

PS 4210-001: International Conflict

Middle Tennessee State University
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Course Overview

“... To different people war may have very different meanings. To some it is a plague which ought to be eliminated; to some, a mistake which should be avoided; to others, a crime which ought to be punished; and to still others, it is an anachronism which no longer serves any purpose. On the other hand, there are some who take a more receptive attitude toward war and regard it as an adventure which may be interesting, an instrument which may be useful, a procedure which may be legitimate and appropriate, or a condition of existence for which one must be prepared” (Wright, *A Study of War*, 1964: 3).

This course is an advanced seminar on the causes and consequences of international conflict. Though war appears to be commonplace, it is, in reality, a rare event – and one that is on the decline (Goldstein 2011; Pinker 2011). Nonetheless, civil and interstate war are the manifestations and causes of some of the greatest suffering our world has witnessed. Therefore, international conflict merits our careful study.

We will approach this endeavor by matching classic theoretical perspectives on the causes of war with the scientific study of international politics. Together, we will discuss some of the central ideas regarding the causes of conflict and then study those ideas using empirical evidence of past patterns and case studies to inform us of the validity of different arguments regarding interstate and civil war. The objective of this course is to give students the tools to make well-studied inferences

– beyond historical description or rhetorical punditry. By the end of the semester, students in this course will develop an applied understanding of international conflict processes.

Required Readings

- We have no required textbook for this course.
- Instead, we will draw from book chapters, academic journal articles, and magazine pieces relevant to the profession. These will typically be either .pdfs or websites and will be linked in D2L.
- The last source of required readings are case studies from the Georgetown University Institute for the Study of Diplomacy (*GUISD*). These case studies are available at <http://isd-georgetown-university.myshopify.com/collections/frontpage>.
There are six cases assigned from this collection, and there is a cost \$3.50 for each (\$21.00 total). Cases from this collection will be noted on D2L and directly linked. You may also use the above link to purchase all of the cases at once.
- Additionally, you should read a daily news source for current events in international relations. These events will inform class discussions and various assignments throughout the term. News sources you might consult include:

The New York Times
BBC News: World
The Financial Times
The Wall Street Journal

- If you find yourself asking, “How does this academic stuff apply to actual, real-world events?” a few, excellent sources of media that apply political science research to current events are:

Political Violence @ a Glance
Duck of Minerva
The Monkey Cage

The first two are especially focused on international relations, while the third discusses political science more generally, including IR topics.

Recommended Readings

- I also recommend that you obtain a copy of a world atlas (I usually use Google Maps) so that you may look up the location of different countries that we will make reference to throughout the term.

- If you are interested in some of the more recent trends in international conflict, you might also check out the following books.
 - Goldstein, Joshua A. 2011. *Winning the War on War: The Decline of Armed Conflict Worldwide*. New York, NY: Penguin. ISBN: 978-0-452-29859-0.
 - Pinker, Steven. 2011. *The Better Angels of Our Nature: Why Violence Has Declined*. New York, NY: Penguin. ISBN: 978-0-143-12201-2.

We will discuss some of these trends in class, but we will not cover the topic in as much depth as Goldstein or Pinker do in their award-winning books.

- I also recommend that you find a copy of
 - Roselle, Laura and Sharon Spray. 2012. *Research and Writing in International Relations*. 2nd Edition. Boston, MA: Longman. ISBN: 978-0-205-06065-8.

for reference. We will be completing an original research project this semester and this short text is a very useful guide.

- Other recommended readings may also appear in the syllabus. These are *optional* for you to read.

Course Expectations

Notifications

All course information will be shared on the course website, D2L. It is expected that you check this page regularly to keep track of assignments, discussion topics, and updates. Occasionally, information will also be sent through e-mail. You should, therefore, also be in the habit of checking your MTSU e-mail.

Coursework

Your grade will be based on the completion of a research paper project, a poster presentation of your research, and participation. General details for each of these assignments are described below. Later in the term, the instructor will provide more specifics for the research paper project. The following table lists the deadlines, formats, and value for each of these times.

Note: *You must complete all course work in order to pass this class.*

Summary of Coursework			
<i>Obligation</i>	<i>Due Date</i>	<i>Format</i>	<i>% Total Grade</i>
Research Paper Project			60% total
Paper Topic Proposal and Annotated Bibliography	30 Sep., 2016	Brief abstract and lit. bibliography	10%
First Draft	28 Oct., 2016	Complete first draft	15%
Final Revised Draft	21 Nov., 2016	20-25 pg. paper	20%
Poster Presentation	5 Dec., 2016	30" x 40" large-format poster of research project	15%
Attendance & Participation			40% total
Participation	Daily	See below	40%

Research Paper Project (60% grade)

You will prepare an original research project for this class. Throughout the semester, we will discuss possible topics for this project – though the choice of topic is ultimately up to you, as long as it is relevant to international conflict. The critical point to remember as you begin to think about a topic is that this will be a *research* project, and not an historical or descriptive paper. You will be expected to exercise and demonstrate advanced skills in logic, research design, and analysis in order to be successful.

We will discuss more what this means as the semester progresses, along with further details about the specifics of the research project. For now, you will want to note that this project will occupy much of our focus and is comprised of *four* components:

1. *Paper Topic Proposal and Annotated Bibliography*: Briefly introduce the topic about which you want to write. The proposal should include your *research question* and an *initial answer* in the form of a thesis statement or hypothesis. You should additionally summarize the theoretical foundations of your research.

Additionally provide an annotated bibliography of 5-7 sources that will be used in preparing the literature review and theory section of the paper. These sources should be germane to the paper's arguments and hypotheses, not to the case study itself.

2. *First Draft*: The first draft will be a complete version of the paper, including literature review, theory, research design discussion, case study, and conclusions. The goal of the first draft is to make first attempts at the argument's presentation and analysis of evidence.
3. *Final Revised Draft*: The final draft will take into consideration advice from the instructor and improve upon the original drafts to construct a sophisticated analysis of the paper topic.
4. *Poster Presentation* (large-format poster): During Finals Week, we will host a poster presentation of the projects completed in our class. It will be similar to the poster presentation

held during Scholars Week at MTSU and will invite other faculty in the Political Science Department and your classmates who will learn and ask questions about your projects.

You will be responsible for producing your poster, and there are a number of resources on campus available to help (e.g., instructor, the Digital Media Studio). Library Technology Services also offers exceptionally good rates for printing large-format posters (\$14 for 2'x3' color poster).

If you are unable to attend any part of the poster presentation, contact the instructor as soon as possible. Make-up opportunities will be granted only to those who have informed me *in advance* of their inability to attend class or who have a medical excuse.

Participation (40% grade)

This is a seminar style course where participation is an important component of the class. You are expected to attend every class meeting, having read all of the assigned readings, given thought to the discussion topic(s) for the day, and prepared to contribute to the class dialogue. I (and you) will ask questions, and the class will be responsible for providing the answers. Students should feel free to ask questions and debate the topics at hand. There are no wrong questions, and you are strongly encouraged to participate even if you found the readings difficult or problematic.

Participation will be assessed using the following scale:

Participation	
<i>Points</i>	<i>Requirement</i>
36-40	The student had excellent attendance and made unusually strong contributions to the discussion. S/he demonstrated connections across the readings with questions and comments.
32-35	The student had good attendance and made good contributions to the discussion. S/he frequently asked important questions and/or exhibited an understanding of the material.
28-31	The student had fair attendance and occasionally contributed to the discussion. S/he asked questions and/or made comments that were primarily descriptive, rather than substantive or analytic.
24-27	The student had weak attendance and/or did not contribute meaningfully to the discussion.
0-23	The student did not attend or did not speak in class.

Attendance

Attendance *per se* will not be evaluated, but if you are not in class you cannot participate. Therefore, absences should occur rarely and only under special circumstances (e.g., family or medical emergency, University service). You are responsible for any material missed due to an absence. If you are unable to attend class, you must inform the instructor *in advance* in order to be excused.

Late/Make-Up Policies

Readings and assignments are expected to be completed at the beginning of each class period. Assignments not turned in before their deadlines will result in a lower grade.

Late Penalties	
Action	Deduction
Turning in Research Paper Project component after deadline	10% points for each day late
Turning in any assignment more than <i>one week</i> after deadline	All assigned points

Free Pass: Except in very rare cases, the above late penalties will be applied. However, you are allowed one “free pass” to turn in an early draft component of the research paper project (i.e., proposal, draft, final version) late. If, for whatever reason, you are unable to turn in one of these items on time, you have *up to one week* to turn in that assignment *without penalty*; no questions asked.

This free pass may only be applied to the above listed assignments – it may not be used for the poster presentation.

Grading

Based on the above expectations, grades will be calculated according to the following scale:

Grade	Points	Grade	Points	Grade	Points	Grade	Points
A	>90	B+	87.5	C+	77.5	D+	67.5
		B	84	C	74	D	64
		B-	80	C-	70	D-	60
						F	<60

Each point value represents the smallest percentage that you must earn in order to attain the corresponding grade.

Policies and Conditions

Grade Complaints

Complaints regarding graded assignments will only be taken 24 hours after an assignment has been returned. Complaints should be submitted in writing and explain the particular discrepancy and recommend an appropriate recourse. The instructor reserves the right to add or *subtract* points on work that is submitted for reconsideration.

Academic Honesty

A copy of the University's policies on academic misconduct and complaint actions is available on-line. Read and become familiar with these policies and procedures.

From the Office of Academic Misconduct:

Middle Tennessee State University takes a strong stance against academic misconduct. Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication.

Academic Misconduct: Plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply:

1. **Plagiarism:** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
2. **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
3. **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

To be clear: going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or

ideas without proper attribution is academic misconduct. If you work together on an assignment when it is not allowed, it is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct will be reported to the Office of Academic Affairs for violating the academic honesty requirements in the student handbook. They will also result in failure for the course. Remember – ignorance is NOT a defense.

Students caught violating conditions of academic honesty will fail this course and be reported to university authorities. It is recommended that you retain all notes and drafts of your coursework until two weeks after final grades are received in order to protect your work.

Classroom Conduct

1. Be respectful of the instructor and other students in the class.
 - (a) Students using insulting or aggressive language or actions will be asked to leave. Aggressive/insulting language includes ethnic slurs, name-calling, and sexist speech.
 - (b) Interruptions of any kind will not be acknowledged or tolerated. This means – in addition to avoiding unnecessary outbursts – that you should *silence* and put away all personal electronic devices before class. Tablets and laptops are allowed, but they should not be used to disrupt from the purpose of the class.
2. This is a political science course, not a political *rhetoric* course. While political debates relevant to the subjects at hand will be entertained, unnecessary tangents will not. I encourage you to reach beyond political opinions and use the material presented in discussion and readings to form analytic perspectives on contemporary politics.
3. I understand the need to stay hydrated and alert throughout the day. Feel free to bring coffee, soda, bottled water, etc. to class. However, please avoid bringing food to class. It is often disruptive to course objectives.

Students with Disabilities

Students with disabilities should notify the instructor as soon as possible. It is the responsibility of any student with a disability who requests a reasonable accommodation to contact Disabled Student Services. Disabled Student Services will arrange with the student and instructor a plan to ensure the student has the opportunities for full participation in the class.

Inclement Weather and Class Cancellation

Sign up for RAVE alerts from MTSU at <https://www.getrave.com/login/mtsu> to receive notifications related to campus schedule changes. You should also check your e-mail prior to

class to confirm any schedule changes. Last, if the weather is inclement and you do not feel that you can make it to class, inform me *as soon as possible*. Do not take unnecessary risks to attend class.

Tennessee Education Lottery Scholarship Statement

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or if you stop attending this class you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form (<http://www.mtsu.edu/financial-aid/forms/LOTFEV.pdf>) or contact your MT One Stop Enrollment Coordinator (<http://www.mtsu.edu/one-stop/counselor.php>).

Get Connected to Your MTSU Political Science Department!

Students who are the most successful – in their courses, graduating on time, finding jobs and developing careers in the field, getting into law school and graduate school, and just getting the most out of their college years – are those who stay informed about all of the opportunities and events they can take advantage of, and stay connected to the Department and other students.

Please use these resources to both stay informed and stay connected – and succeed.

MTSU Political Science Facebook Page

We use Facebook to notify our students of upcoming events and opportunities (including internships and study abroad) for PS and IR majors and minors.

Please “like” the page so you are always in the loop: MTSU Political Science

Department of Political Science Webpage

This is a huge resource of information on majors, minors, program requirements, faculty contacts, the Student Handbook, Newsletters, and much more.

Please bookmark the site and check it often and whenever you have questions:

<http://www.mtsu.edu/politicalscience/>

PS/IR Student Services Page

This site provides easy access to info on advising, law school, grad school, careers and job search, study abroad, internships, and much more to help you succeed.

Please bookmark the site and really use it to get the most out of your time in the Department.

http://www.mtsu.edu/ps-ir-student_services

Other Resource Tools

Much of this information – program requirements, Student Handbook, Newsletters, upcoming events, and so on – are available on the racks and bulletin board outside the Departmental Office in Peck 209.

Weekly Reading Assignments

1: Introduction and Approach to the Class

a) Introduction

Welcome to PS 4210-001 International Conflict!

On this date, we will review the syllabus and other course expectations.

To prime your interest, I recommend the following videos:

- Nye, Joseph. 2010. "Global Power Shifts." *TED*. http://www.ted.com/talks/joseph_nye_on_global_power_shifts
- Pinker, Steven. 2007. "The Surprising Decline in Violence." *TED*. http://www.ted.com/talks/steven_pinker_on_the_myth_of_violence

b) Conceptualizing War and the Approach to the Class

- Williams, Paul D. 2012. "War." In *Security Studies: An Introduction*, 2nd Edition. Paul D. Williams, editor. New York, NY: Routledge. 187-205.
- Bennett, Andrew and Colin Elman. 2007. "Case Study Methods in the International Relations Subfield." *Comparative Political Studies*, 40(2): 170-195.
- Highly Recommended: Van Evera, Stephen. 1997. "What Are Case Studies? How Should They Be Performed?" In *Guide to Research Methods for Students of Political Science*. Ithaca, NY: Cornell University Press. 49-88.
- Recommended: Rapport, Aaron. 2015. "Hard Thinking About Hard and Easy Cases in Security Studies." *Security Studies*, 24(3): 431-465.

2: Ideas on Conflict that Shape 21st Century Thinking

a) What Are the Ideas that Shape 21st Century Thinking on Conflict?

- Betts, Richard K. 2012. "Part I: Visions of War and Peace." In *Conflict After the Cold War: Arguments on Causes of War and Peace*, 4th Edition. Boston, MA: Pearson. 6-54.

Featuring excerpts from:

- Fukuyama, Francis. 1989. "The End of History?" *The National Interest*, 16(Summer).

- Mearsheimer, John J. 1990. “Why We Will Soon Miss the Cold War.” *The Atlantic*, (November).
- Huntington, Samuel P. 1993. “The Clash of Civilizations?” *Foreign Affairs*, 72(3).
- Betts, Richard K. 2010. “Conflict or Cooperation? Three Visions Revisited.” *Foreign Affairs*, 89(6): 186-194.

b) Is Conflict in the 21st Century a Clash of Civilizations or Power Vacuum? A Case Study on Turkey and Middle East Regional Security

- Kubicek, Paul A. 1997. “Turkey’s Kurdish Troubles: An Intractable Conflict?” *Pew GUIDS Case Studies in International Relations*. Case No. 248.
<http://isd-georgetown-university.myshopify.com/products/turkeys-kurdish-troubles-an-intractable-conflict>
- Cook, Steven A. 2012. “In Shifting Sands of Middle East, Who Will Lead?” *Christian Science Monitor*. <http://www.csmonitor.com/Commentary/Opinion/2012/1115/In-shifting-sands-of-Middle-East-who-will-lead-video>
- Walker, Joshua. 2011. “Return of the Turks as Middle East Kingmaker.” *Foreign Policy*. <http://foreignpolicy.com/2011/02/03/return-of-the-turks-as-middle-east-kingmaker/>

3: Uncertainty and Conflict

a) Uncertainty and Systemic Conditions for Conflict

- Booth, Ken and Nicholas J. Wheeler. 2012. “Uncertainty” In *Security Studies: An Introduction*, 2nd Edition. Paul D. Williams, editor. New York, NY: Routledge. 137-154.
- Buzan, Barry. 2012. “Polarity.” In *Security Studies: An Introduction*, 2nd edition. Paul D. Williams, editor. New York, NY: Routledge. 155-169.

4: Uncertainty and Conflict, Continued

a) Uncertainty and Capabilities

- Van Evera, Stephen. 2013. “Power Shifts: Windows of Opportunity and Vulnerability.” In *Causes of War: Power and the Roots of Conflict*. Ithaca, NY: Cornell University Press. 73-104.

b) Uncertainty, Capabilities Shifts, and Systemic Conflict: The Chinese-US Case in Two Perspectives

- Pitzl, Jerry. 2001. "Mischief on Mischief Reef: Chinese Adventures in the Spratly Islands." *Pew GUIDS Case Studies in International Relations*, Case. No. 274.
<http://isd-georgetown-university.myshopify.com/products/mischief-on-mischief-reef-chinese-adventures-in-the-spratly-islands>
- Hastedt, Glenn, Donna L. Lybecker, and Vaughn P. Shannon. 2015. "Power Management in the South China Sea." In *Cases in International Relations: Pathways to Conflict and Cooperation*. New York, NY: CQ Press. 18-36.

5: Arms vs. Allies

a) Arms or Axis and Allies? Part 1: Armament

- Sample, Susan G. 2002. "The Outcomes of Military Buildups: Minor States vs. Major Powers." *Journal of Peace Research*, 39(6): 669-691.
- Kempton, Daniel R. and Roni Du Preez. 2000. "Up in Arms: Russia's Sale of Cryogenic Rocket Engines to India." *Pew GUIDS Case Studies in International Relations*, Case No. 256. <http://isd-georgetown-university.myshopify.com/products/up-in-arms-russias-sale-of-cryogenic-rocket-engines-to-india>

b) Arms or Axis and Allies? Part 2: Military Alliances

- Leeds, Brett Ashley. 2005. "Alliances and the Expansion and Escalation of Militarized Interstate Disputes." In *New Directions for International Relations: Confronting the Method-of-Analysis Problem*. Alex Mintz and Bruce Russett, editors. Lanham, MD: Lexington Books. 117-134.
- Mearsheimer, John J. 2014. "Why the Ukraine Crisis is the West's Fault: The Liberal Delusions That Provoked Putin." *Foreign Affairs*, 93(5).
- McFaul, Michael. 2014. "Faulty Powers: Who Started the Ukraine Crisis?" *Foreign Affairs*, 93(6).

6. Perceptions and Misperceptions

a) Perceptions and Misperceptions

- Jervis, Robert. 1988. "War and Misperception." *Journal of Interdisciplinary History*, 18(4): 675-700.

b) Tell me where is conflict bred, in the heart or in the head? Two Case Studies (with regrets to Shakespeare)

- Selections from Stoessinger, John G. 2011. *Why Nations Go to War*, 11th edition. Boston, MA: Wadsworth Cengage.
 - "Chapter 4. A Greek Tragedy in Five Acts: Vietnam." In *Why Nations Go to War*, 11th edition. Boston, MA: Wadsworth Cengage. 103-136.
 - "Chapter 8. The War Lover: Saddam Hussein's Wars against Iran and Kuwait." In *Why Nations Go to War*, 11th edition. Boston, MA: Wadsworth Cengage. 293-323.
- Recommended: Stoessinger, John G. 2011. "Chapter 10. Why Nations Go to War." In *Why Nations Go to War*, 11th edition. Boston, MA: Wadsworth Cengage. 396-425.

7. Issue-Based Conflict

a) Territory

- Diehl, Paul F. 1992. "What Are They Fighting For? The Importance of Issues in International Conflict Research." *Journal of Peace Research*, 29(3): 333-344.
- Hensel, Paul R., Sara McLaughlin Mitchell, Thomas E. Sowers II, and Clayton L. Thyne. 2008. "Bones of Contention: Comparing Territorial, Maritime, and River Issues." *Journal of Conflict Resolution*, 52(1): 117-143.

b) Identity

- Gurr, Ted Robert. 1993. "Why Minorities Rebel: A Global Analysis of Communal Mobilization and Conflict since 1945." *International Political Science Review*, 14(2): 161-201.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 97(1): 75-90.

8. Cases on Issues and Conflict

a) Does Identity Cause Conflict? Issue Indivisibilities in the Arab-Israeli Conflict

- Hastedt, Glenn, Donna L. Lybecker, and Vaughn P. Shannon. 2015. "The Cyclical Arab-Israeli Conflict." In *Cases in International Relations: Pathways to Conflict and Cooperation*. New York, NY: CQ Press. 51-76.

b) Expanding on the Grievance vs. Greed and Opportunity Debate: Is Terrorism Different?

- Kreuger, Alan B. and Jitka Maleckova. 2003. "Education, Poverty, and Terrorism: Is There a Causal Connection?" *Journal of Economic Perspectives*, 17(4): 119-144.

9. Domestic Politics and Conflict

a) Domestic Politics: Democracy and Authoritarianism

- Bueno de Mesquita, Bruce and Randolph Siverson. 1995. "War and the Survival of Political Leaders: A Comparative Study of Regime Types and Political Accountability." *American Political Science Review*, 89(4): 841-855.
- Weeks, Jessica. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review*, 106(2): 326-347.

b) But With Responsibility to Whom, Uncle Ben? A US Case of Humanitarian Responsibility

- Menkhaus, Ken and Louis L. Ortmayer. 1995. "Key Decision in the Somalia Intervention." *Pew GUIDS Case Studies in International Relations*. Case No. 211.
<http://isd-georgetown-university.myshopify.com/products/key-decisions-in-the-somalia-intervention>

10. Deterrence

a) Crisis and Deterrence

- Huth, Paul and Bruce Russett. 1984. "What Makes Deterrence Work? Cases from 1900 to 1980." *World Politics*, 36(4): 496-526.
- Beardsley, Kyle and Victor Asal. 2009. "Nuclear Weapons as Shields." *Conflict Management and Peace Science*, 26(3): 235-255.

11. Paradigmatic Perspectives on Nuclear Deterrence

a) Do Nuclear Weapons Deter? Opening Arguments from Realism

- Waltz, Kenneth. 1981. "The Spread of Nuclear Weapons: More May Be Better." *Adelphi Papers*, No. 171. London: International Institute for Strategic Studies.

b) Do Nuclear Weapons Deter? The Bureaucratic Politics Counter-Argument

- Sagan, Scott D. 1994. "The Perils of Proliferation: Organization Theory, Deterrence Theory, and the Spread of Nuclear Weapons." *International Security*, 18(4): 66-107.
- Sagan, Scott D., Kenneth Waltz, and Richard K. Betts. 2007. "A Nuclear Iran: Promoting Stability or Courting Disaster?" *Journal of International Affairs*, 60(2): 135-150.

12. Comparing Interstate and Intrastate Conflict Processes

a) Why are intrastate wars less tractable than interstate wars? India's Two Modern Conflicts

- Singe, Marshall R. 1989. "The Tamil-Sinhalese Ethnic Conflict in Sri Lanka: A Case Study in Efforts to Negotiate a Settlement, 1983-1988." *Pew GUID Case Studies in International Relations*. Case No. 151. <http://isd-georgetown-university.myshopify.com/products/the-tamil-sinhalese-ethnic-conflict-in-sri-lanka-a-case-study-in-efforts-to-negotiate-a-settlement-1983-1988>
- Pavri, Tinaz. 1996. "On the Brink of War: India, Pakistan, and the 1990 Kashmir Crisis." *Pew GUID Case Studies in International Relations*. Case No. 233. <http://isd-georgetown-university.myshopify.com/products/on-the-brink-of-war-india-pakistan-and-the-1990-kashmir-crisis>

b) Why are intrastate wars less tractable than interstate wars? The General Conclusion

- Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization*, 51(3): 335-364.

13. Counterinsurgency

a) Civil War Termination and Counterinsurgency

- Betts, Richard K. 1994. "The Delusion of Impartial Intervention." *Foreign Affairs*, 73: 20-33.
- Luttwak, Edward N. 1999. "Give War a Chance." *Foreign Affairs*, 78: 36-44.
- Optional: Shelton, Allison M., Szymon M. Stojek, and Patricia L. Sullivan. 2013. "What Do We Know About Civil War Outcomes?" *International Studies Review*, 15: 515-538.

14. Military and Humanitarian Intervention

b) Should the US Militarily Intervene in Civil Conflicts? Perspectives from Libya

- Daalder, Ivo H. and James G. Stavridis. 2012. "NATO's Victory in Libya: The Right Way to Run an Intervention." *Foreign Affairs*, 91(2): 2-7.
- Chivvis, Christopher S. 2012. "Libya and the Future of Liberal Intervention." *Survival*, 54(6): 69-92.

a) Does a Case Remain for Humanitarian Intervention?

- Crocker, Chester A. 2000. "A Poor Case for Quitting: Mistaking Incompetence for Interventionism." *Foreign Affairs*, 79(1): 183-186.
- Valentino, Benjamin A. 2011. "The True Costs of Humanitarian Intervention." *Foreign Affairs*, 90(6): 60-73.
- Kuperman, Alan J. 2013. "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign." *International Security*, 38(1): 105-136.