

INTL 4220: International Conflict

University of Georgia, Department of International Affairs

<i>Course Instructor Information:</i>	<i>Course Meeting Information:</i> Fall 2023
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Office: B02, Candler Hall	Class format: in-person
Office hours: Weds, 9:00-11:00 AM, by appointment	https://www.elc.uga.edu

“[W]ar is of vital importance to the State. It is a matter of life and death, a road either to safety or to ruin. Hence it is a subject of inquiry which can on no account be neglected.”

Sun Tzu, *The Art of War* (I.1-2)

Course Description:

Why do countries go to war with one another? What distinguishes interstate wars from wars *within* countries, and what separates wars from conflicts that *are not* wars? These questions have captivated politicians, philosophers, scholars, and citizens for centuries, and there is no shortage of proposed answers to them. In this course, we examine many of these answers in detail. We begin by reviewing conceptual definitions of conflict episodes (e.g., war and militarized conflicts), and look at the trends in these episodes over time. After that, we ground ourselves in a research tradition that examines international events through a scientific process, which builds and evaluates theoretical models and constantly questions and assesses its own purpose. We next turn to the core of the course: examining the many factors that theoretically might lead to (a lack of) militarized conflict across numerous levels of analysis, including the systemic, dyadic, national, substate, and individual levels. Our focus will be to dissect and analyze these various theoretical explanations. In doing so, we will see that the issues under dispute, the strategic complications that arise during negotiations, the relationships states develop with one another, the shortcomings of human cognition, the structure of the international system, and the domestic institutions of states may all contribute to matters of war and peace.

During the course, we will conduct a role-playing exercise that applies what we have learned about individual, social, and bureaucratic factors to understand how they might drive interstate conflict or provide opportunities for peaceful settlement. And throughout each block of the course, we will consider what conflict scholars do (i.e., theory construction), how they do it (i.e., research design and methods), what problems they face, and what they can do better to understand why states employ militarized conflict to achieve political goals.

I encourage you to start exploring the questions posed above by finding two articles about Russia’s special military operation in Ukraine: One article making the case that Russia’s special military operation is not a war (likely a Russian propaganda piece), and another article that describes the Ukrainian-Russian conflict in terms of a war. I will *add 2 points to your final exam* after you send me an email titled “The Russian-Ukrainian conflict” with links to the two articles and a 2-3 sentence summary for each article explaining why the conflict is / is not a war. The deadline for earning the extra credit is the beginning of our second class meeting on Thursday, August 24.

Course Objectives:

Upon completion of this course, a student should be able to:

- Describe and critique the major approaches to the study of international conflict;
- Explain why international conflict occurs – from multiple perspectives and levels of analysis;
- Describe the characteristics and trends of different types of international conflict;
- Explain how these approaches help us understand important aspects of international conflict including: interstate war, nationalist violence, strategies designed to mitigate conflict;
- Identify, dissect, and critique theoretical models advanced by scholars;
- Summarize complex topics briefly.

Course Reading Material:

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned. Completing these readings (and attending class consistently) will best help students be successful in the course. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

The two required textbooks for the course are:

What Causes War? An Introduction to Theories of International Conflict (Second Edition, 2014). Greg Cashman. Lanham, Maryland: Rowman & Littlefield.

- Note that we will use the *second edition*; it is updated significantly from the first.
- I placed an order for the book with the UGA Bookstore; the eBook is available through Amazon (Kindle); and the UGA library allows free 21-day access to the book.

Europe on the Brink, 1914: the July Crisis. John E. Moser (paperback ISBN 978-1-4696-5986-2, e-book ISBN 978-1-4696-5987-9).

- We will use the text for an in-class simulation for several weeks during the semester.
- The ebook is \$19.99, and the paperback is \$30.00 (to purchase the book, see <https://uncpress.org/book/9781469659862/europe-on-the-brink-1914/>).
- I have also reserved the library's only copy of the paperback.

The instructor will supplement the "What Causes War?" and the "Europe on the Brink" books with additional readings uploaded to eLC.

Course Requirements:

There are five graded requirements for this course:

1. **Participation** (20%): This course is in-person and will follow a seminar, rather than lecture-based format, although lecture will be used when appropriate. I expect that students will: a) attend course meetings, b) contribute meaningfully to class discussions (quality and quantity), and c) participate actively during in-class activities. Students should prepare for each class meeting by completing assigned readings, generating questions they have from those readings, and reviewing notes from previous meetings. Some weeks, students can also earn some credit for participation by posting a response to questions posted on the Discussion Boards. *Read the Course Guidelines (below) for more information about participation.*
2. **Four, two-page summary papers** (20% total, each worth 5%): Students will complete a four short papers – no more than 750 words each. ***Students must sign up for their four topics on the eLC link*** (<https://uga.view.usg.edu/d2l/le/content/2938401/viewContent/47127208/View>) ***no later than Tuesday, September 5.*** Note two things: a) you ***only have to complete four papers***, and b) only seven students can sign up per topic (so sign up early).

The summaries, which are akin to annotated bibliographies, provide short (e.g., 200-250 words per topic or author) overviews of two or three of researchers' works or topics covered in the assigned readings. Students will need to focus on the most pertinent information: the author's argument or principal ideas for the topic, any findings, the student's critiques of the theory or the evidence, and the implications of the author's research or the topic for our class. *The summary papers are due no later than 6 PM the day before class.* This activity prepares students to be successful in the course by (a) encouraging the development of discussion questions to drive the next class meeting, and (b) giving students practice in writing short, focused summaries of complex ideas.

3. **Reacting game** (20%; see below for weighting): Starting on Thursday, September 14th and over the four weeks that follow, we will conduct a World War I role-playing exercise. On September 19, the instructor will randomly assign students to roles and split the students into teams. Students are expected to contribute actively to the exercise. Evaluations will be based on instructor observation, supplemented by solicited feedback from simulation participants (to address contributions outside the classroom and/or within teams). Additionally, you must:
 - a. Complete a reading quiz. Students completing the quiz with a 70% or better will receive two *extra credit* points towards their final grade, and students with scores in the top 10% of the class will gain important advantages during the exercise.
 - b. Complete a position paper (or) speech (10% of your grade). Students will submit their paper/speech via eLC on the date associated with their role and will present their paper or give their speech in class.
 - c. Complete a reflection paper (10% of your grade): After the game ends, students will complete 3-4 page paper

that reflects upon their experience during the simulation, integrates what they have drawn from course readings, and is guided by questions distributed by the instructor. The reflection paper is due by the beginning of class on Tuesday, October 10th.

4. **Midterm exam (20%):** There will be a midterm exam administered through eLC on Tuesday, October 17th. Questions for these exams will be a combination of multiple choice, identification, and/or short essays. We will conduct an in-class review for the midterm on Thursday, October 12th.
5. **Final exam (20%):** There will be a final exam administered through eLC on Thursday, December 7. Questions for these exams will be a combination of multiple choice, identification, and/or short essays. We will conduct an in-class review for the final on Thursday, November 30.

Course Guidelines (the fine print):

The following guidelines govern the requirements for this course:

1. Students are expected to read the assigned course material, attend all class meetings, and participate actively within in-class activities and discussions. Students that do not attend during the add/drop period and fail to contact the instructor may be removed from the class to make room for others wishing to take the course.
2. The class will follow a seminar (i.e., discussion), rather than lecture-based format (although lecture will be used when appropriate). Each class will involve a discussion of the readings assigned for that day (or activities derived from them). Students can gain or lose points during these discussions. To gain points, you must make a positive contribution to the class – such as comments that *meaningfully* criticize, challenge, request clarification of, extend, or react to assigned readings. You may also gain some credit for participation by posting responses to the prompts on the Discussion Boards during those weeks where there is a prompt. *Posting to the Discussion Board is voluntary*, but posts help foster our in-class discussions. To *lose* points, you need only fail to be prepared to contribute when called upon. At the end of the semester, your participation grade will be calculated based on the total number of points you have earned; these convert to grades according to the following scheme: 18+ (A), 17-14 (B), 13-9 (C), 8-6 (D), and less than 6 (F).

I will always encourage volunteers to contribute, especially those who completed a summary paper for the week. I prefer to rely upon a voluntary system. If no volunteers are available, however, I will randomly call upon people:

- Each person will be assigned a number during the first week of the course, and this number corresponds to a token in a container. If the instructor draws your token, you must answer the question raised.
- If you post to the Discussion Board, you automatically get one pass.
- Outside of posting to the Board, you may pass once (in total) in the event you are unprepared or absent for that specific question.
- After this free pass, I will *deduct* one point from your total participation score if you are unprepared or absent to answer a question for which your chip is drawn. [Note: tokens always return to the container after being drawn, so you may be called upon more than once within a class period.]

Students may earn a total of one point per class meeting (though they might lose up to one point as well). The instructor's recorded point total will be final at semester's end; it is not subject to negotiation at grading time. In other words, plan to participate early and often.

3. Students who are unable to attend a class meeting are responsible for obtaining any announcements (e.g., changes to the course schedule/outline) and notes for that meeting from another student. The instructor will not provide lecture slides or notes for class meetings.
4. Assignments and papers are due on the dates and times specified. Late work – even if turned in during the class period in which it is due – will be penalized one full letter grade (10 percentage points) for the first 24 hours it is late, as well as an additional letter grade (10 percentage points) for each additional 24 hours it is late. After 5 days (120 hours), late work can be turned in for half-credit until the final class meeting (December 1).
5. Failure to complete any course requirements (e.g., assignments, quizzes, or exams) will result in a grade of 0 for the incomplete requirement(s). Make-up exams *may* be offered, but only with the prior approval of the instructor (generally for documented, emergency situations *only*).

6. Students should keep class notes, graded work, and copies of all submitted work until final grades are distributed. Every effort will be made to ensure that the instructor grades work timely, fairly, and objectively. If you believe that you received an inaccurate grade during the semester, you may submit a written memo to the instructor, along with the graded paper in question. This memo must be submitted within two weeks of receiving the graded assignment. The instructor will then read the memo, re-read the work in question, and assign a new grade. The new grade may be lower, the same as, or higher than the original grade and will not be subject to additional appeal under this policy.
7. In order to foster a respectful learning environment, students are expected:
 - a. to use language that does not insult others or their point of view;
 - b. to keep cell phones silenced and put away during class; and
 - c. *minimize* the use of laptops during the class, unless the instructor informs you that they are needed for a classroom exercise. If you require special accommodations, please see the instructor at the outset of the course.

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be removed from the course.

8. It is the policy and practice of the University of Georgia to create an inclusive learning environment. If you plan to request accommodations for a disability, please discuss with the instructor at the beginning of the course and register with the Disability Resource Center (DRC). The DRC can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>
9. Any exceptions or modifications to the above rules (or syllabus) are given at the instructor's discretion, only with prior approval and only under instances of extreme emergency or serious illness. Appropriate documentation must be supplied by the student in any event of exception.

Grade Distribution

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

Academic Dishonesty:

As a University of Georgia student, you have agreed to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Students are responsible for informing themselves about these standards before performing any academic work and may direct specific questions they have regarding the policy (or its application to course assignments) to the instructor. Please note that: (a) your not knowing about or not *intending* to violate the policy is not sufficient to protect you from consequences of violating it (see policy), and (b) all suspected violations of this policy will be handled according to the guidelines set forth within the policy.

Recently, there has been an uptick in reporting about [students](#) and professionals like [lawyers using artificial intelligence](#) (AI) applications like Chat GPT to produce work they claim is theirs. In short, you may use AI to help you in the early stages of a writing project, but do not rely on AI to produce draft, partial, or final works. Using AI to produce work that you are representing as your own is academically dishonest. Additionally, using AI becomes obvious in writing assignments for a course like this because knowledge about international conflict is fairly uncommon and specialized. Current AI applications have difficulty with this kind of knowledge, which leads the applications to produce simplistic text and can lead to the AIs [fabricating evidence](#).

For some thoughts about how AI might affect the future of warfare, skim the article at <https://www.hudson.org/defense-strategy/artificial-intelligence-future-warfare>. I will *add 2 points to your midterm exam* if you send me an email titled "AI and future warfare" and include a quote by Qi Jianguo from the article.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Schedule/Topics:

The following pages contain a general plan for the course. deviations announced to the class by the instructor may be necessary to best meet the needs of the students and course. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss the scheduled topic in class. Note: If the schedule changes, the instructor will announce (in class) the dates on which topics will be covered as the course progresses.

- (1) **Thursday, August 17, 2023: NO CLASS** (instructor previously scheduled to speak at the National War College in Washington D.C.)
- (2) **Tuesday, August 22, 2023: Class #1 – course introduction (FIRST MEETING)**
 - Read the syllabus (there are Easter eggs!)
 - Read Gochman, Charles S., and Zeev Maoz. 1984. "Militarized Interstate Disputes, 1816-1976: Procedures, Patterns, and Insights." *Journal of Conflict Resolution* 28(4): 585–616. **Posted to eLC.** Focus on Gochman and Maoz's definitions of terms.
 - Read Sarkees, Meredith Reid, Frank Whelon Wayman, and J. David Singer. 2003. "Inter-State, Intra-State, and Extra-State Wars: A Comprehensive Look at Their Distribution over Time, 1816-1997." *International Studies Quarterly* 47(1): 49–70. **Posted to eLC.** Focus on definitions and findings on pages 58-68.
 - Look at the conflict trend charts from Max Roser, Joe Hasell, Bastian Herre and Bobbie Macdonald (2016) - "War and Peace". Published online at OurWorldInData.org. Retrieved from: <https://ourworldindata.org/war-and-peace>.
 - Be prepared to describe international conflict and discuss trends in conflict.
 - You can earn some credit for participation by posting a response to the [questions on the Discussion Board](#).
- (3) **Thursday, August 24, 2023: Class #2 – theory and war, part I**
 - Read Clarke, Kevin A., and David M. Primo. 2012. *A Model Discipline: Political Science and the Logic of Representations*. Oxford ; New York: Oxford University Press. **Posted to eLC** (pages 52-60)
 - Read Goetz, Gary. 2022. "The semantics of general causal mechanism figures or a methodology for constructing theory figures" (Version 1). **Posted to eLC.** Read [pages 1-17](#), skim the rest.
 - Review Staniland, Paul. 2017. "Armed Politics and the Study of Intrastate Conflict." *Journal of Peace Research* 54(4): 459–67. **Posted to eLC.** Focus on the definitions on pages 60-61 in the section titled "Armed Politics".
 - Participate in the in-class exercise on diagramming the theories in the Staniland article using Goetz's notation.
- (4) **Tuesday, August 29, 2023: Class #3 – theory and war, part II**
 - Read Cashman, Chapter 1: Empirical Theory and the Causes of War
 - Read Vasquez, John A., and Brandon Valeriano. 2010. "Classification of Interstate Wars." *The Journal of Politics* 72(2): 292–309. **Posted to eLC.** Focus on pages 292-295; skim the rest.
 - Read Besteman, Catherine Lowe, and Hugh Gusterson, eds. 2005. *Why America's Top Pundits Are Wrong: Anthropologists Talk Back*. Berkeley: University of California Press. (pages 1-11). **Posted to eLC**
 - Be prepared to discuss the similarities and differences between scientifically constructed knowledge and punditry.
 - You can earn some credit for participation by posting a response to the [question on the Discussion Board](#).
- (5) **Thursday, August 31, 2023: Class #4 – the individual level of analysis**
 - Read Cashman, Chapter 2: The Individual Level of Analysis, Part I
 - **Summary paper 1 due by Wednesday, August 30 at 6 PM**

- (6) **Tuesday, September 5, 2023: Class #5 – the individual level of analysis**
- Read Cashman, Chapter 3: The Individual Level of Analysis, Part II
 - Be prepared to discuss how theories that man’s aggressive nature leads to war ties into studying war (and peace) by looking at the characteristics of individuals, groups, and states.
 - You can earn some credit for participation by posting a response to the [question on the Discussion Board](#).
 - [Summary paper 2 due by Monday, September 4 at 6 PM](#)
 - [Deadline for signing up for the four, one-page discussion point papers](#) (link posted to eLC)
- (7) **Thursday, September 7, 2023: Class #6 – the substate level of analysis**
- Read Cashman, Chapter 4: The Substate Level of Analysis
 - [Summary paper 3 due by Wednesday, September 6 at 6 PM](#)
- (8) **Tuesday, September 12, 2023: Class #7 – Constructivism**
- Read Cashman, Chapter 12: Constructivism
 - Be prepared to discuss the similarities and differences between how Constructivism and theories about individual factors argue for the outbreak of war or bolster peace.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).
 - [Summary paper 4 due by Monday, September 11 at 6 PM](#)
- (9) **Thursday, September 14, 2023: Class #8 – Reacting game, session 1 (setup)**
- Read *Europe on the Brink, 1914* gamebook: pages 1-32 (Chapters 1-3)
 - [Reading quiz distributed through eLC \(due by start of class on Thursday, September 21\)](#)
 - [Summary paper 5 due by Wednesday, September 13 at 6 PM](#)
 - Topics: “balance of power” (or) *realpolitik*. Use Chapman as a reference for either topic.
- (10) **Tuesday, September 19, 2023: Class #9 – Reacting game, session 2 (setup, role assignments)**
- Read *Europe on the Brink, 1914* gamebook: pages 33-64 (Chapters 4-5)
 - Access your role materials and start reading (loaded to eLC)
 - [Summary paper 6 due by Monday, September 18 at 6 PM](#)
 - Topics: nationalism (or) militarism. Use Chapman as a reference for the nationalism topic. Use the supplementary texts posted on eLC for the militarism topic.
- (11) **Thursday, September 21, 2023: Class #10 – Reacting game, session 3 (setup)**
- Read *Europe on the Brink, 1914* gamebook: pages 36-64 (Chapters 4-5)
 - [Reading quiz for setup due by start of class \(on eLC\)](#)
 - [Note: There will be a pause in the summary papers until Class #19 on October 24](#)
- (12) **Tuesday, September 26, 2023: Class #11 – Reacting game, session 4 (round 1)**
- [Papers due from Lloyd George, Joffre, Moltke, Conrad, and Sukhomlinov due before class \(eLC\).](#)
- (13) **Thursday, September 28, 2023: Class #12 – Reacting game, session 5 (round 2)**
- [Papers \(speeches\) due from Grey, Poincaré, Bethmann-Hollweg, Berchtold, and Sazonov due before class \(eLC\).](#)
- (14) **Tuesday, October 3, 2023: Class #13 – Reacting game, session 6 (round 3)**
- [Papers \(speeches\) due from Asquith, Viviani, Wilhelm II, Tisza, and Nicholas II due before class \(eLC\).](#)
- (15) **Thursday, October 5, 2023: Class #14 – Reacting game, session 7 (round 4)**
- [Papers \(speeches\) from all other characters due before class \(eLC\).](#)
- (16) **Tuesday, October 10, 2023: Class #15 – Reacting game, session 8 (review)**
- [Reacting game reflection papers due by Monday, October 9 at 6:00 PM.](#)
- (17) **Thursday, October 12, 2023: Class #16 – Review for midterm**

(18) **Tuesday, October 17, 2023: Class #17 – MIDTERM**

(19) **Thursday, October 19, 2023: Class #18 – special topic 1, links between interstate and intrastate conflict**

- Read Lake, David A. 2003. “International Relations Theory and Internal Conflict: Insights from the Interstices.” *International Studies Review* 5(4): 81–90. **Posted to eLC**
- Read Cunningham, David E., and Douglas Lemke. 2013. “Combining Civil and Interstate Wars.” *International Organization* 67(3): 609–27. **Posted to eLC.** Focus on the analysis and arguments on pages 609-614.
- Be prepared to discuss arguments *for* using the same analytic tools to study interstate and intrastate conflicts (Cunningham and Lemke) and *against* using the same assumptions and techniques for studying the two kinds of conflicts (Lake).
 - You can earn some credit for participation by posting a response to the [question on the Discussion Board](#).

(20) **Tuesday, October 24, 2023: Class #19 – the state level of analysis**

- Read Cashman, Chapter 5: The State Level of Analysis, Part I
- [Summary paper 7 due by Monday, October 23 at 6 PM](#)

(21) **Thursday, October 26, 2023: Class #20 – the state level of analysis**

- Read Cashman, Chapter 6: The State Level of Analysis, Part II
- Be prepared to discuss state-level theories that do a poor job of explaining the incidence of war and theories that appear to do a sound job of explaining the incidence of war.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).
- [Summary paper 8 due by Wednesday, October 25 at 6 PM](#)

(22) **Tuesday, October 31, 2023: Class #21 - special topic 2, when interstate conflict isn't war**

- Read Hoffman, F. G. (2018). Examining Complex Forms of Conflict: Gray Zone and Hybrid Challenges. *PRISM*, 7(4), 30–47. <https://www.jstor.org/stable/26542705>. **Posted to eLC**
- Read Gartzke, Erik, and Jon R. Lindsay. 2015. “Weaving Tangled Webs: Offense, Defense, and Deception in Cyberspace.” *Security Studies* 24(2): 316–48. **Posted to eLC**
- Read Batmanghelidj, Esfandyar. 2022. “Is the West Laissez-Faire About Economic Warfare?” *War on the Rocks*. <https://warontherocks.com/2022/03/is-the-west-laissez-faire-about-economic-warfare/>. **Posted to eLC**
- Be prepared to compare and contrast what we have learned about how political scientists think about international conflict with the arguments from one of the articles: a) the article on gray zone warfare, b) the one on cyber warfare, or c) the article on economic warfare.
 - You can earn some credit for participation by posting a response to the [question on the Discussion Board](#).

(23) **Thursday, November 2, 2023: Class #22 – dyads and conflicts**

- Read Cashman, Chapter 7: The Dyadic Level of Analysis, Part I
- Be prepared to discuss the dyadic factors that appear to increase the likelihood of war between two states and how controlling these factors might reduce the incidence of war.
- [Summary paper 9 due by Wednesday, November 1 at 6 PM](#)

(24) **Tuesday, November 7, 2023: Class #23 – dyads and conflicts**

- Read Cashman, Chapter 7: The Dyadic Level of Analysis, Part II
- Be prepared to discuss the steps-to-war and spiral models of conflict.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).
- [Summary paper 10 due by Monday, November 6 at 6 PM](#)

(25) **Thursday, November 9, 2023: Class #24 – dyads and conflicts**

- Read Cashman, Chapter 7: The Dyadic Level of Analysis, Part III
- [Summary paper 11 due by Wednesday, November 8 at 6 PM](#)

(26) **Tuesday, November 14, 2023: Class #25 – special topic 3, waging war and warfare**

- Read Mackubin T. Owens. (2003). *The American Way of War*. **Posted to eLC.**
- Read Geoff Babb (2023). *China's Military History and Way of War: A Backgrounder*. **Posted to eLC.**

- Read Williamson Murray and Kevin M. Woods. (2015). Military and Strategic Perspectives of the Iran-Iraq War. **Posted to eLC**
- Skim Smith, A. (1998). Fighting Battles, Winning Wars. *Journal of Conflict Resolution*, 42(3), 301–320. <https://doi.org/10.1177/0022002798042003005> . Posted to eLC. Focus on the models the author describes on pages 302-303 and 309-313.
- Be prepared to discuss how the articles about the American, Chinese, and Iranian ways of war compare and contrast with the way that political scientists think about international conflict – the model from the Smith article is a good example.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).

(27) **Thursday, November 16, 2023: Class #26 – the international system level of analysis**

- Read Cashman, Chapter 10: The International System Level of Analysis, Part I
- [Summary paper 12 due by Wednesday, November 15 at 6 PM](#)

(28) **Tuesday, November 21, 2023: Class #27 – the international system level of analysis**

- Cashman, Chapter 11: The International System Level of Analysis, Part II
- Cashman’s book was published in 2015, and the end of Chapter 11 offers an optimistic view of the world. Be prepared to discuss how international systemic theories might account for the state of the world as it stands now, eight years after the book was published.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).
- [Summary paper 13 due by Monday, November 20 at 6 PM](#)

Thursday, November 23, 2023: NO CLASS. Thanksgiving Holiday.

(29) **Tuesday, November 28, 2023: Class #28 – special topic 4, the cost of war**

- Read Reiter, Dan. 2003. “Exploring the Bargaining Model of War.” *Perspective on Politics* 1(1): 27–43. **Posted to eLC.** Focus on the four highlighted sections: *The causes of war*, *The consequences of war*, *The empirical record*, and *Summary*. Skim the rest.
- Read Stiglitz, Joseph E., and Linda J. Bilmes. 2012. “Estimating the Costs of War: Methodological Issues, with Applications to Iraq and Afghanistan.” In *The Oxford Handbook of the Economics of Peace and Conflict*, Oxford University Press. **Posted to eLC.**
- Read Spagat, Michael. 2012. “318 Estimating the Human Costs of War: The Sample Survey Approach.” In *The Oxford Handbook of the Economics of Peace and Conflict*, Oxford University Press. **Posted to eLC.**
- Read Alaaldin, Ranj. 2020. “How the Iran-Iraq War Will Shape the Region for Decades to Come.” Brookings. <https://www.brookings.edu/articles/how-the-iran-iraq-war-will-shape-the-region-for-decades-to-come/>. **Posted to eLC.**
- Be prepared to discuss how the bargaining model of war (as summarized by Reiter) leads to the outcomes of wars as described by Stiglitz and Bilmes, Spagat, and Alaaldin.
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).

(30) **Thursday, November 30, 2023: Class #29 – Review for final.**

(31) **Tuesday, December 5, 2023: Class #30 – special topic 5, the future of conflict (last day of class)**

- Read the excerpt from Lawrence Freedman. (2019). *The Future of War: A History*.
- Read the National Intelligence Council. (2021). *The Future of the Battlefield* (NIC-2021-02493).
- Read Nordas, Ragnhild, and Nils Petter Gleditsch. 2015. “Climate Change and Conflict.” In *Competition and Conflicts on Resource Use*, eds. Susanne Hartard and Wolfgang Liebert. Cham: Springer International Publishing.
- Be prepared to discuss and critique the analysis and conclusions from the readings with what you have learned this semester: What are the target audiences of the articles; what are the respective arguments, and how testable are the respective arguments?
 - You can earn some credit for participation by posting a [response to the question on the Discussion Board](#).

(32) **Thursday, December 7, 2023: FINAL EXAM**