

**PSC 498**  
**War & International Security**  
**MSSU, Fall 2018**  
**Tuesday and Thursday 9:30 - 10:45 AM**

## 1 Class Information

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Webster Hall 226-B and Taylor 210
- ⇒ **Phone:** (417) 625-9572<sup>1</sup>
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesday and Thursday 9:30 - 10:45 AM
- ⇒ **Room:** Webster Hall 223
- ⇒ **Office Hours:** Mondays from 11:00 AM 2:00 PM (3 hours) will be in my Webster Hall 226-B Office. Wednesdays from 11:00 AM 2:00 PM (3 hours) will be in the Taylor 210 Honors Office. (Office Door is Always Open, Please Stop By)

## 2 Course Description

**Credit Hours:** 3 CR

**Prerequisites:** Political Science Majors: PSC 120.

**Course Type:** Face-to-Face

This course provides an overview of major theories of international security and discusses important debates in that field. Students will be exposed to topics such as the factors contributing to the onset of interstate and intrastate wars, trade interdependence and peace, economic develop and growth, domestic politics and security policy, regime types and their relationship to war, and international institutions and peace. Students will also consider the most pressing security issues and challenges of the 21<sup>st</sup> Century, including terrorism, the rise of new global powers, and climate change.

## 3 Objectives

1. Students will identify and demonstrate the ability to recognize major theoretical perspectives in the study of international security.
2. Students will demonstrate the ability to communicate - orally and through written assignments - multiple perspectives regarding current debates in the field of international security, and how they shape our understanding of today's global security challenges.

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<sup>1</sup>If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

3. Students will demonstrate the ability to critically evaluate arguments and scholarly contributions in the subfield of international security.
4. Students will analyze selected topics, methods, and research designs in security studies and learn how to apply these methods to original research papers.

## 4 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 10% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* online software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late. Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point and other times they can be worth up to 3 points (see the Grading section for point worth). The number of points the quizzes are worth is not predestined - thus it is important to be on time and limit class absences. Please give the class and I the courtesy of refraining from perpetual late arrivals.

All exams are online via Blackboard and must be completed by the due date on the syllabus. There are no makeups for exams. Since these exams are taken online, students can complete them at their leisure anytime up to the due date. Given that these exams are online, they are open book and open notes. **There are absolutely no makeups for examinations or pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, Snapchatting, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the professor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window (outside of holidays and weekends). *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

## 5 Time on Task Statement

For every one credit hour in which you are enrolled, you will spend approximately two to three hours outside of class studying. Therefore, to help determine the course load most appropriate for you, use the formula: 3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week.

## 6 Required Texts

- ◇ Barash, David P. and Charles P. Webel. (2018). *Peace & Conflict Studies, 4<sup>th</sup> Edition*. Los Angeles, CA: Sage. ISBN: 9781506344225.
- ◇ TopHat Monacle Subscription - About \$30 for the semester (depending on where you buy the code, as the bookstore marks up the subscription). To use this software you will need a mobile device such as, a laptop, tablet, smart-phone, or a cell phone with texting capabilities (Subscription card purchased at Bookstore or online).
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A "†" indicates that the reading is posted on Blackboard. A "∇" indicates that the reading is in the physical Course Reserve in the MSSU libraries.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style, which is a variant of APA.

### 6.0.1 Proper Email Etiquette

**This is the format I expect all emails to be sent in:**

To: nicoletti-n@mssu.edu  
From: Your Email Address Here  
Subject: Always Include a Subject Line

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),  
Jane/John Doe Student

## 7 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 40

points can be earned from the two course Examinations. Up to 15 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. Finally, up to 30 points can be earned from the two simulation research assignments/in-class simulations in the course. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100:  $(\frac{41}{50}) * 100 = 82$ . This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- \* D.I.R.T. Quizzes on the Readings Due that Day worth 15% of the Final Grade.
- \* Simulation 1 worth 15 points, or 15% of the Final Grade.
- \* Simulation 2 worth 15 points, or 15% of the Final Grade.
- \* Two Exams, worth 20 points each, for a total of 40 points, worth 40% of the Final Grade.
- \* Participation (TopHat): 15%.

## 8 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

## 9 Academic Integrity Statement

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the Top Hat software. Students using electronic devices during quizzes for anything other than Top Hat will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment

and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

## **10 Similarity Detection Software**

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

## **11 Disability Accommodation Statement (ADA)**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725. I will make every effort to assist students with special

needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

## **12 Non-Discrimination Statement**

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

## **13 Copyright Statement**

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork. Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course, however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events. MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

## 14 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 10% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

### 14.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$20 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

### 14.2 Inclement Weather and Course Cancellation Policy

If inclement weather occurs during Finals Week resulting in a closing, the printed and online versions of the Schedule of Classes contain information about a contingency plan for finals.

If the professor cancels class for any reason during the semester, an alternative online assignment (Top Hat or Blackboard) will be posted.

## 15 Course Schedule

### 15.1 Week 1: August 20 — 26, 2018

#### 15.1.1 ⇒ Tuesday, August 21: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Textbook.
- ★ Acquire Access to Top Hat Monocle Online Participation Account.

#### 15.1.2 ⇒ Thursday, August 23: How do We Define Peace and Security?

- ★ Barash and Webel, Preface, pp. xii - xxv.



- \* Barash and Webel, Chapter 1: The Meaning of Peace, pp. 3 - 22.

## **16 Part One: The Promise of Peace, The Problems of War**

### **16.1 Week 2: August 27 — September 2, 2018**

#### **16.1.1 ⇒ Tuesday, August 28: Peace Studies**

- \* Barash and Webel, Chapter 2: Peace Studies, Peace Education, and Peace Research, pp. 23 - 40.
- \* Hansen, Lene and Barry Buzan. (2009). "Defining International Security." *In The Evolution of International Security Studies*. Cambridge University Press, Cambridge, UK. Chapter 1 (8-20).†
- α August 27 - Drop/Add Fees & Late Registration Fees Begin.

#### **16.1.2 ⇒ Thursday, August 30: Discussing and Defining War**

- \* Barash and Webel, Chapter 3: The Meanings of Wars, pp. 41 - 59.
- α August 31 - Last Day for a Full Refund of Fees

### **16.2 Week 3: September 3 — 9, 2018**

#### **16.2.1 ⇒ Tuesday, September 4: Typologies and Views on War**

- \* Barash and Webel, Chapter 3: The Meanings of Wars, pp. 59 - 83.

#### **16.2.2 ⇒ Thursday, September 6: Terrorism, Counterterrorism, and Insurgencies**

- \* Barash and Webel, Chapter 4: Terrorism Versus Counterterrorism, pp. 84 - 101.

### **16.3 Week 4: September 10 — 16, 2018**

#### **⇒ Tuesday, September 11: The War on Terror**

- \* Barash and Webel, Chapter 4: Terrorism Versus Counterterrorism, pp. 101 - 121.

#### **⇒ Thursday, September 13: Strategic Terrorism and Civil War**

- \* Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1), 49-80. †
- \* Fearon, James and David D. Laitin. (2003). "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1), 75-90.†
- α September 12 - Withdrawal after this Date-No Refund of Fees.

## **16.4 Week 5: September 17 — 23, 2018**

### **16.4.1 ⇒ Tuesday, September 18: Do Nuclear Weapons Change Deterrence Calculations?**

- ★ Barash and Webel, Chapter 5: The Special Significance of Nuclear Weapons, pp. 122 - 138.

### **16.4.2 ⇒ Thursday, September 20: Nuclear Weapons and Deterrence**

- ★ Barash and Webel, Chapter 5: The Special Significance of Nuclear Weapons, pp. 138 - 155.
- ★ Signorino, Curtis S. and Tarar, Ahmer. (2006) "A Unified Theory and Test of Extended Immediate Deterrence." *American Journal of Political Science*, 50(3), 586-605.

## **17 Part Two: Why War?**

### **17.1 Week 6: September 24 — September 30, 2018**

#### **17.1.1 ⇒ Tuesday, September 25: Group-Levels Reasons for War**

- ★ Barash and Webel, Chapter 7: The Group Level, pp. 193 - 226.
- ★ Allison, Graham. (1969). "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*, 63(3), 689-718.†

#### **17.1.2 ⇒ Thursday, September 27: Nationalism, the State, and War**

- ★ Barash and Webel, Chapter 8: The State Level, pp. 227 - 252.
- ★ Fearon, James D. (1995). "Rationalist Explanations for War." *International Organization*, 49(3) 379-414.†

### **17.2 Week 7: October 1 — 7, 2018**

#### **17.2.1 ⇒ Tuesday, October 2: Elites Decision Making**

- ★ Barash and Webel, Chapter 9: The Decision-Making Level, pp. 253 - 274.
- ★ Gelpi, Christopher, Jason Reifler, and Peter D. Fever . (2007). "Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casuality Tolerance." *Political Behavior* 29(2), 151-174.†

#### **17.2.2 ⇒ Thursday, October 4: Public Opinion and its Influence on War Policy**

- ★ Berinsky, Adam. (2007). "Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict." *The Journal of Politics*, 69(4), 975-997.†

- \* Nicoletti, Nicholas P. (2015). "Politicizing War: Democracy, Information, and Public Opinion on War." *Versions of this paper were presented at the Midwest Political Science Association and Southern Political Science Association Conferences.*

## **17.3 Week 8: October 8 — 14, 2018**

### **17.3.1 ⇒ Tuesday, October 9: Simulation 1, Day 1**

- \* Simulation 1, Day 1.
- ✓ **Simulation 1 Assignment must be uploaded to the Blackboard Drop Box by 9:30 AM on October 9, 2018.**

### **17.3.2 ⇒ Thursday, October 11:**

- \* Simulation 1, Day 2.

## **18 Part Three: Building a Negative Peace**

### **18.1 Week 9: October 15 — 21, 2018**

#### **18.1.1 ⇒ Tuesday, October 16: NO CLASS, FALL BREAK**

- \* FALL BREAK, NO CLASS

#### **18.1.2 ⇒ Thursday, October 18: Ideologies and Economics**

- \* Barash and Webel, Chapter 10: The Ideological, Social, and Economic Levels, pp. 275 - 299.
- \* Dorussen, Han. (2006) "Heterogeneous Trade Interests and Conflict: What You Trade Matters." *Journal of Conflict Resolution*, 50(1). 87-107.†

### **18.2 Week 10: October 22 — 28, 2018**

#### **18.2.1 ⇒ Tuesday, October 23: Diplomacy and Negotiation**

- \* Barash and Webel, Chapter 12: Diplomacy, Negotiations, and Conflict Resolution, pp. 326 - 348.
- \* Barash and Webel, Chapter 16: International Law, pp. 442 - 458.

#### **18.2.2 ⇒ Thursday, October 25: Nuclear Proliferation and Arms Control**

- \* Barash and Webel, Chapter 13: Disarmament and Arms Control, pp. 349 - 367.

### **18.3 Week 11: October 29 — November 4, 2018**

#### **18.3.1 ⇒ Tuesday, October 30: A Realist Account of Nuclear Deterrence**

- ★ Barash and Webel, Chapter 13: Disarmament and Arms Control, pp. 367 - 380.
- ★ Kenneth N. Waltz, "Why Iran Should Get the Bomb," *Foreign Affairs*. (July / August 2012 Issue).†

#### **18.3.2 ⇒ Thursday, November 1: Nordic Semester Presentation by Professor**

- ★ **Nordic Semester Presentation** - "Nordic Capitalism: Lessons from the Social Democratic Model." Meet in Corley Auditorium in Webster Hall.
- α November 3 - Last Day to Withdraw from a Class with a "W."

### **18.4 Week 12: November 5 — 11, 2018**

#### **18.4.1 ⇒ Tuesday, November 6: IGOs, NGOs, and the Peace Record**

- ★ Barash and Webel, Chapter 14: International Cooperation, pp. 381 - 415.
- ★ Fortuna, Virginia Page. (2004). "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *international Studies Quarterly*, 48(6), 269-292.†

#### **18.4.2 ⇒ Thursday, November 8: Balance of Power Politics**

- ★ Barash and Webel, Chapter 15: Peace Through Strength, pp. 416 - 422.
- ★ G. John Ikenberry. "The Rise of China and the Future of the West." *Foreign Affairs* (January / February 2008), 23-37. †

### **18.5 Week 13 November 12 — 18, 2018**

#### **18.5.1 ⇒ Tuesday, November 13: Collective Security**

- ★ Barash and Webel, Chapter 15: Peace Through Strength, pp. 422 - 441.
- ★ Farwell, James P. and Rafal Rohozinski. (2015). "Stuxnet and the Future of Cyber War." *Survival: Global Politics and Strategy*, 53(1). 23-40.†

#### **18.5.2 ⇒ Thursday, November 15: Environmental Security**

- ★ Barash and Webel, Chapter 19: Ecological Well-Being, pp. 513 - 526.

## 19 Part Four: Building a Positive Peace

### 19.1 Week 14: November 19 — 25, 2018

#### 19.1.1 ⇒ Tuesday, November 20: Sustainability and Security Threats

- \* Barash and Webel, Chapter 19: Ecological Well-Being, pp. 526 - 543.
- \* DuPont, Alan. (2008). "The Strategic Implications of Climate Change." *Survival* 50(3), 29-47.†

#### 19.1.2 ⇒ Thursday, November 22: No Class, Thanksgiving Break

- \* NO CLASS, THANKSGIVING BREAK.

### 19.2 Week 15: November 26 — December 2, 2018

#### 19.2.1 ⇒ Tuesday, November 27: Inequality, Poverty, and Growth

- \* Barash and Webel, Chapter 20: Economic Well-Being, pp. 544 - 576.

#### 19.2.2 ⇒ Thursday, November 29: Democratic Waves and Democracy and War

- \* Barash and Webel, Chapter 21: Movements Toward Democracy, pp. 577 - 601.
- \* 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.

### 19.3 Week 16: December 3 — 9, 2018

#### 19.3.1 ⇒ Tuesday, December 4: Simulation 2, Day 2

- \* Simulation 2, Day 1.
- ✓ **Simulation 2 Assignment must be uploaded to the Blackboard Drop Box by 9:30 AM on December 4, 2018.**
- α December 4 - Last Day for Complete Withdrawal with all "W's."

#### 19.3.2 ⇒ Thursday, December 6: Simulation 2, Day 2

- \* Simulation 2, Day 2

### 19.4 Week 17: December 10 — 16, 2016

#### 19.4.1 ⇒ Final Exam Week

- ✓ **Exam 2 (The Final Exam) must be completed by 12:30 PM on Tuesday, December 11, 2018.** The official Final Exam Time is from 10:30 AM - 12:30 PM.

## References

- Allison, Graham T. 1969. "Conceptual Models and the Cuban Missile Crisis." *The American Political Science Review* 63(3):689–718.
- Barash, David P. and Charles P. Webel. 2018. *Peace & Conflict Studies 4<sup>th</sup> Edition*. Los Angeles, CA: Sage.
- Berinsky, Adam. 2007. "Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict." *Journal of Politics* 69(4):975–997.
- 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.
- Dorussen, Han. 2006. "Heterogeneous Trade Interests and Conflict: What You Trade Matters." *The Journal of Conflict Resolution* 50(1):87–107.
- Dupont, Alan. 2008. "The Strategic Implications of Climate Change." *Survival* 50(3):29–54.
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3):379–414.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75–90.
- Gelpi, Christopher, Jason Reifler and Peter Feaver. 2007. "Iraq the Vote: Retrospective and Prospective Foreign Policy Judgments on Candidate Choice and Casualty Tolerance." *Political Behavior* 29(2):151–174.
- Hansen, Lene and Barry Buzan. 2009. *Defining International Security, in The Evolution of International Security Studies*. Cambridge, UK: Cambridge University Press.
- Ikenberry, John G. 2008. "The Rise of China and the Future of the West. Can the Liberal System Survive?" *Foreign Affairs* .
- Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1):49–80.
- Nicoletti, Nicholas P. 2015. "Politicizing War: Democracy, Information, and Public Opinion on War." *Working Paper* .
- P. Farwell, James and Rafal Rohozinski. 2011. "Stuxnet and the Future of Cyber War." *Survival* 53:23–40.
- Page Fortna, Virginia. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48:269 – 292.
- Reiter, Dan and Allan C. Stam. 1998. "Democracy, War Initiation, and Victory." *The American Political Science Review* 92(2):377–389.

Signorino, Curtis S. and Ahmer Tarar. 2006. "A Unified Theory and Test of Extended Immediate Deterrence." *American Journal of Political Science* 50(3):586–605.

Waltz, Kenneth. 2012. "Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability." *Foreign Affairs* 91(32):2–5.