

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

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**This syllabus was last updated on November 11, 2016. Please visit [www.jkarreth.net/pol452w.html](http://www.jkarreth.net/pol452w.html) for the most recent information on deadlines and readings.**

## Course description

Welcome to POL 452W, the Fall 2016 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 violent? Why can states 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).

## 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 frameworks to study why politics sometimes turn violent
- Analyze the utility of a variety of factors that may help prevent war
- Identify some of the most recent facets of war and political violence
- Use data to examine theories and support arguments
- Communicate insights from the scientific study of conflict 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

Because this is a capstone seminar, on most days we will be focusing on “example” questions in research on war and peace. We will use these questions to explore how social scientists can use different tools and techniques to learn more about pressing questions of human behavior, conflict and cooperation, and war and peace.

## Materials

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

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

All other relevant readings (articles and book chapters/excerpts) are posted on Canvas.

## Requirements and assignments

### 1. Attendance & preparation

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. A rule of thumb for upper-level classes like this is that you will need to spend about 2–3 times the time we meet in class to read and take notes every week.

Please plan to schedule at least 8 hours per week outside the classroom on this class, plus any extra time you spend working on your research project.

**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. Three absences reduce your overall course grade by a half-letter grade. Four absences result in a failing grade. For the purpose of your grade, there is no difference between “excused” and “unexcused” absences. In the event that a student experiences a significant health problem or other issue that may prevent them from performing adequately in their academic work and/or attending class for a number of days, students should notify the Office of Student Affairs. The Student Affairs phone and email contact is Lynda Manz: lmanz@ursinus.edu or 610-409-3590.

### 2. Participation (10% 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 for this seminar to succeed. Participation includes (1) your contributions in class, (2) short informal writing assignments in class, and (3) your reading notes. You begin the semester with 100 (out of 100) points for participation. Your contributions are evaluated on each day. Students who are present and contribute to class keep 100 points. Students who do not contribute on a day and students who are absent lose 5 participation points on that day.

**Safety valve:** You may choose to not participate on a day (or be absent that day) without penalty twice without losing any points.

**Extra-curricular events:** Please scan the syllabus and keep an eye on Canvas for extra-curricular events related to this seminar. Attending these events will give you an opportunity to earn extra credit for our seminar.

### 3. Structured discussion outlines (20% of your course grade)

For two seminar meetings during the semester, students submit a structured discussion outline to guide our meeting for that day. These outlines must be no longer than 2 pages. A sign-up sheet and detailed guidelines can be found on Canvas. Outlines are due 24 hours before the respective seminar meeting.

**Safety valve:** You may submit your discussion outline up to 10 days before the respective seminar meeting.

### 4. Research project (70% 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 the instructor and your peers to create the foundation for a high-quality research paper that you submit at the end of the semester. The individual draft components below must be submitted on time. Late submissions reduce the assignment grade by one letter grade per 24-hour period beyond the due date (e.g., an "A" abstract blitz submitted on the evening of September 27 will be graded as a "D".)

**Research journal.** Throughout the semester, you will keep an electronic research journal in which you keep track of my feedback on your assignments and your subsequent revisions.

**List of research questions.** Come up with, and submit, three research questions that interest you and that are broadly related to conflict and cooperation. Use Baglione ch. 2 with this assignment. **Due on Canvas at 1pm on September 4.**

**Research proposal.** After feedback on your research questions, write a research proposal, outlining your project idea. See Canvas for more instructions. **Due on Canvas at 1pm on September 11.**

**Abstract blitz.** Build a database of sources that are relevant to your research question. Compile this database in the form of an "abstract blitz"; see Canvas for details. **Due on Canvas at 1pm on September 25.**

**Literature review.** Write a structured review of the literature relevant for your research question, building on your abstract blitz. See Canvas for details. **Due on Canvas at 1pm on October 2.**

**Project outline.** This outline summarizes the components submitted so far plus an outline of your theoretical argument, hypothesis/-es, evidence, and discussion. **Due on Canvas at 1pm on October 9.**

**First draft.** A full draft of your research paper is **due at 8pm on November 12.** 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 a week. 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. Further guidelines are available on Canvas.

**Peer review.** You will review the draft research paper of one of your peers. This review must provide constructive suggestions for improving the draft. It is **due at 8pm on November 20.** Further guidelines are available on Canvas.

**Oral presentation.** Taking into account feedback from the instructor and one of your peers, you will present a revised version of your research project in an oral presentation to the whole seminar on one of **Days 25, 26, or 27.** See Canvas for details.

**Poster presentation.** For our last class meeting on **Day 28 (December 7)**, all participants will prepare a poster version of their research project. This poster will be featured in a poster session open to the Ursinus community. All who attend will be invited to provide feedback; posters will receive prizes based on a survey. Posters need to be submitted for printing by December 1.

**Final paper.** The final and polished version of your research paper is **due at 6pm December 14**. Late submissions reduce the assignment grade by one letter grade per 24-hour period beyond the due date.

## Grading

Rubrics for all assignments are posted on Canvas. The course grade consists of the components below, sums to 100, and converts into letter grades as stated below.

In-class participation	10%	A	100 - 93.0	C+	79.999 - 77.0
Structured discussion outlines	20%	A-	92.999 - 90.0	C	76.999 - 73.0
Research paper	70%	B+	89.999 - 87.0	C-	72.999 - 70.0
Draft components	(10%)	B	86.999 - 83.0	D+	69.999 - 67.0
Oral presentation	(10%)	B-	82.999 - 80.0	D	66.999 - 63.0
Peer review	(10%)			D-	62.999 - 60.0
Final draft	(30%)			F	59.999 - 0
Poster	(10%)				
Total	100%				

## Course policies

**Disability accommodations.** I am committed to a fair and equitable learning environment. Reasonable accommodations will be provided for students with documented physical and/or learning disabilities who are eligible to receive accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you believe you have a disability requiring accommodation in this class, please notify Shammah Bermudez at the Center for Academic Support (Myrin Library, lower level, 484-762-4329). His office will contact me to make appropriate accommodations.

If you wish to discuss academic accommodations for this course, please inform me as soon as possible.

While I will make every effort to accommodate valid requests, 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.

**Religious observance.** I will also 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.

**Classroom interactions.** 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. 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.

**Academic honesty.** All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>). Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. **The policy also prohibits submitting material that was previously submitted in another course.** If you are involved in plagiarism, the penalty will be failure in the course and you will be reported to the College. In this one regard there are no second chances. If you are not sure if something violates standards—ask. If you are not sure whether to cite or not to cite—cite.

**Emergencies and absences.** Missing a deadline results in penalties as specified above, regardless of the reason for absence or late submission. However,

1. you may choose to not participate on a day (or be absent that day) without penalty for two days without losing any points.
2. you can miss two class meetings for any reason (no questions asked) without an effect on your grade.
3. you may submit your structured discussion outline up to 10 days before the respective seminar meeting.

**Electronic devices.** Studies have shown that “laptop use is negatively associated with student learning and it poses a distraction to fellow students.”<sup>1</sup> To provide the best possible learning environment for all seminar participants, I ask that you commit in writing to a laptop use policy on the first day of class if you wish to use a laptop during class to take notes and consult readings. Cell phones and tablets must be stored away 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.

## Schedule

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

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### Introduction

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#### Day 1 (Monday, August 29)

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.

#### Day 2 (Wednesday, August 31)

Why do people participate in political violence?

- Required: 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.
- Required: 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.
- Required: Read one of the following two articles and think of a research question that you can draw from the article's content. Bring this question to 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>

List of research questions due on Canvas at 1pm on September 4. Required reading: Baglione, Chapter 2.

#### Day 3 (Monday, September 5)

How can we analyze the behavior of humans and states? What are major trends in war and peace?

- Required: Hirschman, Daniel. 2016. "Stylized Facts in the Social Sciences." *Sociological Science* 3:604–626.
  - What are stylized facts? Are they useful for social science? Do you know a stylized fact about war & peace?
- Required: Chapter 1 in Levy, Jack S. and Thompson, William R. 2010. *Causes of War*. Malden, MA: Wiley-Blackwell.
  - What is war?
  - How has it changed?
  - What levels of analysis do scholars use to study war?
- Required: Belluz, J. (2016). You may think the world is falling apart. Steven Pinker is here to tell you it isn't. *Vox.com*. Online at: <http://goo.gl/u9AuQg>.

- Required: Gray, J. (2016). Steven Pinker is wrong about violence and war. *The Guardian*. Online at: <https://goo.gl/ufWZvD>.

Which account to you find more convincing and why?

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### **Causes of Conflict**

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#### **Day 4 (Wednesday, September 7)**

What do the major theories of IR have to say about relations between countries and about war and peace?

- 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.
- Background: Sambanis, Nicholas. 2004. "What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814–858.

Research proposal due on Canvas at 1pm on September 11.

#### **Day 5 (Monday, September 12)**

Why do we see war instead of peaceful bargains? Why can cooperation be so difficult? (Part I)

- Required: Chapter 1 in Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books.
- Required: Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379–414.

Also: Field trip to the library and research tutorial with Kerry Gibson, Library Liaison for Politics & International Relations.

#### **Day 6 (Wednesday, September 14)**

Why do we see war instead of peaceful bargains? Why can cooperation be so difficult? (Part II)

- Required: Chapter 1 in Axelrod, Robert. 1984. *The Evolution of Cooperation*. New York: Basic Books.
- Required: Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379–414.

#### **Day 7 (Monday, September 19)**

Do systemic factors explain the prevalence or absence of war? (Changes in) the distribution of power and war.

- Required: Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18 (4): 615–628.
- Required: Renshon, Jonathan. 2016. "Status Deficits and War." *International Organization* 70 (3): 513–550.

### Day 8 (Wednesday, September 21)

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

- Required: 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.
- Required: Lake, David A. 2010. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35 (3): 7–52.

Abstract blitz due on Canvas at 1pm on September 25. Required reading: Baglione, Chapter 3.

### Day 9 (Monday, September 26)

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

- Required: Revisit the outline from Day 8 summarizing Stein (2002) and Lake (2010).

What is special about resources and territory?

- Required (Group 1): Ross, Michael L. 2008. "Blood Barrels - Why Oil Wealth Fuels Conflict." *Foreign Affairs* 87 (3): 2–8.
- Required (Group 1): Colgan, Jeff D. 2010. "Oil and revolutionary governments: Fuel for international conflict." *International Organization* 64 (4): 661–694.
- Required (Group 2): 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.
- Required (Group 2): Johnson, Dominic D. P. and Toft, Monica Duffy. 2014. "Grounds for War: The Evolution of Territorial Conflict," *International Security* 38 (3): 7–38.

Extracurricular event: Visiting Speaker Dr. Natalie Jackson, Senior Polling Editor at Huffington Post/Pollster on Tuesday, September 27, at 7pm in Berman 016.

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### **Conflict Prevention**

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### Day 10 (Wednesday, September 28)

What explains the regularity that there are no wars between democracies (if there aren't)?

- Required: Bueno de Mesquita, Bruce et al. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93 (4): 791.
- Required: Hayes, Jarrod. 2012. "The Democratic Peace and the New Evolution of an Old Idea." *European Journal of International Relations* 18 (4): 767–791.

Do politicians choose to go to war to divert attention from domestic problems?

- Required: Leeds, Brett Ashley and Davis, David R. 1997. "Domestic Political Vulnerability and International Disputes." *Journal of Conflict Resolution* 41 (6): 814–834.



- Required: Mitchell, Sara McLaughlin and Prins, Brandon C. 2004. "Rivalry and Diversionary Uses of Force." *Journal of Conflict Resolution* 48 (6): 937–961.

Literature review due on Canvas at 1pm on October 2. Required reading: Baglione, Chapter 4.

### Day 11 (Monday, October 3)

Do military alliance commitments help prevent conflicts?

- Required: Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47 (3): 427–439.
- Required: Leeds, Brett Ashley, Mattes, Michaela, and Vogel, Jeremy S. 2009. "Interests, Institutions, and the Reliability of International Commitments." *American Journal of Political Science* 53 (2): 461–476.

### Day 12 (Wednesday, October 5)

Workshop with Dr. Talia Argondezzi, Director, Center for Writing and Speaking

- You and Your Sources: conceptualizing how you can position your own ideas rhetorically vis-à-vis the work of other scholars.

Project outline due on Canvas at 1pm on October 9. Required reading: Baglione, Chapter 5.

### Day 13 (Monday, October 10)

How do economic ties affect interstate relations?

- 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.
- Recommended: Lupu, Yonatan and Traag, Vincent A. 2012. "Trading Communities, the Networked Structure of International Relations, and the Kantian Peace." *Journal of Conflict Resolution*.

When and why do international organizations influence war and peace between states?

- Required: Russett, Bruce, Oneal, John R., and Davis, David R. 1998. "The Third Leg of the Kantian Tripod for Peace: International Organizations and Militarized Disputes, 1950–85." *International Organization* 52 (3): 441–467.
- Recommended: Bearce, David H. and Omori, Sawa. 2005. "How Do Commercial Institutions Promote Peace?" *Journal of Peace Research* 42 (6): 659–678.

Extracurricular event: Resumania at the Center for Careers and Professional Development. Drop into Bomberger 110 between 10 am and 4 pm on October 11 for help creating or updating your resume.

### Day 14 (Wednesday, October 12)

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: Grieco, Joseph M. 1995. "The Maastricht Treaty, Economic and Monetary Union and the neo-realist research programme." *Review of International Studies* 21 (1): 21–40.
- Required: McNamara, Kathleen R. 2010. "The Eurocrisis and the Uncertain Future of European Integration." *Council on Foreign Relations Report*.

### Fall Break (Monday, October 17)

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#### Civil Wars

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### Day 15 (Wednesday, October 19)

When and where do civil wars occur?

- Required: Fearon, James D. and Laitin, David D. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75–90.
- Required: Collier, Paul and Hoeffler, Anke. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56 (4): 563–595.
- Required: Walter, Barbara F. 2004. "Does Conflict Beget Conflict? Explaining Recurring Civil War." *Journal of Peace Research* 41 (3): 371–388.

### Day 16 (Monday, October 24)

Why do some civil wars last longer than others?

- Required: Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer than Others?" *Journal of Peace Research* 41 (3): 275–301.
- Required: Collier, Paul, Hoeffler, Anke, and Söderbom, Måns. 2004. "On the Duration of Civil War." *Journal of Peace Research* 41 (3): 253–273.
- Required: Cunningham, David E., Gleditsch, Kristian Skrede, and Salehyan, Idean. 2009. "It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome." *Journal of Conflict Resolution* 53 (4): 570–597.
- Required: Fisher, M. (2016). Syria's Paradox: Why the War Only Ever Seems to Get Worse. *New York Times*. On-line at: <http://www.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html>.

### Day 17 (Wednesday, October 26)

What is special about bargaining around civil wars?

- Required: Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51 (3): 335–364.
- Required: Thomas, Jakana L., Reed, William, and Wolford, Scott. 2016. "The Rebels' Credibility Dilemma." *International Organization* 70 (3): 477–511.

## Day 18 (Monday, October 31)

When is counterinsurgency successful?

- Required: Berman, Eli, Shapiro, Jacob N., and Felter, Joseph H. 2011. "Can Hearts and Minds Be Bought? The Economics of Counterinsurgency in Iraq." *Journal of Political Economy* 119 (4): 766–819.
- Required: Lyall, Jason. 2010. "Do Democracies Make Inferior Counterinsurgents? Reassessing Democracy's Impact on War Outcomes and Duration." *International Organization* 64 (1): 167–192.
- Required: Kocher, Matthew Adam, Pepinsky, Thomas B., and Kalyvas, Stathis N. 2011. "Aerial Bombing and Counterinsurgency in the Vietnam War." *American Journal of Political Science* 55 (2): 201–218.
- Recommended: Crost, Benjamin, Felter, Joseph, and Johnston, Patrick. 2014. "Aid under Fire: Development Projects and Civil Conflict." *American Economic Review* 104 (6): 1833–56.

## Day 19 (Wednesday, November 2)

How does gender affect civil war dynamics? Do civil wars have gendered effects?

- Required: Henshaw, Alexis Leanna. 2016. "Where Women Rebel." *International Feminist Journal of Politics* 18 (1): 39–60.
- Required: Wood, Elisabeth Jean. 2006. "Variation in sexual violence during war." *Politics & Society* 34 (3): 307–342.
- Required: Cohen, Dara Kay. 2013. "Explaining rape during civil war: cross-national evidence (1980–2009)." *American Political Science Review* 107 (3): 461–477.

Required: Attend the Inaugural Conference at the Melrose Center for Global Civic Engagement on Saturday, November 5.

## Day 20 (Monday, November 7)

Gender and civil war continued

Does environmental stress increase the risk of civil war?

- Required: Burke, Marshall B. et al. 2009. "Warming increases the risk of civil war in Africa." *Proceedings of the National Academy of Sciences*.
- Required: Buhaug, Halvard. 2010. "Climate not to blame for African civil wars." *Proceedings of the National Academy of Sciences*.
- Required: Hendrix, Cullen S. and Salehyan, Idean. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49 (1): 35–50.

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## **Conflict Termination**

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### **Day 21 (Wednesday, November 9)**

What makes peace agreements successful? How might outside parties help or hurt?

- Required: Fortna, Virginia Page. 2003. "Scraps of Paper? Agreements and the Durability of Peace." *International Organization* 57 (2): 337–372.
- Required: Werner, Suzanne and Yuen, Amy. 2005. "Making and Keeping Peace." *International Organization* 59 (2): 261–292.
- Required: Beardsley, Kyle C. 2008. "Agreement without Peace? International Mediation and Time Inconsistency Problems." *American Journal of Political Science* 52 (4): 723–740.
- Recommended: Melrose, Joseph H. Jr. 2009. "The Sierra Leone Peace Process." In *Human Rights and Conflict Resolution in Context*, ed. by Babbitt, Eileen F. and Lutz, Ellen L., 118–138. Syracuse, NY: Syracuse University Press.

Extracurricular event: "Israelis and Palestinians: Is There Hope?" Lecture by David Makovsky, Wednesday, November 9, 7:30pm.

First draft due on Canvas at 8pm on November 12. Required reading: Baglione, Chapter 6, 7, 8, and 9.

### **Day 22 (Monday, November 14)**

What is the effect of Peacekeeping on conflict and post-conflict states?

- Required: Boot, Max. 2000. "Paving the Road to Hell - The Failure of U.N. Peacekeeping." *Foreign Affairs* 79 (2): 143–148.
- Required: Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48 (2): 269–292.
- Required: Lipson, Michael. 2007. "Peacekeeping: Organized Hypocrisy?" *European Journal of International Relations* 13 (1): 5–34.
- Required: Bridges, Donna and Horsfall, Debbie. 2009. "Increasing Operational Effectiveness in UN Peacekeeping: Toward a Gender-Balanced Force." *Armed Forces & Society* 36 (1): 120–130.
- Required: Hultman, Lisa, Kathman, Jacob D., and Shannon, Megan. 2014. "Beyond Keeping Peace: United Nations Effectiveness in the Midst of Fighting." *American Political Science Review*.

### **Day 23 (Wednesday, November 16)**

What are main challenges in DDR?

- Required: Humphreys, Macartan and Weinstein, Jeremy M. 2007. "Demobilization and Reintegration." *Journal of Conflict Resolution* 51 (4): 531–567.
- Required: Annan, Jeannie et al. 2011. "Civil War, Reintegration, and Gender in Northern Uganda." *Journal of Conflict Resolution* 55 (6): 877–908.

Peer review due on Canvas at 8pm on November 20. Required reading: Handout on Canvas.

### **Day 24 (Monday, November 21)**

Does foreign aid boost or undermine conflict termination efforts?

- Required: Nielsen, Richard A. et al. 2011. "Foreign Aid Shocks as a Cause of Violent Armed Conflict." *American Journal of Political Science* 55 (2): 219–232.
- Required: Narang, Neil. 2015. "Assisting Uncertainty: How Humanitarian Aid can Inadvertently Prolong Civil War." *International Studies Quarterly* 59 (1): 184–195.

### **No class: Thanksgiving (November 23)**

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### ***Research Presentations***

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### **Day 25 (Monday, November 28)**

Oral presentations in class

### **Day 26 (Wednesday, November 30)**

Oral presentations in class

Poster due to be submitted to the Technology Support Center at 4pm on December 1. See Canvas for guidelines.

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

Oral presentations in class

### **Day 28 (Wednesday, December 7)**

Concluding poster presentation in the second floor of Bomberger Hall, open to the Ursinus community. Please plan to actively recruit your friends and other faculty to attend. Posters will receive prizes based on audience feedback.

Final draft of capstone papers due on Canvas at 6pm on December 14.