



# POL 452W: War and Peace (Capstone seminar)

Fall 2018 / M&W 3:00pm–4:15pm / Bomberger 206

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## Course description

Welcome to POL 452W, the Fall 2018 capstone seminar on war and peace, conflict and cooperation, and political violence. According to military theorist Carl von Clausewitz, “war is the continuation of *Politik* by other means.” But what explains when politics turn tense or violent? Why can political actors sometimes resolve disputes peacefully, but not at other times? Why do people take up arms to fight in some situations, but not others? What are feasible solutions to political violence? What can social science contribute to answering these questions?

This capstone seminar brings together your prior studies in Politics and International Relations and other fields at Ursinus College. Your research, in form of a full research paper, is the centerpiece of the seminar. But we will also draw on the work of other scholars to examine what we know and do not know about war and peace. The seminar is a combination of a reading group (where we critically discuss existing work) and a writing workshop (where we work through the research process together to help each seminar participant produce a solid research paper). As such, the reading load is light for a senior seminar, but you will be busy with your own research and other seminar contributions to compensate for that.

For this seminar, we define conflict broadly, ranging from violent political conflict such as conventional interstate wars and civil wars to diplomatic tensions or trade disputes. This implies that your research projects may address a range of topics, allowing you to build on your prior interests — as long as your project addresses questions of conflict and cooperation broadly defined.

As a capstone seminar, this course also asks you to reflect on the four questions of the Ursinus core curriculum. A typical seminar meeting might address these questions the following way:

1. **What should matter to me?** What issues related to the day's topic are important for us to explore? What makes a particular issue important to us and why?
2. **How can we understand the world?** How do we generate valid knowledge about war and peace? What different “ways of knowing” can we use to make sense of today's topic on conflict and cooperation?

3. **How should we live together?** Given that politics is inherently social, how do social relations and interdependence affect today's topic?
4. **What will I do?** Considering the research we explored today, what can and should be done about this topic? What should policymakers do about it?

You will also address these four questions in your research papers — details to follow.

## Learning outcomes

Upon successfully completing this seminar, participants should be able to:

- Distinguish between different meanings and implications of the concepts *war* and *peace* at different levels of analysis and *between* and *within* countries
- Evaluate and compare different theoretical frameworks to explain the politics of conflict and cooperation
- Use data to examine theories and support arguments
- Communicate insights from the scientific study of conflict and cooperation to the broader public

As a capstone course, the seminar also trains participants to:

- Identify a clear research question broadly in the area of conflict and cooperation
- Organize and evaluate the contributions of existing scholarly work on that question
- Propose and develop a coherent and theoretically grounded explanation, answering that question
- Examine relevant evidence and counterarguments for and against the proposed explanation

## Materials

One full book is required for this seminar and available at the Ursinus bookstore and other sources:

- Baglione, Lisa. (2016). *Writing a Research Paper in Political Science*, 3rd edition. Sage/CQ Press.

All other relevant readings (articles and book chapters/excerpts) are available through the Ursinus library or posted on Canvas.

## Requirements and assignments

### 1. Attendance & preparation (required to pass this course)

In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class. Not attending class will result in a failing grade for this seminar.

Because this is a seminar, the course can only succeed if every participant comes prepared. Students must complete and take notes on all assigned readings prior to the class in which they are scheduled to be discussed. We will go over efficient reading techniques in the first week of class.

This is a highly interactive and fast-paced course. **You need to schedule at least 12 hours per week, each week, outside the classroom on this class for readings, assignments, and class preparation.** This course also requires you to complete varying tasks each week. You will need to plan ahead and make time for your classwork in your regular schedule. **Keep a personal calendar and enter deadlines and assignments for this course in it.**

**Safety valve:** you can miss two class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Save these for illness, emergencies, and planned absences. 3–4 absences reduce your overall course grade by up to a letter grade. Five absences result in a failing grade for the course. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences. **In the event that you experience a significant health problem or other issue** that may prevent you from performing adequately in your academic work and/or attending class for a number of days, **you must notify the Ursinus Institute for Student Success.** The Ursinus Institute can be reached at [ursinusinstitute@ursinus.edu](mailto:ursinusinstitute@ursinus.edu) or 610-409-3400.

## 2. Participation (20% of your course grade)

You as a student are the most important part of this seminar; your active participation in a civil manner is necessary to succeed in this course. Participation is graded based on

1. your contributions in class
2. short informal writing assignments in class
3. your participation in applied skills workshops in class
4. short informal presentations on relevant posts on [The Monkey Cage](#) and [Political Violence at a Glance](#)
5. discussion questions submitted before class. For each seminar meeting with assigned readings (see schedule below), each student will submit two comprehensive discussion questions that synthesize the readings for the day. Each question needs to show an understanding of and connection between at least two readings.

A rubric is posted on Canvas. I will post a preliminary participation grade in early October and update it again in early November. You may also inquire about your participation grade at any time.

**Safety valve:** You may skip discussion questions on three days of your choice during the semester. Plan ahead and save these for days where you will be sick, off campus, or particularly busy.

## 4. Research project (80% of your course grade)

The research project is the core component of your work in this seminar. We will use a series of assignments and repeated feedback from myself and your peers to create the foundation for a high-quality research paper. You are expected to present the final project at CoSA in Spring 2019. The individual components below must be submitted on Canvas on time. Late submissions reduce the assignment grade by 5 points per day (i.e., an otherwise perfect literature review submitted two days after the deadline will earn 90 out of 100 points).

**Research questions (due 9/2).** Come up with, and submit, two research questions that interest you and that are broadly related to conflict and cooperation. Use Baglione ch. 2 with this assignment. Graded pass/fail only, passing grade required for the course.

**Research proposal (due 9/9).** After feedback on your research questions, write a research proposal, outlining your project idea. See Canvas for more instructions.

**Literature review with bibliography (due 9/23).** Write a structured review of the literature relevant for your research question. Use [Zotero](#) to create a bibliography and follow Baglione chs. 3 & 4. See Canvas for details.

**Theory (due 10/7).** Submit a draft of the theoretical argument and hypothesis/-es about your research question. Use Baglione ch. 5 with this assignment.

**Oral presentation and class on your topic.** Throughout October, each student will be in charge of leading one class meeting on their research topic and a specific case. This includes assigning literature for the class to read on the specific day, developing a lesson plan, leading discussion, and presenting a short “research blitz” on your topic. A list of assigned readings for the class is due one week before your assigned date and the lesson plan is due two nights before the assigned date. More details can be found on Canvas.

**Research design (due 10/21).** Outline the research design used to answer your question and preview some of the potential evidence. Use Baglione ch. 7 with this assignment.

**First draft (due 11/11).** A full draft of your research paper is due. This draft must contain all elements of your final research paper and be 20-25 pages long. This first draft will also be distributed to another seminar participant for peer review. You will receive a written evaluation from the instructor within two weeks. In the following weeks, you will need to revise your draft to take into account feedback from the instructor and your peers as you craft the final version of your research paper.

**Peer review (due 11/18).** Review the draft research paper of one of your peers. This review must provide constructive suggestions for improving the draft.

**Final presentation (on 12/5).** For our last class meeting, each participant will deliver a presentation of their research project in the broader context of their experience at Ursinus College, incorporating challenges they have run into. This event will be open to faculty and students associated with the Department of Politics & International Relations.

**Final paper (due 12/9).** The final and polished version of your research paper must address prior feedback and contain a memo summarizing the revision process from the first draft.

## Grading

Rubrics for all assignments are generally posted on Canvas at least one week before an assignment is due. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below. **Independently of the grading scheme, the final paper must be completed to earn a passing grade in this course.** You can also see from the scheme below that all paper components *before* the final paper together count for 20% of the overall course grade.

Participation	20%
Research project	(80%)
Writing	(60%)
Research questions	2.5%
Research proposal	2.5%
Literature review	2.5%
Theory	2.5%
Research design	2.5%
First draft	7.5%
Peer review	5%
Final paper	35%
Presentations	(20%)
Class on your topic	10%
Final presentation	10%
<hr/> Total	<hr/> 100%

A	100 - 93.0	B+	89.999 - 87.0	C+	79.999 - 77.0	D+	69.999 - 67.0
A-	92.999 - 90.0	B	86.999 - 83.0	C	76.999 - 73.0	D	66.999 - 63.0
		B-	82.999 - 80.0	C-	72.999 - 70.0	D-	62.999 - 60.0
						F	59.999 - 0

## Course policies

**Disability accommodations.** Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Director of Disability Services, located within the Ursinus Institute for Student Success on the lower level of the Myrin Library.

At the beginning of each semester, qualifying students must meet with the Shammah Bermudez to reinstate accommodations and pick up their accommodations letters. Students are also responsible for presenting their letters to the course faculty member. If you have any questions, contact Shammah Bermudez, Director of Disability Services by email at [sbermudez@ursinus.edu](mailto:sbermudez@ursinus.edu) or by phone at (484) 762-4329.

Information on the Accommodation Process and Documentation Guidelines can be found on the [Disability Services Webpage](#). Disability Documentation Guidelines are posted there under [documentation requirements](#).

Additional resources regarding dining accommodations, medical leave of absence and service animal policies, campus safety are posted at (<https://www.ursinus.edu/offices/ursinus-institute/students-with-disabilities/>).

**Religious observance.** I will make every effort to accommodate religious observances and obligations. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Names and classroom interactions.** Course rosters are provided to the instructor with the student's legal name, but I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Please be patient with me as I learn all students' names and pronouns and I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to this standard may be subject to disciplinary procedures. Professional courtesy and sensitivity are especially important with respect to topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, gender expression, age, disability, class, and nationality.

**Electronic devices.** This course relies on responsible-use policy for laptops and tablets. Studies have shown that "laptop use is negatively associated with student learning and it poses a distraction to fellow students."<sup>1,2,3</sup> Students planning on using a laptop in class are asked to consult with me at the beginning of the semester. Cell phones must be stored away and silenced during class.

<sup>1</sup>Fried, Carrie B. 2008. "In-Class Laptop Use and Its Effects on Student Learning." *Computers and Education* 50: 906-914.

<sup>2</sup>Carter, Susan P., Kyle Greenberg, and Michael Walker. 2016. "The Impact of Computer Usage on Academic Performance: Evidence from a Randomized Trial at the United States Military Academy." *SEI Discussion Paper #2016.02*. (<https://goo.gl/75xH1m>)

<sup>3</sup>Dynarski, Susan M. 2017. "For better learning in college lectures, lay down the laptop and pick up a pen." *Brookings Institution Report*. (<http://brook.gs/2hKV7gk>).

## Schedule

This schedule may be updated prior and during the semester. Please visit <http://www.jkarreth.net/pol452w-f18.html> for the most recent information on deadlines and readings.

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### *Introduction*

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#### **Day 1 (Monday, August 27)**

Introduction to the seminar. What do we mean by war and peace? What is a good workflow for a succeeding in a capstone seminar?

- Required reading: This syllabus.
- Reading during class:

Drost, N. (2016). At War: The women fighting the Colombian government tell their stories. *California Sunday Magazine*. Online at: <https://story.californiasunday.com/farc-women-colombian-rebel-soldiers>

Casey, N. (2016). In a Rebel Camp in Colombia, Marx and Free Love Reign. *New York Times*. Online at: <http://www.nytimes.com/2016/03/19/world/americas/colombia-farc-rebels.html>

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**The big questions: Why fight? Why cooperate?**

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### Day 2 (Wednesday, August 29)

Question of the day: Who participates in political violence and why?

- Required: Justino, Patricia. 2009. "Poverty and Violent Conflict: A Micro-Level Perspective on the Causes and Duration of Warfare." *Journal of Peace Research* 46 (3): 315–333
- Required: Mokuwa, Esther et al. 2011. "Peasant grievance and insurgency in Sierra Leone: Judicial serfdom as a driver of conflict." *African Affairs* 110 (440): 339–366
- Recommended: Kalyvas, Stathis N. and Kocher, Matthew Adam. 2007. "How "Free" is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." *World Politics* 59 (2): 177–216
- Recommended: Humphreys, Macartan and Weinstein, Jeremy M. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52 (2): 436–455

List of research questions due on Canvas on September 2. Required reading: Baglione, Chapter 2.

### Day 3 (Monday, September 3)

Why do we see war?

- Required: Thucydides. 631 BC. The Peloponnesian War, Book 5, Chapter 17: "Melian Dialogue."
- Required: sections I. and II. in Ginsburg, Tom, Lansberg-Rodriguez, Daniel, and Versteeg, Mila. 2013. "When to Overthrow Your Government: The Right to Resist in the World's Constitutions." *UCLA Law Review* 60 (5): 1184–1260

### Day 4 (Wednesday, September 5)

Why is cooperation difficult? The bargaining model of war

- Required: Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1 (1): 27–43
- Recommended: Walter, Barbara F. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12 (1): 243–261
- Recommended: Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379–414
- Recommended: Chapter 1 in Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books

Research proposal due on Canvas on September 9.

### Day 5 (Monday, September 10)

Organizing theoretical frameworks: IR theory and conflict & cooperation

- Required: Slaughter, Anne-Marie. 2011. "International Relations, Principal Theories." In *Max Planck Encyclopedia of Public International Law*. Oxford University Press
- Required: Chapter 7 in Levy, Jack S. and Thompson, William R. 2010. *Causes of War*. Malden, MA: Wiley-Blackwell
- Recommended: Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18 (4): 615–628

## Day 6 (Wednesday, September 12)

Are simple expected-utility models missing important aspects of decision-making?

- Required: Lake, David A. 2010. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35 (3): 7–52
- Recommended: Stein, Janice Gross. 2002. "Psychological explanations of international conflict." In *Handbook of international relations*, ed. by Carlsnaes, Walter, Risse, Thomas, and Simmons, Beth A., 293–309. London: SAGE Publications

## Day 7 (Monday, September 17)

What triggers wars? Natural resources and other contentious issues

- Required: Ross, Michael L. 2008. "Blood Barrels - Why Oil Wealth Fuels Conflict." *Foreign Affairs* 87 (3): 2–8
- Required: Hensel, Paul R. et al. 2008. "Bones of Contention: Comparing Territorial, Maritime, and River Issues." *Journal of Conflict Resolution* 52 (1): 117–143
- Recommended: Johnson, Dominic D. P. and Toft, Monica Duffy. 2014. "Grounds for War: The Evolution of Territorial Conflict," *International Security* 38 (3): 7–38
- Recommended: Newman, David. 2006. "The resilience of territorial conflict in an era of globalization." In *Territoriality and Conflict in an Era of Globalization*, ed. by Kahler, Miles and Walter, Barbara F., 85–110. Cambridge Books Online. Cambridge University Press. isbn: 9780511491450
- Recommended: Colgan, Jeff D. 2010. "Oil and revolutionary governments: Fuel for international conflict." *International Organization* 64 (4): 661–694

## Day 8 (Wednesday, September 19)

How much violence do we see and where? Processing and visualizing data on conflict and cooperation.

- In-class workshop on data visualization with a focus on spatial conflict dynamics. Led by Shelby Carmichael, Digital Liberal Arts Fellow.

Literature review & bibliography due on Canvas on September 23. Required reading: Baglione chs. 3 & 4.

## Day 9 (Monday, September 24)

How does (domestic) politics affect conflict and cooperation?

- Required: Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42 (3): 427–460
- Recommended: Mitchell, Sara McLaughlin and Prins, Brandon C. 2004. "Rivalry and Diversionary Uses of Force." *Journal of Conflict Resolution* 48 (6): 937–961
- Recommended: Kleinberg, Katja B. and Fordham, Benjamin O. 2013. "The Domestic Politics of Trade and Conflict." *International Studies Quarterly* 57 (3): 605–619

**Day 10 (Wednesday, September 26)**

How does the economy affect conflict and cooperation?

- Required: Introduction of Mansfield, Edward D. and Pollins, Brian M., eds. 2003. *Economic Interdependence and International Conflict: New Perspectives on an Enduring Debate*. Ann Arbor, MI: University of Michigan Press. isbn: 9780472022939
- Required: Bussmann, Margit and Schneider, Gerald. 2007. "When Globalization Discontent Turns Violent: Foreign Economic Liberalization and Internal War." *International Studies Quarterly* 51 (1): 79–97

**Day 11 (Monday, October 1)**

When and why do international organizations influence political violence?

- Required: Bearce, David H. and Omori, Sawa. 2005. "How Do Commercial Institutions Promote Peace?" *Journal of Peace Research* 42 (6): 659–678
- Required: Karreth, Johannes. 2018. "The Economic Leverage of International Organizations in Interstate Disputes." *International Interactions* 44 (3): 463–490

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***Conflict and cooperation in practice***

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**Day 12 (Wednesday, October 3)**

Case study: Can the European Union be a model for conflict prevention in other regions?

- Required: Eilstrup-Sangiovanni, Mette and Verdier, Daniel. 2005. "European Integration as a Solution to War." *European Journal of International Relations* 11 (1): 99–135
- Required: McNamara, Kathleen R. 2010. "The Eurocrisis and the Uncertain Future of European Integration." *Council on Foreign Relations Report*. URL: <https://www.cfr.org/report/eurocrisis-and-uncertain-future-euro>

**Day 12.2 (Friday, October 5)**

1:30-3:00pm, Location TBA

Visiting speaker: Carolyn Strainic UC '11, U.S. Department of State & U.S. Mission to the United Nations

- Talk: Sexual exploitation and abuses by UN peacekeepers
- Meet-and-greet: Careers in international relations

Theory due on Canvas on October 7. Required reading: Baglione ch. 5.

**Day 13 (Monday, October 8)**

Research methods for studying political violence, conflict & cooperation

- Reading TBA

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**Special topics chosen by seminar participants**

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### **Day 14 (Wednesday, October 10)**

What explains conflicting drug-related legislation across the American states?

*Seminar leader: Julia Adams*

- Required: Introduction in Heymann, Philip B. and Brownsberger, William N., eds. 2001. *Drug Addiction and Drug Policy: The Struggle to Control Dependence*. Cambridge, MA: Harvard University Press
- Required: Caughey, Devin and Warshaw, Christopher. 2018. "Policy Preferences and Policy Change: Dynamic Responsiveness in the American States, 1936–2014." *American Political Science Review* 112 (2): 249–266

### **Monday, October 15: Fall break**

### **Day 15 (Wednesday, October 17)**

Non-Democratic Tendencies in War-Making in the Post-World War Era

*Seminar leader: Graham Cephress-McLean*

- Required: Carson, Austin. 2018. "Introduction." In *Secret Wars: Covert Conflict in International Politics*. Princeton, NJ: Princeton University Press.
- Required: Ackerman, Bruce and Hathaway, Oona, 2011. "Limited War and the Constitution: Iraq and the Crisis of Presidential Legality". *Michigan Law Review* 109: 447-518.

Research design due on Canvas on October 21. Required reading: Baglione ch. 7.

### **Day 16 (Monday, October 22)**

When is violent resistance an effective way to resist an oppressive regime?

*Seminar leader: Eddie Howlette*

- Required: Chapter 1 in Chenoweth, Erica and Stephan, Maria J. 2011. *Why civil resistance works: The strategic logic of nonviolent conflict*. New York, NY: Columbia University Press.
- Required: Abrahms, Max. 2012. "The Political Effectiveness of Terrorism Revisited." *Comparative Political Studies* 45 (3): 366–393.

### **Day 17 (Wednesday, October 24)**

In what ways do rebel groups seek legitimacy?

*Seminar leader: John Solomon*

- Required: Stewart, Megan A. 2018. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72 (1): 205–226.
- Required: Coggins, Bridget. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65 (3): 433–467.
- Required: McColl, Robert W. 1969. "The Insurgent State: Territorial Bases of Revolution." *Annals of the Association of American Geographers* 59 (4): 613-631.

### **Day 18 (Monday, October 29)**

Why do governments respond differently to an influx of revenue from illegal activity?

*Seminar leader: Paul Cottam*

- Required: Dell, Melissa. 2015. "Trafficking Networks and the Mexican Drug War." *American Economic Review* 105 (6): 1738–79.
- Required: O'Connor, Dermot. 2009. "The political economy of Colombia's cocaine industry." *Papel Político* 14 (1): 81-106.

### **Day 19 (Wednesday, October 31)**

How does intrastate war affect public health outcomes?

*Seminar leader: Kennedy Houck*

- Required: Chapter 1 in Iqbal, Zaryab. 2010. *War and the Health of Nations*. Palo Alto, CA: Stanford University Press. isbn: 9780804773706.
- Required: Lindskog, Elina E. 2016. "The effect of war on infant mortality in the Democratic Republic of Congo." *BMC Public Health* 16 (1): 1059.

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**From questions to results: 6 research programs on war & peace**

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### Day 20 (Monday, November 5)

Women and violence

- Required: Henshaw, Alexis Leanna. 2016. "Where Women Rebel." *International Feminist Journal of Politics* 18 (1): 39–60
- Required: Wood, Reed M. and Thomas, Jakana. 2017. "Women on the frontline." *Journal of Peace Research* 54 (1): 31–46
- Recommended: Cohen, Dara Kay. 2013. "Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War." *World Politics* 65 (3): 383–415

### Wednesday, November 7: Writing session

- Required: Use class time to finalize your first draft.

First draft due on Canvas on November 11. Required reading: Baglione chs. 8 & 9.

### Day 21 (Monday, November 12)

Wartime sexual violence

- Required: Cohen, Dara Kay, Hoover Green, Amelia, and Wood, Elisabeth Jean. 2013. "Wartime Sexual Violence Misconceptions, Implications, and Ways Forward." *U.S. Institute for Peace Special Report*. URL: <https://www.usip.org/sites/default/files/resources/SR323.pdf>
- Recommended: Wood, Elisabeth Jean. 2009. "Armed groups and sexual violence: When is wartime rape rare?" *Politics & Society* 37 (1): 131–161

### Day 22 (Wednesday, November 14)

What makes (peace) agreements last?

- Required: Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51 (3): 335–364
- Required: Hartzell, Caroline A. and Hoddie, Matthew. 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management." *American Journal of Political Science* 47 (2): 318–332
- Required: Wight, Patrick. 2017. "South Sudan and the Four Dimensions of Power-Sharing: Political, Territorial, Military, and Economic." *African Conflict and Peacebuilding Review* 7 (2): 1–35
- Recommended: Dancy, Geoff. 2018. "Deals with the Devil? Conflict Amnesties, Civil War, and Sustainable Peace." *International Organization* 72 (2): 387–421
- Recommended: Caplan, Richard and Hoeffler, Anke. 2017. "Why peace endures: an analysis of post-conflict stabilisation." *European Journal of International Security* 2 (2): 133–152

Peer review due on Canvas on November 18.

## Day 23 (Monday, November 19)

Is peacekeeping effective?

- Required: Fortna, Virginia Page and Howard, Lise Morje. 2008. "Pitfalls and Prospects in the Peacekeeping Literature." *Annual Review of Political Science* 11:283–301
- Recommended: Howard, Lise Morje and Dayal, Anjali Kaushlesh. 2018. "The Use of Force in UN Peacekeeping." *International Organization* 72 (1): 71–103

## Wednesday, November 21: Thanksgiving break

## Day 24 (Monday, November 26)

How does the environment shape political conflict and cooperation?

- Required: Hsiang, Solomon M., Burke, Marshall, and Miguel, Edward. 2013. "Quantifying the Influence of Climate on Human Conflict." *Science* 341 (6151)
- Required: Hendrix, Cullen S. and Salehyan, Idean. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49 (1): 35–50
- Recommended: Karreth, Johannes and Tir, Jaroslav. 2018. "International Agreement Design and the Moderating Role of Domestic Bureaucratic Quality: The Case of Freshwater Cooperation." *Journal of Peace Research* 55 (4): 460–475

## Day 25 (Wednesday, November 28)

Do individual leaders make a difference?

- Required: Pages 2074-2080 in Horowitz, Michael C. and Fuhrmann, Matthew. 2018. "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda." *Journal of Conflict Resolution* 62 (10): 2072–2086
- Required: Saunders, Elizabeth N. 2017. "No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making." *International Organization* 71 (S1): S219–S247
- Required: One of ...
  - Saunders, Elizabeth N. 2018. "Leaders, Advisers, and the Political Origins of Elite Support for War." *Journal of Conflict Resolution* 62 (10): 2118–2149
  - Hermann, Margaret G. 1980. "Explaining Foreign Policy Behavior Using the Personal Characteristics of Political Leaders." *International Studies Quarterly* 24 (1): 7–46
  - Barnes, Tiffany D. and O'Brien, Diana Z. 2018. "Defending the Realm: The Appointment of Female Defense Ministers Worldwide." *American Journal of Political Science* 62 (2): 355–368
  - Caprioli, Mary and Boyer, Mark A. 2001. "Gender, Violence, and International Crisis." *Journal of Conflict Resolution* 45 (4): 503–518
  - Barceló, Joan. 2018. "Are Western-Educated Leaders Less Prone to Initiate Militarized Disputes?" *British Journal of Political Science*: 1–32

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*The four questions revisited: Conclusions and final presentations*

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### **Day 26 (Monday, December 3)**

How has the post-WW2 global order shaped conflict and cooperation in politics? What is its future?

- Required: Lissner, Rebecca Friedman and Rapp-Hooper, Mira. 2018. "The Day after Trump: American Strategy for a New International Order." *The Washington Quarterly* 41 (1): 7–25
- Recommended: Deudney, Daniel and Ikenberry, G. John. 2018. "Liberal World: The Resilient Order." *Foreign Affairs* 97 (4)
- Recommended: Allison, Graham. 2018. "The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom." *Foreign Affairs* 97 (4)

### **Day 27 (Wednesday, December 5)**

Final presentations of student projects to the seminar and the public. Faculty and students from the Department of Politics & International Relations will be invited. **Note: Presentations will take place on the 2nd floor of Bomberger Hall.**