

AGU Department of Political Science and International Relations

POLS 447 Political Economy of Conflict, War and Peace

INSTRUCTOR RECORD

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Office Hours	By appointment

COURSE RECORD

Code	POLS 447
Name	Political Economy of Conflict, War and Peace
Hour per week	3 (3+0)
Credit	3
ECTS	5
Level/Year	Undergraduate
Semester	Spring 2026
Type	Elective
Classroom	Wednesday 12:00 – 13:45 @ F0D01 Friday 17:00 – 17:45 @ F0D01
Prerequisites	None
Special Conditions	You should have access to CANVAS and MTeams
Webpage	For this course, we will be using CANVAS Course Website. You will access the course syllabus and materials from CANVAS, including links to related websites, assignments, articles, etc. You are responsible to check Canvas regularly. Information about exams and assignment grades will also be available on this site.
Content	This course introduces the political economy of conflict, war, and peace at various levels of analysis. The course is constructed around a more balanced understanding of conflict, war, and peace with an open appreciation of economics and politics. Throughout the course, our analysis framework will revolve around the political dimensions of economic actions in the security realm, the economic dimensions of political actions in the security realm, and the security dimensions of political economic actions. Based on this framework, the course will investigate the consequences, conduct, and causes of armed conflict, pre- and postwar security issues and creating stable peace.
Objectives	Beyond contributing to the general development of students' intellectual maturity and abilities, the more specific objectives of the course include; 1. Providing the major issues and debates in the political economy of conflict and peace 2. Fostering an independent approach to many of the most critical challenges to contemporary security. 3. Explaining insights into the means of and challenges to addressing security problems 4. Analyzing the relationship between conflict, security, and development.
Learning Outcomes	This course will also help students: LO1: Explain the complex relationship between economics, political instability, conflict, and military expenditures. LO2: Explain political-economic issues relating to war, conflict, and peace. LO3: Utilize economic analysis to assess conflict issues in particular countries and situations. LO4: Apply theoretical and empirical political economy analysis to study conflict, war, and peace. LO5: Demonstrate strong critical analytical skills.
Teaching Methodology	This course is based on lecturing, wargaming and written assignments. During the face-to-face meetings, the lecturer will introduce the topic and explain the core concepts of the matter. Students are encouraged to ask questions at any time

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	during the lecture. Furthermore, there will be wargaming that aim to help students to experience theoretical discussions.
Requirements	Attendance is mandatory To get the most out of the course, students must do the required reading before class and be prepared for the discussions. The assessment will be based on in-class discussions, reaction papers, presentations, mid-term exams, and final exams, covering all the topics from <u>the beginning of the semester</u> .
Reading List	See Below

ASSESSMENT

Evaluation Criteria	Weight (%)	Dates
Final Exam	35%	TBD
Midterm	25%	April 08
Wargaming	15%	Weekly (play), Feb 26 & Apr 14 (Strategy Plans)
After Action Reports	10%	Weekly
Reflection Paper	15%	April 10 & June 5
	Total	100%

For a detailed description of the grading policy and scale, please refer to the website <https://goo.gl/HbPM2,y>, section 28.

ASSESSMENT EXPLANATION

Midterm and Final Examinations	The questions in both mid-term and final examinations aim to test student's comprehension of concepts and issues that are discussed <u>during the lectures and required readings</u>. While providing an answer, therefore, <u>students are expected to refer to/provide the core arguments and concepts</u>. The questions would require the explanation of the core reasoning behind a position/concept (why or how). Consequently, a full point will be given to the answers that directly engage what we have discussed in the class and what is written in the required readings. Final exam will cover <u>all the topics</u> since the beginning of the semester. In case online education continues, the midterm exam will be a take-home exam. Students will be given five essay questions and are expected to provide as complete and concise answers within the word limit, which is 500-600, to two questions. Students will have three days to complete and submit the exam. In these exams, students need to cite the sources. Late submissions will not be accepted. Final exam <u>could be done face to face</u>. In this case, the exam will consist of six short answer and two essay type questions. <u>The final examination will include all the topics covered throughout the semester.</u>
Wargaming	Throughout the semester, we will have wargaming exercises, followed by debriefing discussion. For the wargaming exercise, we will use TripleA software. It is highly recommended that students download the game (https://triplea-game.org/) and familiarize themselves before the exercise. Students will be divided into groups (either randomly assigned or formed by students). Depending on the number, each group will have: 1- Head of the State: responsible for deciding in concert with the rest of the team to decide on 1) developing weapons, 2) purchasing units, 3) overall strategy, and 4) coordinating strategies between allies.

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- 2- Commanders of Army, Air Force, and Navy: responsible for 1) developing operational military strategies, 2) lobbying their team for developing weapons and purchasing units that will allow them to 3) oversee the carrying out of those operational strategies.
- 3- Field General: responsible for purchasing units, conducting military operations, and deploying the units (playing the game)
- 4- Ministers (optional): assumes some of the head of the state's responsibilities (production or coordination with allies).

While all students are expected to be knowledgeable of the game, the field general should have a good grasp of gameplay and could play the game fast.

Students are expected to be active participants, playing their roles in their team's strategy and tactics discussions as they plan their rounds and coordinate with other allies. When playing, limit yourself to 5-minute turns; negotiate on other groups' turns, not yours. Make your plans during the other group's turn. Try to play quickly. Decisions must be made before the field generals start to play the game to play quickly.

Before the simulations, the teams should submit a **strategy plan**, which details the team's goal, political and military strategy and a procurement plan. Teams are required to submit the strategy plan for each scenarios the day before the wargaming exercise. Two strategy plans will account for 5% (2.5% each) of the wargaming exercise.

There will be two scenarios: Napoleonic Empires and Diplomacy FFA v3. Each scenario has its unique challenges. There are different ways of winning the exercise, so devise your strategy and conduct your diplomacy accordingly. Scenario specific rules will be published on Canvas.

Following the completion of scenarios, there will be debriefing session, where students are expected to discuss their experiences and how they relate to the course material.

Late submissions are accepted within three days with 10% penalty for each day. After three days, submissions are not accepted.

The team that has the most VP wins the scenario and gets the the bonus points for the final exam: 1st: 10 pt, 2nd: 8, 3rd:6, 4th:4, 5th:2, 6th:1 (could change depending on the number of the teams). Draw is a possibility. In the case of a draw each team will get the bonus point.

Reflection Paper

Once the wargaming scenario and subsequent debriefing session are completed, you will write a formal Reflection Paper. This assignment requires you to connect your lived experience in the simulation to the theoretical frameworks discussed in class.

- Synthesis of Experience:** The paper must analyze how your gameplay experience coincides with the covered course topics, such as state capacity, logistics, or rationalist explanations for war.
 - Guiding Questions:** You must answer specific reflection questions provided by the instructor to guide your analysis.
 - Critical Argumentation:** The goal is to improve your ability to detect underlying assumptions and construct cogent arguments using the political economy lens.
 - Technical Requirements:**
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- **Length:** 900–1,000 words.
 - **Format:** A4, Times New Roman, 12 pt, 1.5 space, with 2.5 cm margins.
 - **Submission:** All papers must be submitted via **CANVAS**.

Late submissions will be accepted within three days with 10% penalty each day. After three days, submissions are accepted.

After Action
Reports

Following each play session, every student is required to submit a short After Action Report (between 200-250 words). These reports serve as a weekly reflection on the "conduct of war" and the "economic dimensions of political actions" within the game.

- **Reflect on Actions:** You must document the specific military or political moves you made during the session.
- **Explain Reasoning:** Clearly explain *why* you took certain actions and what your thought process was at the time.
- **Outcome Analysis:** Assess whether your actions achieved the expected outcome or if external variables shifted the results.
- **Foundation for Reflection:** These weekly entries are essential, as they provide the raw data and observations needed to write your comprehensive Reflection Paper at the end of the scenario.

AARs will be submitted every Sunday by 11:00 PM. Late submissions will not be accepted.

ETHICAL RULES AND COURSE POLICY

Course Policies

- English should be used at all times to communicate with one another during instruction hours.
 - I do not advise the use of electronic devices during the lecture. Looking at your phone, even if you are skimming through the relevant sources, will negatively affect your concentration and you would not be absorbing what I am saying. If you think that you can multitask, there is scientific evidence that discredits the practices of juggling intellectual engagement with related activities or attempting to perform two intellectual functions at once; studies have discovered measurable degradation of perception and performance when multitasking.
 - Lectures notes and slides will not be shared. I would like to encourage students to be active listeners; meaning students should take notes and ask questions if there is anything that they do not understand. Sharing lecture notes and slides disincentivizes active listening. Some students are inclined to trust too much on the lecture slides, which are just an outline of what we are discussing during the lecture. This would result in poor performance. To be a proficient note-taker, I strongly advise reading the relevant chapter before coming to the lecture.
 - Please read the required readings and be prepared for the discussion.
 - You are responsible for all the topics covered, even if you are absent in the lectures.
 - If you do not take the final exam without proper excuse (i.e. medical condition), your letter grade will be determined by the points you accumulated until the final.
 - You are responsible for all the topics covered, even if you are absent from the lectures.
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	• It is your responsibility to check emails regularly. When course announcements are sent via email, I assume that <u>you read it</u>. • Students are expected to do the required reading prior to class and be prepared for the discussions during the lecture. The assessment will be based on online discussions, a research proposal and essay, the mid-term exam and the final exam, which will cover all the topics since the beginning of the semester. • You must bring (a) pen(s) to all exams (if conducted face-to-face). For the AGU Make-up policy, please refer to the website https://goo.gl/HbPM2y section 26.
Attendance Policy	• If you are late to the class less than or equal to 15 mins, please do not hesitate to enter. However, please be polite and try not to disturb the ones in the class. • If you are late more than 15 mins, please wait until the break. • Please, respect the allotted times provided for breaks. • Class attendance is mandatory. At least 70% attendance is required. Failing to have at least 70% attendance will result in NA. • Class attendance is strongly recommended and will count toward your participation grade. Regular class time will include informal assessment activities for which points will be assigned. Participation in these activities will help you prepare for exams and homework and also provide me with feedback on your progress. For a detailed description of AGU attendance policy, please refer to the website at https://goo.gl/HbPM2y section 25.
Email Policy	When contacting the instructor, please use AGU email. Please do not use other means, such as Canvas or UIS, to reach me. I regularly check my emails but not the others. When emailing, please Include in the subject line the class and section number. If this information is not included, your email may not be answered. Any announcements or warnings will be sent to your AGU e-mail. Therefore, it is the responsibility of every student to read his/her AGU e-mails regularly. AGU webmail can be accessed through https://mail.agu.edu.tr If you have any problems or questions concerning the course, please do not hesitate to contact the lecturer. The inquires will be answered within three business days. If not answered, please assume that your email has been marked as spam. In this case, please inform the lecturer after the class. Depending on the urgency, the response time could be shorter. If you send any emails after 10:00 PM, please do not expect a quick answer. I will probably see your email in the next morning.
Cheating & Plagiarism	You are responsible for knowing the University policies on cheating and plagiarism. Not giving credit to a person for their intellectual work and passing it off as your own is stealing. Specifically: • Copying or allowing someone to copy your work on an exam, homework, or in class assignment is cheating. • Cutting and pasting material from the web or any other electronic source is plagiarism. • Copying and turning in the same assignment as someone else, from this class or from another class, is cheating. Unless explicitly told otherwise, you can discuss and problem- solve on homework together but the final product has

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to be your own – not just your own handwriting but your own way of explaining and organizing your ideas.

- Making superficial changes (minor additions, deletions, word changes, tense changes, etc) to material obtained from another person, the web, a book, magazine, song, etc. and not citing the work, is plagiarism. The idea is the intellectual property, not the specific format in which it appears (e.g., you wouldn't reword Einstein's theory of relativity and imply that relativity was your own idea, would you?)
- If you find material and it is exactly what you are trying to say, or you want to discuss someone's idea, give the person credit and cite it appropriately. Don't overuse citations and quotes: instructors want to know how you think and reason, not how someone else does.
- If you have any questions or concerns about whether your behavior could be interpreted as plagiarism, please ask the assistants or me before you submit the work.

For a detailed description of AGU policies, please refer to the website at <https://goo.gl/FjLhzH>

AI Policy

AI use is encouraged with certain tasks but not permitted for certain activities.

AI tools may be used in this course for certain tasks. You are invited to use AI platforms to help *prepare* for assignments and projects, e.g., to help with brainstorming. I also welcome you to utilize AI tools to help *revise and edit* your work, e.g., to help spot confusing or underdeveloped paragraphs or to fix citations.

Additional activities where AI (e.g., chatGPT) is **permitted** may include:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of generative AI tools is **not permitted** in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI prompt. You are still responsible for fact-checking and verifying information. Your use of AI tools must be appropriately documented and cited to stay within AGU's policies on academic honesty. Text generated using ChatGPT should include a citation that aligns with specific assignment guidelines regarding citation expectations. Please get in touch with your course instructor if you have questions about AI use or citation before submitting coursework. Submitting AI-generated work without identifying it as such will violate AGU's Academic Integrity Policy. A lack of compliance with course expectations regarding AI usage may negatively impact assignments or course grades.

Flexibility

Although much thought and planning were put into the course schedule included in the syllabus, the schedule is could change as necessary to adapt to the specific needs of the class. Occasional departures from the schedule, such as additional

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	readings, assignments, and activities, may be announced in class and canvas during the semester. If possible, any change to the course schedule will be discussed with students to find most suitable solution for all parties. Therefore, it is each student's responsibility to be in class, on time, and paying attention in order to keep up-to-date with whatever changes are made in the schedule.
Feedback	Your comments and suggestions are very important and will be taken into consideration during the course. Please do not hesitate to provide feedback about the course. You can give your feedback during class, at office hours, or through e-mail.

COURSE LOAD

Activity	Duration	Quantity	Workload
Lecture Hours	2	12	24
Wargaming Hours	1	12	12
Individual or Group Work	4	12	48
Reflection Paper	4	2	8
After Action Reports	1	9	9
Preparation for Midterm	21	1	21
Preparation for Final	25	1	25
Midterm	2	1	2
Final	2	1	2
Total:			151

ECTS: 5 (Workload/30 per ECTS)

WEEKLY SCHEDULE

W	Date	Topic	Activities/Assignments
1	Feb 18-20	Introduction	Introduction to Wargaming
2	Feb 25-27	Political Economy of Conflict	Wargaming: Napoleonic Empires

Required Readings:

Ron Matthews "The Political Economy of Defence" Ron Matthews (ed). *The Political Economy of Defence* (Cambridge UP: 2019), pp. 3-26

Paul Poast, "Beyond the 'Sinew of War': The Political Economy of Security as a Subfield," *Annual Review of Political Science*, Vol. 22 (2019), pp. 223-239

Karen A. Rasler and William R. Thompson. "War Making and the Building of State Capacity: Expanding the Bivariate Relationship." *Oxford Research Encyclopedia of Politics*. 22 Aug. 2017; Accessed 4 Feb. 2025.

<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-642>

Hendrik Spruyt, 'War, Trade, and State Formation', in Carles Boix, and Susan C. Stokes (eds), *The Oxford Handbook of Comparative Politics* (2009; online edn, Oxford Academic, 2 Sept.

2009), <https://doi.org/10.1093/oxfordhb/9780199566020.003.0009>

Recommended Readings:

Charles Tilly. "War Making and State Making as Organized Crime." *Bringing the State Back In*, edited by Peter B. Evans et al., (Cambridge University Press: 1985), pp. 169–191.

Bruce Bueno de Mesquita, "Paths to Peace and Prosperity" Gregory D. Hess (ed), *Guns and Butter: The Economic Causes and Consequences of Conflict* (MIT Press, 2009), pp. 13-32

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3	Mar 4-6	Political Economy Consequences	Wargaming: Napoleonic Empires
Required Readings: William R. Thompson, "The consequences of war", <i>International Interactions: Empirical and Theoretical Research in International Relations</i>, 19:1-2, (1993), 125-147 Tadeusz Kugler, Kyung kook Kang, Jacek Kugler, Marina Arbetman-Rabinowitz, and John Thomas. "Demographic and Economic Consequences of Conflict." <i>International Studies Quarterly</i> 57, no. 1 (2013): 1–12. http://www.jstor.org/stable/41804842. Ron P Smith, "The economic costs of military conflict", <i>Journal of Peace Research</i>, Vol. 51, No. 2, Anniversary Special Issue (March 2014), pp. 245-256 Jonathan D. Caverley, , 'The Economics of War and Peace', in Alexandra Gheciu, and William C. Wohlforth (eds), <i>The Oxford Handbook of International Security</i> (2018; online edn, Oxford Academic, 5 Apr. 2018), https://doi.org/10.1093/oxfordhb/9780198777854.013.20 Recommended Readings: Karen A. Rasler and William R. Thompson, "War Making and State Making: Governmental Expenditures, Tax Revenues, and Global Wars," <i>The American Political Science Review</i>, Vol. 79, No. 2 (1985), pp. 491-507 Cameron G. Thies and David Sobek, "War, Economic Development, and Political Development in the Contemporary International System," <i>International Studies Quarterly</i>, Vol. 54, No. 1 (2010), pp. 267-287 Jeffrey Pickering and Emizet F. Kisangani, "Political, Economic, and Social Consequences of Foreign Military Intervention," <i>Political Research Quarterly</i>, Vol. 59, No. 3 (2006), pp. 363-376			
4	Mar 11-13	Weapons and Technology	Wargaming: Napoleonic Empires
Required Readings: Antoine Bousquet, "A Revolution in Military Affairs? Changing Technologies and Changing Practices or Warfare" Daniel R. McCarthy (ed.) <i>Technology and World Politics: An Introduction</i> (Routledge: 2018), Ch. 9, pp. 165-181 Eliot Cohen, "Technology and Warfare", John Baylis, James Wirtz, Eliot Cohen and Colin Gray (eds.), <i>Strategy in the Contemporary World</i>, (Oxford University Press, 2003): "Technology and Warfare", pp. 121-136 Emily O. Goldman, "Revolutions in Warfare." <i>Oxford Research Encyclopedia of International Studies</i>. 22 Dec. 2017; Accessed 4 Feb. 2025. https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-289 Recommended Readings: Theo Farrell and Terry Terriff (eds). <i>The Sources of Military Change: Culture, Politics and Technology</i> (Lynne Reinner, 2002) MacGregor Knox and Williamson Murray. <i>The Dynamics of Military Revolution 1300-2050</i> (Cambridge University Press, 2001)			
5	Mar 18-29	Spring Break – Ramadan Holiday	
6	Mar 25-27	Major Conventional Weapons	Wargaming: Napoleonic Empires

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Required Readings:

Ron Smith, *Military Economics: The Interaction of Power and Money* (Palgrave Macmillan, 2009), Ch. 5, pp. 118-137

Keith Hartley, *The Economics of Arms* (Agenda Publishing: 2017), Ch. 3, Loc. 794-1065

Recommended Readings:

Brauer, Jurgen and Dunne, J. Paul. (eds.) *Arming the South: The Economics of Military Expenditure, Arms Production and Arms Trade in Developing Countries* (Palgrave Macmillan, 2002)

Talbot C Imlay and Monica Duffy Toft, *The Fog of Peace and War Planning: Military and Strategic Planning under Uncertainty* (Routledge, 2006)

Kevin Narizny. "Both Guns and Butter, or Neither: Class Interests in the Political Economy of Rearmament." *American Political Science Review*, vol. 97, no. 2, (2003), pp. 203–220., doi:10.1017/S0003055403000625.

7	Apr 1-3	Arms Production and Trade	Wargaming: Debriefing
Required Readings: Rachel Stohl and Suzette Grillot. <i>The International Arms Trade</i> (Polity: 2009), Ch. 3, pp. 41-91 Adem Yavuz Elveren, <i>The Economics of Military Spending: A Marxist Perspective</i> (Routledge: 2019), Ch. 3, pp. 27- 43 Çağlar Kurç, Richard A. Bitzinger and Stephanie G. Neuman (eds.) <i>Defence Industries in 21st Century: A Comparative Analysis</i>, (Routledge: 2021), Introduction and Conclusion, pp. 1-8, 214-22 Marc R DeVore,. "Military-Industrial Complexes and Their Variations." <i>Oxford Research Encyclopedia of Politics</i>. 19 Nov. 2020; Accessed 4 Feb. 2025. https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1876 David Kinsella, and Alexander H. Montgomery, 'Arms Supply and Proliferation Networks', in Jennifer Nicoll Victor, Alexander H. Montgomery, and Mark Lubell (eds), <i>The Oxford Handbook of Political Networks</i>, Oxford Handbooks (2017; online edn, Oxford Academic, 3 Aug. 2016), https://doi.org/10.1093/oxfordhb/9780190228217.013.33 Recommended Readings: Michael Horowitz, <i>The Diffusion of Military Power: Causes and Consequences for International Politics</i> (Princeton UP, 2010) James Christensen, "Arming the Outlaws: On the Moral Limits of the Arms Trade" <i>Political Studies</i>, Vol. 67, No. 1, (2019), pp. 116-131 Krause, Keith. <i>Arms and the State: Patterns of Military Production and Trade</i> (Cambridge University Press, 1992)			
8	Apr 8-10	Midterm (8.04.2016)	No class on Friday (10.04.2026)
9	Apr 15-17	Logistics	Wargaming: Diplomacy FFA
Required Readings: Matthew Uttley and Christopher Kinsey, "The Role of Logistics in War", Yves Boyer and Julian Lindley-French (eds.) <i>The Oxford Handbook of War</i>, (Oxford UP, 2012), pp. 402-416 William Hopkinson, "Managing War", Yves Boyer and Julian Lindley-French (eds.) <i>The Oxford Handbook of War</i>, (Oxford UP, 2012), pp. 258-270 Recommended Readings:			

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Michael E.O'Hanlon, *The Science of War*, (Princeton UP: 2009), Ch. 3
 Jeremy Black, *Logistics: Key to Victory*, (Naval Institute Press, 2021)
 Martin van Creveld, *Supplying War: Logistics from Wallenstein to Patton*, 2nd edition,
 (Cambridge UP: 2004)

10	Apr 22-24	Conduct of Contemporary Warfare	Wargaming: Diplomacy FFA
Required Readings: Antoine Lecerf, "Land Warfare", Yves Boyer and Julian Lindley-French (eds.) <i>The Oxford Handbook of War</i>, (Oxford UP, 2012), pp. 418-430 Julian Lindley-French and Yves Boyer, "Maritime Warfare and the Importance of Sea Control", Yves Boyer and Julian Lindley-French (eds.) <i>The Oxford Handbook of War</i>, (Oxford UP, 2012), pp. 431-443 Frans Osinga, "Air Warfare", Yves Boyer and Julian Lindley-French (eds.) <i>The Oxford Handbook of War</i>, (Oxford UP, 2012), pp. 445-458 Recommended Readings: Stephen Biddle, <i>Nonstate Warfare: The Military Methods of Guerillas, Warlords, and Militias</i> (Princeton UP, 2021) Stephen Biddle, <i>Military Power: Explaining Victory and Defeat in Modern Battle</i> (Princeton UP: 2004), Ch. 3, pp. 28-51 Antonio Calcara, Andrea Gilli, Mauro Gilli, Raffaele Marchetti and Ivan Zaccagnini, "Why Drones Have Not Revolutionized War: The Enduring Hider-Finder Competition in Air Warfare" <i>International Security</i>, Vol. 46, No. 4 (2022), pp. 130-171 Caitlin Talmadge, <i>The Dictator's Army: Battlefield Effectiveness in Authoritarian Regimes</i> (Cornell UP, 2015)			
11	Apr 29 – May 03	Causes of War: Rationalist Approaches	Wargaming: Diplomacy FFA
Required Readings: James D. Fearon, "Rationalist Explanations for War", <i>International Organization</i>, Vol. 49, No. 3, (1995), pp. 379-414 Stephen Van Evera, "Offense, Defense, and the Causes of War", <i>International Security</i>, Vol. 22, No. 4, (1998), pp. 5-43 Adams, Karen Ruth. "The Causes of War." <i>Oxford Research Encyclopedia of International Studies</i>. 22 Dec. 2017; Accessed 4 Feb. 2025. https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-323 Recommended Readings: Jack S. Levy and William R. Thompson, <i>Causes of War</i>, (Wiley-Blackwell, 2010)			
12	May 6-8	Causes of War: Bounded Rationality	Wargaming: Diplomacy FFA
Required Readings: Edward L. Glaeser, "The Political Economy of Hatred", <i>The Quarterly Journal of Economics</i>, Vol. 120, No. 1, (2005), pp. 45-86 Stephen Van Evera, "Hypotheses on Nationalism and War", <i>International Security</i>, Vol. 18, No. 4, (1994), pp. 5-39 Jason Klocek, and Ron E. Hassner. "War and Religion: An Overview." <i>Oxford Research Encyclopedia of Politics</i>. 26 Mar. 2019; Accessed 4 Feb. 2025. https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-984 Cathie Carmichael, "Nationalisms in International Conflict." <i>Oxford Research Encyclopedia of International Studies</i>. 22 Dec. 2017; Accessed 4 Feb. 2025.			

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<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-268>

Recommended Readings:

George A. Akerlof and Rachel E. Kranton, "Economics and Identity", *The Quarterly Journal of Economics*, Vol. 115, No. 3, (2000), pp. 715-753

Shaw, Martin. *Dialectics of War: An Essay on the Social Theory of Total War and Peace* (Pluto Press, 1988)

13 May 13-15

Arms Races and Alliances

Wargaming: Diplomacy FFA

Required Readings:

Todd S. Sechser, Neil Narang & Caitlin Talmadge "Emerging technologies and strategic stability in peacetime, crisis, and war", *Journal of Strategic Studies*, 42:6, (2019), pp. 727-735

Michael D. Intriligator & Dagobert L. Brito, "Arms races and instability", *Journal of Strategic Studies*, 9:4, (1986), pp. 113-131

Richard J. Stoll, "To Arms, To Arms: What Do We Know About Arms Races?." *Oxford Research Encyclopedia of Politics*. 26 Sep. 2017; Accessed 4 Feb. 2025.

<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-350>

Brett Ashley Leeds, and T. Clifton Morgan. "The Quest for Security: Alliances and Arms." *Oxford Research Encyclopedia of International Studies*. 11 Jan. 2018; Accessed 4 Feb. 2025.

<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-345>

Recommended Readings:

Colin S. Gray, "The Arms Race Phenomenon", *World Politics*, Vol. 24, No. 1 (1971), pp. 39-79

Charles L. Glaser, "When Are Arms Races Dangerous? Rational versus Suboptimal Arming", *International Security*, Vol. 28, No. 4 (2004), pp. 44-84

14 May 20-22

Disarmament, Demobilization and Reintegration

Wargaming: Debriefing

Required Readings:

Keith Hartley *The Economics of Arms* (Agenda Publishing: 2017), Ch. 9

Alpaslan Özerdem, "Disarmament, Demobilization and Reintegration", Roger Mac Ginty (ed.) *Routledge Handbook of Peacebuilding*, (Routledge: 2013), pp. 225-234

Margit Bussmann, "Demobilization Challenges After Armed Conflict." *Oxford Research Encyclopedia of Politics*. 28 Sep. 2020; Accessed 4 Feb. 2025.

<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-1910>

Keith Krause, 'Arms Control and Disarmament', in Thomas G. Weiss, and Sam Daws (eds), *The Oxford Handbook on the United Nations*, 2nd edn, Oxford Handbooks (2018; online edn, Oxford Academic, 8 Aug. 2018), <https://doi.org/10.1093/oxfordhb/9780198803164.013.21>

Recommended Readings:

Robert Muggah, "No Magic Bullet: A Critical Perspective on Disarmament, Demobilization and Reintegration (DDR) and Weapons Reduction in Post-Conflict Contexts", *The Round Table*, Vol. 94, No. 379, (2005), pp. 239-252

AGU Department of Political Science and International Relations

POLS 447 Political Economy of Conflict, War and Peace

Robert Muggah, *Innovations in Disarmament, Demobilization and Reintegration Policy and Research: Reflections on the last Decade*, NUPI Working Paper 774, (NUPI: 2010)

15	May 27-29	Sacrifice Feast Holiday	
15	Jun 3-5	Creating Stable Peace	Revision

Required Readings:

Jurgen Brauer and Paul Dunne, *Peace Economics: A Macroeconomic Primer for Violence-Afflicted States*, (United States Institute of Peace: 2012), Ch. 5

Caroline A. Hartzell, and Amy Yuen. "The Durability of Peace." *Oxford Research Encyclopedia of International Studies*. 11 Jan. 2018; Accessed 4 Feb. 2025.
<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-422>

Recommended Readings:

Charles Webel and Johan Galtung (eds.) *Handbook of Peace and Conflict Studies*, (Routledge: 2007)

GRADING SYSTEM

Letter Grade	Quality-point equivalents	Number Grade Range
A	4.00	90 - 100
A -	3.67	87 - 89
B +	3.33	83 - 86
B	3.00	80 - 82
B -	2.67	77 - 79
C +	2.33	73 - 76
C	2.00	70 - 72
C -	1.67	64 - 69
D +	1.33	56 - 63
D -	1.00	50 - 55
F	0.00	0 - 49
NA	0.00	