

INTL 4295: War and Human Security

(Updated: 13 August 2025)

Course Instructor Information:

Instructor: Shawn S. Mazdeyasnan
Email: shawn.mazdeyasnan@uga.edu
Office: IA Bldg B02
Office Hours: Weds 10:00AM-12:00PM By
Appointment Only on Zoom or In-Person
(<https://calendly.com/shawn-mazdeyasnan>)

Course Meeting Information:

Semester: Fall 2025
Days and Time: MWF 1:50-2:40PM
Classroom: Sanford Hall 313
Prerequisites: INTL 3200(E/H) or INTL
3300(E/H)

Course Description

What are the human consequences of war? Does anything help to limit these consequences? This course focuses on the social scientific study of the human security effects of war. We will focus on scientific explanations for why wars occur and the human toll that wars have. After this class, you will understand the major players and factors influencing human security. In addition to this, you will have a base understanding of the social scientific processes that govern human security outcomes more generally. As such, this class is not a history class or a class on current events. Though historical and current events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors for human security, the arenas in which these actors interact, and the rules that govern their interactions. This focus on the basic principles will provide you with a rich practical knowledge of the study of war and human security.

We will begin the semester by first defining war and human security and then focusing on the social scientific method and its role in the study of human security. After this introduction, the class will be divided into three major sections: 1) background theory on why wars occur, 2) theoretical frameworks for the causes of major human security disasters associated with wars (e.g., human rights violations, genocides, refugees, human trafficking, public health, sexual violence, and child soldiers), and 3) the social scientific literature on the efficacy of a variety of interventions and solutions for human security.

Learning Objectives

At the conclusion of this course, students should be able to:

- Define the concept of human security
- Identify the key arguments found in the major debates surrounding war and human security
- Describe how human security is impacted by war and conflict
- Evaluate various explanations given for intentional civilian victimization during war and conflict, and formulate unique opinions on its utility and/or morality
- Assess the various solutions that are used to address human security issues related to war and compare/contrast their effectiveness
- Connect and analyze the many dimensions of war and human security across a variety of real-world cases
- Develop a proposed solution to resolve an ongoing conflict-related human security issue

Course Materials

There are no required textbooks for this course. Copies of all assigned readings will be made available on eLC. Please do not share these readings with anyone outside of the class. You are expected to complete the readings listed on the syllabus **prior** to each class meeting. I **highly recommend** that you read all readings in the order

they are listed in the syllabus; I make this recommendation because there are many instances where the assigned readings build on one another, and reading the first one listed will lay the foundation for what is discussed in any subsequent readings. There may be instances where an article relevant to the topic we are covering will be published, and I will assign it on short notice. Should such an instance arise, I will post the article to the “Announcements” section of eLC. ****Note: Please Register for Announcement Notifications!**

- Click on your name in the top right corner on the class eLC page > Notifications > Instant Notifications > Announcements (and ensure whatever else may be relevant to you is also checked)

Suggestion: You should consider the following questions when reading and taking notes:

- What research question is the author trying to answer?
- What is the author’s argument?
- How does the argument fit with the rest of the literature?
- Is the argument logically consistent?
- If the author makes a causal argument, is it plausible?
- Does the author operationalize concepts/variables appropriately?
- Is the method of analysis appropriate?
- Does the evidence support the author’s theoretical claims?
- Does the argument have implications that are unexamined?
- Does the study tell us something new and interesting?

Grading

Grades for this course will be based on the following components (see below for more information on assignments and expectations):

- Attendance: 10%
- Class Participation: 10% (5% first half of semester, 5% second half of semester)
- Quizzes: 10%
- Exams (3): 40%
- Simulation Exercise: 25% (10% presentation/debate, 15% peer evaluations)
- Reflection Paper: 5%

Letter grades will be calculated based on the following scale:

- A: 94-100
- A-: 90-93. $\bar{9}$
- B+: 87-89. $\bar{9}$
- B: 84-86. $\bar{9}$
- B-: 80-83. $\bar{9}$
- C+: 77-79. $\bar{9}$
- C: 74-76. $\bar{9}$
- C-: 70-73. $\bar{9}$
- D+: 67-69. $\bar{9}$
- D: 64-66. $\bar{9}$
- D-: 60-63. $\bar{9}$
- F: 59. $\bar{9}$ and below

Assignments

Attendance:

Regular attendance is imperative for: 1) the success of a class, and 2) your success as a student. Thus, I expect all students to attend every class and arrive on time. I will take attendance at the beginning of every class period. However, I am also cognizant of the fact that we all have lives outside of the university and that “life happens.” Accordingly, all students are allowed three “free” absences without penalty, no questions asked. For these three absences, you do not need to provide me with an explanation or excuse as to why you will be absent; I only ask that you simply notify me before the class you will miss whenever possible. **Please do not come to class if you are feeling sick.** Any additional absences beyond the three “free” absences will affect your final attendance grade unless they are excused for legitimate reasons (i.e. observance of a religious holiday, documented (by a doctor, health clinic, hospital, etc.) sickness, or the death of a relative or close friend). Each additional absence beyond the three “free” absences will deduct 1.5 points (out of 10 possible points) from the final attendance grade.

Please note that we will have a collaborative notes Google document available via a link on eLC so you can keep up with what you missed due to an absence. I also encourage you to exchange contact information with at least two other students in the class. Please do not email me after an absence asking if you missed anything during class; obviously, we still held class without you, so you undoubtedly missed something.

Class Participation:

I expect that all students enrolled in this class will have an active interest in war and human security, meaning that I also expect all students to take the initiative to ask questions and participate in class discussions. Simply showing up to class does not constitute participation (reminder: participation is a separate grade from attendance). However, I also understand that some students may find speaking publicly quite uncomfortable. To address this, you may also supplement your participation grade by using the class discussion board on eLC to engage with your peers about topics related to the course. Students who earn the highest participation grade will ask insightful questions and present arguments grounded in the class readings and research, and/or post at least twice per week (i.e., create a new thread or respond to others). Posts on eLC may address any aspect of current events related to war and human security or topics/readings from class. Participation will be split between the first and second halves of the semester. Spamming the discussion board during the week that it closes will undermine your participation grade.

Quizzes:

There will be several (5-10) unannounced quizzes and 3 known quizzes given this semester. Unannounced quizzes will be given in-person in the first 10 minutes of class and are “open note,” meaning you can use your in-class and reading notes, but you may not use printed copies of any readings; no additional time will be given if you arrive late to class. Furthermore, there will be no make-ups for unannounced quizzes, even if your absence is excused. The first known quiz is the Syllabus Quiz that will be administered via eLC (see the Course Outline below for the available and due dates). The second known quiz is the Libya: If You Break It You Own It Quiz that will be administered via eLC. The third known quiz is the Yemen’s Dirty War Quiz that will be administered via eLC. Your lowest quiz grade will be dropped when calculating final grades.

Exams:

There will be three exams over the course of the semester. The first and second exams will not be cumulative; they will focus on the material covered in the first and second sections of the class, respectively. The final exam will emphasize the material covered in the third section of the class, but I reserve the right to include

some cumulative questions in the exam. Keep in mind that lectures and class discussions are intended to supplement, not duplicate, the assigned readings. Exams will draw upon both readings and class material. Rather than make things more stressful through proctoring, each exam will be “open note,” and each exam will be administered via eLC. Exams 1 and 2 will be available for 48 hours after they are posted. Exam 3 will be available during the scheduled final exam period only (see the Course Outline below for the available and due dates). While exams are “open note,” they will be timed: you will have 75 minutes to complete Exams 1 and 2 once they are started, and you will have 3 hours to complete Exam 3 once it is started.

Simulation Exercise:

There will be a simulation exercise that affords all students the opportunity to proactively engage in addressing problems associated with war and human security. The simulation exercise will be focused on resolving the ongoing Myanmar/Burmese Civil War, and it will involve oral presentations, negotiations, and mock debates. Additional details will be provided later in the semester. Regular attendance is necessary. More than ***one*** absence on a simulation day will lead to additional deductions of 1 point per absence (on top of the 1.5 point deduction explained above in the *Attendance* section) from your final attendance grade.

Reflection Paper:

By the end of the semester, students must submit a short reflection paper on how their thoughts on war and human security may (or may not) have changed by taking this course. The paper should be approximately **500 words, Times New Roman 12-point font, 1-inch margins, and APSA in-text citation formatting. I will only accept submissions to eLC in pdf format.** The paper is due by 11:59PM on Monday, December 1.

Note: Late submissions of assignments will not be accepted without appropriate documentation.

Course Policies and Information

Expectations:

Any disruptive behavior of any kind will not be tolerated. With more than 40 students in the classroom, there are bound to be different backgrounds, perspectives, interests, experiences, and opinions. Let’s utilize these differences to approach the concepts of war and human security from multiple angles.

If you have a name and/or utilize a set of pronouns that differ from those that appear in official UGA records, please let me know at any time (in-person or via email).

Technology:

Laptops are **not** welcome in class unless I instruct you to bring one or you are taking notes for the class collaborative notes document. Here is why: a [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted. The same study also concluded that students with high grade point averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices. Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning. [Further research](#) even suggests that a multitasking laptop user in class hinders the academic performance of those with a direct view of their screen, along with their own.

Should you need to use a laptop regularly, please provide proper documentation from *Accessibility & Testing* (see below regarding accommodations).

All cell phones should be **shut off** or set to **silent** – NOT VIBRATE – before class begins. The use of, or interruption by, these devices during regular class time will result in a reduction of your class participation grade. Do not use headphones, AirPods, earbuds, etc. during class either. If you need to have access to your cell phone for something important, please let me know before class begins.

AI Tools Policy:

I'm open to you using AI for certain parts of this course if you adhere to the following 3 principles:

- **Originality of YOUR ideas.** It is most important that the ideas and analysis you present are your own. AI may be useful for editing purposes, but if you use it as your starting point – if it is generating the ideas and analysis – then you are not developing the skills I am trying to help you hone. Do not undermine yourself and weaken your skills development for the sake of “ease.” It is not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a VIOLATION of UGA's Honor Code.** I will have a link to a Google form on eLC. If you use AI for anything in this course, you **must complete the Google form on eLC within 24 hours.** As a course that emphasizes Active Learning, the form is there to help you and me learn how AI was (or was not) useful to you. The form will ask for 1) the site used, 2) specific prompts and commands used (copied and pasted), 3) the output in response to your prompt or command (copied and pasted), and 4) any changes to those prompts and commands, explaining why the changes were made and what the effect was on the output.
- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all *ideas* must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it: 1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information is problematic for a variety of reasons. 2) AI can “hallucinate” by misattributing a reference (so be sure to go to the original source) or may not cite sources (however, you must). 3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

You are **not permitted** to use AI for your reflection paper or for exams. You **should avoid** using AI for the online discussion board and simulation exercise.

Communication and Email:

I will keep you updated about the course and any changes to the syllabus through the “Announcements” section on eLC. As a reminder: ***Please Register for Announcement Notifications!***

When emailing me, please use your UGA email account only. Include the course number (INTL 4295) in the subject line of your email. I will usually respond to emails within 48 hours; if 48 hours have gone by and I have not responded to your email, feel free to send a follow-up email. Please use appropriate email etiquette, including appropriate salutations, my name in the opening, and your name in the closing. For further guidance, please see: <https://www.wikihow.com/Email-a-Professor>.

Course Themes:

Given the nature of the course, we will often discuss cases of violence and abuse. Students are always welcome to excuse themselves during class without penalty. Our department encourages all students to take mental health concerns seriously. There are campus resources available to support you and your fellow classmates.

Lastly, all students are always welcome to reach out to me directly to process the unfortunate reality of these human security issues.

Discussion Etiquette:

All students are expected to be “good citizens” during in-class discussions and in the class discussion board on eLC. Contributions should be meaningfully related to the course material and advance the quality of deliberation. Students should always be respectful of their classmates. This does not mean that criticism of others’ ideas is barred; in fact, such criticism is helpful for advancing discussion. Importantly, though, any critiques should be cordial and professional.

Prohibition on Recording Lectures/Discussions:

In the absence of written authorization from *Accessibility & Testing*, students may **not** make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that instructors have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the instructor and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Office Hours:

Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations (or share recommendations) for good food in Athens, etc. Office hours are held on Wednesdays in-person and via Zoom from 10:00AM to 12:00PM **BY APPOINTMENT ONLY!** A link to schedule an appointment is included at the top of the syllabus, and the link can also be found on eLC. If the available days and times do not work for you, please email me so we can find one that does.

Contested Grades:

Students are always welcome to come discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment, please let me know immediately. Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the best possible response to the prompt would look like, (3) a typed explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made within two weeks of the date the assignment/exam was returned. Note that a request to contest a grade means that I will examine your work for a second time, and it *may* result in a lower grade upon closer review.

University and SPIA Policies

Accommodations:

If you plan to request accommodations for a disability, please register with *Accessibility & Testing*. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://accessibility.uga.edu/>.

More information about the accommodations that are available to students with disabilities is available from *Accessibility & Testing*.

University Honor Code/ Academic Honesty Policy:

Being a University of Georgia student means that you have agreed to abide by 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."

All academic work must meet the standards described in "A Culture of Honesty," found at <https://honesty.uga.edu>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

UGA Well-being Resources:

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit <https://sco.uga.edu>. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program, which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, studying from home, or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: <https://well-being.uga.edu>
- Student Care and Outreach: <https://sco.uga.edu>
- University Health Center: <https://healthcenter.uga.edu>
- Counseling and Psychiatric Services: <https://caps.uga.edu> or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/Fontaine Center: <https://healthpromotion.uga.edu>
- Accessibility and Testing: <https://accessibility.uga.edu>

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Course Outline

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

1. Theoretical Lens on War and Human Security

Weds, August 13 (Class 1): Introduction

Reminder

- Syllabus Quiz open on eLC at 2:40PM (due by 11:59PM on Friday, August 22)

Fri, August 15 (Class 2): International Relations and the Study of Human Security

Required Reading

- Green, Amelia Hoover. 2013. "How to Read Political Science: A Guide in Four Steps."
- Frieden, Jeffry A., and David A. Lake. 2005. "International Relations as a Social Science: Rigor and Relevance." *The ANNALS of the American Academy of Political and Social Science* 600(1): 136–56. doi:[10.1177/0002716205276732](https://doi.org/10.1177/0002716205276732).
- Berman, Eli, and Aila M. Matanock. 2015. "The Empiricists' Insurgency." *Annual Review of Political Science* 18: 443–64. doi:[10.1146/annurev-polisci-082312-124553](https://doi.org/10.1146/annurev-polisci-082312-124553).

Mon, August 18 (Class 3): Defining Human Security and Human Rights

Required Reading

- Paris, Roland. 2001. "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2): 87–102. doi:[10.1162/016228801753191141](https://doi.org/10.1162/016228801753191141).
- Howard-Hassmann, Rhoda E. 2012. "Human Security: Undermining Human Rights?" *Human Rights Quarterly* 34(1): 88–112. doi:[10.1353/hrq.2012.0004](https://doi.org/10.1353/hrq.2012.0004).

Weds, August 20 (Class 4): Defining War and Conflict

Required Reading

- Sarkees, Meredith Reid. 2010. "The COW Typology of War: Defining and Categorizing Wars."
- Gleditsch, Nils Petter, Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg, and Håvard Strand. 2002. "Armed Conflict 1946-2001: A New Dataset." *Journal of Peace Research* 39(5): 615–37. doi:[10.1177/0022343302039005007](https://doi.org/10.1177/0022343302039005007).

Fri, August 22 (Class 5): Humanitarian Law vs. Human Rights Law

Required Reading

- Smith, Rhona K. M. 2013. "Human Rights in International Law." In *Human Rights: Politics and Practice*, ed. Michael Goodhart. Oxford, UK: Oxford University Press.
 - **Read pages 58-67 Only**
- Tomuschat, C. 2010. "Human Rights and International Humanitarian Law." *European Journal of International Law* 21(1): 15–23. doi:[10.1093/ejil/chq003](https://doi.org/10.1093/ejil/chq003).

Reminder

- Syllabus Quiz due by 11:59PM TODAY

Mon, August 25 (Class 6): Why Wars Occur

Required Reading

- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379–414. doi:[10.1017/S0020818300033324](https://doi.org/10.1017/S0020818300033324).

Weds, August 27 (Class 7): Why Wars Occur (Continued)

Required Reading

- Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspective on Politics* 1(1): 27–43. doi:[10.1017/S1537592703000033](https://doi.org/10.1017/S1537592703000033).

Fri, August 29 (Class 8): Why Civil Wars Occur

Required Reading

- Sambanis, Nicholas. 2004. "What Is Civil War?: Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48(6): 814–58. doi:[10.1177/0022002704269355](https://doi.org/10.1177/0022002704269355).
- Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7–48. doi:[10.2307/2010422](https://doi.org/10.2307/2010422).
 - Read pages 16-25 and skim everything else

Mon, September 1: No Class – Labor Day

Weds, September 3 (Class 9): Ethnic Conflict

Required Reading

- Fearon, James D., and David D. Laitin. 1996. "Explaining Interethnic Cooperation." *American Political Science Review* 90(4): 715–35. doi:[10.2307/2945838](https://doi.org/10.2307/2945838).
- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(01): 75–90. doi:[10.1017/S0003055403000534](https://doi.org/10.1017/S0003055403000534).

Fri, September 5 (Class 10): Indiscriminate Violence

Required Reading

- Kalyvas, Stathis N. 2006. "A Logic of Indiscriminate Violence." In *The Logic of Violence in Civil War*, New York, NY: Cambridge University Press, 146–72.
- Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks?: Evidence from Chechnya." *Journal of Conflict Resolution* 53(3): 331–62. doi:[10.1177/0022002708330881](https://doi.org/10.1177/0022002708330881).

Mon, September 8 (Class 11): Catch-Up Day

Weds, September 10 (Class 12): Exam One

Reminder

- On eLC (Opens today at 12:00AM; due by 11:59PM on Friday, September 12)

2. War and Human Rights Abuse

Fri, September 12 (Class 13): Determinants of Human Rights Abuse

Required Reading

- Poe, Steven C., and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88(4): 853–72. doi:[10.2307/2082712](https://doi.org/10.2307/2082712).
- Sobek, David, M. Rodwan Abouharb, and Christopher G. Ingram. 2006. "The Human Rights Peace: How the Respect for Human Rights at Home Leads to Peace Abroad." *The Journal of Politics* 68(3): 519–29. doi:[10.1111/j.1468-2508.2006.00442.x](https://doi.org/10.1111/j.1468-2508.2006.00442.x).

Reminder

- Exam One Due by 11:59PM TODAY

Mon, September 15 (Class 14): Determinants of Genocide/Mass Killing

Required Reading

- Valentino, Benjamin. 2000. "Final Solutions: The Causes of Mass Killing and Genocide." *Security Studies* 9(3): 1–59. doi:[10.1080/09636410008429405](https://doi.org/10.1080/09636410008429405).

Weds, September 17 (Class 15): Refugees and War

Required Reading

- Salehyan, Idean, and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2). doi:[10.1017/S0020818306060103](https://doi.org/10.1017/S0020818306060103).
- Salehyan, Idean. 2008. "The Externalities of Civil Strife: Refugees as a Source of International Conflict." *American Journal of Political Science* 52(4): 787–801. doi:[10.1111/j.1540-5907.2008.00343.x](https://doi.org/10.1111/j.1540-5907.2008.00343.x).

Fri, September 19 (Class 16): Human Trafficking and War

Required Reading

- UNODC. 2018. *Global Report on Trafficking in Persons - in the Context of Armed Conflict 2018*. Vienna, Austria: United Nations.
 - Read pages 5-26 and skim everything else

Mon, September 22 (Class 17): Child Soldiers

Required Reading

- Beber, Bernd, and Christopher Blattman. 2013. "The Logic of Child Soldiering and Coercion." *International Organization* 67(1): 65–104. doi:[10.1017/S0020818312000409](https://doi.org/10.1017/S0020818312000409).
- Bloom, Mia. 2018. "Child Soldiers in Armed Conflict." *Armed Conflict Survey* 4(1): 36–50. doi:[10.1080/23740973.2018.1482063](https://doi.org/10.1080/23740973.2018.1482063).

Weds, September 24 (Class 18): Rape as a Weapon of War

Required Reading

- Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980–2009)." *American Political Science Review* 107(3): 461–77. doi:[10.1017/S0003055413000221](https://doi.org/10.1017/S0003055413000221).
- 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. doi:[10.1017/S0043887113000105](https://doi.org/10.1017/S0043887113000105).

Fri, September 26 (Class 19): Economic Consequences of War

Required Reading

- Collier, Paul. 1999. "On the Economic Consequences of Civil War." *Oxford Economic Papers* 51(1): 168–83. doi:[10.1093/oeq/51.1.168](https://doi.org/10.1093/oeq/51.1.168).
- Gates, Scott, Håvard Hegre, Håvard Mokleiv Nygård, and Håvard Strand. 2012. "Development Consequences of Armed Conflict." *World Development* 40(9): 1713–22. doi:[10.1016/j.worlddev.2012.04.031](https://doi.org/10.1016/j.worlddev.2012.04.031).

Mon, September 29 (Class 20): Educational Consequences of War

Required Reading

- Østby, Gudrun, and Henrik Urdal. 2010. "Education and Civil Conflict: A Review of the Quantitative, Empirical Literature."
- Kibris, Arzu. 2015. "The Conflict Trap Revisited: Civil Conflict and Educational Achievement." *Journal of Conflict Resolution* 59(4): 645–70. doi:[10.1177/0022002713516845](https://doi.org/10.1177/0022002713516845).

Weds, October 1 (Class 21): Public Health Consequences of War

Required Reading

- Iqbal, Zaryab. 2006. "Health and Human Security: The Public Health Impact of Violent Conflict." *International Studies Quarterly* 50(3): 631–49. doi:[10.1111/j.1468-2478.2006.00417.x](https://doi.org/10.1111/j.1468-2478.2006.00417.x).
- Hoddie, Matthew, and Jason Matthew Smith. 2009. "Forms of Civil War Violence and Their Consequences for Future Public Health." *International Studies Quarterly* 53(1): 175–202. doi:[10.1111/j.1468-2478.2008.01528.x](https://doi.org/10.1111/j.1468-2478.2008.01528.x).

Fri, October 3 (Class 22): Catch-Up Day

Mon, October 6 (Class 23): Exam Two

Reminder

- On eLC (Opens today at 12:00AM; due by 11:59PM on Wednesday, October 8)

3. Solutions for Human Security Crises

Weds, October 8 (Class 24): International Aid

Required Reading

- Nielsen, Richard A., Michael G. Findley, Zachary S. Davis, Tara Candland, and Daniel L. Nielson. 2011. "Foreign Aid Shocks as a Cause of Violent Armed Conflict." *American Journal of Political Science* 55(2): 219–32. doi:[10.1111/j.1540-5907.2010.00492.x](https://doi.org/10.1111/j.1540-5907.2010.00492.x).
- Narang, Neil. 2015. "Assisting Uncertainty: How Humanitarian Aid Can Inadvertently Prolong Civil War." *International Studies Quarterly* 59(1): 184–95. doi:[10.1111/isqu.12151](https://doi.org/10.1111/isqu.12151).

Reminder

- Exam Two Due by 11:59PM TODAY

Fri, October 10 (Class 25): International Legal Options

Required Reading

- Neumayer, Eric. 2005. "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49(6): 925–53. doi:[10.1177/0022002705281667](https://doi.org/10.1177/0022002705281667).
- Ainley, Kirsten. 2015. "The Responsibility to Protect and the International Criminal Court: Counteracting the Crisis." *International Affairs* 91(1): 37–54. doi:[10.1111/1468-2346.12185](https://doi.org/10.1111/1468-2346.12185).

Mon, October 13 (Class 26): International Legal Options (Continued)

Required Reading

- Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70(3): 443–75. doi:[10.1017/S0020818316000114](https://doi.org/10.1017/S0020818316000114).

Weds, October 15 (Class 27): Interventions and Peacekeeping

Required Reading

- Regan, Patrick M. 1996. "Conditions of Successful Third-Party Intervention in Intrastate Conflicts." *The Journal of Conflict Resolution* 40(2): 336–59.
- Regan, Patrick M. 2002. "Third-Party Interventions and the Duration of Intrastate Conflicts." *The Journal of Conflict Resolution* 46(1): 55–73.

Fri, October 17 (Class 28): Interventions and Peacekeeping (Continued)

Required Reading

- Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48(2): 269–92. doi:[10.1111/j.0020-8833.2004.00301.x](https://doi.org/10.1111/j.0020-8833.2004.00301.x).
- Rodriguez, Marisella, and Brandon J Kinne. 2019. "Blue Helmets, Red Flags: Institutional, Societal, and Military Determinants of Peacekeeping Abuses." *International Studies Quarterly* 63(3): 626–40. doi:[10.1093/isq/sqz020](https://doi.org/10.1093/isq/sqz020).

Mon, October 20 (Class 29): Solutions to Genocide/Mass Killing

Required Reading

- Krain, Matthew. 2005. "International Intervention and the Severity of Genocides and Politicides." *International Studies Quarterly* 49(3): 363–88. doi:[10.1111/j.1468-2478.2005.00369.x](https://doi.org/10.1111/j.1468-2478.2005.00369.x).

- Kathman, Jacob, and Reed M. Wood. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short- and Long-Term Effects of Intervention in Mass Killings." *Journal of Conflict Resolution* 55(5): 735–60. doi:[10.1177/0022002711408006](https://doi.org/10.1177/0022002711408006).

Weds, October 22 (Class 30): Solutions to Genocide/Mass Killing (Continued)

Required Reading

- Krain, Matthew. 2012. "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?" *International Studies Quarterly* 56(3): 574–89. doi:[10.1111/j.1468-2478.2012.00732.x](https://doi.org/10.1111/j.1468-2478.2012.00732.x).
- DeMeritt, Jacqueline H. R. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59(3): 428–54. doi:[10.1177/0022002713515406](https://doi.org/10.1177/0022002713515406).

Fri, October 24 (Class 31): Solutions to Refugee Crises

Required Reading

- Chimni, B. S. 2004. "From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugee Problems." *Refugee Survey Quarterly* 23(3): 55–73. doi:[10.1093/rsq/23.3.55](https://doi.org/10.1093/rsq/23.3.55).
- Long, K. 2013. "In Search of Sanctuary: Border Closures, 'Safe' Zones and Refugee Protection." *Journal of Refugee Studies* 26(3): 458–76. doi:[10.1093/jrs/fes050](https://doi.org/10.1093/jrs/fes050).

Mon, October 27 (Class 32): Solutions to Refugee Crises

Required Reading

- Betts, Alexander. 2016. "Our Refugee System Is Failing. Here's How We Can Fix It." Presented at the TED2016 Conference, Vancouver, British Columbia, Canada. https://www.ted.com/talks/alexander_betts_our_refugee_system_is_failing_here_s_how_we_can_fix_it.
- Zhou, Yang-Yang, and Andrew Shaver. 2021. "Reexamining the Effect of Refugees on Civil Conflict: A Global Subnational Analysis." *American Political Science Review* 115(4): 1175–96. doi:[10.1017/S0003055421000502](https://doi.org/10.1017/S0003055421000502).

Weds, October 29 (Class 33): Simulation Exercise

- Informal Delegation Negotiations

Fri, October 31: No Class - Fall Break

Mon, November 3 (Class 34): NGOs

Required Reading

- Murdie, Amanda. 2014. *Help or Harm: The Human Security Effects of International NGOs*. Stanford, California: Stanford University Press.
 - **Read Chapters 1, 2, and 6 Only**

Weds, November 5 (Class 35): Simulation Exercise

- Informal Delegation Negotiations

Fri, November 7 (Class 36): NGOs (Continued)

Required Reading

- Cooley, Alexander, and James Ron. 2002. "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action." *International Security* 27(1): 5–39. doi:[10.1162/016228802320231217](https://doi.org/10.1162/016228802320231217).
- Bell, Sam R., Amanda Murdie, Patricia Blocksome, and Kevin Brown. 2013. "“Force Multipliers”: Conditional Effectiveness of Military and INGO Human Security Interventions." *Journal of Human Rights* 12(4): 397–422. doi:[10.1080/14754835.2013.812464](https://doi.org/10.1080/14754835.2013.812464).

Mon, November 10 (Class 37): Simulation Exercise

- Informal Delegation Negotiations

Weds, November 12: Plenary Session

- Formal Delegation PowerPoint Presentations

Reminder

- Withdrawal Deadline is TODAY

Fri, November 14: No Class – Peace Science Society (International) Annual Conference

Alternative Assignment

- *Libya: If You Break It You Own It*. 2024. London, UK: BBC.
<https://www.dailymotion.com/video/x9m4q5k>.

Reminder

- Libya: If You Break It You Own It Quiz open on eLC at 10:00AM (due by 11:59PM on Sunday, November 16)

Mon, November 17 (Class 40): Plenary Session (Continued)

- Formal Delegation PowerPoint Presentations

Weds, November 19 (Class 41): Plenary Session (Continued)

- Formal Delegation Debate and Discussion

Fri, November 21: No Class – ISA-Midwest Annual Conference

Alternative Assignment

- *Yemen's Dirty War*. 2021. Paris, France: TV Presse.
https://www.youtube.com/watch?v=hPTSHHItWo&ab_channel=JavaDiscover%7CFreeGlobalDocumentaries%26Clips.

Reminder

- Yemen's Dirty War Quiz open on eLC at 10:00AM (due by 11:59PM on Sunday, November 23)

Mon, November 24 (Class 42): Plenary Session (Continued)

- Formal Delegation Debate and Discussion

Weds, November 26: No Class – Thanksgiving Break

Fri, November 28: No Class – Thanksgiving Break

Mon, December 1 (Class 43): Plenary Session (Continued)

- Formal Delegation Debate and Discussion

Tues, December 2 (Class 44): Simulation Debrief

Mon, December 8: Final Exam

Reminder

- On eLC (Opens today at 12:00PM; Closes today at 3:00PM)