

# POSC 3610-001: International Conflict

Steven V. Miller

Spring 2022

E-mail: [svmille@clermson.edu](mailto:svmille@clermson.edu)

Office Hours: *on student request*

Office: 〱\_(`〴)\_/〱

Web: [svmiller.com/teaching](http://svmiller.com/teaching)

Class Hours: TR 3:30-4:45 p.m.

Class Room: 113 Brackett Hall

---

## Course Description

The onset, expansion and consequences of inter-state conflict lie at the heart of international relations scholarship. This class will explore these topics, highlighting what we know and what we do not know. We will start by clarifying our concepts and what we mean when we use terms like “dispute” and “war.” We will then review scholarship on some classic concepts and “correlates” of inter-state conflict, like power, alliances, contiguity, and democracy. We will transition to a discussion of what we know about the consequences of conflict, like rivalry relationships, conflict recurrence, and even transitions to peace. We will conclude with a discussion of the frontier of the field, touching on newer topics like leaders in conflict and the nexus between climate change and conflict. Students that complete this class should have a broad overview of prominent quantitative scholarship on the cause of disputes and war in the international system, situating them in scholarship in the “peace science” field.

## Learning Outcomes

1. Define inter-state conflict, militarized interstate disputes, and war.
2. Summarize the basic “correlates” of inter-state conflict.
3. Grasp not just democratic peace theory, but the full implications of the central claim of the peaceful nature of democracies.
4. Understand why states routinely fight each other over the allocation of territory.
5. Read research designs and interpret regression results.

## Course Policies

This section of the syllabus details multiple policies that will be implemented in this class through the semester, some of which may have been required for the university for accreditation purposes or compliance with various federal, state, and university policies. Be advised that continued enrollment in this class constitutes acceptance of the terms outlined in this document.

## Required Readings

Mitchell, Sarah McLaughlin, and John A. Vasquez, eds. 2021. *What Do We Know about War?* 3rd ed. Lanham, MD: Rowman & Littlefield.

## Recommended Readings

Vasquez, John A. 2009. *The War Puzzle Revisited*. New York, NY: Cambridge University Press.

I list this book as “recommended” despite the fact the book will be required for the sake of the research paper. I recommend two options toward obtaining this book instead of overpaying for it at the Clemson University bookstore. One, [the library has this available as a PASCAL eBook](#). Click that link and connect with your Clemson username and password to read the book online. You can even download some chapters as PDFs too. Those, like me, who still enjoy books in hard copy should [get the book on Amazon](#). Amazon will be cheaper than the Clemson University bookstore and it has [two-day shipping for students](#).

## Contact Policy

Clemson University requires us to include our office phone numbers. Most of us do not have office phones. The phone number for the Department of Political Science is 864-656-3233. If, for some reason, a student needs to call me and leave a message, the department’s phone number is the best means to do that (short of releasing my personal cellphone number, which I will not do).

Clemson University offers two different email services. In my case, I can be reached by email at [svmille@clemson.edu](mailto:svmille@clemson.edu) and [svmille@g.clemson.edu](mailto:svmille@g.clemson.edu). I have a *strong* preference for the former and not the latter. I am quicker to respond when reached directly at [svmille@clemson.edu](mailto:svmille@clemson.edu) because the university’s Gmail service has more restrictive SMTP protocols. Students can also contact me through Canvas though Canvas log-in procedures are a hassle, especially when working remotely. Any of these three methods—an email to [svmille@clemson.edu](mailto:svmille@clemson.edu), an email to [svmille@g.clemson.edu](mailto:svmille@g.clemson.edu), or Canvas—are adequate to send a message to me but a simple email to [svmille@clemson.edu](mailto:svmille@clemson.edu) will make it easier for me to respond to you.<sup>1</sup>

## Prerequisites

Sophomore standing is this class’ only prerequisite. The instructor assumes completion of POSC 1020, but this is only this instructor’s assumption and not a formal prerequisite.

## Required Materials

Successful completion of the course requires ownership or reliable access to a computer and some kind of word processing program for writing the paper.

<sup>1</sup>Do not be surprised when I use Canvas for classwide emails. Basically, I prefer Canvas for sending classwide email but still prefer a direct email to [svmille@clemson.edu](mailto:svmille@clemson.edu) for one-on-one correspondence.

## Required Technical Skills

This class assumes some level of literacy with a computer. The student should know how to do basic tasks on a computer, like checking email, using a web browser, and preparing documents in some type of word processor typesetting program. If you feel you do not possess these skills, consider taking a short computer course prior to enrolling in an online course.

The class has a minimal Canvas component as well. Students who do not feel comfortable with Canvas should contact [ithelp@clermson.edu](mailto:ithelp@clermson.edu) or visit [CCIT's website](#).

Quantitative literacy is an implicit assumption in this class. The material I present in lecture, and that you will read in advance of lecture, will routinely feature regressions. I am not asking you to implement a regression yourself. However, I am asking you to be able to parse a regression table and relay the results you see to the theoretical argument advanced by the author or at stake in some debate. This takes practice; in practice, it means I am making you read the “Results” section of a journal article and not skip it. Students are responsible for the full scope of material I assign. I have two posts on my blog—<http://svmiller.com/blog/>—that are useful information here (and required reading for the first week of the class). I include these in a list below. The third item you see in the list below is also recommended.

- [Reading a Regression Table: A Guide for Students](#)
- [What Do We Know About British Attitudes Toward Immigration? A Pedagogical Exercise of Sample Inference and Regression](#)
- [The Normal Distribution, Central Limit Theorem, and Inference from a Sample](#)

This class also includes readings every week that can be obtained from the university’s library service. I assume students know how to do this. Students who do not know how to use the library’s service to retrieve electronic copies of journal articles should contact [ithelp@clermson.edu](mailto:ithelp@clermson.edu) or visit [CCIT's website](#) for assistance. I also include the following guide below for using Google Scholar for this purpose.

- [Set Up Google Scholar to Find Class Readings on Your Syllabus](#)

## Major Assessment/Grading Activities

- **20%** of your grade will be determined by your attendance and participation in class. See the “grading policies” section of the syllabus for more information.
- **20%** of your grade will be determined by a midterm to be administered on **Thursday, March 3** during normal class hours. There will be **NO** make-ups.
- **20%** of your grade will be determined by a research paper you will write. The paper will focus on the “Steps to War” argument (see: the required reading). You will summarize Vasquez’ (2009) “Steps to War” argument and apply it to a specific war from a list of wars that I will provide. You can choose which war you want to summarize though space is finite and I will assign topics on a first-come-first-served basis. This paper must be submitted through *Turnitin* on the Canvas module for the course *before Saturday, April 16, 9 a.m.*<sup>2</sup> I will distribute more specific information about the paper and the list of wars from which to choose through Canvas and on the course website early in the semester.

<sup>2</sup>Allow me to reiterate what this means. A paper submitted at nine hours, zero minutes, and zero seconds is *late* by this interpretation. Do not assume your laptop’s clock perfectly coincides with the system’s time or atomic time.

- **40%** of your grade will be determined by a final exam. Clemson University has scheduled this final exam on **Friday, May 6, 11:30 a.m.-2:00 p.m.** There will be **NO** make-ups.

## Grading Scale

The grading scale for this class is fairly boilerplate and students should be able to infer it on their own. Here it is for clarity.

Table 1: The Grading Scale for This Class

Letter	Percentage
A	90-100+
B	80-89
C	70-79
D	60-69
F	0-59

## Grading Policies

The following section of the syllabus will outline the various grading policies associated with the course. I'll summarize a few here. First, students can expect that the turnaround on exams and the paper should be about 10 days, or thereabouts. Enrollment in these classes is capped at 50 and a 10-day turnaround would allow me to average about five exams/papers a day. This is a reasonable workload for me and allows me to offer comprehensive feedback where appropriate. Second, do not expect me to round up grades. I round down, not up, and will not bend an 89.5 (a B) to a 90 (an A). Further, be advised that I have a reputation of being a harsh grader, especially on exams. I prioritize precision in language in order to fully communicate to me that you understood the question/prompt I gave you. I will start deducting points on things like exam answers and written papers when students are vague or noncommittal in their answers or text.

### *Absences, Attendance, and Participation Policy*

Pre-pandemic attendance policies for my class would otherwise greatly emphasize the importance of attending class and attending lectures. To be fair, these are still important. Every semester from Fall 2014 to Fall 2019, I would collect attendance records from all my classes and regress the student's final grade on the percentage of classes they attended. Generally, the relationship here is quite strong. All else equal, each missed class coincided with an estimated decrease of about 5 percentage points in a student's final grade, adjusting for the given attendance/participation policy of the class. It is still in your interest to attend class as I think sitting down and dedicating your time and energy to the lecture will improve your educational experience. Please make it a point to do this to the best of your abilities.

However, this is very much a new educational reality the pandemic has brought. Every class session, I will disseminate a roll sheet and ask you to initial your name next to it. This is for record-keeping, and to meet various university reporting requirements.<sup>3</sup> There is no formal attendance policy here, other than "please try

<sup>3</sup>Any professor at Clemson who gives a failing grade to a student must report the date of last recorded attendance with the failing

to attend.” There is no formal participation policy either, other than “please try to participate.” In practice, the percentage of the grade associated with attendance and participation is now just a cushion to account for my peculiarities as a grader. Please make this class experience a positive one for you, and please feel empowered to attend, ask, and engage it allows an escape from an otherwise grisly, shared reality.

### *Late Work and Make-up Policy*

The formal policy here is, all else equal, there are **NO** make-ups for missed exams or work that does not meet a set deadline given in the syllabus. This otherwise rigid policy will collide with the reality of higher education during a viral pandemic. With this in mind, it is imperative on the student to be proactive in monitoring their health and any illnesses they may contract. The university is trying to help us (instructors) with a tool that tells us which of you (students) are unable to attend class in person. An email from Provost Bob Jones on 5 January 2022 said this tool should be ready by the second week of classes. Until then, students should continue to notify us (instructors) of absences they can anticipate. Ultimately, the nature of the pandemic and the policies the university is adapting around it make it important that the student be proactive here. Communicate with the university and, where appropriate, instructors about your health status. If you feel you might have COVID-19, please get tested and do not expose me or your classmates.

As a matter of making up lost work or exams, please communicate with the university about documenting absences, illnesses, and isolation/quarantine (I/Q) periods. I will try to accommodate with an appropriate grace period for making up an assignment. I do ask for a measure of promptness from the student. Assuming a student misses the midterm due to an I/Q period, I would ideally like the student to commit to making up the assignment within seven days of when they feel able.

## **University Policies**

The following information pertains to university policies that instructors are compelled to make explicit in the syllabus. Some of these policies, prominently about accessibility and Title IX, are federally mandated. These policies have the desired effect of informing the student about various university policies that may not otherwise be apparent while protecting *both* the student and instructor from potential grievances. Large parts of this section may be copy-pasted from [templates provided by the Office of Teaching Effectiveness and Innovation](#) (OETI) in order to ensure maximum compliance with various federal, state, and university policies. Again, continued enrollment in this class constitutes awareness and acceptance of the terms outlined in this document.

### **Academic Integrity Policy**

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

---

grade. It is also not uncommon for the university to ask professors for wellness checks on various students. Therein, the university asks us to provide the date of last attendance prior to contacting us.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See [the Undergraduate Academic Integrity Policy website](#) for additional information and [the current catalog](#) for the policy.

For graduate students, see [the current graduate student handbook](#) for all policies.

## **Academic Grievances Policy**

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade.

Graduate students follow [the Graduate Student Handbook](#) (per the catalog, "grievances must be filed with the Graduate School within 60 days of the alleged act.")

## **Notification of Absence**

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success via 864-656-0935. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

## **Inclement Weather or Emergency**

Regularly scheduled exams and assignments may need to be adjusted based on unforeseen circumstances. The Faculty Senate Scholastic Policies Committee suggests the following policy, which you may copy into your syllabus: Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

## **Accessibility Policy**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations

due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through their AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process *each* semester and the student, not the instructor, must take the lead on initiating this process.

You can access further information at [the Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

## **Title IX Policy**

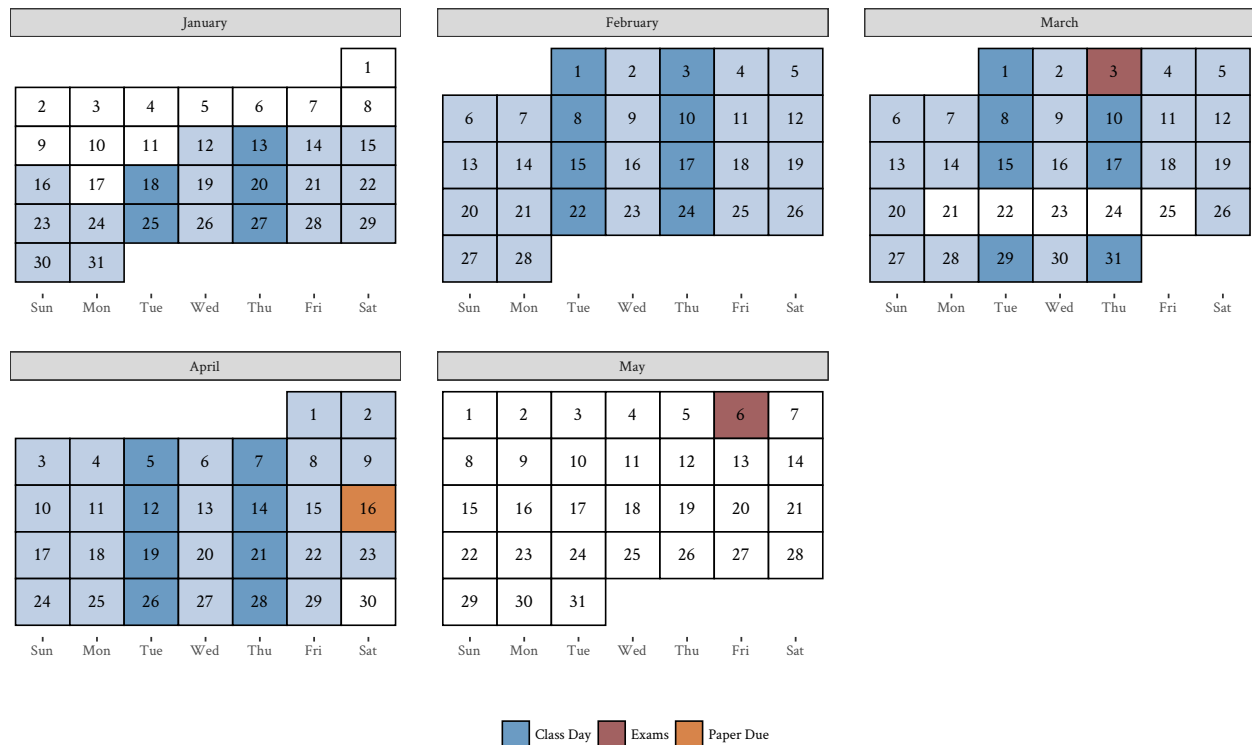
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864.656.0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

## **Emergency Preparedness and Procedures**

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson Police Department. [Visit here for information about safety](#).

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for emergency alerts
2. [Download the Rave Guardian app to your phone](#)
3. [Learn what you can do to prepare yourself in the event of an active threat](#)



*Notable dates: SPSA 2021 (7 January), Spring Break (15-19 March)*

Figure 1: A Calendar for POSC 3610 (Spring 2022)

## Class Schedule

Class readings are subject to change, contingent on mitigating circumstances and the progress we make as a class. Students should attend lectures, check their e-mail, and follow the course website to keep track of any changes to the schedule. Weeks corresponding with midterms will have the exams on Thursday preceded by an in-class review on Tuesday. The calendar below outlines the plan and highlights important dates for the semester. Dates within the semester that correspond with university holidays or in which the professor will be out of town are whitened out.

Readings that are chapters in books or otherwise come without page numbers will be disseminated by the instructor on Canvas. Check the “Files” tab on Canvas for those.

### Week 01, 01/10 - 01/14: Syllabus Day

Read *all* associated documents on course website.

- [Taking Good Notes](#)
- [Dos and Dont's of Writing for Students](#)
- [Assorted Tips for Students on Writing Research Papers](#)
- [Exam Grading Policy](#)
- [Fun with Attendance and Grades \(i.e. Students Should Attend Class\)](#)



## Week 02, 01/17 - 01/21: Identifying Militarized Confrontations and Wars (WDWKAW, Chp. 16)

*I like to implore students to “say what you mean and mean what you say.” This week will make sure we say what we mean and mean what we say when we use terms like “conflict”, “war”, “dispute”, and so on.*

Bremer, Stuart A. 1992. “Dangerous Dyads: Conditions Affecting the Likelihood of Interstate War, 1816-1965.” *Journal of Conflict Resolution* 36(2): 309–41.

Diehl, Paul F. 2006. “Just a Phase?: Integrating Conflict Dynamics over Time.” *Conflict Management and Peace Science* 23(3): 199–210.

Gibler, Douglas M., and Steven V. Miller. Forthcoming. “The Militarized Interstate Confrontation (MIC) Dataset, 1816-2010.” *Journal of Conflict Resolution*.

Gibler, Douglas M., Steven V. Miller, and Erin K. Little. 2016. “An Analysis of the Militarized Interstate Dispute (MID) Dataset, 1816-2001.” *International Studies Quarterly* 60(4): 719–30.

Jones, Daniel M., Stuart A. Bremer, and J. David Singer. 1996. “Militarized Interstate Disputes, 1816-1992: Rationale, Coding Rules, and Empirical Patterns.” *Conflict Management and Peace Science* 15(2): 163–213.

Sarkees, Meredith Reid, Frank Whelon Wayman, and J. David Singer. 2003. “Inter-State, Intra-State, and Extra-State Wars: A Comprehensive Look at Their Distribution over Time.” *International Studies Quarterly* 47(1): 49–70.

## Week 03, 01/24 - 01/28: Systemic Theorizing and Power (WDWKAW, Chp. 2)

*This week will serve two purposes. First, it will introduce students to the topic of “power”, the most ubiquitous concept in the study of international conflict. Second, it will serve as a discussion for why we eschew systemic theorizing on this point. Critiques from Vasquez (1997, 2002) and Wagner (2007, 2010) feature prominently here.*

Bueno de Mesquita, Bruce. 1988. “The Contribution of Expected Utility Theory to the Study of International Conflict.” *The Journal of Interdisciplinary History* 18(4): 629–52.

Forsberg, Tuomas. 2011. “Power in International Relations: An Interdisciplinary Perspective.” In *International Studies: Interdisciplinary Approaches*, eds. Pami Aalto, Vilho Harle, and Sami Moisio. New York, NY: Palgrave Macmillan.

Sample, Susan G. 2018. “Power, Wealth, and Satisfaction: When Do Power Transitions Lead to Conflict?” *Journal of Conflict Resolution* 62(2): 1905–31.

Singer, David J. 1987. “Reconstructing the Correlates of War Dataset on Material Capabilities of States, 1816-1985.” *International Interactions* 14(1): 115–32.

Vasquez, John. 2002. “Realism and the Study of Peace and War.” In *Millennial Reflections on International Studies*, eds. Michael Brecher and Frank P. Harvey. Ann Arbor, MI: University of Michigan Press, 79–94.

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.

Wagner, R. Harrison. 2007. "The Theory of International Politics." In *War and the State: The Theory of International Politics*, 2–52.

———. 2010a. "War and the State: A Synopsis." *International Theory* 2(2): 283–87.

———. 2010b. "War and the State: Reply to Comments." *International Theory* 2(2): 343–50.

#### **Week 04, 01/31 - 02/04: Contiguity and Territory (WDWKAW, Chp. 1)**

*We start with the strongest correlate of conflict: contiguity. Previously thought to be a condition of opportunity or increased interactions, we know now neighbors fight because they are more likely to contest the allocation of territory between them.*

Diehl, Paul F. 1992. "What Are They Fighting for? The Importance of Issues in International Conflict Research." *Journal of Peace Research* 29(3): 333–44.

Miller, Steven V., Jaroslav Tir, and John A. Vasquez. 2020. "Geography, Territory, and Conflict." In *Oxford Research Encyclopedia of International Studies*, Oxford University Press.

Senese, Paul D., and John A. Vasquez. 2003. "A Unified Explanation of Territorial Conflict: Testing the Impact of Sampling Bias, 1919-1992." *International Studies Quarterly* 47(2): 275–98.

Vasquez, John A. 1995. "Why Do Neighbors Fight? Proximity, Interaction or Territoriality?" *Journal of Peace Research* 32(3): 277–93.

#### **Week 05, 02/07 - 02/11: Democracies and International Conflict (WDWKAW, Chps. 8-9)**

*The "closest thing to an empirical law in all of political science", the democratic peace research program points to the peculiar way in which democracies behave in the study of international conflict. The statistical evidence here is strong even if not everyone is convinced of this research program (see the two chapters in WDWKAW).*

Altman, David, Federico Rojas-de-Galarreta, and Francisco Urdinez. 2021. "An Interactive Model of Democratic Peace." *Journal of Peace Research* 58(3): 384–98.

Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93(4): 791–807.

Choi, Seung-Whan. 2011. "Re-Evaluating Capitalist and Democratic Peace Models." *International Studies Quarterly* 55(3): 759–69.

Dafoe, Allan. 2011. "Statistical Critiques of the Democratic Peace: Caveat Emptor." *American Journal of Political Science* 55(2): 247–62.

Dafoe, Allan, John R. Oneal, and Bruce Russett. 2013. "The Democratic Peace: Weighing the Evidence and Cautious Inference." *International Studies Quarterly* 57(1): 201–14.

Imai, Kosuke, and James Lo. 2021. "Robustness of Empirical Evidence for the Democratic Peace: A Nonparametric Sensitivity Analysis." *International Organization* 75(3): 901–19.

Maoz, Zeev, and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87(3): 624–38.

Ray, James Lee, and Allan Dafoe. 2018. "Democratic Peace Versus Contractualism." *Conflict Management and Peace Science* 35(2): 193–203.

### **Week 06, 02/14 - 02/18: Alliances and Deterrence (WDWKAW, Chp. 3)**

*Do alliances cause war or peace? States sign them for security assurances, to alter the (ex ante) balance of power should war occur, and to prepare themselves for war (if it were to happen). Whether this achieves a peaceful balance of power is a matter of debate.*

Johnson, Jesse C., and Brett Ashley Leeds. 2011. "Defense Pacts: A Prescription for Peace?" *Foreign Policy Analysis* 7(1): 45–65.

Kenwick, Michael R., and John A. Vasquez. 2017. "Defense Pacts and Deterrence: Caveat Emptor." *Journal of Politics* 79(1): 329–34.

Kenwick, Michael R., John A. Vasquez, and Matthew A. Powers. 2015. "Do Alliances Really Deter?" *Journal of Politics* 77(4): 943–54.

Lai, Brian, and Dan Reiter. 2000. "Democracy, Political Similarity, and International Alliances, 1816-1992." *Journal of Conflict Resolution* 44(2): 203–27.

Leeds, Brett Ashley. 2003. "Alliance Reliability in Times of War: Explaining State Decisions to Violate Treaties." *International Organization* 57(4): 801–27.

Leeds, Brett Ashley, and Jesse C. Johnson. 2017. "Theory, Data, and Deterrence: A Response to Kenwick, Vasquez, and Powers." *Journal of Politics* 79(1): 335–40.

Morgan, T. Clifton, and Glenn Palmer. 2003. "To Protect and to Serve: Alliances and Foreign Policy Portfolios." *Journal of Conflict Resolution* 47(2): 180–203.

Morrow, James D. 2000. "Alliances: Why Write Them Down?" *Annual Review of Political Science* 3: 63–84.

———. 2017. "When Do Defensive Alliances Provoke Rather Than Deter?" *Journal of Politics* 79(1): 341–45.

Smith, Alastair. 1995. "Alliance Formation and War." *International Studies Quarterly* 39(4): 405–25.

### **Week 07, 02/21 - 02/25: Arms Races (WDWKAW, Chp. 4)**

*"If you want peace, prepare for war" is a famous aphorism in the profession and the debate about whether arms races lead to peace or war was one of the biggest empirical debates in IR in the 1980s. We review these findings and their implications this week.*

Bolks, Sean, and Richard J. Stoll. 2000. "The Arms Acquisition Process: The Effect of Internal and External Constraints on Arms Race Dynamics." *Journal of Conflict Resolution* 44(5): 580–603.

Diehl, Paul F. 1983. "Arms Races and Escalation: A Closer Look." *Journal of Peace Research* 20(3): 205–12.

Gibler, Douglas M., Toby J. Rider, and Marc L. Hutchison. 2005. "Taking Arms Against a Sea of Troubles: Conventional Arms Races During Periods of Rivalry." *Journal of Peace Research* 42(2): 131–47.

Rider, Toby J. 2009. "Understanding Arms Race Onset: Rivalry, Threat, and Territorial Competition." *Journal of Politics* 71(2): 693–703.

Sample, Susan G. 1997. "Arms Races and Dispute Escalation: Resolving the Debate." *Journal of Peace Research* 34(1): 7–22.

Wallace, Michael D. 1982. "Armaments and Escalation: Two Competing Hypotheses." *International Studies Quarterly* 26(1): 37–56.

## **Week 08, 02/28 - 03/04: MIDTERM 1**

### **Week 09, 03/07 - 03/11: War Outcomes and War Consequences (WDWKAW, Chp. 7)**

*What are the consequences of fighting? Conceptually, fighting is a costly lottery that imposes costs on participants that cannot be recouped ex post, but even here there is some disagreement about what exactly this looks like.*

Bueno de Mesquita, Bruce, Randolph M. Siverson, and Gary Woller. 1992. "War and the Fate of Regimes: A Comparative Analysis." *American Political Science Review* 86(3): 638–46.

Fazal, Tanish M. 2014. "Dead Wrong?: Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise." *International Security* 39(1): 95–125.

Koubi, Vally. 2005. "War and Economic Performance." *Journal of Peace Research* 42(1): 67–82.

Organski, A. F. K., and Jacek Kugler. 1977. "The Costs of Major Wars: The Phoenix Factor." *American Political Science Review* 71(4): 1347–66.

Rasler, Karen A., and William R. Thompson. 1985. "War Making and State Making: Governmental Expenditures, Tax Revenues, and Global Wars." *American Political Science Review* 79(2): 491–507.

Thompson, William R. 1993. "The Consequences of War." *International Interactions* 19(1-2): 125–47.

### **Week 10, 03/14 - 03/18: Rivalries and Conflict Recurrence (WDWKAW, Chp. 5)**

*Students will learn that conflict is not independent and identically distributed. Rivalry relationships emerge around conflict that make conflict more likely to recur.*

Goertz, Gary, and Paul F. Diehl. 1993. "Enduring Rivalries: Theoretical Constructs and Empirical Patterns." *International Studies Quarterly* 37(2): 147–71.

Klein, James P., Gary Goertz, and Paul F. Diehl. 2006. "The New Rivalry Dataset: Procedures and Patterns." *Journal of Peace Research* 43(3): 331–48.

Quackenbush, Stephen L. 2010. "Territorial Issues and Recurrent Conflict." *Conflict Management and Peace Science* 27(3): 239–52.

Quackenbush, Stephen L., and Jerome F. Venteicher. 2008. "Settlements, Outcomes, and the Recurrence of Conflict." *Journal of Peace Research* 45(6): 723–42.

Thompson, William R. 2001. "Identifying Rivals and Rivalries in World Politics." *International Studies Quarterly* 45(4): 557–86.

**Week 11, 03/21 - 03/25: SPRING BREAK****Week 12, 03/28 - 04/01: Leaders and Conflict (WDWKAW, Chp. 14)**

*This week starts a pivot toward newer topics in the study of international conflict, beginning with a discussion of leaders. Increasingly, scholars are paying attention to the attributes of leaders because leaders, not “states”, make decisions that initiate or escalate disputes.*

Bak, Daehee, and Glenn Palmer. 2010. “Testing the Biden Hypothesis: Leader Tenure, Age and International Conflict.” *Foreign Policy Analysis* 6(3): 257–73.

Chiozza, Giacomo, and H. E. Goemans. 2004. “International Conflict and the Tenure of Leaders: Is War Still”Ex Post” Inefficient?” *American Journal of Political Science* 48(3): 604–19.

Ellis, Cali Mortenson, Michael C. Horowitz, and Allan C. Stam. 2015. “Introducing the LEAD Data Set.” *International Interactions* 41(4): 718–41.

Goemans, Henk E., Kristian Skrede Gleditsch, and Giacomo Chiozza. 2009. “Introducing Archigos: A Dataset on Political Leaders.” *Journal of Peace Research* 46(2): 269–83.

Horowitz, Michael C., and Allan C. Stam. 2014. “How Prior Military Experience Influences the Future Militarized Behavior of Leaders.” *International Organization* 68(3): 527–59.

Wolford, Scott. 2007. “The Turnover Trap: New Leaders, Reputation, and International Conflict.” *American Journal of Political Science* 51(4): 772–88.

———. 2012. “Incumbents, Successors, and Crisis Bargaining: Leadership Turnover as a Commitment Problem.” *Journal of Peace Research* 49(4): 517–30.

**Week 13, 04/04 - 04/08: Financing Conflict (WDWKAW, Chp. 15)**

*War costs money and only recently have scholars invested considerable energy into understanding how states finance conflict. We discuss these findings here.*

Cappella Zielinski, Rosella, Benjamin O. Fordham, and Kaija E. Schilde. 2017. “What Goes up, Must Come down? The Asymmetric Effects of Economic Growth and International Threat on Military Spending.” *Journal of Peace Research* 54(6): 791–805.

DiGiuseppe, Matthew. 2015. “The Fiscal Autonomy of Deciders: Creditworthiness and Conflict Initiation.” *Foreign Policy Analysis* 11(3): 317–38.

DiGiuseppe, Matthew R. 2015. “Guns, Butter, and Debt: Sovereign Creditworthiness and Military Expenditures.” *Journal of Peace Research* 52(5): 680–93.

Norrlof, Carla, and William C. Wohlforth. 2019. “Is US Grand Strategy Self-Defeating? Deep Engagement, Military Spending, and Sovereign Debt.” *Conflict Management and Peace Science* 36(3): 227–47.

Poast, Paul. 2015. “Central Banks at War.” *International Organization* 69(1): 63–95.

Schultz, Kenneth A., and Barry R. Weingast. 2003. “The Democratic Advantage: Institutional Foundations of Financial Power in International Competition.” *International Organization* 57(1): 3–42.

**Week 14, 04/11 - 04/15: Cyber Conflict (WDWKAW, Chp. 12)**

*Changing technology has brought on changing frontiers of conflict. We review these implications here, cautioning that “cyber conflict” fears are often overblown but nevertheless perceptions of these new frontiers can alter leader behavior.*

Farwell, James P., and Rafal Rohozinski. 2011. “Stuxnet and the Future of Cyber War.” *Survival* 53(1): 23–40.

Gartzke, Erik. 2013. “The Myth of Cyberwar: Bringing War in Cyberspace Back down to Earth.” *International Security* 38(2): 41–73.

Valeriano, Brandon, and Ryan C. Maness. 2012. “The Fog of Cyberwar: Why the Threat Doesn’t Live up to the Hype.” *Foreign Affairs*. <https://www.foreignaffairs.com/articles/2012-11-21/fog-cyberwar>.

———. 2014. “The Dynamics of Cyber Conflict Between Rival Antagonists, 2001–11.” *Journal of Peace Research* 51(3): 347–60.

Zeitsoff, Thomas. 2017. “How Social Media Is Changing Conflict.” *Journal of Conflict Resolution* 61(9): 1970–91.

**Week 15, 04/18 - 04/22: The Environment and a Changing Climate for Conflict (WDWKAW, Chp. 13)**

*Environmental factors move slowly over time, but climate change is amounting to a slow-moving disaster accelerating in our lifetime. The implications for conflict here are major and important, even if there is not a whole lot to say definitively about this connection yet.*

Buhaug, Halvard. 2016. “Climate Change and Conflict: Taking Stock.” *Peace Economics, Peace Science and Public Policy* 22(4): 331–38.

Cranmer, Skyler J., and Randolph M. Siverson. 2008. “Demography, Democracy and Disputes: The Search for the Elusive Relationship Between Population Growth and International Conflict.” *Journal of Politics* 70(3): 794–806.

Gartzke, Erik. 2012. “Could Climate Change Precipitate Peace?” *Journal of Peace Research* 49(1): 177–92.

Mirimanova, Natalia, Camilla Born, Pernilla Nordqvist, and Karolina Eklöv. 2018. “Central Asia: Climate-Related Security Risk Assessment.”

Nord, Ragnhild, and Nils Petter Gleditsch. 2007. “Climate Change and Conflict.” *Political Geography* 26(4): 627–38.

Salehyan, Idean. 2008. “From Climate Change to Conflict? No Consensus Yet.” *Journal of Peace Research* 45(3): 315–26.

———. 2014. “Climate Change and Conflict: Making Sense of Disparate Findings.” *Political Geography* 43(1): 1–5.

Tir, Jaroslav, and Paul F. Diehl. 1998. “Demographic Pressure and Interstate Conflict: Linking Population Growth and Density to Militarized Disputes and Wars, 1930–89.” *Journal of Peace Research* 35(3): 319–39.

**Week 16, 04/25 - 04/29: What Do We Know About War? (WDWKAW, Chps. 17-19)**

*This week will take inventory of what we learned over the semester, including what we know with strong certainty, what we once knew but think might be changing, and what are the new frontiers of study. A graduate version of this class may have student seminar presentations this week as well.*