

## **PS 383 WAR AND CHANGE IN INTERNATIONAL POLITICS**

**FALL 2024**

Instructor: Prof. Saera Lee

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Office Hours: Tue & Wed 10:30-11:30 am or email for an appointment at other times

Parkes Hall 212

Mon/Wed 2:00pm-3:20pm

### **COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course aims to understand the conditions for war and peace in international relations.

Throughout the course, students will examine causes of war, the outcomes and consequences of war and solutions to prevent or limit war. Students will be able to apply the factors that promote or mitigate international conflict and should be able to apply these factors in examining real world scenarios and assessing the prospect of future conflict in troubled areas. The course is an upper division course in the general field of international relations; thus, students would benefit from taking POLI\_SCI 240-0 (Introduction to International Relations) prior to this course.

### **COURSE REQUIREMENTS**

Class Participation: 15%

Two Midterm Exams:  $25 \times 2 = 50\%$

Final Essay: 35%

#### Class Participation (15%)

Participation is a critical component of this course. Your participation grade is determined by your attendance as well as the quality of your participation. That is, you are awake, come to class prepared, paying attention, answering questions, and asking questions. *You will be given one free absence without penalty in the quarter.*

#### Two Midterm Exams (25x2%)

There will be two midterms in class during the quarter. These exams will be multiple choice and short answer questions. The exams will cover class lectures, assigned material in the main text and assigned readings. Students will have entire class time period to complete the exam, and the material covered on each exam is not cumulative.

*Policy on Rescheduling Exams:* Students are required to take the exam as scheduled. The only allowable exception to this policy is a documented emergency or university event. In cases of severe illness and family emergency (death in family), students need to provide sufficient proof of the absence (e.g. a doctor's note, the obituary, etc). If an emergency arises, students will need to contact me BEFORE the exam, or will receive zero credit.

#### Final Essay (35%)

Students will be asked to write 10-15 page paper (Times New Roman, 12-point font, double-spaced, one-inch margins, not counting reference/bibliography page), analyzing cases with important topics covered in class. The essay will require you to make and defend an explicit argument, using the readings, concepts, and theories covered during the course. The prompts will

be assigned at the end of Week 8 and completed essays will be due in three weeks. The final essay must be entirely your own work and any form of group collaboration is not permitted. Essays will be subject to a major penalty if they are turned in late.

I calculate end-of-quarter grades as follows:

A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D = 60-69; F < 60.

### **REQUIRED READINGS (ORDER ONLINE)**

Levy, Jack S. and William R. Thompson. 2010. Causes of War. West Sussex, UK. Wiley-Blackwell. Paperback: ISBN: 978-1405175593. There is also an e-book version.

Mitchell, Sara McLaughlin and John A. Vasquez. 2013. Conflict, War, and Peace: An Introduction to Scientific Research. Thousand Oaks, CA: CQ Press/Sage. ISBN: 978-1-4522-4449-5. E- versions and rentals available from the publisher (<https://us.sagepub.com/en-us/nam/conflict-war-and-peace/book237760>).

All articles will be posted on Canvas.

### Useful Resources:

<https://www.duckofminerva.com>

<http://www.theory-talks.org>

Oxford Handbook of International Relations (<https://academic.oup.com/edited-volume/34331>)

Oxford Handbook of International Security (<https://academic.oup.com/edited-volume/34657>)

### **COURSE POLICIES AND OTHER INFORMATION**

#### Academic Integrity Statement

Students enrolled in Northwestern courses are required to comply with [Northwestern's academic integrity policy](#). All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. Any form of cheating, including improper use of content generated by artificial intelligence, constitutes a violation of Northwestern's academic integrity policy. To download Academic Integrity: A Basic Guide go to <https://www.northwestern.edu/provost/policies-procedures/academic-integrity/index.html>

#### Accessibility Statement

Northwestern University is committed to providing a supportive environment for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact [AccessibleNU](#) to move forward with the university's established accommodation process. If you already have established accommodations with AccessibleNU, please let your instructor know as soon as possible, preferably within the first two weeks of the term, so we can work with you to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

### Diversity, Equity, and Inclusion

Difference enhances both the teaching and learning experiences. The classroom is a space where all students are welcome, regardless of age, dis/ability, ethnicity, gender identity and/or expression, national origin, race, religious non/belief, sex, sexual orientation, socioeconomic status, religious non/belief, and alignment with other identities or contexts. Furthermore, if any student has a particular consideration, including learning and participation style, that affects their ability to meet course expectations, please see me as soon as possible.

I am personally committed to creating and maintaining an inclusive learning environment for each and every student. Please, do not hesitate to contact me with specific needs or concerns, and the sooner the better. Maintaining transparency (and communication in general) with your instructor is not only a good professional skill, but also a good way to develop a more one-on-one relationship. Furthermore, accommodations are far easier and effective to arrange when planned than when rushed. In short, I will make every effort to ensure students' equal access.

### Prohibition of Recording of Class Session by Students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

### Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

### Exceptions to Class Modality

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

### Electronic Etiquette

Cellphones may not be used during class. If you anticipate an important phone call (e.g. family emergency) put your phone on vibrate and leave the classroom, should you need to answer it. Other electronic devices like laptops or tablets are only allowed for classroom purposes. This policy is aimed at providing the best possible learning environment for all students.

### Email Communication

All email communication with the professor should include a subject line that begins with PS 383 followed by more specific information regarding the purpose of the email. For example, "PS 383: meeting to discuss paper ideas." I check email periodically, and you can expect me to respond within 24 hours during the week and 48 hours or more over the weekend or holiday. Yet, if the answers to questions are already found in the syllabus, you may not receive an answer to your email. Always consult the syllabus before emailing a question.

Email is a useful way to ask quick questions. Replying to long questions about the readings/lectures, however, is highly inefficient for both you and me. If you want to talk about something you don't understand, come to office hours! While I respond to student emails, I prefer to talk in person. Come see me during office hours!

## **SUMMARY OF KEY DATES**

First Midterm	10/28
Second Midterm	11/20
Final Essay	12/9 11:59 pm

## **COURSE SCHEDULE**

*NOTE: Readings subject to change*

9/25 Introduction & The Scientific Study of Conflict

9/30 Systemic Level Theories

10/2 Dyadic Level Theories

10/7 Dangerous Dyads: Territory

10/9 Dangerous Dyads: Alliances

10/14 Dangerous Dyads: Arms Races

10/16 Dangerous Dyads: Rivalry

10/21 Dangerous Dyads: Steps to War Model

10/23 Dangerous Dyads: Domestic Factors

10/28 ***Midterm 1***

10/30 Peaceful Dyads: Democratic Peace

11/4 Peaceful Dyads: Trade & IGOs

11/6 Peaceful Dyads: Power Preponderance

11/11 Peaceful Dyads: Territorial Peace

11/13 Peaceful Dyads: Nuclear Weapons

11/18 Organizational Models & Decision-Making Models & Causes of Civil War

11/20 ***Midterm 2***

11/25 **No class: Early Thanksgiving Break**

#### **READINGS (LT = LEVY AND THOMSON, MV = MITCHELL AND VASQUEZ)**

9/25	<p><b>INTRODUCTION</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"><li>- LT Chapter 1</li><li>- MV Chapter 1</li></ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"><li>- Crammer, Menninga, and Mucha, 2015, “Kantian fractionalization predicts the conflict propensity of the international system”, <i>Proceedings of the National Academy of Sciences</i></li><li>- Gleditsch, Nils Petter et al. 2013. “The Forum: The Decline of War.” <i>International Studies Review</i> 15(3) 396-419</li><li>- Tanisha M. Fazal. 2014. Dead Wrong?: Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise. <i>International Security</i>, 39(1), pp.95-125</li><li>- Jacqul True. 2015. Winning the Battle but Losing the War on Violence. <i>International Feminist Journal of Politics</i>, 17(4):554-572</li></ul>
9/30	<p><b>SYSTEMIC LEVEL THEORIES</b></p> <p><u>Required:</u></p> <p>LT Chapter 2</p> <p><u>Recommended:</u></p> <ul style="list-style-type: none"><li>- David Lake, 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</li><li>- Mearsheimer and Walt, 2013, “Leaving theory behind: why simplistic hypothesis testing is bad for international relations”, <i>European Journal of International Relations</i> 19(3):427-457</li></ul>

	<ul style="list-style-type: none"> <li>- Amitav Acharya, 2017, "After Liberal Hegemony: The Advent of a Multiplex World Order." <i>Ethics &amp; International Affairs</i> 32(1): 271-285</li> <li>- Evelyn Goh, 2019, "Contesting Hegemonic Order: China in East Asia." <i>Security Studies</i> 28(3): 614-644.</li> </ul>
10/2	<p><b>DYADIC LEVEL THEORIES: DANGEROUS DYADS</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV, Chapter 2 (Bremer) &amp; Editors' Commentary</li> <li>- LT Chapter 3</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Cranmer, Skyler, "A Critique of Dyadic Design." <i>International Studies Quarterly</i> 60(2): 355–62.</li> </ul>
10/7	<p><b>DANGEROUS DYADS: TERRITORY</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV Chapter 3 &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Goemans and Schultz, 2017, "The Politics of Territorial Claims: A Geospatial Approach Applied to Africa" <i>International Organization</i> 17(1) 31-64</li> </ul>
10/9	<p><b>DANGEROUS DYADS: ALLIANCES</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV, Chapter 4 (Leeds) &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." <i>American Journal of Political Science</i> 47(3): 427-439.</li> <li>- Kenwick, Vasquez, and Powers. 2015. "Do Alliances Really Deter?" <i>Journal of Politics</i> 77(4): 943-954</li> </ul>
10/14	<p><b>DANGEROUS DYADS: ARMS RACES</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>MV, Chapter 6 (Sample) &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Richard Stoll, 2014, "To Arms, To Arms: What Do We Know About Arms Races?", Oxford Research Encyclopedia of Politics</li> <li>- Michael Wallace, 1979, "Arms Races and Escalation", <i>Journal of Conflict Resolution</i> 23(1): 3-16</li> <li>- Lewis F. Richardson, 1938, "The Arms Race of 1909-13", <i>Nature</i> 142(3600): 792-793</li> <li>- Gleditsch, Nils Petter. <i>Lewis Fry Richardson: His Intellectual Legacy and Influence in the Social Sciences</i> Edited by Nils Petter Gleditsch. 1st ed. 2020.. Cham: Springer Nature, 2020.</li> </ul>

	<b>DANGEROUS DYADS: RIVALRY</b>
10/16	<p><u>Required:</u></p> <p>- MV, Chapter 5 (Klein et al) &amp; Editors' Commentary</p> <p><u>Recommended:</u></p> <p>- Lektzian, Prins, and Souva, 2010, "Territory, River, and Maritime Claims in the Western Hemisphere: Regime Type, Rivalry, and MIDs from 1901 to 2000." <i>International Studies Quarterly</i> 54(4): 1073-1098.</p> <p>- Colaresi and Thompson. 2002 "Strategic Rivalries, Protracted Conflict, and Crisis Escalation." <i>Journal of Peace Research</i> 39(3):263-287</p> <p>- Kelly Kadera, 2001, <i>The Power-Conflict Story: A Dynamic Model of Interstate Rivalry</i>, Ann Arbor: University of Michigan Press.</p> <p>- Bomi Lee, 2023, "Triangles, Major Powers, and Rivalry Duration", <i>The Journal of conflict resolution</i> 67(6):1128-1154</p>
10/21	<p><b>DANGEROUS DYADS: STEPS TO WAR MODEL</b></p> <p><u>Required:</u></p> <p>- MV, Chapter 7 (Senese &amp; Vasquez) &amp; Editors' Commentary</p> <p><u>Recommended:</u></p> <p>- Colaresi, Michael P, and William R Thompson. 2005. "Alliances, Arms Buildups and Recurrent Conflict: Testing a Steps-to-War Model." <i>The Journal of Politics</i> 67(2): 345–64.</p>
10/23	<p><b>DANGEROUS DYADS: DOMESTIC FACTORS</b></p> <p><u>Required:</u></p> <p>LT, Chapter 4, pages 83-104 MV, Chapter 8 (Mitchell &amp; Prins) &amp; Editors' Commentary</p>
10/28	<b>MIDTERM 1</b>
10/30	<p><b>PEACEFUL DYADS: DEMOCRATIC PEACE</b></p> <p><u>Required:</u></p> <p>- LT, Chapter 4, pages 104-127 - MV, Chapter 9 (Oneal &amp; Russett) &amp; Editors' Commentary</p> <p><u>Recommended:</u></p> <p>- Lai and Slater, 2006, "Institutions of the Offensive: Domestic Sources of Dispute Initiation in Authoritarian Regimes, 1950–1992", <i>American journal of political science</i> 50 (1):113-126</p>
11/4	<p><b>PEACEFUL DYADS: TRADE &amp; IGOs</b></p> <p><u>Required:</u></p> <p>- MV, Chapter 10 (Barbieri) &amp; Editors' Commentary</p> <p><u>Recommended:</u></p>

	<ul style="list-style-type: none"> <li>- Anderson, Mitchell, and Schilling. 2016. "Kantian Dynamics Revisited: Time Varying Analyses of Dyadic IGO-Conflict Relationships." <i>International Interactions</i> 42(4): 644-676</li> <li>- Gartzke and Weisiger, 2014, "Under construction: Development, democracy, and difference as determinants of systemic liberal peace". <i>International Studies Quarterly</i>, 58(1), pp.130-145</li> <li>- Finnemore and Sikkink, 1998. "International Norm Dynamics and Political Change." <i>International Organization</i> 52(4): 887- 917</li> </ul>
11/6	<p><b>PEACEFUL DYADS: POWER PREPONDERANCE</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV, Chapter 11 (Reed) &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Lemke and Werner, 1996, "Power Parity, Commitment to Change, and War" <i>International Studies Quarterly</i> 40:235-260</li> <li>- Hans Morgenthau, 1976, <i>Politics Among Nations</i>, New York: Knopf</li> <li>- A.F.K. Organki, 1968, <i>World Politics</i>, New York: Knopf</li> </ul>
11/11	<p><b>PEACEFUL DYADS: TERRITORIAL PEACE</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV, Chapter 12 (Gibler) &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Owsiaik and Mitchell, 2019, "Conflict management in land, river, and maritime claims." <i>Political Science Research and Methods</i> 7(1): 43-61.</li> </ul>
11/13	<p><b>PEACEFUL DYADS: NUCLEAR WEAPONS</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- MV, Chapter 13 (Asal &amp; Beardsley) &amp; Editors' Commentary</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>- Nina Tannenwald, 1999, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," <i>International Organization</i> 53: 433-468.</li> <li>- Fuhrmann and Kreps, 2010, "Targeting Nuclear Weapons on War and Peace", <i>Journal of Conflict Resolution</i> 54(6) 831-859</li> </ul>
11/18	<p><b>ORGANIZATIONAL MODELS</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>LT, Chapter 6</li> </ul> <p><b>CAUSES OF CIVIL WAR</b></p> <p><u>Required:</u></p> <ul style="list-style-type: none"> <li>- LT, Chapter 7</li> </ul> <p><u>Recommended:</u></p>

- Cunningham and Lemke, 2013, “Combining Civil and Interstate Wars”, *International Organization* 67(3): 609 - 627
- Fearon and Laitin, 2003, “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97(1): 75-90.
- Collier and Hoeffler, 2004, “Greed and Grievance in Civil War”, *Oxford Economic Papers* 56:563-595

#### **DECISION-MAKING MODELS & OUTCOMES AND CONSEQUENCES**

Required:

- LT, Chapter 5
- MV, Chapter 15 (Bueno de Mesquita & Siverson) & Editors' Commentary
- MV, Chapter 14 (Werner) & Editors' Commentary

Recommended:

- McDermott, Rose and Jacek Kugler. 2001. “Comparing Rational Choice and Prospect Theory Analyses: The US Decision to Launch Operation ‘Desert Storm’, January 1991.” *Journal of Strategic Studies* 24(3): 49-85.

11/20

**MIDTERM 2**