

**POLS 5384: Causes of War**  
**Spring 2014**

**Instructor:** Dr. Heidi Hardt

**Section Information:** POLS 5384-001

**Email Address:** hhardt@uta.edu

**Office Phone:** N/A

**Office Number:** University Hall 404

**Faculty Profile:** <https://www.uta.edu/mentis/public/#profile/profile/view/id/10644>

**Office Hours:** Wednesdays 9-11 am or by appointment arranged via email

**Time and Place of Class Meetings:** We 7:00PM - 9:50PM; Location: UH 455

**Description of Course Content:**

This graduate course offers students a comprehensive understanding of fundamental perspectives from Political Science on the causes, meaning and future of war. The course includes the provision of theoretical frameworks and paradigms from International Relations (IR), an analysis of major inter-state wars and intra-state conflicts and an introduction to intervention, peacekeeping and peacebuilding. In order to explore some of the international approaches to responding to conflict, we must first understand history. Major questions to be explored in this course include: Why does war still exist today? What motivates people to engage in conflict? How is conflict managed and resolved? Additionally, students will have the opportunity to learn and practice presentation, debating and writing skills. They will learn to write succinctly in several key formats: research papers, policy memos and literature reviews. Whether students choose to pursue a career in law, government, academia or policy, these skills are critical for anyone graduating with a Political Science degree.

The course is divided into three sections based on the theories, character and future of war. The first section provides an introduction to theories of causes of war and the empirical evidence that supports and contradicts these theories. The second section discusses the nature of war and chronologically navigates the two World Wars, the proliferation of inter-state Conflict, the Cold War and ethnic conflict. Finally, the third section presents contemporary theories of civil war and concludes with a sampling of scholarship on current interventions to manage and end conflict.

The weekly meetings typically follow the same format. The first part of class involves a student-led discussion by the first discussion leader. The second part of class consists of a student presentation on his/her policy memo. The third part of class will consist of discussion led by a second discussion leader, and the fourth part of class will consist of a brief lecture on topics not covered in discussion.

**Student Learning Outcomes:**

By the end of this course, students should be able to do the following:

- Think critically about causes of interstate and intrastate conflicts
- Understand historical trends in warfare
- Understand political, sociological and psychological theories for why conflict begins
- Be able to apply these theories to contemporary case studies
- Be able to synthesize debates on the nature of war

### **Life and Career Skills to Develop in this class:**

- Public speaking skills – improving your ability to convey information
- Writing skills – how to write concisely
- Global knowledge – general understanding of historical and contemporary conflict
- Discussion skills – how to think on your feet and intelligently engage in debates
- Critical thinking skills – how to question the intellectual environment around you

### **Required Course Materials:**

There is no official textbook for this course. Instead, materials are in the form of scholarly journal articles and book chapters and will be in the “Course Materials” folder in this course module on Blackboard. Supplementary materials will be provided in class ahead of time as handouts.

Students **must** also come to class well-read on news related to global conflicts. They should be reading internationally recognized news sources, such as BBC News, International New York Times (formerly the International Herald Tribune), Agence France Press, Der Spiegel, Le Monde, etc. For recommendations on news on particular regions of the world, please contact me.

### **Descriptions of major assignments and examinations:**

Like most graduate courses, this course will follow a seminar-style format where we will be discussing the readings, conducting presentations and applying what we learn to contemporary global challenges.

#### **1. Participation**

**a. Active Participation:** A few important rules: Students **MUST** come to class having already done the week’s readings. Students **will be expected** to speak actively in class by asking and answering questions and participating in group exercises. Students are also required to maintain a **civil and respectful** discussion. If the professor believes any of these rules are not being respected, she may ask a student/s to please leave and return next week when he/she/they is/are ready and able to participate. This participation is critical to your graduate education. By engaging in our class discussions, students will improve their critical thinking skills, understand the material better, gain confidence in public speaking and might even have some fun doing it.

**b. Discussion Leaders:** Each week (starting on Week 3), a discussion leader will lead our class discussion with three open-ended questions that he/she has written based on the readings. He/she will be expected to provide initial observations from across readings, kick-start our discussion and be expected to have particular expertise in this particular topic. Therefore, **discussion leaders are required to:** a) do the readings b) create, print out and hand to the professor three analytical and open-ended questions (aka: no yes or no questions!) on the day he/she is the leader and c) should do some minimal outside readings on the topic ahead of time to have a broader understanding of the topic. Distribution of discussion leaders for particular dates will take place through an online sign-up sheet explained on our first day of class.

**c. Attendance:** A student’s participation grade will also take into account his/her attendance so absences will affect your grade negatively. If a student knows he/she will be absent, it is his/her responsibility to a) inform the professor to learn if it’s excusable and b) request copies of class notes from a fellow student. Examples of absences that would be excused include family and/or medical emergencies, and it is up to the professor to determine whether an absence is excusable. In all events, proof of the absence is required.

**d. Tardiness:** If a student arrives in class more than 15 minutes late, he/she will be counted as absent.

## 2. Literature Review – Due the same day you serve as Discussion Leader

Each student will write a literature review based on the assigned readings for that week. This paper should critically analyze all the readings of that week as they relate to each other and the study of causes of war generally. You may incorporate other course materials if applicable (if doing so, use proper citation). The paper should be 4-6 pages, 1.5 spaced, typed, 12-point, Times New Roman.

**This paper is due at the start of class on the day you serve as Discussion Leader.**

## 3. Final Research Paper

- **Topic Approval = Due April 2 before class via email**
- **Research Paper = Due May 5 at noon via Blackboard**

In this research paper, you will be asked to become an expert on a particular conflict. Choose one that began either in the 20<sup>th</sup> or 21<sup>st</sup> century and involved at least 1000 conflict-related deaths. (It can be ongoing.) You will write a research paper arguing *why* this conflict began but you will do so by **challenging** conventional wisdom. This will require first identifying the currently-accepted explanation and then investigating potential causes on your own by researching data and sources on the subject. You will be required to reference at least **FIVE scholarly sources** (books or academic journal articles). You will also be expected to engage **one causes of war theory** and apply it in your paper so you are transparent about *which* assumptions you are making about international system, states and foreign policy decision-making. 4-6 pages, 1.5 space, typed, 12-point, Times New Roman.

## 4. Policy Memo and Presentation – Both due on date selected on sign-up sheet

This grade consists of two activities: writing a policy memo and presenting your findings to the class. They are both due on the same day. Students will choose a particular due date on an online sign up sheet that will be explained on the first day of class.

**a. Policy Memo paper** -- You are a staffer for a senator on the U.S. Senate Foreign Relations Committee. She/he has tasked you with briefing the committee on a foreign civil war of interest to the United States government. (You choose the conflict.) The committee expects you to try to convince them what is the leading factor sustaining the conflict and to present a policy recommendation for what can be done to address this factor. All options are on the table. Remember that the committee relies on staffers such as yourself for creative ideas that could balance waning domestic interest in foreign engagement with US commitment to homeland security. Your memo should: a) briefly review the cause and nature of the conflict b) identify the factor that has sustained the conflict to this day c) explain why *this* is the underlying problem and d) make **one policy recommendation for US action**. 4-6 pages, 1.5 spaced, typed, 12-point, Times New Roman.

### **b. Presentation**

Each student will present a 15-minute powerpoint presentation on his/her policy memo. It should be creative! That means – inclusion of video clips, photos, outside materials, costumes, etc. are encouraged. Presentations may **NOT** be read aloud. If a student begins reading straight from paper, he/she will be asked to stop. Instead, he/she can use bulletpoints on notecards or a sheet of paper with just bulletpoints on it to reference. Students will be graded on four categories: 1) style 2) content 3) strength of argument and 4) analysis – how analytical it is.

### **Evaluation:**

1. Participation	20%
2. Literature Review	25%
3. Final Research Paper	25%
4. Policy Memo and Presentation	30% (20% memo + 10% presentation)

The grading scale is as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 0-59 F

**Late Submission and Makeup Policy:**

The professor will not make any arrangements to makeup a presentation, policy memo, or other assignment unless documented proof is provided showing there has been a medical or family emergency. Papers and other material submitted late will receive 10 points off per calendar day. If the professor has not received the assignment by the morning of the fourth day, it will be graded as zero.

**\*\* TIPS FOR SUCCESS\*\***

- Do the readings ahead of time!
- Come to class. If you miss a class, ask not 1 but 2 fellow classmates for the notes from that day.
- **Take notes** – not just on what I say but on what your fellow students say that is relevant and useful
- Communicate with the professor. If you have questions or concerns, do not hesitate to send me an email and set up an appointment to discuss.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance. The last date to drop this class is Oct. 30, and this action is the student's responsibility.** A student who does not actively drop the course and who does not attend class or complete the required coursework will receive a grade of "F." Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will

be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

### **Personal Safety: University Resources**

The university offers an array of services for students to receive assistance in difficult situations, as well as to report on or off-campus harassment and/or violence.

- For ANY type of emergency, call Campus Police: (817) 272-3003 or call 911 if off-campus.

- Concerning violence, sexual assault, stalking and/or relationship abuse:

Contact UT Arlington Relationship Violence and Sexual Assault Prevention

*Phone:* 817-272-9250 (Anonymous) <http://www.uta.edu/rvsp/resources/index.php>

*Hotlines:* <http://www.uta.edu/rvsp/resources/important-numbers.php>

- Concerning Sexual Harassment, contact the Equal Opportunity Services Office

*Phone:* 817-272-2106 - *Web:* <http://www.uta.edu/hr/eos/sexual-harassment/index.php>

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### **Use of Electronic Devices in Class**

**\*\* NOTICE:** Students are allowed to use laptop computers, iPads and similar tablets during non-exam classes **for the sole purpose of taking notes for this class**. If a device rings OR a student is found using his/her devices for anything other than note-taking, the student will be asked to leave and return next class.

### **Diversity Policy**

It is the policy of the University of Texas at Arlington that, to the extent provided by applicable laws, no person shall be denied employment or admission, be excluded from participation in, be denied the benefits of, or subject to discrimination under, any program or activity which it sponsors or conducts on the basis of race, color, national origin, religion, age, gender, disabilities, veteran status, or sexual orientation.

### **Class Cancellations due to Weather**

If a class is canceled due to inclement weather, its subject will be delayed until the following class. Similarly, all tests canceled because of inclement weather will be delivered during the following class. For information on weather-related class cancellations please call (972) 601-2049.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through

MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### **Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Library Resources:** Ask A Librarian <http://ask.uta.edu>

Political Science Librarian..... Gretchen Trkay Email: [gtrkay@uta.edu](mailto:gtrkay@uta.edu)

Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>

Ask A Librarian..... <http://ask.uta.edu>

### **Course Schedule**

Note: *"As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Heidi Hardt."*

## **I. Theoretical Framework and Hypothesizing the Causes of War**

### **Jan 15 Overview of course syllabus and expectations**

- Presentation of the course and course method
- Distribution of class syllabi
- Overview of how to properly do citations in papers
- Students select oral presentation topics

### **Jan 22 Why War – Perspectives from Political Science**

- Blainey, G. (1973). Chapter 3, *The Causes of War* (New York, N.Y.: The Free Press)
- Levy, J. (1989). "The Causes of War: A Review of Theories," in Tetlock, P., Husbands, J.L., Jervis, R. Stern, P., and Tilly, C. eds., *Behavior, Society, and Nuclear War*, Vol. 1 (New York, NY: Oxford University Press), pp. 209-333
- Ziegler, D., (1981). *War, Peace and International Politics*, 2nd ed., (Boston: Little, Brown), chapter 15 ("Disarmament"), pp. 249-267.

## **Jan 29 Applying Theories from International Relations: Realism, Neo-realism and Liberalism**

- Morgenthau, H. (1978). "Six Principles of Political Realism" in *Politics Among Nations: The Struggle for Power and Peace*. (New York: Alfred A. Knopf).
- Van Evera, S. *Causes of War: Power and the Roots of Conflict*. (Ithaca, NY: Cornell University Press, 1999)
- Doyle, M. (2006). "Kant's Perpetual Peace" in: Williams, P, Goldstein, D., Shafritz, J., *Classic Readings and Contemporary Debates in International Relations*. Wadsworth Publishing.
- Blanchard, E. (2003). 'Gender, International Relations, and the Development of Feminist Security Theory'. *Signs: Journal of Women in Culture and Society*, Vol. 28, No. 4.
- Paris, R. (2001) 'Human Security. Paradigm Shift or Hot Air?' *International Security* 26 (2): 87-102.

### ***Optional Theory Readings for those new to IR Theory***

- Fearon, J. and Wendt, A. (2002). 'Rationalism v. Constructivism: A Skeptical View' In *Handbook of International Relations*. London: Sage Publications, pp. 52-72.
- Waltz, K. "International Conflict and International Anarchy: The Third Image"
- Lamy, S. (2001). 'Neo-realism and Neo-liberalism'. In J. Baylis and S. Smith. *The Globalization of World Politics*. Oxford: Oxford University Press.
- Harris, L. (1990). "The Gender Gulf," *New York Times*, December 7, p. A35.

## **Feb 5 Power and Sovereignty**

- Hobbes, T. 'Relations Among Sovereigns'
- Waltz, K. (1988). "The Origins of War in Neo-Realist Theory" *Journal of Interdisciplinary History*. XVIII: 4. Spring.
- Krasner, S. (1999) *Sovereignty: Organized Hypocrisy*. (Princeton: Princeton University Press).
- Fearon, J. (1995). 'Rationalist Explanations for War.' *International Organization*, 49 (3): 379– 414.

## **Feb 12 States and Misperception**

- Thucydides, *The Peloponnesian War*, pp. 35-108, 118-164, 212-223, 400-429, 483-488, 516-538.
- Jervis, R. (1985). "Hypotheses on Misperception," in Art, R. and Jervis, R.ed., *International Politics: Anarchy, Force, Political Economy, and Decision Making*, 2nd ed. (Glenview, Illinois: Scott, Foresman), pp. 510-526.
- Jervis, R. (1976). *Perception and Misperception in International Politics* (Princeton: Princeton U. Press, 1976), pp. 58-84.
- Zimmerman, W. (1991). "Yugoslav Disintegration, Social and Economic Change, and Balkan Transformation, (unpublished manuscript, November), Table 5: "National Identity and Perceptions of National Inequality in Croatia."

## **II. What is War? : The World Wars, Inter-state Conflict and the Cold War**

### **Feb 19 WWI – Causes, Consequences and Cases**

- Palmer & Colton, *History of the Modern World*, 7th ed., pp. 695-718 ("The First World War").
- Geiss, I. (1976). *German Foreign Policy, 1871-1914* (Boston: Routledge & Kegan Paul), pp. vii-ix, 75-83, 106-181; Particularly pp. 121-127, 142-150 and discussion of the War Council of 8 Dec. 1912.
- James Joll, *Origins of the First World War* (NY: Longman, 1984), chapter 2, pp. 9-34.
- Martin Kitchen, *The German Officer Corps, 1890-1914* (Oxford: Clarendon, 1968), Chapters 5 and 6, pp. 96-142 ("The Army and the Idea of Preventive War," and "The Army and the Civilians.")



### **Feb 26 WWII – Causes, Consequences and Cases**

- Sagan, S. (1988). "The Origins of the Pacific War," *The Journal of Interdisciplinary History*, Vol. 18, No. 4 (Spring).
- Heinrichs, W. (1988). *The Threshold of War: Franklin D. Roosevelt and American Entry into World War II*. (New York, NY: Oxford University Press), pp. 141-142, 177-79, 246-247 (note 68).
- Utley, J. (1985). *Going to War With Japan 1937-1941*. (Knoxville, KY: University of Tennessee Press), pp. 151-156.
- Haffner, S. (1983) *The Meaning of Hitler*, pp. 3-165.

### **March 5 A Cold War Fought by Proxy - Korea, Indochina and Africa**

- Booth, K. (1998). 'Cold Wars of the Mind', in Booth (ed.), *Statecraft and Security: the Cold War and Beyond*, Cambridge, Cambridge University Press, pp. 29-55.
- Buzan, B. and Little, R. (1999). "Beyond Westphalia: Capitalism after 'The Fall'"
- Van Evera, S. (1993). "Primed for Peace: Europe After the Cold War," in Lynn Jones, *Cold War and After*, pp. 193-203.

### **March 12 \*\*\* NO CLASS – SPRING BREAK \*\*\***

### **March 19 Arms Race, MAD, Conventional and Nuclear Weapons**

- Kaldor, M. (2001) 'Beyond Militarism, Arms Race and Arms Control'. Prepared for the Nobel Peace Prize Centennial Symposium, December 6-8. <http://essays.ssrc.org/sept11/essays/kaldor.htm>
- Haas, R. (1996). "It's Dangerous to Disarm," *New York Times*, December 11; letters of response by Peter Weiss, Eugene Carroll and William Sloane Coffin, *New York Times*, December 16, 1996.
- Huntington, S. (1988). "Arms Races: Prerequisites and Results," Jervis, R., Art, R. and Waltz, K. eds., *The Use of Force*, 3rd ed. (NY: University Press of America), pp. 637-670.
- Syria and the Use of Chemical Weapons. Non-traditional warfare resurfaces.

### **March 26 \*\*\* STUDY DAY = NO CLASS \*\*\* (Work on your final paper topics)**

### **April 2 Multilateral Actors: International Organizations and Civil Society**

#### **\*\*\* DEADLINE for Electronically Submitting Final Paper Topics \*\*\***

- Martin, L. and Simmons, B. (1998). 'Theories and empirical studies of international institutions'. *International Organization*, 52(4). 729-757.
- Barnett, M. and Levy, J. (1991). "Domestic Sources of Alliances and Alignments: The Case of Egypt, 1962-73," *International Organization*, 45:3 (Summer 1991), 369-395.
- Keohane, R. and Nye, J. (1987). 'Power and Interdependence Revisited'. *International Organization*, 41(4).
- Krasner, S. (2005) 'The Case for Shared Sovereignty.' *Journal of Democracy*, 16:1. pp. 69-83.

### **III. Civil War, Ethnic Conflict and Intervention**

### **April 9 \*\*\* NO CLASS \*\*\* (Do readings as usual!)**

#### **Causes of Internal Conflict**

- Brown, M. (1997). "The Causes of Internal Conflict: An Overview," in Michael E. Brown, et. al., eds., *Nationalism and Ethnic Conflict*, (Cambridge, MA: MIT Press).
- Kalyvas, S. (2006). *The Logic of Violence in Civil War*. (Cambridge: Cambridge University Press.)
- Kalyvas, S. (2005). 'Warfare in Civil Wars' In Duyvesteyn, I. and Angstrom, J. (eds.), *Rethinking the Nature of War*. Abingdon: Frank Cass, 88-108.  
[http://stathis.research.yale.edu/files/WCW\\_kalyvas.pdf](http://stathis.research.yale.edu/files/WCW_kalyvas.pdf)



**April 16 \*\* ATTEND CELEBRATION OF EXCELLENCE \*\***

**April 23 Ethnic Conflict**

- Posen, B. (1993). "The Security Dilemma and Ethnic Conflict," in Michael E. Brown, Ed., *Ethnic Conflict and International Security*, (Princeton, NJ: Princeton University Press).
- Enloe, C. (1986). *Ethnic Conflict and Political Development*. University Press of America. Ch. 1-2.
- Djilas, A. (1995). 'Fear Thy Neighbor: The Breakup of Yugoslavia,' in Kupchan, C. ed., *Nationalism and Nationalities in the New Europe*. (Ithaca, NY: Cornell University Press).
- Lake, D. and Rothchild, D. (1996). "Containing Fear: The Origins and Management of Ethnic Conflict," *International Security*, 21:2 (Fall), 41-75.

**April 30 Conflict Management: Intervention and Prevention**

- Evans, G. and Sahnoun, M. (2002). 'The Responsibility to Protect'. *Foreign Affairs*. 81:6. 99-110.
- Iklé, F. (1971). *Every War Must End*, pp. 1-105.
- Daalder, I. and O'Hanlon, M., (2000). "Introduction," *Winning Ugly: NATO's War to Save Kosovo*. (Washington, D.C.: Brookings Institution Press).
- Hartzell, C. (2003). 'Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management' *American Journal of Political Science*.

**Optional Readings**

- Goldstein, J. (2011) *Winning the War on War*. Chapter 1.
- Fukuyama, F. (1992) *The End of History and the Last Man*. Chapter 1.

**May 5 at noon \*\*\* RESEARCH PAPER DEADLINE – SUBMIT VIA BLACKBOARD\*\*\***