INR 4060: Causes of War

Tuesdays and Thursdays 10:30 - 11:45am - - Fall 2016

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu) Office Hours: Tuesdays 12-2p @

Teaching Assistant: () Office Hours: By Appt. @

Course Description

War – organized armed conflict between two or more groups that results in persistent casualties – whether between countries, within them or otherwise, has been a constant reminder of humanity's baser instincts throughout history. While it is no longer an ever-present fear on our minds, as it was during the Cold War and before, armed conflict continues around the world. The goal of this class is to explore what defines both modern and pre-modern warfare, whether it be conflicts between or within states, and to assess the factors that scholars of conflict have developed for explaining the onset of both interstate and intrastate war.

A secondary goal of the class is to develop concrete analytic and writing skills for you: the student. Half of the grade for this course is based on developing and writing a research paper or policy brief related to the course topic. This writing assignment should not only be used to demonstrate mastery of the content, but to bolster skills that are in-demand by real world employers, such as producing analytic research, synthesizing research into policy proposals and generally being to evaluate evidence based on prior views on a subject and develop either suggestions or improvements as a result. Whether you are familiar or new to writing research papers or policy briefs, I strongly encourage you to not only work on this assignment as part of a class grade, but as something that you could use to demonstrate what you've learned in college to either graduate schools or real-world employers.

Just a note: there are many, many, many theories of war. We are just getting a sampling in this class. If you're interested, a scholar named Jack Levy has put together a far more comprehensive (100-page long) thematic review of the research that has been done on interstate war and the resultant theories. It is available here.

Assignments

Final Paper

The final paper is intended for students to apply some of the theories that they have learned about in class to real-life wars that have occurred or are occurring around the world. There are two options for the paper:

1. **Research Paper**: Use theories that we have learned in class or from scholarly research to explain why a particular international or civil war took place and adjudicate which theory does the best job of explaining this conflict onset. You can choose any conflict from any period of time. More details on the requirements during the research paper tutorial!

2. **Policy Brief**: Apply one theory that we have learned about in class to explaining an *ongoing* international or civil conflict (or some mix of the two) and propose policies on how that the application of that theory to how the conflict started can be used to end the conflict. More details on the requirements during the policy brief tutorial!

All papers should be at least 15 pages in length, excluding citations, double-spaced with 12 point font and one-inch margins and cite at least **ten** sources using either MLA (parenthetical) or endnote style. Papers MUST have in-text citations. Papers are due Saturday, December 10 at 11:59pm to Turnitin.com.

Topic Approval

1. **Research Paper**: Submit research question, argument and **four** pieces of outside work that you are citing AND receive my approval.

2. **Policy Brief**: Submit thesis, argument about why your policy choice is superior and **four** pieces of outside work that you are citing AND receive my approval.

Topics for papers MUST be submitted for approval by **October 17** at 11:59 PM for full credit. You lose one point for every day that the topic is late (of a maximum of five points). Students must submit any revisions within 3 days of reply.

Presentation

ALL students must give an 8-10 minute presentation on their paper during the final week of the class. More information on presentations during week 3 tutorial!

Plagiarism

There is a ZERO tolerance policy on plagiarism. If you are found having copied any substantial portion of your paper from other sources without having first accredited them, you will either have large amounts of points deducted from your paper grade or will fail the class altogether. Self-plagiarism is still plagiarism – you should not reuse substantial portions of earlier papers for this class. I am looking for original work for this assignment. Please consult the UCF Office of Student Conduct's Rules of Conduct for more information.

Exams

There will be two midterm exams throughout the class, intended to test students on the content of the class. They will consist of several short answer questions and a short essay and should take no longer than the length of our regular class time. In total, these two midterm exams will be worth 30 % of the final grade, the highest scoring exam worth 20% and the lowest worth 10%.

Participation

All students are expected to participate in discussions during class or to ask questions during lecture periods. The discussions will involve, but not be limited to, discussion questions posed in the syllabus and the readings. Participation entails both voicing opinions and criticism of the readings assigned for class and topics reviewed in lecture. Off-topic digressions or filibustering are not considered constructive, do not receive credit and are discouraged.

Quizzes

Six quizzes will be randomly administered during classes where there are assigned readings. Each quiz will be worth 2.5 points. One for attendance and half a point for answering each of three short answer or multiple choice questions on the quiz correctly. The four highest scoring quizzes will be worth a total of 10% of your grade. The two lowest scoring quizzes will be dropped. Those who miss three quizzes can submit a *minimum* five-page critical review of readings for one of the missed classes.

Grade Breakdown

Final Paper – 50%:
- Actual Paper – 40%
- Topic Approval – 5%
- Presentation – 5%

Midterms – 30%:
- Higher Scoring Midterm – 20%
- Lower Scoring Midterm – 10%

Quizzes – 10%
Participation – 10%

Course Schedule and Readings

August 23 - Class 1: Introduction: Definition of War

What is war? What has been a defining trend in war over the past 70 years? How can we classify wars? Why is it important to study its causes? What are levels of analysis? How do they relate to the study of the causes of war?

Required:

None

Recommended:

- Steven Pinker, "A History of Violence" The New Republic, March 19, 2007
- Jack S. Levy and William R. Thompson, Causes of War. Chichester, UK: Wiley-Blackwell, 2010. Chap. 1.
- Clausewitz, On War, ed. and trans. by Michael Howard and Peter Paret. Princeton: Princeton University Press, 1976. Book I, chap. 1.
- John A. Vasquez, The War Puzzle Revisited. New York: Cambridge University Press, 2009. Chap. 2.

August 25 - Class 2: Before the Nation-State: Nomads, Horse-Archers and Gunpowder

How were interstate wars different before the age of Westphalia? What sort of cycle does Ibn Khaldoun describe and what are historical examples of this cycle? How did the advent of gunpowder technology affect nomads' abilities to conquer sedentary peoples?

Required:

- Ibn Khaldoun. Al-Muqaddimah. Ch. 2: verses 1-21.
- Chase, Kenneth. 2003. Firearms: A Global History to 1700. Cambridge: Cambridge University Press. pp. 197-210

Recommended:

- David Kang, East Asia Before the West: Five Centuries of Trade and Tribute. New York: Columbia University Press, 2010.

Tutorial 1: Reading Academic Research

August 30 - Class 3: The State, the Nation and Interstate Conflict in the 17-19th Centuries

What were the precursors to the early modern state in Europe? How were these precursors removed? What are some possible reasons that the early modern state emerged as dominant over its competitors. Why is the Peace at Westphalia seen as important? Why might it not be as important as it is made out to be? What role did the state structure have in forming imagined communities? What factor does Anderson state is the most important for forming 'imagined communities'?

Required:

- Spruyt, Hendrik. 1994. The Sovereign State and Its Competitors: An Analysis of Systems Change. Princeton University Press. pp. 34-57.
- Daniel H. Nexon, The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change. Princeton: Princeton University Press, 2009. 262-288. (Ch. 8)
- Anderson, Benedict. 1983. Imagined Communities: Reflections on the Origin and Spread of Nationalism, New York, NY: Knopfe Doubleday. pp. 37-46, 141-153.

Recommended:

- Tilly, Charles. 1990. Coercion, Capital and European States, 990 -1992. New York: Blackwell. Ch. 3.
- Osiander, Andreas. 2001. Sovereignty, International Relations, and the Westphalian Myth, International Organization, 55, 2, pp.251-288.
- Gellner, Ernest. 1983. Nations and Nationalism. Ithaca, NY: Cornell University Press.
- Hobsbawm, E. J. 1990. Nations and Nationalism Since 1780. New York: Cambridge University Press
- Laitin, David. 1998. Identity in Formation, Cornell: Cornell University Press.
- Laitin, David D. 2007. Nations, States, and Violence. New York: Oxford University Press.

September 1 - Class 4: History of Interstate Conflict: World Wars in the 20th Century (Video Conference Class?)

What events led to the beginning of the First World War? The Second World War? Why are these events foundational for our study of conflict? How might the gravity of both conflicts influence the perception of international relations scholars?

Required:

- Gilber, Felix. 1970. The End of the European Era 1890-present. W. W. Norton and Company. skim pp. 28-57, 64-91. Close reading pp. 91-112, 214-243, 263-271.

Recommended:

- Munkler, Herfried. 2007. Empires. Malden, MA: Polity Press.

September 6 - Class 5: System Level Causes: Balance of Power

What does it mean to have a 'balance of power' in the international system? What is the measure of national power that needs to be balanced? How could the desire to 'balance' lead to conflict in the international system? What sorts of imbalances are conflict-prone? Is the balance-of-power evidence supported by historical evidence? What problems do Wohlforth et. al. expose?

Required:

- Mearshiemer, John. 2010. "Structural Realism" in Tim Dunne, Milja Kurki, and Steve Smith, eds., International Relations Theories: Discipline and Diversity, 3rd Edition (Oxford: Oxford University Press, 2013), pp. 77-93.
- William C. Wohlforth, Richard Little, Stuart J. Kaufman, David Kang, Charles A. Jones, Victoria Tin-Bor Hui, Arthur Eckstein, Daniel Deudney, and William L. Brenner. Testing Balance-of-Power Theory in World History European Journal of International Relations. June 2007 13: 155-185.

Recommended:

- Morganthau, Hans. 1948. Politics Among Nations: The Struggle for Power and Peace. McGraw-Hill.
- Robert Gilpin, War & Change in World Politics. New York: Cambridge University Press, 1981. Chap. 5.
- A.F.K. Organski and Jacek Kugler, The War Ledger. Chicago: University of Chicago Press, 1980. pp. 13-28.
- R. Harrison Wagner, "Peace, War, and the Balance of Power." American Political Science Review 88 (September 1994): 593-607
- Jack S. Levy and William R. Thompson, "Balancing on Land and at Sea: Do States Ally Against the Leading Global Power?" International Security, 35, 1 (Summer 2010): 7-43.

SEPTEMBER 8 - CLASS 6: COUNTRY-LEVEL CAUSES: SECURITY DILEMMA

What is the Security Dilemma? How does the security dilemma lead to war according to Waltz? What are criticisms of the Security Dilemma? Where do we see it in international politics? Has it led to war in the cases we have studied? What about other cases?

Required:

- Waltz, Kenneth. 1979. Theory of International Politics. pp. 102-123.
- Wagner, R. Harrison. 2007. War and the State. Ann Arbor, MI: University of Michigan Press. pp. 24-33.

Recommended:

- Richard K. Ashley, "The Poverty of Neorealism," International Organization 38, 2 (1984), pp.225-281.
- Lewis F. Richardson, Arms and Insecurity. Pittsburgh and Chicago: The Boxwood Press and Quadrangle Books, 1960.

Tutorial 2: Writing a Research Paper

SEPTEMBER 13 - CLASS 7: COUNTRY-LEVEL CAUSES: BARGAINING FAILURE

Why does Fearon say that war should not occur in a rational world? What are the three conditions under which war does not occur in the international system? Are these reasonable? What are the three reasons Fearon gives for war occurring as a result of bargaining failure? In what way do these make sense and in what way do they not?

Required:

- James Fearon. 1995. "Rational Explanations of War," International Organization, Vol 49, No. 3. pp. 379-414.

Recommended:

- Geoffrey Blainey, The Causes of War. New York: Free Press, 1973. Chap. 8.

- Erik Gartzke, "War is in the Error Term," International Organization, 53, 3 (1999), pp.567-587.
- R. Harrison Wagner, "Bargaining and War," American Journal of Political Science 44, 3 (2000), pp.469-484.
- Robert Jervis, "War and Misperception," The Journal of Interdisciplinary History, Vol. 18, No. 4 (Spring 1988)
- Robert Powell, "War as a Commitment Problem." International Organization, 60, 1 (Winter 2006), 169-204.
- Branislav L. Slantchev and Ahmer Tarar, "Mutual Optimism as a Rationalist Explanation for War." American Journal of Political Science 55, 1 (January 2011): 135–148

September 15 - Class 8: Country-Level Causes: Ideology, Culture and Religion

How is ideology said to lead to interstate war? In what way can ideology explain what we perceive to be 'balancing' behavior? What is the "Clash of Civilizations" logic entail? In what way is such logic flawed? What evidence can be presented to support flaws in this logic? Why does Huntington's argument seem compelling at the surface?

Required:

- Mark L. Haas, "Ideological Polarity and Balancing in Great Power Politics." Security Studies 23, 4 (2014): 715-753.
- Giacomo Chiozza, "Is There a Clash of Civilizations? Evidence from Patterns of International Conflict Involvement, 1946-97." Journal of Peace Research, 39, 6 (November 2002): 711-34.

Recommended:

- Moore, Barrington. 1966. Social Origins of Dictatorship and Democracy.
- Samuel P. Huntington, "The Clash of Civilizations?" Foreign Affairs 72 (Summer 1993): 22-49.
- Ron E. Hassner, "To halve and to hold: Conflicts over sacred space and the problem of indivisibility." Security Studies 12, 4 (2003): 1-33.
- Allan Dafoe, Jonathan Renshon, and Paul Huth, "Reputation and Status as Motives for War," Annual Review of Political Science 17 (2014), 371-93

Tutorial 3: Writing a Policy Brief

September 20 - Class 9: Domestic Politics and Interstate War

What domestic political factors influence whether countries go to war? Why are some autocratic states more likely to go to war than others? Why can imperial ambitions cloud the judgment of either democracies or autocracies? Does the introduction of domestic politics call any of the existing theories we've studied into question?

Required:

- Jack Snyder. 1991. Myths of Empire: Domestic Politics and International Ambition. Ithaca, NY: Cornell University Press. pp. 31-55.
- Jessica Weeks. 2014. "Dictatorships at War and Peace." Ithaca, NY: Cornell University Press. pp. 14-36.

In Class:

- Excerpts from "Cold War 2.0." Vice on HBO.

Recommended:

- Edward D. Mansfield and Jack Snyder, "Democratic Transitions, Institutional Strength, and War." International Organization, 56, 2 (Spring 2002), 297-337.

September 22 - Class 10: Leader-Level Explanations: Organizational Dynamics and Emotions

How can leaders influence whether states go to war with one another? What factors does Stoessinger argue influenced the onset of the First World War? What role can organizational dynamics or bureaucratic politics play in conflict onset? Why are these factors potentially important?

Required:

- Stoessinger, John. 1974. Why Nations Go to War. Wadsworth Cendage Learning. pp. 3-25.
- Jack S. Levy and William R. Thompson, Causes of War. Chichester, UK: Wiley-Blackwell, 2010. Chap. 6: 162-182.

Recommended:

- Graham Allison, "Conceptual Models and the Cuban Missile Crisis," American Political Science Review 63 (1969), pp.689-718

Tutorial 4: How to Give a Presentation

September 27 - Class 11: Why not war? Nuclear Weapons

Why are two states that possess nuclear weapons less likely to fight each other? What advantage do nuclear weapons give to a side in a dispute? Are nuclear weapons a viable solution to preventing interstate wars? Why or why not?

Required:

- Kyle Beardsley and Victor Asal. 2009. "Winning with the Bomb," Journal of Conflict Resolution 53(2): 278-301.
- Kenneth Waltz (2013) "More May be Better" in The Spread of Nuclear Weapons: An Enduring Debate, by Scott Sagan and Kenneth Waltz, p.1-9, 33-40
- Scott Sagan (2013) "More Will be Worse" in The Spread of Nuclear Weapons: An Enduring Debate, by Scott Sagan and Kenneth Waltz, p.41-57, 67-69, 77-81

In Class:

- Fog of War: Eleven Lessons from the Life of Robert McNamara. 2002. Dir. Errol Morris. 6:59 – 20:17

Recommended:

- Todd S. Sechser and Matthew Fuhrmann. 2013. "Crisis Bargaining and Nuclear Blackmail." International Organization. Vol. 67, no. 1. pp. 173 - 195.
- Nina Tannenwald (1999) "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use" International Organization 53.3, p.433-441

September 29 - Class 12: Why not war? Democratic Peace

What is the democratic peace? What are some reasons given for the behavior of democracies toward one another? How do democracies respond if engaged in a dispute with a non-democratic state? What about a war? Why is there no 'autocratic peace'?

Required:

- Bruce Bueno de Mesquita, 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.
- Dan Reiter and Allan C. Stam. 2002. "Democracies at War." Princeton, NJ: Princeton University Press. Ch. 2.

Recommended:

- Matthew White (2005) "Democracies Do Not Make War on One Another...or Do They?"
- David A. Lake, "Powerful Pacifists: Democratic States and War." American Political Science Review 86, 1 (March 1992): 24-37
- Gerald Schneider, "Peace through globalization and capitalism? Prospects of two liberal propositions." Journal of Peace Research 51, 2 (March 2014): 173-183.

October 4 - Class 13: Why not War? Hegemons and Norms

What factors have led to the decline of territorial conquest since the end of the Second World War, according to Fazal? What factors have specifically prevented territorial conquest in post-independence Africa? How has the norm against territorial conquest shaped African politics since then?

Required:

- Fazal, Tanisha. 2007. State Death: The Politics and Geography of Conquest, Occupation, and Annexation, Princeton University Press. 37-63, 102-153 and 182-228.
- Herbst, Jeffrey. States and Power in Africa: Comparative Lessons in Authority and Control. Princeton: Princeton University Press, 2000. 97 - 116.

Recommended:

- Kahler, Miles. Empires, Neo-Empires, and Political Change: The British and French Experience, in The End of Empire? The Transformation of the USSR in Comparative Perspective, ed. by Karen Dawisha and Bruce Parrott. Armonk, NY: M. E. Sharpe, 1997, Chapter 12 (pp. 286-312).

October 6 - Class 14: Midterm 1

October 11 - Class 15: Intrastate Wars: Definition and Distinctions

What are intrastate wars? How do they differ from interstate wars? How are they similar?

Required:

- Sambanis, Nicholas 2004. "What is Civil War? Conceptual and Empirical Complexities of an Operational Definition" Journal of Conflict Resolution. 48 (6): 815-858.

Recommended:

- Stathis N. Kalyvas, "'New' and 'Old' Civil Wars: A Valid Distinction?" World Politics 54, 1 (October 2001): 99-118.

October 13 - Class 16: Case Study: Angolan Civil War

How did the colonial period precede the Angolan Civil War? On what basis were the parties of the conflict divided? How did the Angolan Civil War become an extension of the Cold War?

Required:

- Potter, Bruce D. 1986. The USSR in Third World Conflicts: Soviet Arms and Diplomacy in Local Wars, Cambridge University Press. pp. 147-181.

October 18 - Class 17: Case Study: Syrian Civil War

What was Syria like before 2011? What changed to lead to the 2011 protests? The subsequent conflict? Which groups led the revolution? What issues did those groups have with the Assad regime? How has the conflict developed since inception?

Required:

- Avi Ascher-Shapiro. March 2016 The Young Men Who Started Syria's Revolution Speak About Daraa, Where It All Began VICE News.

In Class:

- Robert King, dir. Ground Zero: Syria - Part 6 - The Free Syrian Army VICE.

October 20 - Class 18: Country-Level Causes: State Weakness and Absence of Interstate Conflict

What is state capacity? Why are 'weaker' states more likely to experience intrastate wars? What might be some issues with making an argument about 'weak' states and civil conflict? Are you convinced by how Fearon and Laitin measure state capacity? What else might their measure of state capacity be picking up?

Required:

- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency and Civil War," American Political Science Review 97 (1): 75-90.

Recommended:

- Miguel, Edward, Shanker Satyanath and Ernest Sergenti. 2004. "Economic Shocks and Civil Conflict: An Instrumental Variables Approach," Journal of Political Economy 112 (4): 725-753.

October 25 - Class 19: Group-Level Causes: Grievances and Relative Deprivation

In what way do grievances apparently lead to rebellion? What is relative deprivation? What psychological processes behind relative deprivation make people more likely to rebel? How do these individual-level psychological factors translate to the group level?

Required:

- Gurr, Ted R. 1970. Why Men Rebel, Princeton: Princeton University Press.

Recommended:

- Skocpol, Theda. 1979. States and Social Revolutions. Cambridge: Cambridge University Press.

October 27 - Class 20: Group-Level Causes: Identity and Horizontal Inequality

What is identity? Why are identity-based hierarchies so prevalent in countries around the world? Why are horizontal inequalities, in particular, more likely to lead to conflict? What role do political institutions play in determining the relevance of certain identity divisions above others?

Required:

- Horowitz, Donald. 1985. Ethnic Groups in Conflict, Berkeley: University of California Press. 141-160, 166-181.
- Frances Stewart, "Horizontal Inequalities and Conflict: An Introduction and some Hypotheses," in Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies, ed. Frances Stewart (Houndmills: Palgrave Macmillan, 2008), 3-24

Recommended:

- King, Charles. 2001. "The Benefits of Ethnic War: Understanding Eurasia's Unrecognized States," World Politics 53 (4): 524-545.
- James D. Fearon and David D. Laitin. 2000. "Violence and the Social Construction of Ethnic Identity," International Organization 54 (4): 845-877.
- Cederman, Lars-Erik, Weidmann, Nils B., and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethno-Nationalist Civil War: A Global Comparison." American Political Science Review 105 (3):478-95.

November 1 - Class 21: Leader-Level Causes: Greed and Natural Resources

How might natural resources contribute to the civil conflict? When we talk about 'greed,' who's greed are we referring to? What role do grievances play according to those that prioritize 'greed'? What civil conflicts are best explained by this theory? What conflicts does the theory struggle to explain?

Required:

- Herschel I. Grossman, 1999. "Kleptocracy and Revolutions." Oxford Economic Papers 51(2):267-83
- Ross, Michael. 2004 "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases" International Organization 58(1):

Recommended:

- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," Oxford Economic Papers 56 (4): 563-595.
- James D. Fearon, "Primary Commodity Exports and Civil War," Journal of Conflict Resolution 49, no. 4 (August 2005): 483-507.

NOVEMBER 3 - CLASS 22: EXOGENOUS CAUSES: CLIMATE CHANGE AND VARIABILITY

What is climate variability? How could climate change and, in particular, greater climate variability lead to conflict? Why do many people say it doesn't? What are some paths by which climate change and/or variability could lead to civil conflict?

Required:

- Burke, Marshall, Edward Miguel, Shanker Satyanath, John Dykemae, and David Lobell. 2009. "Warming Increases the Risk of Civil War in Africa," Proceedings of the National Academy of Sciences 106 (49): 20670-20674.
- Buhaug, Halvard. 2011. "Climate Not to Blame for African Civil Wars," Proceedings of the National Academy of Sciences 107(38): 16477-16482.
- Tertrais, Bruno. 2011. "The Climate Wars Myth," The Washington Quarterly 34(3): 17-29.

Recommended:

- Ka-wai Fan. 2010. "Climatic change and dynastic cycles in Chinese history: a review essay" Climactic Change 101(3): 565-573.
- (maybe) Konstantin Ash and Nicholas Obradovich "Effects of Climate Variability on the Onset of the Syrian Civil War." Working Paper.

NOVEMBER 8 - CLASS 23: INDIVIDUAL CAUSES: EMOTION, SECURITY, SOCIAL TIES

What might lead individuals to join incipient rebel movements? In what way are these factors necessary to rebellions to develop? What structural factors are necessary for communities to either initiate in or participate in a rebellion?

Required:

- Humphreys, Macartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War," American Journal of Political Science 52 (2): 436-455.
- Petersen, Roger D. 2001. Resistance and Rebellion: Lessons from Eastern Europe, Cambridge: Cambridge University Press. 32-51, 75-79.

Recommended:

- Eli Berman, Michael Callen, Joseph H. Felter and Jacob N. Shapiro. 2011. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines" Journal of Conflict Resolution, Vol. 55, No. 4. pp. 496-528.
- Graeme Blair, C Christine Fair, Neil Malhotra, Jacob N Shapiro. 2013. "Poverty and support for militant politics: Evidence from Pakistan" American Journal of Political Science. Vol. 57, no. 1. pp. 30-48.

November 10 - Class 24: Why not Civil War? Repression and Domestic Democratic Peace

How are repression and civil conflict related? How might repression influence more interstate conflict? Less intrastate conflict? Why are developed democracies less likely to experience intrastate conflict than other regime types?

Required:

- Davenport, Christian. 2007. State Repression and the Domestic Democratic Peace, Cambridge: Cambridge University Press. 33-44, 50-71.

Recommended:

- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." American Sociological Review (1996): 132-152.

November 15 - Class 25: Foreign Intervention in Civil Wars: The New Interstate War?

What is a striking feature of many contemporary civil wars? How does support of rebel groups or governments mirror interstate conflicts? How do civil wars internationalize? What role do non-state actors play? Which non-state actors in particular? Is this a trend we expect to continue in the future?

Required:

- Betts, Richard K. 1994 "The Delusion of Impartial Intervention" Foreign Affairs Vol. 73, No. 6, pp. 20-30.
- Darwish, Musood. 2015. How Foreign Intervention in Syria has Made Everything Worse

Recommended:

- Gleditsch, Kristian S. 2007. "Transnational Dimensions of Civil War" Journal of Peace Research. Vol. 44, No. 3. pp. 293-309.

November 17 - Class 26: Midterm 2

November 22 - No class. Work on final paper and presentations.

November 29 and December 1 - Presentations

Final Paper Due December 10, 11:59p to Turnitin.com