INR 4060 - CAUSES OF WAR

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: MW
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: CB2 O204
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Thomas Dolan
Title: Associate Professor
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Email: Thomas.Dolan@ucf.edu

Teaching Assistants

Wael Benali

Course Description

INR 4060 COS-POLS 3(3,0)Causes of War: PR: ENC 1102 or POS 2041 or C.I. The primary theoretical and empirical research explaining militarized interstate conflict. Fall.

Efforts to explain why wars happen are almost as old as war itself; the first Greek history, by Herodotus, was an effort to explain a war. This course analyzes these theories of why wars happen. It focuses first on the problem of interstate war, analyzing the possible contributions of the state system, the nature of different states (including regime type), relations between those states like trade, and the role of individual politicians and leaders in generating wars. It considers the problem of war initiation itself, and—because the causes of war can only be understood if war itself is understood—how wars are fought and terminated.

This course involves a combination of class sessions involving both lecture and discussion, directed readings, papers, exams, and opportunities for informal discussion during office hours. Each part serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage with all parts will diminish the return on your efforts. For this reason, pre-class preparation is essential for this course. Students are expected to have read and considered the assigned material prior to the course, and be prepared to discuss it in class. Questions are placed beneath each reading to help focus your attention to what the instructor believes are the most important points. Please remember that that the material of the course is delivered in *both* texts and in-class discussion, which means that the texts contain valuable ideas and information which may not be specifically addressed in class, and discussions and lectures will go beyond the readings. You are responsible for understanding both, so please be sure to raise questions about things you are unsure about.

Student Learning Outcomes

After successful completion of this course, students will be able to

- Students will understand theoretical explanations for why wars occur and be able to apply them to specific cases to explain why some ended with war and others saw continued peace
- Students understand how wars are usually fought, including the role of technology in war
- Students will improve their powers of social scientific analysis
- Students will improve written and oral communication skills

Please note that none of these goals involve the advancement of anyone's political or policy opinions (including those of the instructor). While I encourage political activity and the fulfillment of one's citizenship duties outside of the classroom, a political science course is not a proper forum for the airing of one's personal politics.

Required Course Materials and Resources

All materials are available electronically via the library or the files section of

webcourses

On War
Authors: Carl von Clausewitz
Notes: selection; available in files section

War and Gender
Authors: Goldstein
Notes: selection available in files section

Tragedy of Great Power Politics
Authors: Mearnsheimer
Notes: selection available in files section

Tragedy of Great Power Politics
Authors: Kenneth Waltz
Notes: selection available in files section

Bandwagoning for Profit
Authors: Randy Schweller
Notes: https://www.jstor.org/stable/2539149

War and Change
Authors: Robert Gilpin
Notes: selection available in files section

The Belligerent Bear
Authors: Pal Roren
Notes: https://direct.mit.edu/isec/article-pdf/47/4/7/2090979/isec_a_00458.pdf

Hypotheses on Nationalism and War
Authors: Stephen Van Evera
Notes: https://muse.jhu.edu/article/447095/pdf

Long Time Going: Religion and the Duration of Crusading

Authors: Michael Horowitz
Notes: https://www.jstor.org/stable/pdf/40389216.pdf

Why Russia invaded Ukraine and how wars benefit autocrats
Authors: Vincente Ferraro
Notes: https://journals.sagepub.com/doi/pdf/10.1177/01925121231215048

Diversionary War and Argentina's Invasion of the Falkland Islands
Authors: Amy Oakes
Notes: https://www.tandfonline.com/doi/pdf/10.1080/09636410601028354

Beyond Greed and Grievance: Feasibility and Civil War
Authors: Paul Collier, Anke Hoeffler, and Dominic Rohner.
Notes: https://academic.oup.com/oep/article-pdf/61/1/1/6981251/gpn029.pdf

Rationalist Expectations for War
Authors: James Fearon
Notes: https://www.jstor.org/stable/pdf/2706903.pdf

Causes of War
Authors: Geoffrey Blainey
Notes: selection in files section

Strategic Instincts
Authors: Dominic Johnson
Notes: Chapters 1 and 3
Notes: https://muse-jhu-edu.eu1.proxy.openathens.net/book/76829

On Provocation: Outrage, International Relations, and the Franco–Prussian War
Authors: Todd Hall
Notes: https://www.tandfonline.com/doi/pdf/10.1080/09636412.2017.1243897

War and revenge: Explaining conflict initiation by democracies,
Authors: Rachel Stein

Notes: https://www.cambridge.org/core/journals/american-political-science-review/article/war-and-revenge-explaining-conflict-initiation-by-democracies/6FEC4E872B31E3E366449C32E864F033?utm_campaign=shareaholic&utm_medium=copy_link&utm_source=bookmark

Why did the United States Invade Iraq in 2003?
Authors: Ahsan Butt
Notes: https://www.tandfonline.com/doi/pdf/10.1080/09636412.2019.1551567

Normative and Structural Causes of Democratic Peace
Authors: Zeev Maoz and Bruce Russett
Notes: https://www.jstor.org/stable/pdf/2938740.pdf

Military Alliances and Public Support for War
Authors: Michael Tomz and Jessica Weeks
Notes: https://academic.oup.com/isq/article/65/3/811/6149929

Strategy
Authors: Edward Luttwak
Notes: Ch 1 and 2
Notes: see files section

Conventional Deterrence
Authors: John Mearshiemer
Notes: election available in files section

Defense of Duffer's Drift
Authors: Ernest Swinton
Notes: www.govinfo.gov/content/pkg/GOVPUB-D110-PURL-LPS68449/pdf/GOVPUB-D110-PURL-LPS68449.pdf

Some Principles of Maritime Strategy
Authors: Julian Corbett
Notes: Part II, "Theory of Naval War"
Notes: http://www.gutenberg.org/files/15076/15076-h/15076-h.htm

The True Worth of Air Power
Authors: Pape
Notes: https://www.jstor.org/stable/pdf/20033906.pdf

On Guerilla Warfare
Authors: Mao Zedong
Notes: introduction, + chapters 1, 2, and 5
Notes: https://hdl.handle.net/2027/uc1.aa0002988210

Testing the Surge
Authors: Stephen Biddle, Jeffrey Friedman, and Jacob Shapiro
Notes: https://www.jstor.org/stable/pdf/23280403.pdf

Cooperation under the Security Dilemma
Authors: Robert Jervis
Notes: https://www.jstor.org/stable/2009958

Cyberwar will not take place
Authors: Thomas Rid
Notes: https://www.tandfonline.com/doi/pdf/10.1080/01402390.2011.608939

Prediction and Judgment: Why Artificial Intelligence Increases the Importance of Humans in War
Authors: Avi Goldfarb and Jon Lindsay
Notes: https://direct.mit.edu/isec/article-pdf/46/3/7/1995768/isec_a_00425.pdf

War and Punishment
Authors: H E Goemans
Notes: Chapter 2
Notes:
flvc.primo.exlibrisgroup.com/permalink/01FALSC_UCF/a65521/cdi_askewsholts_vlebook

The Critical Barrier to Civil War Settlement
Authors: Michael Walzer
Notes: see selection in files

Course Assessment and Grading Procedure

Assignments

Homework papers (4): 4% each, total 16%
Due on indicated dates (see schedule)
1 page, but follow specific assignment instructions.

War Presentation: 3%
As part of a group present a brief (3 minute) account of a war, as assigned by the instructor. Presentations should include a title + 3 slide PowerPoint presentation and a hand out, and groups should provide the professor with 3 potential quiz questions.

Presentations Quiz: 1 %
The quiz will address the war presentations; bring a brown scantron.

Midterm: 20*%*
In-class; multiple choice and essay. Bring a 'blue book' and brown scantron

Term Paper Memo: 2%
Identify your research question, at least two political science papers on the topic, the hypothesis you will test, your anticipated empirical method, and resources you will use to test your theory. 1 Page.

Term Paper Part 1 Draft: 4%
See instructions on webcourses. 4 pages.

Term Paper Part 2 Draft: 4%
See instructions on webcourses. 4 pages

Term Paper: 20*%*
Using ideas and arguments from the course, make a theory that relates two variables. Test your theory using a case study drawn from contemporary world politics or OLS regression on data from an existing dataset.

Final Exam: *20%.*
In the classroom. Cumulative. Multiple choice and essay. Bring a 'blue book' and brown scantron

Class Preparation and Participation: *10%*
Your active participation in class is necessary if this class is to be a successful learning experience. This means you must come in having read the assignments and join in the classroom discussion of them, making evident that you have read and thought about them. While attendance is not graded as such, excessive truancy can affect this grade, since you are unable to participate when absent.

Grading Scale

Grades
Grades are assigned to both individual pieces of work and cumulatively. The grade scale I use for both is below (note that "g" refers to the numerical grade you receive). I do not usually curve

grades, but reserve the right to do so if I deem it necessary. All material is graded on its own terms, rather than through comparison with other students' work. For the cumulative grades, I do not round: what you get is what you get.

100>g≥93: A	90>g≥88: B+	80>g≥78: C+	70>g≥68: D+	60>g: E
	88>g≥83: B	78>g≥73: C	68>g≥63: D	
93>g≥90: A-	83>g≥80: B-	73>g≥70: C-	63>g≥60: D-	

Grading Scale

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Policies for Course Grade

Assignments are to be turned in by class time on the day they are due. Papers should be handed in via webcourses. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost. Exceptions related to university activities, religious holidays, and for other reasons should be requested before assignments are due.

Exams are to be sat at the date and time specified, unless prior approval has been given or a doctor's excuse is submitted at the next attended class meeting. Exams should generally be taken within 1 week of the general administration of the exam.

Artificial Intelligence (AI) Use Policy

If the instructor determines that it is more than likely the case that an assignment was substantially produced using AI methods (including platforms like chat gtp), the instructor may grade the assignment as a 0. However, the instructor has found that these platforms, as a rule, produce poorly written and poorly conceived work, and that assignments produced using AI, even if not detected as such, may receive quite poor grades *on their merits alone*. More generally, even if you 'get away' with having passed off AI generated text as your own, doing so may have its own negative natural consequences in the long term regardless of what happens in the course.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Course Schedule

18 August
What is War?
Clausewitz, Carl von. *On War*, Book 1

General Causes of War

20 August
War and Human Nature
Selection from Joshua Goldstein, *War and Gender*.
Recommended
Selection from John Keegan, *A History of Warfare*
Stephen Rosen, *War and Human Nature*, Chapter 3.
Dave Grossman, *On Killing: The Psychological Cost of Learning to Kill in Individuals and Society*

25 August
HOMEWORK 1 DUE
Power and Fear
John Mearshiemer, *Tragedy of Great Power Politics,* Chapter 1.
Recommended:
Alexander Wendt, "Anarchy is What States Make of It," *International Organization,* 1992
Kenneth Waltz, *Theory of International Politics*, Chapter 6.
Selection from Hans Morgenthau, *Politics Among Nations*, 1948
Thucydides: *History of the Peloponnesian War*

27 August
Balance of Power: A Theory of War Based on Power and Fear
Selection from Kenneth Waltz, *Theory of International Politics*, Chapter 8
Randall Schweller, "Bandwagoning for Profit," *International Security* 1994

1 September: Labor Day, No Class

3 September
HOMEWORK 2 DUE
Hegemonic Stability Theory: A Theory of War Based on Money
Robert Gilpin, *War and Change in World Politics*, Selection

8 September
Student Presentations on Individual Wars

10 September
Student Presentations on Individual Wars

15 September

Status
Pal Roren, The Belligerent Bear, *International Security*, 2023.
Recommended:
Thomas M. Dolan, “Demanding the Impossible,” *Security Studies,* 2016

17 September
HOMEWORK 3 DUE
Ideology, Nationalism, and Religion
Stephen Van Evera, “Hypotheses on Nationalism and War,” *International Security,* 1993
Michael Horowitz, “Long Time Going: Religion and the Duration of Crusading,” *International Security*, 2009.

22 September
Regime Bolstering
Vincente Ferraro, Why Russia Invaded Ukraine and How Wars Benefit Autocrats. *International Political Science Review*, 2024.
Amy Oakes, Diversionary War and Argentina’s Invasion of the Falkland Islands, *Security Studies*, 2005.
Recommended:
Valerie Hudson, “A Surplus of Men, a Deficit of Peace,” *International Security*, 2002
Mark Haas, “A Geriatric Peace,” *International Security*, 2007

24 September

Civil Wars: Greed, Grievance, and Feasibility
Paul Collier, Anke Hoeffler, and Dominic Rohner. “Beyond Greed and Grievance: Feasibility and Civil War,” *Oxford Economic Papers*, 2001
Recommended:
Macartan Humphries, “Natural Resources, Conflict, and Conflict Resolution,” *Journal of Conflict Resolution*, 2005.
James Fearon and David Laitin, “Ethnicity, Insurgency, and Civil War,” *American Political Science Review,* 2003.
Geoffrey Parker, “States Make War But Wars Also Break States,” *Journal of Military History*, 2010

29 September
TERM PAPER MEMO DUE
War Initiation as Bargaining Failure
James Fearon, “Rationalist Expectations for War,” *International Organization*, 1995

1 October

Optimism and War
Geoffrey Blainey, *Causes of War*, 1973
Recommended
Branislav Slantchev and Ahmer Tarar, Mutual optimism as a rationalist explanation of war, *American Journal of Political Science*, 2011

War Initiation

6 October
HOMEWORK 4 DUE
Overconfidence and War Initiation HOMEWORK 4 DUE
Dominic Johnson, *Strategic Instincts: The Adaptive Advantages of Cognitive Biases in International Politics*, 2020, Ch 1 and 3

8 October
War, Provocation, and Revenge
Todd Hall, On Provocation: Outrage, International Relations, and the Franco–Prussian War, *Security Studies*, 2017
Rachel Stein, "War and revenge: Explaining conflict initiation by democracies," *American Political Science Review*, 2015
Recommended:
Peter Liebermann, "Punitiveness and US Elite Support for the 1991 Persian Gulf War," *Journal of Conflict Resolution*, 2007.

13 October
MIDTERM

15 October
War as Performance
Ahsan Butt, Why did the United States Invade Iraq in 2003? *Security Studies*, 2019

20 October
TERM PAPER Part 1 DUE
Putting on the Brakes? Democracy, Trade, and War Initiation
Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace," *American Political Science Review*, 1993.
Ed Mansfield and Jon Pevehouse, "Trade Blocks, Trade Flows, and International Conflict," *International Organization*, 2000
Recommended:
Jessica Weeks, "Strongmen and Straw men: Authoritarian Regimes and the Initiation of International Conflict," *American Political Science Review*, 2012.

22 October
Alliances and War Initiation
Michael Tomz and Jessica Weeks. Military Alliances and Public Support for War, *International Studies Quarterly*, 2021.
Recommended
Brett V. Benson, 2011, Unpacking Alliances: Deterrent and Compellent Alliances and Their Relationship with Conflict, 1816–2000, *Journal of Politics* 73:4 1111-1127.

The Conduct of War

27 October
Strategy, Paradox, and Surprise

Edward Lutktwak, *Strategy*, 1987, Chapters 1 and 2
Recommended
Stephen Van Evera, “The Cult of the Offensive and the Origins of the First World War,” *International Security*, 1984.
Richard Betts, *Surprise Attack*, 1982.
Lauren Wilcox, Gendering the Cult of the Offensive, *Security Studies*, 2009
Richard Betts, Is Strategy an Illusion? *International Security*, 2000
Sun Tuz, *Art of War*

29 October
<u>Ground War</u>
Selection from Mearsheimer, J. (1984) *Conventional Deterrence*. Ithaca: Cornell University Press.
Recommended:
Antoine-Henri Jomini, *Art of War*
Stephen Biddle, *Military Power.* Princeton University Press, 2004.
Patton. Twentieth Century-Fox Film Corp. 1970.

3 November
TERM PAPER Part 2 Draft DUE
<u>Tactical Decision Game</u>
Ernest Swinton, *Defense of Duffer’s Drift*, 1914
Recommended:
Clausewitz, *On War*, Book 1 Chapter 1
Erwin Rommel, *Infantry Attacks*, 1937
Michael Burgoyne and Albert Marckwardt, *The Defense of Jisr Al Doreaa*, 2009
Thin Red Line, Fox 2000 Pictures, 1998

5 November
<u>War at Sea and in the Air</u>
Julian Corbett, *Some Principles of Maritime Strategy*. Part II, “Theory of Naval War,” available at http://www.gutenberg.org/files/15076/15076-h/15076-h.htm
Pape, R. (2004) “The True Worth of Air Power,” *Foreign Affairs*.
Recommended
Alfred Thayer Mahan. *The Influence of Sea Power Upon History*.
Owen Cote, *The Third Battle: Innovation in the Navy’s Silent Cold War Struggle with Soviet Submarines*. Newport: Paper #16, US Naval War College Press, 2003.
Bernard Brodie, *Sea Power in the Machine Age*. 1943.
Das Boot. Bavaria Film, 1982.
Giulio Douhet, *Command of the Air*, 1921. Chapter 1
Tami Davis Biddle, *Rhetoric and Reality in Air Warfare*, Princeton University Press, 2002.
Michael Horowitz and Dan Reiter, "When Does Aerial Bombing Work? Quantitative Empirical Tests, 1917–1999," *Journal of Conflict Resolution,* Vol. 45, No. 2 (April 2001), pp. 147–173
Alexander Downes, “Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War,” *International Security* (2006) 30:4
Twelve O’clock High. Twentieth Century Fox, 1949.

10 November
Guerillas and COINS
Mao, *On Guerilla Warfare*.
Stephen Biddle, Jeffrey Friedman, and Jacob Shapiro, “Testing the Surge,” *International Security*, 2012

12 November
Tech and War
Robert Jervis, “Cooperation Under the Security Dilemma,” *World Politics*, 1978.
Recommended
Geoffrey Parker, *The Military Revolution*, Cambridge: 1996.
Kier Lieber. Grasping the Technological Peace: The Offense Defense Balance and International Security. *International Security*, 2000

17 November
TERM PAPER DUE
New Technology and War
Thomas Rid, “Cyberwar will not take place,” *Journal of Strategic Studies*, 2012.
Avi Goldfarb and Jon Lindsay, Prediction and Judgment: Why Artificial Intelligence Increases the Importance of Humans in War,” *International Security*, 2021.
Recommended
Stephen P. Rosen, *Winning the Next War*, 1991
Brandon Valeriano, The Failure of Offense/Defense Balance in Cyber Security, C*yber Defense Review*, 2022.

19 November
War Duration and Termination
Hein Goemans, *War and Punishment*, Selection
Barbara Walter, The Critical Barrier to Civil War Settlement, *International Organization*, 1997

24 November
Just War Theory
Michael Walzer, *Just and Unjust Wars*, selection.
Recommended
Seth Lazar, Just War Theory: Traditionalists vs. Revisionists, *Annual Review of Political Science*, 2017
Thomas M. Dolan, Ultimatums, bargaining, and the duty to preserve alternatives to war. *European Journal of International Relations*, 2022.
Joseph O’Mahoney. The Ripple Effects of the Illegitimacy of War. *International Studies Quarterly*, 2024.

Monday 1 December: Final Exam, 1:00-3:50 PM