Student Led

Renshon, Jonathan, Allan Dafoe, and Paul Huth (2018). “Leader influence and reputation formation in world politics”. In: *American Journal of Political Science* 62.2. Publisher: Wiley Online Library, pp. 325–339.

## Recommended

Kim, Woosang (1989). “Power, alliance, and major wars, 1816-1975”. In: *Journal of Conflict Resolution* 33.2, pp. 255–273.

Leeds, Brett Ashley (2003). “Alliance reliability in times of war: Explaining state decisions to violate treaties”. In: *International Organization*. Publisher: JSTOR, pp. 801–827.

Leeds, Brett Ashley and Burcu Savun (2007). “Terminating alliances: Why do states abrogate agreements?” In: *The Journal of Politics* 69.4. Publisher: Cambridge University Press New York, USA, pp. 1118–1132.

Tingley, Dustin and Barbara Walter (2011). “Reputation building in international relations: An experimental approach”. In: *International Organization* 65.

Weisiger, Alex and Keren Yarhi-Milo (2015). “Revisiting reputation: How past actions matter in international politics”. In: *International Organization* 69.2. Publisher: Cambridge University Press, pp. 473–495.

## October 26, 2020 War Fighting

### Required

Chapters 1–2 in Reiter, Dan and Allan C Stam (2002). *Democracies at war*. OCLC: 52243816. Princeton, N.J.: Princeton University Press. ISBN: 978-1-4008-1455-8 978-1-4008-2445-8. <http://site.ebrary.com/id/10477106> (visited on Dec. 10, 2016).

Orbach, Danny (2016). *What Coup-Proofing Will Do to Turkey’s Military*. War on the Rocks. <https://warontherocks.com/2016/09/what-coup-proofing-will-do-to-turkeys-military-lessons-from-five-countries/>.

## Student Led

Weisiger, Alex (2016). “Learning from the battlefield: Information, domestic politics, and interstate war duration”. In: *International Organization*. Publisher: JSTOR, pp. 347–375.

## Recommended

Pages 1–51 in Biddle, Stephen D. (2004). *Military power: explaining victory and defeat in modern battle*. OCLC: 834992174. Princeton, NJ: Princeton Univ. Press. 337 pp. ISBN: 978-0-691-12802-3 978-0-691-11645-7.

Talmadge, Caitlin (2015). *The dictator’s army: battlefield effectiveness in authoritarian regimes*. Cornell studies in security affairs. Ithaca ; London: Cornell University Press. ISBN: 978-0-8014-5347-2 978-1-5017-0029-3.

## November 2, 2020 Civil Conflict

### Required

Chapters 4–5 in Kalyvas, Stathis N. (2006). *The logic of violence in civil war*. Cambridge studies in comparative politics. OCLC: ocm60776709. Cambridge ; New York: Cambridge University Press. 485 pp. ISBN: 978-0-521-85409-2 978-0-521-67004-3.

Kathy, Gilsinan (2015). “The Confused Person’s Guide to the Syrian Civil War”. In: *The Atlantic*. <https://www.theatlantic.com/international/archive/2015/10/syrian-civil-war-guide-isis/410746/>.

### Student Led

Schultz, Kenneth A (2010). “The enforcement problem in coercive bargaining: Interstate conflict over rebel support in civil wars”. In: *International Organization*. Publisher: JSTOR, pp. 281–312.

### Recommended

Chapter 1 in *The Logic of Violence in Civil War*

Cederman, Lars-Erik and Luc Girardin (2007). “Beyond fractionalization: Mapping ethnicity onto nationalist insurgencies”. In: *American Political science review*. Publisher: JSTOR, pp. 173–185.

Cunningham, David E, Kristian Skrede Gleditsch, and Idean Salehyan (2009). “It takes two: A dyadic analysis of civil war duration and outcome”. In: *Journal of Conflict Resolution* 53.4. Publisher: Sage Publications Sage CA: Los Angeles, CA, pp. 570–597.

Humphreys, Macartan and Jeremy M Weinstein (2008). “Who fights? The determinants of participation in civil war”. In: *American Journal of Political Science* 52.2. Publisher: Wiley Online Library, pp. 436–455.

Walter, Barbara F. (1997). “The Critical Barrier to Civil War Settlement”. In: *International Organization* 51.3, pp. 335–364. ISSN: 00208183, 15315088. <http://www.jstor.org/stable/2703607>.

## November 9, 2020 Nuclear Weapons

### Required

Chapters 1–2 in Sagan, Scott Douglas and Kenneth N. Waltz (2003). *The spread of nuclear weapons: a debate renewed: with new sections on India and Pakistan, terrorism, and missile defense*. 2nd ed.. New York: W.W. Norton & Co. 220 pp. ISBN: 978-0-393-97747-9.

Fearon, James D (2017). “The big problem with the North Koreans isn’t that we can’t trust them. It’s that they can’t trust us.” In: *Washington Post*. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/16/the-big-problem-with-north-korea-isnt-that-we-cant-trust-them-its-that-they-cant-trust-us/>.

## Student Led

Gartzke, Erik and Matthew Kroenig (2016). “Nukes with numbers: empirical research on the consequences of nuclear weapons for international conflict”. In: *Annual Review of Political Science* 19. Publisher: Annual Reviews, pp. 397–412.

## Recommended

Gartzke, Erik and Matthew Kroenig (2009). “A strategic approach to nuclear proliferation”. In: *Journal of Conflict Resolution* 53.2. Publisher: Sage Publications Sage CA: Los Angeles, CA, pp. 151–160.

Kydd, Andrew (2000). “Arms races and arms control: Modeling the hawk perspective”. In: *American Journal of Political Science*. Publisher: JSTOR, pp. 228–244.

## November 16, 2020 Terrorism

### Required

Hoffman, Bruce (2019). *Back to the Future: The return of violent far-right terrorism in the age of lone wolves*. War on the Rocks. <https://warontherocks.com/2019/04/back-to-the-future-the-return-of-violent-far-right-terrorism-in-the-age-of-lone-wolves/>.

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