

**POLI 7947 Seminar in International Conflict
Fall 2018**

Classroom: 210 Stubbs Hall
Class hours: Tuesday 1:30-4:20
Office hours: T/TH 9:00-10:00 am

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Course Description

This seminar provides a survey of different approaches to the study of international conflict. We will discuss major theories that link conflict to power distributions, alliances, deterrence and bargaining, domestic regime type (the democratic peace), domestic instability, and economic interdependence. Some recent issues, such as ending wars (mediation and peacekeeping) and ethnopolitical conflicts, will also be covered in the context of rigorous systematic research. Besides the substantive focus on theoretical varieties in explaining conflicts, we will also tackle methodological issues such as measurement, selection bias, units and levels of analysis, and similar problems that often arise in the systematic study of international conflict. The readings include a selection of classic seminal writings as well as more recent studies in the area.

READING MATERIALS

All required readings for the course consist of selected book chapters and journal articles. If not available through the LSU library's electronic journal holdings (<http://www.lib.lsu.edu/epubs/ejournals.html>), they can be accessed on the Moodle page for this course. You will need Adobe Acrobat Reader to download all materials.

COURSE REQUIREMENTS

Final grades will be based on three components: class participation (20%), two short papers (30%), and a seminar paper (50%).

- **Class participation:** Students are expected to complete the assigned readings each week according to the topic covered. For this part of the grade, students will be expected to perform consistently well both when participating on a voluntary basis as well as when called upon to discuss the readings. In addition, each student will be required to serve as a discussant for one other student's (assigned by me) seminar paper during the mini-conference to be held on December 8. As a discussant, each student will give oral (roughly 5 minutes) and written feedback on all aspects of the paper to which they are assigned (literature review, theory, research design). Class participation will count for 20% of the final grade (15% weekly preparation, 5% discussant).
- **Two short papers:** Beyond regular attendance and active participation in class discussion, each student is expected to make two brief (10-15 minute) in-class presentations on the weekly topics, based on a short (approximately 6 pages double-spaced) paper to be e-

mailed to me by 4 p.m. one day before the scheduled class for that topic. It is a student's responsibility to make sure her/his paper reaches me by this deadline (by 4 p.m. sharp on Monday before the scheduled class). I will not accept any late papers except in case of major illness or similar emergency. The grade for the short paper/presentation will automatically default into F (15% of the final grade) if it does not reach me by the deadline. These papers and presentations should highlight the principle points of all the week's readings, critically evaluate the strengths and weaknesses of each reading (and of their theoretical contributions), and briefly provide guidance for future research in this area (such as identifying a related question that has been left unanswered or answered incompletely by the readings, or by proposing an extension of the week's reading to a new question or area). They should not be simple summaries of the readings or annotated bibliographies; suggestions on how to analytically and critically evaluate the readings will be detailed in an additional handout. These presentations are meant to help focus the class discussion on the week's topic, readings, and future directions; as a result, each presentation will be followed by a period of general class reaction and discussion. Each short paper/presentation will count for 15% of the overall course grade, for a total of 30%.

- **Seminar paper:** Each student is required to write a conference-style paper, minus the actual quantitative analysis, on a selected topic from this course in international conflict. The paper must not exceed 20 double-spaced pages and should conform to the APSA style manual. It must include all elements of an academic paper, including: a research question/puzzle that motivates the study, an analytical review of the relevant literature, a theoretical argument, testable hypotheses, a research design (discussion of the unit of analysis, variables, measurement, data, a briefly explained method), and a concluding discussion in terms of how the study adds to and addresses any puzzles within the extant literature. The literature review should go significantly beyond the required readings for this course, it should not be a simple summary of the extant research, but rather analytically integrate, assess, and evaluate the previous research. Each student will also prepare and give a 10-12 minute presentation of their paper at the mini-conference. To ensure that your discussant at the mini-conference has enough time to read and prepare comments for your paper, you must submit an electronic copy to me and your discussant by no later than 10 a.m. on November 23. The seminar paper and presentation at the mini-conference will count toward 50% of the final grade (45% paper, 5% presentation).

The breakdown for final grades is as follows:

97-100% (A+);	93-96.9% (A);	90-92.9% (A-);
87-89.9% (B+);	83-86.9% (B);	80-82.9% (B-);
77-79.9% (C+);	73-76.9% (C);	70-72.9% (C-);
67-69.9% (D+);	63-66.9% (D);	60-62.9% (D-);
< 60% (F)		

EXCUSED ABSENCES, DEADLINE EXTENSIONS, AND MAKE-UPS

This is a graduate-level seminar, and students are expected to attend all classes. If the student is seeking an excused absence, s/he must notify me as soon as possible after the absence, but no later than the end of the second working day after the last date of absence. If the absence occurs the same day as a scheduled presentation or other graded procedure, the student must notify me or the department by the end of the next working day after the absence in order to ensure full rights. The

student is responsible for providing satisfactory documented evidence to the instructor within one week of his or her absence to substantiate the reason for the absence. Deadline extensions and make-ups will be given ONLY in documented cases of serious illness or family emergency. Otherwise, short review papers and the seminar paper will be graded F if not turned in to me by the specified deadlines. The same applies for the failure to present a short paper in class as scheduled.

PLAGIARISM STATEMENT

“Academic Misconduct” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or attempts to commit such an act. Students should be familiar with the definition of academic misconduct and the Code of Student Conduct, available at <http://www.lsu.edu/judicialaffairs/code.htm> If a student is found to have committed an act of academic misconduct, s/he will be referred to the Office of Judicial Affairs and penalized appropriately.

STUDENTS WITH DISABILITIES POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Services so that such accommodations may be arranged. After you receive your Accommodation Letters, please meet with someone in that office to discuss the provisions of those accommodations as soon as possible. For additional information, check the Office of Disability Services Faculty Handbook.

EQUAL OPPORTUNITY STATEMENT

LSU’s PS 1 assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, handicap, marital status, sexual orientation, or veteran’s status in admission to, participation in, and treatment or employment in the programs and activities that the University operates. *This policy statement applies equally to the teaching and learning environment within all university recognized courses, curriculum and co-curriculum programs.*

COPYRIGHT STATEMENT

Unless otherwise noted, the handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, web pages, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

SCHOLARLY JOURNALS

Students should be familiar with a few leading journals in the field:

International Studies Quarterly
Journal of Conflict Resolution
International Organization

in the conflict area, additionally:

International Interactions
Journal of Peace Research
International Security
Conflict Management and Peace Science

and articles on international politics in more general journals in the discipline:

American Political Science Review
American Journal of Political Science
Journal of Politics

SELECT DATASETS IN INTERNATIONAL RELATIONS

INTERSTATE CONFLICT

[Militarized Interstate Disputes \(MID\) & Militarized Dispute Locations \(MIDLOC\)](#)
[International Crisis Behavior \(ICB\)](#)
[UCDP/PRIO Armed Conflict Dataset](#)
[Huth and Allee Territorial Claims Data: Status Quo Challenges and Outcomes](#)
[Militarized Compellent Threats Dataset](#)
[International Military Interventions](#)

HUMAN RIGHTS & REPRESSION

[Minorities at Risk \(MAR\)](#)
[CIRI Human Rights data set](#)
[Ethnic Power Relations \(EPR\) & Georeferenced Ethnic Power Relations \(GeoEPR\)](#)
[UCDP One-sided Violence Dataset](#)

ALLIANCES

[Alliance Treaty Obligation and Provisions \(ATOP\)](#)
[Correlates of War Formal Alliances](#)

INTRASTATE CONFLICT

[Correlates of War \(COW\) Intra-State Wars](#)
[UCDP/PRIO Armed Conflict Dataset](#)
[UCDP Non-State Conflict Dataset](#)
[UCDP Georeferenced Event Dataset](#)
[Political Instability Task Force](#)

CONFLICT MANAGEMENT & OUTCOMES

[Issue Correlates of War \(ICOW\)](#)
[International Peacebuilding Dataset \(Doyle and Sambanis\)](#)
[The Cease-Fires Dataset \(Page Fortna\)](#)
[International Conflict Management \(ICM\) Dataset](#)
[UCDP Peace Agreement Dataset](#)
[COW Territorial Change Dataset](#)

COURSE SCHEDULE AND REQUIRED READINGS

Week 1: August 21

COURSE INTRODUCTION

Week 2: August 28

GENERAL OVERVIEW

Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View." *International Studies Quarterly* 29 (2): 121-136.

Dessler, David. 1991. "Beyond Correlations: Toward a Causal Theory of War." *International Studies Quarterly* 35 (3): 337-55.

Diehl, Paul F. 2006. "Just a Phase?: Integrating Conflict Dynamics Over Time." *Conflict Management and Peace Science* 23 (3): 199-210.

Geller, Daniel S. 2000. "Explaining War: Empirical Patterns and Theoretical Mechanisms." In *Handbook of War Studies II*, ed. Manus I. Midlarsky. Ann Arbor: University of Michigan Press, pp. 407-49. *MOODLE

Anonymous. "A Medieval Sociology of International Relations."

<http://www.gotterdammerung.org/humor/medieval-ir.html>

Week 3: September 4

RESEARCH DESIGN AND DATA

Research Design Issues

King, Gary, Robert O. Keohane, and Sydney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chs. 1, 3.5 (pp. 1-33, 99-114).

*MOODLE

Morrow, James D. 2012. "The Interaction of Theory and Data," in Sara McLaughlin Mitchell, Paul F. Diehl and James D. Morrow, eds., *Guide to the Scientific Study of International Processes*, Malden, MA: Wiley-Blackwell. *MOODLE

Brief Survey of Data Sources and Standard Variables

1. Data

Hensel, Paul. 2010. "Review of Available Datasets." In *The International Studies Encyclopedia*, ed. Robert A. Denemark, London: Wiley Blackwell. *MOODLE

--- Also skim through some of the datasets and accompanying documentation at:

<http://www.isadiscussion.com/view/0/datasets.html>

Data Assignment

Each student must choose 2 datasets under one of the topics listed on p. 4 of the syllabus—(1) International Conflict, (2) Intrastate Conflict, (3) Human Rights and Repression, (4) Conflict Management and Outcomes, or (5) Alliances—and provide a brief (~5 minute) presentation comparing the two datasets. Comparisons should be made based on issues such as (but not limited to): the temporal and spatial domain; the unit(s) of analysis; the definition, operationalization and measurement of the main concepts (i.e., dispute, civil war, etc) and so on. Conclude your presentation with a discussion of how these differences might make each dataset appropriate in different situations or for different types of studies/research questions. Each student should also prepare a handout for the class based on these comparisons.

Week 4: September 11

STRUCTURAL AND DYADIC POWER BALANCES/SHIFTS

Overview: Rasler, Karen and William R. Thompson. 2010. "Systemic Theories of Conflict." In *The International Studies Encyclopedia*, ed. Robert A. Denemark, London: Wiley Blackwell.

***MOODLE**

Structural Power

Waltz, Kenneth. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History* 18 (4): 615-28.

Wayman, Frank W. 1984. "Bipolarity and War: The Role of Capability Concentration and Alliance Patterns among Major Powers, 1816-1965." *Journal of Peace Research* 21 (1): 61-78

Dyadic Power Relations

Blainey, Jeffrey. 1988. "The Abacus of Power." In Geoffrey Blainey, *The Causes of War*. New York: Free Press, Ch. 8 (pp. 108-24). ***MOODLE**

Kim, Woosang, and James D. Morrow. 1992. "When Do Power Shifts Lead to War?" *American Journal of Political Science* 36 (4): 896-922.

Powell, Robert. 1999. *In the Shadow of Power: States and Strategies in International Politics*. Princeton, NJ: Princeton University Press. Chapter 3 (pp. 82-114).

Week 5: September 18

ALLIANCES

Alliance Motivations

Snyder, Glenn H. 1984. "The Security Dilemma in Alliance Politics." *World Politics* 36 (4): 461-495

Morrow, James J. 1991. "Alliances and Asymmetry: An Alternative to the Capability Aggregation Model of Alliances." *American Journal of Political Science* 35 (4): 904-33.

Lai, Brian and Dan Reiter. 2000. "Democracy, Political Similarity, and International Alliances, 1816-1992." *Journal of Conflict Resolution* 44 (2): 203-227

Alliance Reliability and Termination

Leeds, Brett Ashley, Andrew G. Long, and Sara McLaughlin Mitchell. 2000. "Reevaluating Alliance Reliability: Specific Threats, Specific Promises." *Journal of Conflict Resolution* 44 (5): 686-99.

Leeds, Brett Ashley, and Burcu Savun. 2007. "Terminating Alliances: Why Do States Abrogate Agreements?" *Journal of Politics* 69 (4): 1118-32.

Week 6: September 25

DETERRENCE AND BARGAINING I

Overview: Danilovic, Vesna, and Joe Clare. 2010. "Deterrence and Crisis Bargaining." In *The International Studies Encyclopedia*, ed. Robert A. Denemark, London: Wiley Blackwell.

***MOODLE**

Schelling, Thomas C. 1960. *Arms and Influence*. New Haven: Yale University Press. Ch. 2 (pp. 35-91).

***MOODLE**

Huth, Paul, and Bruce Russett. 1988. "Deterrence Failure and Crisis Escalation." *International Studies Quarterly* 32 (1): 29-45.

Danilovic, Vesna. 2001. "The Sources of Threat Credibility in Extended Deterrence." *Journal of Conflict Resolution* 45 (3): 341-69.

Fearon, James D. 1994. "Signaling versus Balance of Power and Interests: An Empirical Test of a Crisis Bargaining Model." *The Journal of Conflict Resolution* 38(2): 236-269.

Week 7: October 2

DETERRENCE AND BARGAINING II

Overview: Morrow, James D. 1999. "The Strategic Setting of Choices: Signaling, Commitment, and Negotiation in International Politics." In *Strategic Choice and International Relations*, ed. David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press, pp. 77-114.

***MOODLE**

Credibility, Signals, and Commitments

Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.

Sechser, Todd S. 2010. "Goliath's Curse: Coercive Threats and Asymmetric Power." *International Organization* 64 (4): 627-660.

Guisinger, Alexandra, and Alastair Smith. 2002. "Honest Threats: The Interaction of Reputation and Political Institutions in International Crises." *Journal of Conflict Resolution* 46 (2): 175-200.

Weisiger, Alex, and Keren Yarhi-Milo. 2015. "Revisiting Reputation: How Past Actions Matter in International Politics." *International Organization* 69 (2): 473-495.

Week 8: October 9

COOPERATION AMONG ADVERSARIES

Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52 (2): 269-305.

Schultz, Kenneth A. 2005. "The Politics of Risking Peace: Do Hawks or Doves Deliver the Olive Branch." *International Organization* 59 (1): 1-38.

Clare, Joe. 2014. "Hawks, Doves, and International Cooperation." *Journal of Conflict Resolution* 58 (7): 1311-1337.

McGillivray, Fiona and Alastair Smith. 2000. "Trust and Cooperation Through Agent-Specific Punishments." *International Organization* 54 (4): 809-824.

Week 9: October 16

DOMESTIC REGIME TYPE I

Overview: Chan, Steve. 2010. "Progress in the Democratic Peace Research Agenda." In *The International Studies Encyclopedia*, ed. Robert A. Denemark, London: Wiley Blackwell.

***MOODLE**

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

Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation for the Democratic Peace." *American Political Science Review* 93 (4): 791-808.

Oneal, John R. and Bruce M. Russett. 2002. "The Classical Liberals Were Right: Democracy, Interdependence, and Conflict, 1950-1985." *International Studies Quarterly* 41 (2): 267-294.

Danilovic, Vesna, and Joe Clare. 2007. "The Kantian Liberal Peace (Revisited)." *American Journal of Political Science* 51 (2): 397-414.

Mitchell, Sara McLaughlin. 2002. "A Kantian System? Democracy and Third Party Conflict Resolution." *American Journal of Political Science* 46(4): 749-759.

Week 10: October 23

DOMESTIC REGIME TYPE II

Democratic Peace: Audience Costs and Strategic Interaction

- Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88 (3): 577-92.
- Schultz, Kenneth A. 1999. "Do Domestic Institutions Constrain or Inform?: Contrasting Two Institutional Perspectives on Democracy and War." *International Organization* 53 (2): 233-66.
- Kertzer, Joshua D., and Ryan Brutger. 2016. "Decomposing Audience Costs: Bringing the Audience Back into Audience Cost Theory." *American Journal of Political Science* 60 (1): 234-249.

Extensions

- Beasley, Ryan K. and Juliet Kaarbo. 2014. "Explaining Extremity in the Foreign Policies of Parliamentary Democracies." *International Studies Quarterly* 58 (4): 729-740.
- Pickering, Jeffrey, and Emizet F. Kisangani. 2010. "Diversionary Despots? Comparing Autocracies' Propensities to Use and to Benefit from Military Force." *American Journal of Political Science* 54 (2): 477-93.

Week 11: October 30

CIVIL WAR AND ETHNIC CONFLICT

- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.
- Walter, Barbara S. 2006. "Information, Uncertainty, and the Decision to Succeed." *International Organization* 60 (1): 105-35.
- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105(3): 478-495.
- Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea: Mass Killing and Guerilla Warfare." *International Organization* 58 (2): 375-407.

WEEK 12: November 6

MAKING AND KEEPING PEACE

- Werner, Suzanne, and Amy Yuen. 2005. "Making and Keeping Peace." *International Organization* 59 (2): 261-92.
- Cunningham, Kathleen Gallagher. 2011. "Divide and Conquer or Divide and Concede: How Do States Respond to Internally Divided Separatists?" *American Political Science Review* 105 (2): 275-297.
- Hartzell, Caroline and Matthew Hoddie. 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management." *American Journal of Political Science* 47 (2): 318-332.
- Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48 (2): 269-292.
- Findley, Michael G. 2012. "Bargaining and the Interdependent Stages of Civil War Resolution." *Journal of Conflict Resolution* 57 (5): 905-932.

Week 13: November 13

INTERVENTIONS AND CIVIL WAR EXPANSION

- Regan, Patrick M. 1998. "Choosing to Intervene: Outside Interventions in Internal Conflicts." *Journal of Politics* 60(3): 754-779.
- Findley, Michael, and Tze Kwang Teo. 2006. "Rethinking Third-party Interventions into Civil Wars: An Actor-centric Approach." *Journal of Politics* 68 (4): 828-37.
- Grigoryan, Arman. 2010. "Third-Party Intervention and the Escalation of State-Minority Conflicts." *International Studies Quarterly* 54 (4): 1143-1174.
- Cederman, Lars-Erik, Luc Girardin, and Kristian Skrede Gleditsch. 2009. "Ethnonationalist Triads: Assessing the Influence of Kin Groups on Civil Wars." *World Politics* 61 (3): 403-437.
- Cunningham, David. 2016. "Preventing Civil War: How the Potential for International Intervention can Deter Conflict Onset." *World Politics* 68(2): 307-340.

Week 14: November 20

STUDENT READING SELECTIONS

Each student will select and present in class one article published in the past 2-3 years in the listed journals on p. 4 of this syllabus. The article needs to be related directly to one or more topics in this course and its selection justified on the grounds of its theoretical relevance and research contribution to the select body of literature covered in this course. I have to be notified about the article selection by November 16 at the latest.

November 23

PAPERS DUE. SEND A COPY TO ME AND YOUR DISCUSSANT.

Week 15: November 27

STUDENT MINI-CONFERENCE.

Each student will prepare and give a 10-12 minute presentation of their seminar paper. A discussant (assigned by me) will then have roughly 5 minutes to give constructive feedback on all aspects of the paper (literature review, theory, research design).

Week 16: December 4

STUDENT MINI-CONFERENCE (CONTINUED)