

**GRAD-C4-1101: International Security**

Prof. Dr. Anita Gohdes and Prof. Dr. Julian Wucherpennig

1. General information

Class time	<p><u>Lecture:</u> Tuesday, 10-11 h (all groups)*</p> <p>*Lecture sessions: held live on MS Teams and - provided the consent of each participant - simultaneously recorded and made available on the Moodle course site as video after the lecture.</p> <p><u>Seminars*:</u> Group A: Tuesday, 12-13 h, online via MS Teams Group B: Tuesday, 13-14 h, online via MS Teams Group C: Tuesday, 14-15 h, online via MS Teams Group D: Wednesday, 9-10 h, online via MS Teams Group E: Wednesday, 10-11 h, online via MS Teams Group F: Wednesday, 11-12 h, online via MS Teams Seminars will not be recorded.</p> <p>*Please note that there will be no seminar held during the guest lecture week (#10).</p>
Course Format	<p><u>Online Only:</u> This course is taught online only via the platform MS Teams. MS Teams allows for interactive, participatory, seminar style teaching.</p> <p><u>Lectures</u> will be held live on MS Teams and - provided the consent of each participant - simultaneously recorded and made available on the Moodle course site as video after the lecture.</p> <p><u>Seminars</u> will be held via MS Teams and will not be recorded.</p>
Instructor	Prof. Dr. Anita Gohdes (AG) Prof. Dr. Julian Wucherpennig (JW)
Instructor's office	AG: room 3.12.1 JW: room 2.51
Instructor's e-mail	AG: gohdes@hertie-school.org JW: wucherpennig@hertie-school.org
Instructor's phone number	AG: +49 (0)30 259 219 307 JW: +49 (0)30 259 219 325

Assistant	<p>If you have questions regarding the course, please always email both Dayna and Nicole: sadow@hertie-school.org; bruenner@hertie-school.org</p> <p>Dayna Sadow (AG) Email: sadow@hertie-school.org Phone: +49 30 259 219 -307 Room: 2.42.1</p> <p>Nicole Brünner (JW) Email: bruenner@hertie-school.org Phone: +49 30 259 219 -325 Room: 2.45</p>
Instructor's Office Hours	<p>Anita Gohdes:</p> <ul style="list-style-type: none"> - Tuesday, 15:30 – 17h, online via Teams, unless Covid drops significantly. To attend office hours, please send an email in advance to both Anita and Dayna: gohdes@hertie-school.org; sadow@hertie-school.org <p>Julian Wucherpennig:</p> <ul style="list-style-type: none"> - Monday, 9:30 – 10:30 h online via MS Teams - to attend office hours, please send an email in advance to both Julian and Nicole: wucherpennig@hertie-school.org; bruenner@hertie-school.org

Link to Module Handbook [MIA](#) and [MPP](#)

Link to [Study, Examination and Admission Rules](#)

Switching seminar groups

If you seek to change seminar groups on a permanent basis, please contact Curricular Affairs directly.

Instructor Information:

Anita Gohdes is Professor of International and Cyber Security at the Hertie School. Her research focuses on contentious politics in the cyber realm, with a current emphasis on large-scale quantitative analyses of state behaviour. Previously, she was Assistant Professor of International Relations at the University of Zurich, and postdoctoral research fellow at Harvard Kennedy School's Belfer Center International Security Program. Her work has been published in the *American Journal of Political Science*, *Journal of Peace Research*, *Journal of Conflict Resolution*, among others. Since 2009, she has worked for the California-based non-profit organisation Human Rights Data Analysis Group. She currently advises the German Federal Foreign Office, and has consulted for the World Bank and the United Nations on security and state fragility. Her doctoral dissertation (University of Mannheim) was awarded the German Dissertation Award in the Social Sciences by the Körber Foundation, and the Walter Isard Dissertation Award by the Peace Science Society.

Julian Wucherpennig is Professor of International Affairs and Security at the Hertie School of Governance. His research focuses primarily on the strategic nature of political violence and conflict processes, especially ethnic civil war and terrorism.

Before joining the Hertie School, he was Assistant Professor and Programme Director for Security Studies at University College London, and a postdoctoral research fellow at ETH Zurich, Switzerland, from where he holds a PhD and an MA in political science. Julian Wucherpfennig completed his BA at Jacobs University in Bremen. He has also been a Research Associate at the Gallup Organisation Europe. Julian Wucherpfennig's research has been published in the *American Political Science Review*, *American Journal of Political Science*, *International Organization*, *World Politics* and *The Journal of Politics*, and other leading journals. His PhD on ethnic conflict was awarded the ECPR Jean Blondel Prize. He regularly advises national and international bodies, such as the Federal Foreign Office of Germany (Auswärtiges Amt), the UK Cabinet Office, the United Nations Development Program (UNDP) and Children's Fund (UNICEF)

Anita Gohdes and Julian Wucherpfennig are both part of the [Centre for International Security's](#) research team.

2. Course Contents and Learning Objectives

Course contents:

Armed conflict, killing, starvation, torture, rape, or displacement characterize the political realities for many people, groups, or countries around the globe, and continue to pose core threats to their security. The course introduces major themes and debates in the contemporary study of international security, including the causes and consequences of interstate warfare, civil war, terrorism, violence against civilians, forced migration, repression, military intervention, as well as nuclear and cyber warfare. To systematically engage with these topics, the course will draw on a set of essential theoretical frameworks. The overarching goal of the course is to provide the conceptual and analytical tools necessary for evidence-based policy making in the realm of international security, and apply them to specific instances as exemplified above.

Main learning objectives:

By the end of the course, you should have an overview of the key issues in international security. You should also have acquired a set of conceptual tools that can be used for analyzing the causes of violent conflict, the sources of international stability and instability, and the mechanisms of international conflict management and conflict resolution. In addition, you should be familiar with the main issues confronting contemporary policy-makers in the field of international security, and be equipped to communicate these.

Target group:

This is a core course for first year MIA students.

Teaching style:

This course will be taught as a combination between lecture and small group seminars. While the lecture introduces the key issues as well as the "big picture", the seminar groups will allow the students to scrutinize the material, engage in in-depth discussion, and conduct exercises to complement the learning experience.

Prerequisites:

No prerequisites, although we do expect you to keep up with current events and maintain an open mind.

Diversity Statement:

As you may know, the Hertie School is committed to implementing a new Diversity and Inclusion Strategy.

In the spirit of this vital commitment, we emphasize that in this course, each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor. We expect you to engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

3. Grading and Assignments

A1 Participation	<i>To ensure fair assessment, please</i> - Upload an identifiable picture of yourself to your Moodle profile - We generally expect you to have your camera on during the seminar		10%
A2 Data Tasks	Deadline: Data task 1: 27 February, 23:59 h Data task 2: 27 March, 23:59 h	Submit by: Moodle	10%
A3 Research Proposal (and poster)	Deadline: 23 April, 23:59 h	Submit by: Moodle	40%
A4 Final Examination	Date: 17 May 2021, Online exam (questions will be available for download on Moodle) Start: 14:00 h (2 pm CET) Duration: 90 minutes	Submit by: Moodle	40%

Assignment Details

A1 **PARTICIPATION (10%)**. We expect regular and informed participation in class. In particular, **it will be absolutely integral that you do the assigned readings each and every week** so that you can follow the class, and so that we can have a constructive and informed debate about the topic and the readings.

Students should think of the course participation grade as an “active engagement” examination extended throughout the semester. We expect you to come to class punctually, having read the required literature, and ready to discuss and critique it.

- We expect you to engage in all discussions respectfully. You can expect the same level of respect from both your colleagues and us.
- To achieve a high participation grade, you should **contribute** to the discussion in class through both **active listening** and **advancing** the conversation, provide **constructive**

feedback (e.g. on in-class presentations) when prompted to do so, and be responsive to and **engaged with the comments** of other students.

- Quantity of participation is not as important as **quality**.
- Questions, insights, observations from one's own lived experience, and syntheses are all considered **quality**.
- Irregular attendance, arriving to class late, dominating course discussions, failing to participate in discussions, and disrupting class with side conversations, texting, or using a laptop for non-course related reasons can detract from the participation grade.

A2. **DATA TASKS (10%).**

Ahead of two sessions you will prepare a data task. We will discuss the tasks in the seminar and will hand out detailed instructions on what to do.

- **Data task 1: due 27 February, midnight (23:59 h), via Moodle.** The first data task will be related to ethnic power relations and civil war onset.
- **Data task 2: due 27 March, midnight (23:59 h), via Moodle.** The second data task will be related to state repression and political institutions.

Absolutely no late submission after Sunday (as we will discuss solutions in class).

A3. **A RESEARCH PROPOSAL AND POSTER (40%)** (3000 words, plus a poster). You will work in small groups of around 5 students and develop a research proposal. The research proposal will address a research question related to international security. Detailed instructions will be made available in the Seminars and on Moodle.

- The **research proposal** and **poster** are **DUE VIA MOODLE ON 16 April, midnight (23:59 h). Each group will upload 2 PDFs: 1 research proposal and 1 poster.** Only one student per group has to upload the research proposal and poster.
- We will make available detailed research proposal instructions on Moodle.

A4. A 90 minutes **FINAL EXAMINATION on 17 May 2021, start time: 14:00 h (2 pm CET), (40%).** The final exam will be a 90 minutes online exam (questions will be available for download on Moodle) with 4 long-form (essay-type) questions – due via submission to Moodle.

Late submission of assignments: For each day the assignment is turned in late, the grade will be reduced by 10 percentage points (e.g. submission two days after the deadline would result in 20 percentage points grade deduction, e.g. 90 – 20 = 70). It is your responsibility to ensure access to the readings in a timely manner. Technical problems (for example access to readings) will only be accepted if they are raised at least 72 hrs before a deadline.

Attendance: Students are expected to be present and prepared for every class session. All students are required to attend the lecture and adhere to their allocated seminar group. **Students may swap seminar group with another student *once* per semester (please inform the faculty assistants in advance by email).** The Student Forum on the course's Moodle page may be used to identify swapping partners. If unavoidable circumstances arise which prevent attendance or preparation, the faculty assistants shall be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

For each seminar session, students must present a name sign. Students are also required to have a portrait picture of themselves on their Moodle profile.

Participation grade

The participation grade is based on the assumption that students take part not as passive consumers of knowledge but as active participants in the exchange, production, and critique

of ideas—their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also *prepared* to *discuss* the readings of the day and to contribute thoughtfully to the conversation. Participation is marked by its active nature, its consistency, and its quality. At a minimum, this entails being able to answer the following questions about each of the assigned readings:

- What is the question the author tries to answer? (*research question*)
- What is the main argument in response to the question? (*argument*)
- How does the author proceed to answer the question? (*methodology*)
- What are the findings? (*results*)
- What parts of the paper did you not understand? (*problems*)
- What parts of the paper did not convince you? (*critique*)

Attendance: Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

Academic Integrity: The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, deceitful actions as well as free-riding in group work are not tolerated. See [Examination Rules](#) §16.

Compensation for Disadvantages: If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

Extenuating circumstances: An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructors and the Examination Office *in advance* of the deadline.

4. General Readings

No readings are required for purchase.

A somewhat basic pre-fresher is the following:

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz (2013). "World Politics. Interests, Interactions. Institutions." *WW Norton & Company, New York*.

5. Session Overview

Session	Session Date	Session Title
1	09.02.2021/ 10.02.2021	<u>Big Picture 1:</u> What is International Security
2	16.02.2021/ 17.02.2021	<u>Big Picture 2:</u> How do we study International Security?
3	23.02.2021/ 24.02.2021	<u>Big Picture 3:</u> Coercion, Deterrence and Compellence
4	02.03.2021/ 03.03.2021	<u>Conditions for War 1:</u> Micro/Meso Explanations: Collective Action
5	09.03.2021/ 10.03.2021	<u>Conditions for War 2:</u> Macro: Bargaining and Diplomacy
6	16.03.2021/ 17.03.2021	<u>Issues in International Security I:</u> Foreign Policy and International Conflict
Mid-term Exam Week: 22 – 26.03.2021 – no class		
7	30.03.2021/ 31.03.2021	<u>Issues in International Security II:</u> State Repression and Institutions
8	06.04.2021/ 07.04.2021	<u>Issues in International Security III:</u> Violence Against Civilians
9	13.04.2021/ 14.04.2021	<u>Issues in International Security IV:</u> Terrorism
10	20.04.2021/ 21.04.2021*	Guest Speaker lecture (duration: 90 minutes)* - Hadi Al-Khatib and Jeff Deutch, Syrian Archive *no seminars will take place during the guest lecture week
11	27.04.2021/ 28.04.2021	<u>Issues in International Security V:</u> Transnational Dimension
12	04.05.2021/ 05.05.2021	<u>Issues in International Security VI:</u> Interventions
Final Exam Week: 17 – 21.05.2021 – no class		

6. Course Sessions and Readings

All readings will be accessible on the Moodle course site before semester start. In the case that there is a change in readings, students will be notified by email.

Required readings are to be read and analysed thoroughly. Optional readings are intended to broaden your knowledge in the respective area and it is highly recommended to at least skim them.

Session 1: Big Picture 1: What is International Security?

Learning Objective	During this session we will cover the scope conditions of the class, define the subject of International Security, get a sense of its historical trajectory. We will also outline different forms of political violence, and take a look at common measurements of conflict.
Required Readings	<p>T: Kalyvas, Stathis. N. (2019). The Landscape of Political Violence. In: <i>The Oxford Handbook of Terrorism</i>. Eds.: Erica Chenoweth, Richard English, Andreas Gofas, and Stathis N. Kalyvas. Oxford: Oxford University Press.</p> <p>A: Pettersson, T., & Öberg, M. (2020). Organized violence, 1989–2019. <i>Journal of Peace Research</i>, 57(4), 597–613. https://doi.org/10.1177/0022343320934986</p> <p>A: UCDP/PRIO Armed Conflict Dataset CodebookVersion 20.1, pages 1-2. https://ucdp.uu.se/downloads/ucdprio/ucdp-prio-acd-201.pdf</p> <p>P: Fazal, Tanisha M. and Paul Poast (2019). War is Not Over. What Optimists Get Wrong About Conflict. <i>Foreign Affairs</i>. https://www.foreignaffairs.com/articles/2019-10-15/war-not-over</p>
Optional Readings	<ul style="list-style-type: none">• Pinker, Steven. <i>The better angels of our nature: The decline of violence in history and its causes</i>. Penguin uk, 2011.• Fazal, Tanisha M. "Dead wrong?: Battle deaths, military medicine, and exaggerated reports of war's demise." <i>International Security</i> 39.1 (2014): 95-125.• True, Jacqui. "Winning the battle but losing the war on violence: a feminist perspective on the declining global violence thesis." <i>International Feminist Journal of Politics</i> 17.4 (2015): 554-572.• Braumoeller, Bear F. <i>Only the dead: the persistence of war in the modern age</i>. Oxford University Press, 2019.

Session 2: Big Picture 2: How do we study International Security?

Learning Objective	This session clarifies the roles of theory and evidence (in various forms) in the study of international security, with a first application to the case of North Korea.
Required Readings	T: Lake, David A. (2011). Why "isms" are evil: theory, epistemology, and academic sects as impediments to understanding and progress. <i>International Studies Quarterly</i> , 55(2), 465-480.

	<p>A/P: Bowden, Mark (2017). How to deal with North Korea. <i>The Atlantic</i>, (7): https://www.theatlantic.com/magazine/archive/2017/07/the-worst-problem-on-earth/528717/</p> <p>P: Munich Security Report 2020. Munich Security Conference. [SKIM] https://securityconference.org/assets/user_upload/MunichSecurityReport2020.pdf</p> <p>Podcast: The Economist Intelligence “Tug of warheads: the nuclear order” https://open.spotify.com/episode/2wVFbT080CZBk4Gg96M5Cq</p>
Optional Readings	<ul style="list-style-type: none"> • Snyder, Jack (2004). One world, rival theories. <i>Foreign Policy</i>, (145), 53-62. • De Mesquita, Bruce B. (1985). Toward a scientific understanding of international conflict: A personal view. <i>International Studies Quarterly</i>, 29(2), 121-136. • Mitchell, Sara, Diehl, Paul, and Morrow, James (2012). Guide to the Scientific Study of International Processes. <i>Guides to International Studies</i>. Wiley. Chapter 1. • Galtung, Johan (1969). Violence, peace and peace research. <i>Journal of Peace Research</i>, 5(3):67-91.

We will screen “Dr Strangelove” (see session 3) on 18 February, at 7:00 pm (CET) online via MS Teams - Please consult the Moodle course site for details and the online meeting link

Session 3: <u>Big Picture</u> 3: Coercion, Deterrence and Compellence	
Learning Objective	This session covers the fundamentals of how actors get other actors to do things they do not want to do. We then consider how the basic calculus is affected by nuclear weapons and/or cyber warfare.
Required Readings	<p>T: Art, Robert and Kelly M. Greenhill (2018). Coercion. An Analytical Overview. In: <i>Coercion. The Power to Hurt in International Politics</i>. Eds.: Kelly M. Greenhill and Peter Krause. New York: Oxford University Press.</p> <p>A/T: Gartzke, Eric, & Lindsay, John R. (2017). Thermonuclear cyberwar. <i>Journal of Cybersecurity</i>, 3(1), 37-48.</p> <p>A: <i>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</i> (movie; see screening session above)</p> <p>P: Shultz, G. P., Perry, W. J., Kissinger, H. A., & Nunn, S. (2011). Deterrence in the age of nuclear proliferation. <i>Wall Street Journal</i>, 7 March. Available at https://www.hoover.org/research/deterrence-age-nuclear-proliferation</p>
Optional Readings	<ul style="list-style-type: none"> • Podcast: NYT The Daily: “Hacking the Russian Powergrid” https://open.spotify.com/episode/1rFnwfpjOFVAPR4ABj4rre • Schelling, T., & Schelling, T. C. (1966). <i>Arms and Influence</i> (Vol. 190). Yale University Press. • Enloe, C. (2014). <i>Bananas, beaches and bases: Making feminist sense of international politics</i>. University of California Press. 2nd edition.

Session 4: Causes of War 1: Micro/Meso Explanations: Collective Action

Learning Objective	How does armed conflict arise? This session considers the classic collective action dilemma whereby individuals are best off free-riding, and which poses a major puzzle for the study of organized violence.
Required Readings	T: Cederman, L.-E., Wimmer, A., and Min, B. (2010). Why do ethnic groups rebel? new data and analysis. <i>World Politics</i> , 62(1): 87-119. T: Kalyvas, S. N. and Kocher, M. A. (2007). How free is free riding in civil wars?: Violence, insurgency, and the collective action problem. <i>World Politics</i> , 59(02):177-216. [FOCUS ON PP. 177-191, SKIM THE REST] T: Parkinson, S. E. (2013). Organizing rebellion: Rethinking high-risk mobilization and social networks in war. <i>American Political Science Review</i> , 418-432.
Optional Readings	Lichbach, M. I. (1994). Rethinking rationality and rebellion theories of collective action and problems of collective dissent. <i>Rationality and Society</i> , 6(1):8-39.

Session 5: Causes of War 2: Macro: Diplomacy and Bargaining Failure

Learning Objective	This session introduces the bargaining theory of war, which is currently the dominant explanation for why wars occur, why they endure, and when they end.
Required Readings	T: Fearon, James D. (1995). Rationalist explanations for war. <i>International Organization</i> , 49(3): 379-414. [READ CAREFULLY!] A: Walter, Barbara F. (2009). Bargaining failures and civil war. <i>Annual Review of Political Science</i> , 12: 243-261. A: Goddard, Stacey E. (2006). "Uncommon ground: Indivisible territory and the politics of legitimacy." <i>International Organization</i> 60(1): 35-68. [Focus on pp. 35-49; skim the rest] P: Panda, Ankit (2013). Rationalist Explanations for War in the East China Sea. <i>The Diplomat</i> . https://thediplomat.com/2013/12/rationalist-explanations-for-war-in-the-east-china-sea/

Session 6: Issues in International Security I: Foreign Policy and International Conflict

Learning Objective	How do states get what they want in the international arena? What options of choice do they have on the menu of foreign policy? What is the role of the leader/elites?
Required Readings	T/A: Weeks, Jessica L. (2008). Autocratic audience costs: Regime type and signalling resolve. <i>International Organization</i> , 62(01):35-64. T: Salehyan Idean (2010). The delegation of war to rebel organizations. <i>Journal of Conflict Resolution</i> , 54(3): 493-515. P: TBA

Optional Readings	Podcast: Hertie School's Berlin Security Beat: "Germany's Post-Merkel Foreign Policy": https://open.spotify.com/episode/7sTBF9JN5RksdBugszm70s
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Mid-term Exam Week: 22 – 26.03.2021 – no class

Session 7: Issues in International Security II: State Repression and Institutions

Learning Objective	Why do some states use coercion against their population, and others don't? What are the institutional preconditions that incentives repression over other policies? What types of state repression are there, and how can we measure them?
Required Readings	<p>T: Davenport, Christian (2007). "State repression and political order." <i>Annual Review of Political Science</i>. 10: 1-23.</p> <p>A: Frantz, Erica, and Andrea Kendall-Taylor (2014). "A dictator's toolkit: Understanding how co-optation affects repression in autocracies." <i>Journal of Peace Research</i> 51.3: 332-346.</p> <p>P: Gohdes, Anita R, Sophie Dyer and Likhita Banerji (2020): "In dozens of countries, governments rely on Internet shutdowns to hide repression", Washington Post - Monkey Cage, 4 Dec 2020.</p>
Optional Readings:	<ul style="list-style-type: none"> • Scope Conditions Podcast: "The Middle-Class Guardians of Autocracy" https://open.spotify.com/episode/1TzE3n6HHTx6tD6GSgUzLW • Gohdes, Anita R. 2020. 'Repression technology: Internet accessibility and state violence.' <i>American Journal of Political Science</i>. 64(3): 488-503.

Session 8: Issues in International Security III: Violence Against Civilians

Learning Objective	What explains the use of violence against civilians, a type of violence that is clearly prohibited by international law? What types of actors are more likely to exercise restraint, and what types of actors are more likely to use extreme violence? What explains the perpetration of sexual violence in armed conflict?
Required Readings	<p>T: Valentino, Brendan A. (2014). Why we kill: The political science of political violence against civilians. <i>Annual Review of Political Science</i>, 17: 89-103.</p> <p>A: Cohen, Dara Kay (2013). Explaining rape during civil war: cross-national evidence (1980-2009). <i>American Political Science Review</i>, 107(03): 461-477.</p> <p>T/A: Hultman, Lisa (2009). The power to hurt in civil war: The strategic aim of RENAMO violence. <i>Journal of Southern African Studies</i>, 35(4), 821-834.</p> <p>P: Wucherpfennig, Julian and Anita Gohdes (2018). "Ending Wartime Sexual Violence" <i>Project Syndicate</i>. https://www.project-</p>

syndicate.org/commentary/nobel-laureates-preventing-wartime-sexual-violence-by-julian-wucherpennig-and-anita-gohdes-2018-12

Session 9: Issues in International Security IV: Terrorism

Learning Objective	Terrorism is increasingly considered a threat to international security. How, where and by whom is terrorism used? How does terrorism work?
Required Readings	<p>T: Kydd, Andrew H. and Walter, Barbara F. (2006). The strategies of terrorism. <i>International Security</i>, 31(1): 49-80.</p> <p>A: Pape, Robert A. (2003). The strategic logic of suicide terrorism. <i>American Political Science Review</i>, 97(3): 343-361.</p> <p>P: Berrebi and Ostwald (2011). Earthquakes, hurricanes, and terrorism: do natural disasters incite terror? https://fh.huji.ac.il/sites/default/files/claudeberrebi/files/2011-berrebi-ostwald-pub-choice-terr-nd.pdf</p>

Session 10: Guest Speaker lecture (duration: 90 minutes)* - (tbc)

***no seminars will take place during the guest lecture week**

Learning Objective	Speaker to be confirmed.
Required Readings	
Optional Readings	

Session 11: Issues in International Security V: Transnational Dimension

Learning Objective	Increasingly problems of international security span across international borders. This session considers instances of diffusion (e.g. Arab Spring), common shocks (climate change), as well as transnational actors (transborder ethnic kin, (forced) migration) as challenges for international security.
Required Readings	<p>T: Buhaug, Halvard and Gleditsch, Kristian Skrede (2008). Contagion or confusion? Why conflicts cluster in space. <i>International Studies Quarterly</i>, 52(2): 215-233.</p> <p>A: Polo, Sara and Wucherpennig Julian (2020). Trojan Horse, Copycat or Scapegoat? Unpacking the Refugees-Terrorism Nexus. Typescript: Rice University and Hertie School.</p> <p>T/P: Mach, Katharine et al. (2019). Climate as a risk factor for armed conflict. <i>Nature</i>, 571: 193-197.</p>

Session 12: Issues in International Security VI: Interventions

Learning Objective	The international community is increasingly called upon to “solve” (re-) establish security through international intervention, such as UN peacekeeping. This session examines the theoretical and empirical underpinnings for such activities.
Required Readings	<p>T/A: Fortna, Virginia Page (2008). “A causal theory of peacekeeping”, in: <i>Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War</i>. Princeton University Press.</p> <p>T/A: Autesserre, Séverin (2014) <i>Peaceland: Conflict resolution and the everyday politics of international intervention</i>. Cambridge University Press, introduction & chapter 3</p> <p>P: Fortna, Virginia Page (2017). Why slashing funds for UN peacekeeping is a terrible idea... Even for those who want to put 'America first'. <i>Fox News.com</i> http://www.foxnews.com/opinion/2017/08/18/why-slashing-funds-for-un-peacekeeping-is-terrible-idea-even-for-those-who-want-to-put-america-first.html</p>
Optional Readings	<ul style="list-style-type: none">• Toft, Monica Duffy. 2010. "Ending civil wars: a case for rebel victory?." <i>International Security</i> 34.4: 7-36.

Final Exam Week: 17 – 21.05.2021 – no class