

INTL 8230: International Conflict

University of Georgia, Department of International Affairs

Course Instructor Information:

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(or by appointment)

Course Meeting Information:

Fall 2022
Tuesdays, 3:40-6:25pm
205S Peabody Hall
<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 actors go to war? How, if at all, can they avoid it? Once it starts, how can they end it? These questions have captivated the attention of politicians, philosophers, scholars, and citizens for centuries, leaving us with no shortage of proposed answers. In this course, we examine many of these answers from a social scientific perspective, focusing on *interstate war*. The course proceeds in three phases. First, we begin by grounding ourselves in a research tradition that examines international events through a scientific process – one that builds and evaluates theoretical and empirical models, and constantly questions and assesses its own purpose. Second, we review conceptual definitions of conflict episodes (e.g., war, militarized disputes, crises, and rivalry), as well as the larger trends in these episodes over time. Finally, we examine the many factors that theoretically might lead to (a lack of) militarized conflict across numerous levels of analysis, including the systemic, dyadic, national, and individual levels. Our primary goal will be to dissect and analyze the various theoretical explanations for the conditions under which interstate war occurs (or not). In the process, 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.

Caveats:

1. It will be extremely helpful for students to have a basic knowledge of foundational concepts in international relations (INTL 6200), social science research design (POLS 7010), and an introduction to quantitative methods (POLS 7012, 7014, and/or INTL 6010; or equivalent). I have designed the course to minimize the need for this knowledge, but because this is not an introductory graduate seminar, those without some foundational knowledge may find the course more challenging.
2. In order to fit a course on war and peace into one semester—and provide it coherence—we have to narrow the course scope. I want to be upfront about what we will (not) emphasize. We will focus on:
 - a. *Interstate war*. The department offers other courses in *comparative political violence* (i.e., *civil war*), *nuclear politics*, *international conflict management*, and *human rights*, so we will not repeat that content here. Understanding the causes of interstate war, however, informs each of the topics (e.g., war threatens human security, including that of civilians). It also shed light on contemporary conflicts (e.g., Russia-Ukraine), or conflict hot-spots (e.g., India-Pakistan), and—for those wishing to be experts in international relations—gives students greater insight into the discipline. Theories of international relations, for example, historically focused on explaining interstate wars.

- b. *A causal, rather than normative, approach.* We want to explain variation in the outcomes of war (and not-war, or “peace”) over both time and space. Under what conditions is war more/less likely? Or as the late Stuart Brewer phrased it: “Who Fights Whom, Where, When, and Why?” Given this focus, we will not stress policy design (e.g., how *should* states conduct diplomacy to avoid war), write policy briefs on current conflicts, or plumb the depths of any single conflict. We will, however, uncover policy implications as we go, and when we do, we will discuss them briefly in class. Ultimately, understanding *why* conflict occurs offers insight into the world in which policy-makers find themselves and which of their actions are likely to achieve their foreign policy goals.
- c. *A focus on what causes interstate war to begin.* More research focuses here than on war strategy, conduct, termination, or aftermath. These other topics are worthwhile but generally lie outside our scope.

Course Objectives:

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

- Identify and discuss the various theoretical explanations for why international conflict occurs;
- (De)Construct a theoretical argument and present it in oral, visual, and written form;
- Summarize a scholarly work concisely and efficiently place it into a broader context;
- Evaluate the merits of theoretical arguments using clearly specified criteria, articulating both the criteria used and criticisms of the arguments;
- Respond to multiple sources of feedback on their own written work, which involves deciding what to change, what not to change, and why; and
- Submit a book review to an academic journal for potential publication—a benefit regardless of whether the student seeks a government, business, academic, or other job.

Course Reading Material:

We will read large sections of the following books, and I therefore encourage you to purchase them. If the library owns a copy of these books, I have also put them on reserve at the main library (2-hour use):

- Blainey, Geoffrey. (1988) *The Causes of War*. New York: Free Press.
- Mitchell, Sara McLaughlin, and Vasquez, John A., eds. (2021) *What Do We Know about Interstate War?*, 3rd edn. Lanham, MD: Rowman and Littlefield.
- Vasquez, John A. (2009) *The War Puzzle Revisited*. Cambridge: Cambridge University Press.

The following books are good supplemental texts, although we will not read and cover them in the classroom. You therefore need not purchase them for the purposes of this course:

- Cashman, Greg. (2014) *Causes of War?*, 2nd edn. Lanham, MD: Rowman and Littlefield.
- Levy, Jack S., and William R. Thompson. (2010) *Causes of War*. West Sussex: Wiley-Blackwell.

The remaining readings will come from two sources: academic journals in the field and book chapters (from books not listed above). The instructor will make all required readings—other than the books in the required list above—available electronically. Students can access them through the course’s eLearning Commons (eLC) website (log-in using UGA MyID at: <https://uga.view.usg.edu/>). If you do not find something on the course website, please access the material through the University of Georgia Library system and notify me.

Course Requirements:

1. *Participation (20% of final grade):* As with any graduate course, attendance and participation are critical and required. My goal is to have you directly engage the course material, rather than passively hear about it. I therefore conduct each class meeting as an open-ended discussion of the material assigned for that day, not a lecture. Students should prepare for class by reading the assigned material (before we meet),

completing any assignments listed for the week (if any), and actively contributing to the class discussion. I will grade participation based on: (a) attendance, (b) frequency with which a student participates in discussion (i.e., quantity), (c) extent to which student comments contribute positively to the discussion (i.e., quality), (d) the extent to which a student identifies key points and raises appropriate questions for discussion, and (e) extent to which comments demonstrate that the student has thought about and processed the readings. Appropriate discussion questions include those that critique, extend, or request clarification of readings, as well as those that connect various readings to one another (i.e., sources of relationships or potential contradictions).

- Examples of *unhelpful* questions: (i) What did you think about [reading/topic]? (ii) Author says war results from [this thing]. Do you agree? (iii) How does this relate to [the conflict I know about]? (iv) Is [the theory or evidence] convincing?
- Examples of *helpful* questions: (i) The author argues [argument], but that argument does not make sense because of [reasons]. How might we address these logical issues? [Perhaps propose an idea.] (ii) I cannot tell what the author argues. I think they mean [my interpretation], but they could mean [alternative interpretations] instead. How could we resolve this? How might we derive and test competing predictions to evaluate which has more empirical support? (iii) Author A argues [this], but Author B argues [that]. They both cannot be correct because [reasons]. How do we adjudicate?

During our discussions in the classroom, students may be called upon randomly using a lottery system in which I sample with replacement, especially if we have no volunteers. Please prepare accordingly.

2. *Weekly Summaries (20%)*: Students will write a separate summary for ten (10) weeks of course material. These summaries, which are akin to an annotated bibliography, provide a *short* (i.e., 200-250 words per reading) overview of *each* of the assigned readings for the week. Students will need to focus on the most pertinent information within each reading, including the argument, the findings, the critique, and the implications. Weekly summaries are due via the appropriate eLC dropbox by **12:00pm each Tuesday**—before the class to which a summary applies. This activity prepares students to be successful in the course by (a) encouraging the development of discussion questions for class meetings, and (b) offering practice for the model paper and book review assignments.
3. *Model Papers (15% for the first, 20% for the second)*: During the semester, students will write two (2) short papers (approximately 5-7 pages each) that: (a) identify and summarize a model from our readings that explains why international conflict does or does not occur, (b) situates the model within other works/research that we have covered, (c) critiques the model, and (d) offers some indication of how the model might be tested (i.e., in ways other than the reading authors already have). For our purposes, a model consists of a specified relationship between an independent variable (x) and a dependent variable (y), explained through step-by-step theoretical logic.

A few guidelines:

- Be concise and clear in the presentation of your model. Ensure that you cover *all* the theoretical logic that connects the key independent variable to the key dependent variable. If there are gaps, identify them explicitly.
- The discussion of possible model testing should not merely reiterate what the readings did. Rather, it should search for ways to evaluate, *inter alia*: (i) further implications of the model (i.e., what has not yet been tested, but is consistent with the model's logic), (ii) model adjustments in light of criticisms raised (i.e., tests that shed light on the value of criticisms and whether the model holds up to them), or (iii) the merits of the model relative to other models (i.e., a way to distinguish the model's predictions from other models' predictions).
- Students may not work together on these assignments and will sign up for topics in class. One student can work on any given topic/reading; these are assigned on a first-come first-served basis.

- Papers are due before or at the start of the class meeting during which we cover the paper's model in class. Because of this (and because the student will receive feedback on the first paper to make the second better), students should *not* wait until the end of the semester to write both papers.
- Students will present their model(s) as part of our class discussion. This presentation constitutes part of the assignment grade.

Writing Resources:

Whether you plan to pursue a job in academia or the public or private sphere, good writing is an essential skill. We all need practice and help to improve our writing skillset. The above assignments supply one form of practice, and my feedback on them should offer you advice on how to improve. Beyond this advice, I find that the following resources have helped me, my colleagues, or my students improve their writing. These resources are not available on the course website (for copyright reasons).

- Zinsser, William. 2006. *On Writing Well*. New York: HarperCollins.
 - Strunk, William, and E.B. White. 2000. *The Elements of Style*. New York: Longman.
 - Becker, Howard S. 1986. *Writing for Social Scientists*. Chicago: University of Chicago Press.
 - Lamott, Anne. 1995. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor.
4. *Book Review (25%)*: Students will write a 1,000-word review on a recently published book (2018-present) that relates in some way to international conflict. Students will select this book in consultation with the instructor by September 13. The first draft of the review is due October 18. Students will then receive feedback on the draft from the instructor and their peers by November 1. Finally, they will revise their review in light of the feedback they received—submitting both a memo that responds to the feedback and the revised manuscript itself. This final memo and manuscript are due November 29.

Special Events: Throughout the semester, the department, school, and university will have special lectures and presentations. I encourage students to attend these events and will keep them aware of such opportunities.

Course Policies:

We will abide by two general policies throughout this course. First, 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. All academic work must meet the standards contained therein (e.g., about plagiarism and independent work; for more information, see the [Office of Academic Honesty](#)). Students are responsible for informing themselves about these standards before performing any academic work and may direct any questions they have regarding the policy (or its application to course assignments) to the instructor.

Second, we will treat everyone in the class—as well as their ideas and comments—with respect. It is normal to make mistakes with difficult material, as well as to disagree in an academic setting. In fact, many of the scholars that we read disagree with one another. This disagreement, however, will occur respectfully in our class discussions. Towards the goal of creating a respectful, inclusive classroom environment, students are expected to: (a) use language that does not insult others or their point of view, (b) keep cell phones *turned off and put away* during our class meetings, and (c) use laptops brought to the classroom for educational purposes *only*. Any student that does not follow these guidelines may be asked to leave the classroom and/or remove the distracting technology (including laptops). For more information, please see the University of Georgia's [Code of Conduct](#) and its [Non-Discrimination and Anti-Harassment Policy](#).

It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the instructor at the outset of the course. Students requesting accommodations must register with the [Disability Resource Center](#).

Course Schedule:

The following pages contain a general plan for the course; deviations announced to the class by the instructor may be necessary. Dates marked with an asterisk (*) require a weekly summary assignment.

I. Week 1: Models in Political Science (August 23)

- Lave, Charles A., and James G. March. (1975) *An Introduction to Models in the Social Sciences*. Lanham: University Press of America, Ch. 2.
- Clark, Kevin A., and David M. Primo (2012) *A Model Discipline*. Oxford: Oxford University Press, Ch. 3.
- Goertz, Gary. (2018) *Multimethod Research, Causal Mechanisms, and Case Studies*. Princeton: Princeton University Press, Ch. 2-4.
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph Siverson, and Alastair Smith. (2003) *The Logic of Political Survival*. Cambridge, MA: MIT Press, p. 3-8 & Ch. 2.
- Fazal, Tanisha. (2018) *Wars of Law*. Cornell: Cornell University Press, Ch. 2.

Activity: Model building.

Recommended:

- Enterline, Andrew J. (2007) *A Guide to Writing Research Projects in Graduate Political Science Courses*.
- Morrow, James D. (1999) "The Strategic Setting of Choices: Signaling, Commitment and Negotiation in International Politics." In *Strategic Choices and International Relations*, edited by David A. Lake and Robert Powell. Princeton: Princeton University Press, pp. 77-114.
- Souva, Mark. (2007) Fostering Theoretical Thinking in Undergraduate Classes. *PS: Political Science & Politics*. 40(3):557-561.
- Stimson, James. (n.d.) Professional Writing in Political Science: A Highly Opinionated Essay.
- Zinnes, Dina A. (1980) Three Puzzles in Search of a Researcher. *International Studies Quarterly* 24(3):315-342.

II. Week 2: Distilling, Drawing, and Evaluating Models (August 30)*

- Vasquez, John A. (1995) The Post-Positivist Debate: Reconstructing Scientific Enquiry and International Relations Theory After Enlightenment's Fall. In *International Relations Theory Today*, edited by Ken Booth, and Steve Smith. University Park, PA: Pennsylvania State University Press, pp. 217-40.
- Goertz, Gary. (2021) The Semantics of Causal Mechanism Figures: Using Sherlock Holmes to Think about Causal Mechanisms. Working manuscript, p. 1-21.
- Goertz, Gary, and James Mahoney. (2012) *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press, Ch. 5.
- Mahoney, James, and Rachel Sweet Vanderpoel. (2015) Set Diagrams and Qualitative Research. *Comparative Political Studies* 48(1):65-100.
- Schenoni, Luis, Gary Goertz, Andrew P. Owsiak, and Paul F. Diehl. (2022) The Saavedra Lamas Peace: How a Norm Complex Evolved and Crystallized to Dramatically Reduce Militarized Conflict in the Americas. Working Manuscript.
- Yoder, Brandon, and Kyle Haynes. (2021) Signaling under the Security Dilemma: An Experimental Analysis. *Journal of Conflict Resolution* 65(4):672-700.

Activity: Distilling and drawing causal mechanisms.

Recommended:

- Mearsheimer, John J., and Stephen M. Walt. (2013) Leaving Theory Behind: Why Simplistic Hypothesis Testing Is Bad for International Relations. *European Journal of International Relations* 19(3):427-457.
- Whyte, Christopher. (2019) Can We Change the Topic Please? Assessing the Theoretical Construction of International Relations Scholarship. *International Studies Quarterly* 63(2):432-447.

III. Week 3: A Model of War? (September 6)

- *The Causes of War*, all.
- Goertz, Gary. (2022) The Semantics of General Causal Mechanism Figures, or A Methodology for Constructing Theory Figures. Working Manuscript.
- Lake, David A. (2013) Theory Is Dead, Long Live Theory: The End of the Great Debates and the Rise of Eclecticism in International Relations. *European Journal of International Relations* 19(3):567-587.

Activity: Identify, describe, and sketch a visual depiction of Blainey's theoretical model(s) for the occurrence of war.

IV. Concepts and Foundations

- **Week 4: Conceptualizing Interstate Conflict (September 13)***
 - Clausewitz, Carl von. (1968 [1832]) *On War*. New York, Penguin, Book I, Ch. I.
 - Wagner, R. Harrison. (2007) *War and the State*. Ann Arbor: University of Michigan, Ch. 3.
 - *The War Puzzle Revisited*, Ch. 1-2.
 - Holsti, Kalevi J. (1996) *The State, War, and the State of War*. Cambridge: Cambridge University Press, Ch. 2.
 - Staniland, Paul. (2017) Armed Politics and the Study of Intrastate Conflict. *Journal of Peace Research* 54(4):459-467.
 - Goertz, Gary. (2020) *Social Science Concepts and Measurement*. Princeton: Princeton University Press, Ch. 2 & 8.

Activity: How to conceptualize war, violence, and other related phenomena.

Recommended:

- Hewitt, J. Joseph. (2003) Dyadic Processes and International Crises. *Journal of Conflict Resolution* 47(5):669-692.
- Iakhnis, Evgeniia, and Patrick James (2021) Near Crises in World Politics: A New Dataset. *Conflict Management and Peace Science* 38(2):224-243.
- Levy, Jack S. (1988) Analytic Problems in the Identification of War. *International Interactions* 14(2):181-186.
- Palmer, Glenn, Vito D'Orazio, Michael Kenwick, and Matthew Lane (2015) The MID4 Dataset, 2002-2010: Procedures, Coding Rules, and Description. *Conflict Management and Peace Science* 32(2):222-242.
- Sarkees, Meredith R., and Frank W. Wayman, eds. (2010) *Resort to War*. Washington, DC: CQ Press.
- Schelling, Thomas. (1966) *Arms and Influence*. New Haven: Yale University Press.

- Vasquez, John A., and Brandon Valeriano. (2010) Classification of Interstate Wars. *Journal of Politics* 72(2):292-309.
- **Week 5: Conflict Trends and Foundational Empirical Analyses (September 20)**
 - *What Do We Know about War?* 3rd edn., Ch. 16.
 - Davies, Shawn, Therése Pettersson, and Magnus Öberg. (2022) Organized Violence, 1989-2021 and Drone Warfare. *Journal of Peace Research* 59(4):593-610.
 - Diehl, Paul F., Gary Goertz, and Yahve Gallegos. (2021) Peace Data: Concept, Measurement, Patterns, and Research Agenda. *Conflict Management and Peace Science* 38(5):605-624.
 - Jenke, Libby, and Christopher Gelpi. (2017) Theme and Variations: Historical Contingencies in the Causal Model of Interstate Conflict. *Journal of Conflict Resolution* 61(10):2262-2284.
 - Cederman, Lars-Erik, and Manuel Vogt. (2017) Dynamics and Logics of Civil War. *Journal of Conflict Resolution* 61(9):1992-2016.
 - Bremer, Stuart A. (1992) Dangerous Dyads: Conditions Affecting the Likelihood of Interstate War, 1816-1965. *Journal of Conflict Resolution* 36(2):309-341.
 - Maoz, Zeev. (2004) Pacifism and Fightaholism in International Politics: A Structural History of National and Dyadic Conflict, 1816-1992. *International Studies Review* 6(4):107-134.

Recommended:

- Cunen, Céline, Nils Lid Hjort, and Håvard Mogleiv Nygård. (2020) Statistical Sightings of Better Angels: Analysing the Distribution of Battle-Deaths in Interstate Conflict over Time. *Journal of Peace Research* 57(2):221-234.
- Donnay, Karsten, Eric T. Dunford, Erin C. McGrath, David Backer, and David E. Cunningham. (2019) Integrating Conflict Event Data. *Journal of Conflict Resolution* 63(5):1337-1364.
- Gat, Azar. (2013) Is War Declining – and Why? *Journal of Peace Research* 50(2):149-157.
- Hensel, Paul R. (2002) The More Things Change...: Recognizing and Responding to Trends in Armed Conflict. *Conflict Management and Peace Science* 19(1):27-52.
- Pinker, Steven. (2011) *The Better Angels of Our Nature: Why Violence Has Declined*. New York: Viking.

Activity: Generating and understanding trends in conflict data (e.g., could it be chance?). See also Pinker, Steven (2011) “A History of Violence” (15:00-27:15). Edge Master Class. Available at: <https://www.edge.org/conversation/mc2011-history-violence-pinker>.

V. Week 6: Systemic Theories of Conflict (September 27)*

- Waltz, Kenneth N. (1979) *Theory of International Politics*. Boston: McGraw Hill, Ch. 6.
- Mearsheimer, John J. (2014) *The Tragedy of Great Power Politics*. New York: W.W. Norton, Ch. 2.
- Vasquez, John A. (1997) The Realist Paradigm and Degenerative versus Progressive Research Programs: An Appraisal of Neotraditional Research on Waltz’s Balancing Proposition. *American Political Science Review* 91(4):899-912.
- Braumoeller, Bear F. (2008) Systemic Politics and the Origins of Great Power Conflict. *American Political Science Review*. 102(1):77-93.

- Lake, David A. (2007) Escape from the State of Nature: Authority and Hierarchy in World Politics. *International Security* 32(1):47-79.
- Goddard, Stacie E. (2018) Embedded Revisionism: Networks, Institutions, and Challenges to World Order. *International Organization* 72:763-797.

Recommended:

- Bull, Hedley. (1977) *The Anarchical Society*. New York: Columbia University Press.
- Braumoeller, Bear F. (2012) *The Great Powers and the International System*. Cambridge: Cambridge University Press.
- Lake, David A. (2009) *Hierarchy in International Relations*. Ithaca: Cornell University Press.
- Tilly, Charles. (1992) *Coercion, Capital, and European States, AD 990-1992*. Cambridge: Blackwell.

VI. Dyadic Theories of Conflict

• **Week 7: Polarity and Power (October 4)***

- *What Do We Know about War?* 3rd edn., Ch. 2.
- Modelski, George. (1987) Long Cycles in World Politics. Seattle: University of Washington Press, Ch. 5 (Ch. 1 optional).
- Organski, A.F.K., and Jacek Kugler. (1980) *The War Ledger*. Chicago: University of Chicago Press, Ch. 1.
- Gilpin, Robert. (1988) The Theory of Hegemonic War. *Journal of Interdisciplinary History* 18(4):591-613.
- Copeland, Dale C. (2000) *The Origins of Major War*. Ithaca: Cornell University Press, pp. 15-20, 23-28, and Ch. 2.
- Sample, Susan G. (2018) Power, Wealth, and Satisfaction: When Do Power Transitions Lead to Conflict? *Journal of Conflict Resolution* 62(9):1905-1931.
- Thompson, William R. (1986) Polarity, the Long Cycle, and Global Power Warfare. *Journal of Conflict Resolution* 30(4):587-615.

Recommended:

- *The War Puzzle*, Ch. 3.
- De Soysa, Indra, John R. Oneal, and Yong-Hee Park. (1997) Testing Power Transition Theory Using Alternative Measures of National Capabilities. *Journal of Conflict Resolution* 41(4):509-528.
- DiCicco, Jonathan M., and Jack S. Levy. (1999) Power Shifts and Problem Shifts: The Evolution of the Power Transition Research Program. *Journal of Conflict Resolution* 43(6):675-704.
- Doran, Charles F. (1983) War and Power Dynamics. *International Studies Quarterly* 27(4):419-441.
- Houweling, Henk, and Jan G. Siccama. (1988) Power Transitions as a Cause of War. *Journal of Conflict Resolution* 32(1):87-102.
- Lebow, Richard N., and Benjamin Valentino. (2009) Lost in Transition: A Critical Analysis of Power Transition Theory. *International Relations* 23(3):389-410.
- Lemke, Douglas. (2002) *Regions of War and Peace*. Cambridge: Cambridge University Press.
- Mearsheimer, John J. (1990) Back to the Future. *International Security* 15(1):5-56.
- Wagner, R. Harrison. (1994) Peace, War, and the Balance of Power. *American Political Science Review* 88(3):593-607.

- **Week 8: Bargaining (October 11)***
 - Fearon, James. (1995) Rationalist Explanations for War. *International Organization* 49(3):379-414.
 - Slantchev, Branislav L. (2003) The Power to Hurt: Costly Conflict with Completely Informed States. *American Political Science Review* 97(1):123-133.
 - Powell, Robert. (2006) War as a Commitment Problem. *International Organization* 60(1):169-203.
 - Renshon, Jonathan, Julia J. Lee, and Dustin Tingley. (2017) Emotions and the Micro-Foundations of Commitment Problems. *International Organization* 71:S189-S218.
 - Danilovic, Vesna, and Joe Clare. (2021) Flexibility and Firmness in Crisis Bargaining. *Journal of Conflict Resolution* 65(6):1039-1066.
 - Quek, Kai. (2021) Four Costly Signaling Mechanisms. *American Political Science Review* 115(2):537-549.
 - Brenhardt, Jordan, and Lauren Sukin. (2021) Joint Military Exercises and Crisis Dynamics on the Korean Peninsula. *Journal of Conflict Resolution* 65(5):855-888.

Recommended:

- Arena, Philip, and Scott Wolford. (2012) Arms, Intelligence, and War. *International Studies Quarterly* 56(2):351-365.
 - Bueno de Mesquita, Bruce. (1985) The War Trap Revisited: A Revised Expected Utility Model. *American Political Science Review* 79(1):156-177.
 - Fearon, James D. (2018) Cooperation, Conflict, and the Costs of Anarchy. *International Organization* 72:523-559.
 - Glaser, Charles L. (2010) *Rational Theory of International Politics*. Princeton: Princeton University Press, Chapter 3.
 - Haybes, Kyle. (2019) A Question of Costliness: Time Horizons and Interstate Signaling. *Journal of Conflict Resolution* 63(8):1939-1964.
 - Powell, Robert. (1999) *Bargaining in the Shadow of Power*. Princeton: Princeton University Press.
 - Wolford, Scott, Dan Reiter, and Clifford Carrubba. (2011) Information, Commitment, and War. *Journal of Conflict Resolution* 55(4):556-579.
- **Week 9: Issue-Based (October 18)***
 - *What Do We Know about War?* 3rd edn., Ch. 1, 9.
 - *The War Puzzle Revisited*, Ch. 4-6. (Ch. 3, optional).
 - Gibler, Douglas M., and Andrew P. Owsiak. (2018) Democracy and the Settlement of International Borders, 1919 to 2001. *Journal of Conflict Resolution* 62(9):1847-1875.
 - Maynard, Jonathan L. (2019) Ideology and Armed Conflict. *Journal of Peace Research* 56(5): 635-649.
 - Kim, Nam Kyu. (2020) Territorial Disputes and Individual Willingness to Fight. *Journal of Peace Research* 57(3):406-421.
 - Spaniel, William, and Peter Bils. (2018) Slow to Learn: Bargaining, Uncertainty, and the Calculus of Conquest. *Journal of Conflict Resolution* 62(4):774-796.

Recommended:

- Clay, K. Chad, and Andrew P. Owsiak. (2016) The Diffusion of International Border Agreements. *Journal of Politics* 78(2):427-442 & online appendix.
- Gibler, Douglas M. (2012) *The Territorial Peace*. Cambridge: Cambridge University Press.
- Hensel, Paul R., and Sara McLaughlin Mitchell. (2017) From Territorial Claims to Identity Claims: The Issue Correlates of War (ICOW) Project. *Conflict Management and Peace Science* 34(2):126-140.
- Hensel, Paul R., Sara McLaughlin Mitchell, Thomas E. Sowers, and Clayton L. Thyne. (2008) Bones of Contention: Comparing Territorial, Maritime, and River Issues. *Journal of Conflict Resolution* 52(1):117-143.
- Owsiak, Andrew P. (2019) Foundations for Integrating the Democratic and Territorial Peace Arguments. *Conflict Management and Peace Science* 36(1):63-87.
- Senese, Paul R., and John A. Vasquez. (2008) *The Steps to War*. Princeton: Princeton University Press.

- **Week 10: Interstate Rivalries (October 25)**

- *What Do We Know about War?* 3rd edn., Ch. 5 & 10.
- Rider, Toby J., and Andrew P. Owsiak (2021) *On Dangerous Ground*. Cambridge: Cambridge University Press, Ch. 3-6 (focus on 3 & 5, which are theory).
- Findley, Michael G., James A. Piazza, and Joseph K. Young. (2012) Games Rivals Play: Terrorism in Rivalries. *Journal of Politics* 74(1):235-248.
- Uzonyi, Gary. (2018) Interstate Rivalry, Genocide, and Politicide. *Journal of Peace Research* 55(4):476-490.
- Levin-Banchik, Luba. (2021) Precrisis Military Hostility and Escalation in International Crises. *Conflict Management and Peace Science* 38(1):63-86.

Recommended:

- Diehl, Paul F., and Gary Goertz (2000) *War and Peace in International Rivalry*. Ann Arbor: University of Michigan Press.
- Dreyer, David R. (2010) Issue Conflict Accumulation and the Dynamics of Strategic Rivalry. *International Studies Quarterly* 54(3):779-795.
- Goertz, Gary, Bradford Jones, and Paul F. Diehl. (2005) Maintenance Processes in International Rivalries. *Journal of Conflict Resolution* 49(5):742-769.
- Hensel, Paul R. (1999) An Evolutionary Approach to the Study of Interstate Rivalry. *Conflict Management and Peace Science* 17(2):175-206.
- Maoz, Zeev and Mor, Ben D. (2002) *Bound by Struggle*. Ann Arbor: University of Michigan Press.
- Mitchell, Sara McLaughlin, and Cameron G. Thies. (2011) Issue Rivalries. *Conflict Management and Peace Science* 28(3):230-260.
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VII. Domestic Theories

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IX. EXTRA: Deterrence

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X. Week 15: Cyber Conflict and the Environment (November 29)

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- *Environment:*
 - *What Do We Know about War?*, 3rd edn., Ch. 13.
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XI. EXTRA: Future Directions and Conclusion: the Study of Peace?

- *The War Puzzle Revisited*, Ch. 8-9 & Appendix I.
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