

APPROACHES TO INTERNATIONAL SECURITY

Summer 2025

Instructor: Kathy Ingram	Time: TBA
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Course Description: Approaches to International Security is a course dedicated to understanding (1) why states, groups, and people go to war, (2) how conflicts can be avoided, (3) emerging trends in world conflicts. The course discusses major theories of war and relates those theories to historical examples and current conflicts across the world.

Office Hours: TBA. Sign up on my Calendly: www.calendly.com/kathyaingram

Course Books: We will be referring to Levy and Thompson throughout multiple weeks of the class, so you will probably find it convenient to purchase or rent a copy. Please let me know if you would like me to ask the library to place copies on reserve.

- Jack S. Levy and William R. Thompson, *Causes of War*, Wiley-Blackwell, 2010. \$34.65 new on Amazon as of 10/2024

Course Requirements:

1. Course Participation (20%) - Students should make a solid effort to engage with each week's material. This grade is largely based on consistent, quality contributions in discussion. Attendance at all class sessions is mandatory. Students that cannot attend for reasons of illness or emergency should contact the instructor as quickly as possible. Students missing more than one course session may be asked to withdraw from the course.
2. Presentation on a Conflict (15%) - In the first class, you will select a conflict for your presentation and be assigned a date. Your presentation should last approximately 10 minutes and cover (1) a brief history of the conflict, (2) the major interested parties, (3) the current state of the conflict, and (4) your prediction of the conflict's trajectory.
3. Midterm Exam (20%) - Multiple choice and short answer exam based on the lectures and readings.
4. Policy Memo (15%) - By session 6, you will receive a hypothetical scenario about a conflict. Using what you learned, you will craft a 1500 word memo detailing your recommendations to US policymakers. You should also include a discussion of your recommendations' ramifications. Memos are due on the last day of class.
5. Final Exam (30%) - Similar in style to the midterm. This exam is cumulative, but with a greater focus on the second half of the semester.

Tentative Course Outline:**Session 1: Introduction to War and Conflict**

1. Levy and Thompson, *Causes of War*, Ch. 1: Introduction to the Study of War
2. Bear F. Brauemoeller, *Only the Dead: The Persistence of War in the Modern Age*, Ch. 2 “Reasons for Skepticism: Part I, Data”
3. Ashworth, Scott, Christopher R. Berry, and Ethan Bueno de Mesquita. *Theory and Credibility: Integrating Theoretical and Empirical Social Science*. Princeton University Press, 2021. Ch. 2: The Framework
4. Karlin, Mara. “The Return of Total War.” *Foreign Affairs*, October 22, 2024. <https://www.foreignaffairs.com/ukraine/return-total-war-karlin>.

Session 2: The International System

1. Levy and Thompson, *Causes of War* Ch. 2: System-Level Theories
2. Copeland, Dale C. *The Origins of Major War*. Cornell Studies in Security Affairs. Ithaca: Cornell University Press, 2000. Introduction, Ch. 1
3. The Economist. “Henry Kissinger Explains How to Avoid World War Three.” Accessed October 25, 2024. <https://www.economist.com/briefing/2023/05/17/henry-kissinger-explains-how-to-avoid-world-war-three>.

Session 3: Rivalries and The Bargaining Model of War

1. Levy and Thompson, *Causes of War* Ch. 3: The Dyadic Interactions of States, p. 55-70 “International Rivalries” and “The ‘Steps-to-War’ Model”, and “The Bargaining Model of War”
2. Jackson, Matthew O. and Morelli, Massimo, “The Reasons for War,” in Chris Coyne, ed., *Handbook on the Political Economy of War* (Elgar Publishing, 2009).
3. Rasler, Karen, William R. Thompson, and Sumit Ganguly. *How Rivalries End*. Philadelphia: University of Pennsylvania Press, 2013. Ch. 1-2 (p. 1-30)

Session 4: Alliances and Trade

1. Christensen, Thomas J., and Jack Snyder. “Chain Gangs and Passed Bucks: Predicting Alliance Patterns in Multipolarity.” *International Organization* 44, no. 2 (1990): 137–68.
2. Levy and Thompson, *Causes of War* Ch. 3: The Dyadic Interactions of States, p. 70-77 “Theories of Economic Interdependence and Conflict”
3. Brooks, Stephen G. “The Trade Truce?” *Foreign Affairs*, June 18, 2024. <https://www.foreignaffairs.com/world/trade-truce-stephen-brooks>.
4. Copeland, Dale C. “When Trade Leads to War.” *Foreign Affairs*, August 23, 2022. <https://www.foreignaffairs.com/china/when-trade-leads-war-china-russia>.

Session 5: Domestic Politics

1. Levy and Thompson, *Causes of War*, “Coalitional Models” and “The Diversionsary Theory of War” p. 93-104
2. Kaufmann, Chaim. “Threat Inflation and the Failure of the Marketplace of Ideas: The Selling of the Iraq War.” *International Security* 29, no. 1 (August 6, 2004).
3. Applebaum, Anne. “Germany Is Arguing With Itself Over Ukraine.” *The Atlantic* (blog), October 20, 2022. <https://www.theatlantic.com/ideas/archive/2022/10/germany-military-aid-ukraine-tanks-debate/671804/>.
4. Rid, Thomas. “The Lies Russia Tells Itself.” *Foreign Affairs*, September 30, 2024. <https://www.foreignaffairs.com/russia/lies-russia-tells-itself>.

Session 6: Non-Conflict and Peace

Monday, February 24: Democratic Peace

1. **Midterm Exam**
2. Levy and Thompson, *Causes of War*, “The Democratic Peace” p. 104-117
3. Downes, Alexander B. “How Smart and Tough Are Democracies? Reassessing Theories of Democratic Victory in War.” *International Security* 33, no. 4 (2009): 9–51.
4. Fortna, Virginia Page. *Does Peacekeeping Work? Shaping Belligerents’ Choices after Civil War* (Princeton University Press, 2008): Chapter 4.

Session 7: Civil Wars

1. Levy and Thompson, *Causes of War* Ch. 7: Civil War
2. Fearon, James and David Laitin. 2003. “Ethnicity, Insurgency and Civil War.” *American Political Science Review* 97 (1): 75-90.
3. Kalyvas, Stathis N., and Laia Balcells. “International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict.” *American Political Science Review* 104, no. 03 (August 2010): 415–29.

Session 8: Combatants

1. Rebecca Littman and Elizabeth Levy Paluck. “The cycle of violence: understanding individual participation in collective violence.” *Political Psychology* 36.S1 (2015): 79-99.
2. Humphreys, Macartan and Jeremy Weinstein. “Who Fights? The Determinants of Participation in Civil War,” *American Journal of Political Science* 52: 2 (2008): 436-455.

Session 9: Terrorism

1. Hoffman, Bruce. *Inside Terrorism* (Columbia University Press, 2006): Chapter 1
2. Kydd, Andrew and Walter, Barbara F. 2006. “The Strategies of Terrorism.” *International Security* 31:4 (Summer 2006): 49-79
3. Shapiro, Jacob. *The Terrorist’s Dilemma: Managing Violent Covert Organizations* (Princeton University Press, 2013): Chapter 1 and 5

■ Session 10: International Crime

1. **Final Exam**

2. Kalyvas, Stathis N. "How Civil Wars Help Explain Organized Crime—and How They Do Not." *Journal of Conflict Resolution* 59, no. 8 (December 1, 2015): 1517–40.
3. Calderón, Gabriela, Gustavo Robles, Alberto Díaz-Cayeros, and Beatriz Magaloni. "The Beheading of Criminal Organizations and the Dynamics of Violence in Mexico." *Journal of Conflict Resolution* 59, no. 8 (December 1, 2015): 1455–85

| Academic Integrity

Academic integrity is a core university value that ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others. Please ask about my expectations regarding permissible or encouraged forms of student collaboration if they are unclear.

Any work that you submit at any stage of the writing process—thesis, outline, draft, bibliography, final submission, presentations, blog posts, and more—must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly documented, including work produced by generative AI. Failure to do either of these things is plagiarism. I seek to protect the rights and intellectual property of all students, writers, and scholars by insisting that individual students act with integrity.

| Accessibility

Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact Student Accessibility Services to discuss a range of options to removing barriers in the course, including accommodations.

| Classroom Environment

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.