

# Political Science 363: War in World Politics Spring 2023

**Meeting Time:** MWF: 9:00-9:50 am

**Room:** Conner Room 112

**Instructor:** Dr. Laura Huber

**Office Hours:** M & W, 2:00-3:00pm, or by appointment

**Email:** lkhuber@olemiss.edu

## Overview

In 2021, there were 32 armed conflicts in the world, which killed over 84,000 people, a sharp increase in violence that reversed a seven-year trend in decreasing deaths from armed conflict. War continued to dominate the world news and politics in 2022, predominantly due to the Russo-Ukrainian War. Moreover, over 5,000 people were killed in terrorist attacks in 2021. Beyond traditional political violence, hundreds of thousands of people were killed or injured by other factors that may be related to political decisions. For example, over 21,000 people die each day due to inequality, including deaths due to hunger, lack of healthcare, and ethnic and gendered violence. What role does violence play in world politics and what can be done to avoid future violence?

This course explores the questions of when does politics become violent, when does violence become political, and how does the world react to violence when it occurs. Politics can often devolve into violence from international war and civil wars, genocide, and terrorism to human rights violations and repression. However, violence, even seemingly unrelated violence, can often be caused by or have implications for politics, such as criminal violence, gender-based violence, and economic violence. Additionally, policies that do not cause physical violence can lead to inequalities that make violence more likely and can harm people in other ways. This course will critically analyze a full continuum of political violence to understand the causes of and motivation for political violence of various forms and the impacts of violence on politics.

## Learning Outcomes

While there are a number of learning objectives for this class, the main priorities are for students to understand the causes and manifestations of violence in politics and the way in which violence can both shape and be shaped by world politics. In this process, we will aim to become familiar with the main international relations theories that speak to this relationship; to critically analyze political violence and develop and test theories about political violence; and to develop critical thinking skills that allow students to participate in dynamic and thoughtful discussion.

- Understand how and why politics sometimes becomes violent
- Investigate when violence becomes political and how violent behavior and phenomena can influence and be influenced by policymaking;
- Master concepts and theories related to different types of political violence
- Strengthen critical thinking skills that allow the synthesis, critique, application, and extension of topics discussed in class.
- Engage in class discussion and debate and presentations in a thoughtful, considerate, and dynamic way to question, defend, critique, or expand upon readings and topics.
- Apply the content learned and critical thinking skills gained in this class to write memos that put forth a position and defend that position using empirical evidence to support (or question) your position with clear and concise writing and to participate in a simulation of international security relations and crises to better understand the complex decision-making processes made by world leaders.

## Required Resources

There is no book required for this course, but there will be required readings and assignments. All of these materials will be made available to you on Blackboard. Please note that after some of the reading assignments listed on the schedule, I will list specific page numbers or other instructions – pay close attention to these directions.

## Simulation:

We will also be using a software program that implements a simulation of international politics. The semester subscription fee is \$35. You will need to sign up and pay at <http://www.statecraftsim.com/> by the start of class on March 1. Information about how to sign up for this account will be provided in class.

## Course Requirements

Grading will be based on the following assignments and assessments.

Class Participation and Attendance	5%
Response Memos (2)	30%
Simulation:	
Performance:	5%
Attitude Survey:	2%
Quizzes (2):	3%
Memos:	5%
Reflection:	5%
Midterm Exam	20%
Final Exam	25%

## Class Participation

Class participation is an essential component of this course. Each class will include discussion on the topic, including general comments, criticisms, and extensions. Class participation grades will be based on attendance, preparation for class, and participation in class discussion. While attendance is not mandatory, chronic absences will lower your participation grade. During class students are encouraged to think aloud, ask questions of each other, and respond to one another's work. These interactions cannot be successfully duplicated if you are not present in class. Your participation grade is not only based on how many times you talk in class, but the quality of your comments. If you believe that active class participation may be difficult for you due to disability or other concerns, please talk with me to discuss alternative ways for you to participate. As a supplement to in-class participation, you also have the **option to submit your questions and comments to me via a google form**. The link to the google form is available on Blackboard.

I understand that unexpected emergencies, interruptions, and other problems may occur that may make you miss class or be unable to participate at times. I ask that you communicate with me when you encounter problems so that I can support you and ensure your absence does not harm your learning. If you need to miss class or if you encounter technology problems during class, please let me know.

Many of our topics will have current, real-world applications. While not required, you are encouraged to read and stay informed of current events before each class meeting.

***Always respect other students.*** We may touch on topics that are controversial, upsetting, or even traumatic. While we should all be honest in our comments and feel open to express our opinions and ask questions, remember to do so in a way that is kind and respectful.

***Ask questions.*** There is no such thing as a silly question. We all come from different backgrounds, learning experiences, and interests. If you are ever confused about a class topic or conversation or if you are simply curious about something, ask me in class. It often turns into a great learning opportunity for everyone (sometimes, me included!)

**IMPORTANT ATTENDANCE NOTE:** The university requires that all students have a verified attendance at least once during the first two weeks of the semester for each course. If attendance is not verified, then a student will be dropped from the course and any financial aid will be adjusted accordingly. See <http://olemiss.edu/gotoclassformoreinformation>.

## Response Memos

You will write two 5 page response memos in which you respond to these questions:

- Memo 1: Which cause of war do you think is the most prominent?
- Memo 2: When does violence become political?

In each memo, you will take a position and defend it by applying the theories and concepts learned in class and by using empirical evidence. In the paper, you **MUST** refer to content discussed in class at least twice and in addition, you must also reference at least 5 outside scholarly resources in each memo to argue and defend your position. More details on these memos, expectations, and the grading rubric will be posted on Blackboard.

Each memo will be worth 15% of your grade and in total, the memos will be 30% of your grade. The first memo must be submitted by March 24 and the second memo by April 28.

## Simulation

In class, we will participate in a simulation of international security. The class will be divided into groups to play hypothetical countries and each person in that group will be assigned a role in that country. You will act as world leaders navigating international and domestic security crises. It can be easy to learn about theories of conflict and world politics on paper, but hands-on experience can help us better understand the complex decisions that world leaders need to make – Is it better to prevent war today if it threatens a bigger war 10 years from now? Should you trade with a rival even if it makes them a bigger security threat? How do you balance your international and domestic political interests? Who within your country do you listen to most closely? Will you make alliances and if so, who will you make an alliance with? Will you betray an ally if it gets you a better outcome for your country? This experience will not only help you better understand war and world politics, but it will help you practice skills that are necessary for future careers as you gain leadership experience, negotiate varying interests within a group, and navigate unexpected developments.

The simulation grade consists of several components:

- **Performance** includes your participation within and contribution to your group and your country's outcome in the simulation. It is critically important that students attend each simulation session. For each un-excused absence from a simulation class (except absences excused for university-accepted reasons or verified illness), you will lose points towards your performance grade.
- **Attitude Survey** that you will take prior to the start of the simulation. This survey will ask you questions about your attitudes and approaches towards foreign policy.

Your answers to this survey will directly impact your group as I will match groups based on similar foreign policy approaches.

- **Quizzes** There are 2 quizzes that will be taken through the simulation website on Turn 0 and Turn 1. We will reserve time in class to take these quizzes.
- **Memos** are 300-word summaries and reflections of each simulation round. The purpose of these journals is to act as a “journal” for your simulation experience, to help you remember and process what has been occurring in the simulation, and to help make you draw connections between the simulation’s events and class material, which will help you write your simulation reflection paper. These memos must be posted **within 24 hours** of our simulation turn. One late memo will be accepted no questions asked, but after that, late memos will lead to a points deduction from your grade.
- **Reflection** is a 2-3 page paper in which you integrate and connect your simulation experience with class material. In particular, you will have to discuss at least two components of the simulation that you felt help demonstrate class concepts or challenged class discussion/theories.

## Midterm Exam

The midterm exam will be open book and will cover material discussed in class discussion and in the readings. We will reserve time at before the exam to review any questions on course material. In order to do well on this exam, you will need to complete the readings and attend class sessions. The midterm exam will take place on February 27.

## Final Exam

The final exam is cumulative, but will focus more on topics covered after the midterm. We will reserve time at the end of the course to review any questions on course material before the final exam. As with the Midterm, the final will be open book and you will need to complete the readings and attend class to do well. The final exam will take place on May 10 at 8:00 am.

## Course Policies

### Missing Deadlines or Exams

For deadlines related to the memos or reflection, extensions will be given according to the following policy. Extensions without penalty will be given upon request as long as the student requests the extension at least 24 hours *before* the deadline. Requests made after that will be considered, but not guaranteed. If an extension is granted in this latter circumstance, there may be a penalty of one letter grade per day late before the extension was requested. Unexpected things happen and we must all adapt, both as students and as an instructor. I ask that you give me appropriate notice of a delayed assignment so that I can make adjustments and support you as necessary. Communication, even in the face of difficult circumstances or missed deadlines, is an important skill to develop that will help you both in your academic and professional careers.

See the simulation section above for a discussion of missing deadlines and absences for the simulation.

If you are unable to attend the midterm or final exam, you will be permitted to make-up exam only if your absence was excused by a medical, family, or serious emergency, by a Covid-19 or other serious health-related disruption, or by a legal, military, civic, or religious requirement. However, you must request the extension at least 48 hours before the exam takes place. If you miss an exam without requesting an extension first, extensions will be considered on a case-by-case basis.

## **Absences**

Your success in this class depends heavily on your attendance and it is highly encouraged that you attend every class. If you cannot attend class for any reason, please let me know. While for non-simulation day classes, attendance is not required, if you miss more than 1/3 of classes, it will begin to negatively impact your participation grade and continue to do so as the number of absences increase. Exceptions will be made on an as-needed basis.

*Absences during the simulation will directly lead to a grade deduction to your simulation performance grade.* For each un-excused absence from a simulation class (except absences excused for university-accepted reasons or verified illness), you will lose points towards your performance grade. If you are feeling ill on a simulation day or if you have a university-excused reason for an absence, you must reach out to me before the simulation to request an absence and contact your group members to coordinate your actions in the simulation.

## **Office Hours**

I hold office hours every Monday and Wednesday between 2:00 and 3:00pm. If those times don't work for you, please email me and we can find an alternative time to meet.

What are student support hours and why should you attend? Student support hours are a chance for you to ask me any questions you have about class material or assignments, to further discuss any topics that we may have covered (or didn't cover) in class that you were interested in, and to talk about things outside of class that may be important to your academic, professional, and personal success. If you cannot or do not want to attend office hours for any reason, please make sure you email me if you have any questions.

If you are having trouble in the course, please do not wait to talk to me. I am more than happy to assist you, but I can only help if you make me aware of any issues or if you come talk to me. Your success (and your health) is important to me.

## **Communication Policy**

I will send messages with relevant information about the course through Blackboard and email. It is your responsibility to read those messages and act accordingly. If you send me a message either through Blackboard or via email, I will do my best to respond within 24

hours Monday through Friday and 48 hours Saturday through Sunday. If this time frame has passed and you have not heard back from me, please email me again.

Email is the easiest way to get in touch with me about questions, comments, concerns etc. I highly encourage you to email me when you have any questions or concerns. My email is [lkhuber@olemiss.edu](mailto:lkhuber@olemiss.edu). Please note that there is another email under my name with a go.olemiss.edu account – I do not check this email so send all emails to my other email address. Remember that email creates a written record of communication between you and I, and as a result, you should treat it with the appropriate formality. Make sure to include “POL 103” in the subject line and sign emails with your first and last name. (Email etiquette can be confusing, see the following article for some suggestions:

<https://medium.com/@lportwoodstacer/how-toemail-your-professor-without-being-annoying-af-cf64ae0e4087>)

I truly value communication and want to hear from you. Sometimes, we might struggle with a class or be encountering difficult situations or challenges, but we don't know what to do. If anything is interfering with your ability to succeed in this class or if you are struggling to feel motivated or to understand the material, email me and let me know. We can work together to try to find a solution.

## Grades

Grades will be assigned based on a standard scale such that:

A.....94-100%

A-.....90-93%

B+.....87-89%

B.....84-86%

B-.....80-83%

C+.....77-79%

C.....74-76%

C-.....70-73%

D....60-69%

F.....0-59%

“C” Minimum Policy: It is the policy of the Political Science department that Political Science majors must earn a grade of at least a C in order for the class to count toward a Political Science major or minor. Please be aware that the university has adopted a “plus/minus” grading system, meaning that a C- will not meet this requirement. Simply put, in order for this course to count for a Political Science major or minor, you must earn a minimum grade of a 74%.

If you are confused by or disagree with a grade that you received, you can contact me to discuss the grade. However, you must wait 24 hours after the grades were released to schedule a meeting with me. Additionally, I will only consider grade appeals that are submitted within 2 weeks of a grade being returned. To appeal a grade, you need to provide me with a written document (1 page maximum) explaining why your grade should be changed. I

acknowledge that mistakes may happen when grading, though I try to avoid them, so I will not hold an appeal against you and will consider all appeals fairly.

### **Academic Misconduct**

The University's policy on academic misconduct is as follows "The University is conducted on a basis of common honesty. dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposefully harming academic facilities also is grounds for academic discipline." For more information on plagiarism and other forms of academic misconduct, please consult *The M Book*.

Cases of possible dishonesty will be sanctioned. Possible sanctions include: failure on the work in question, retake of an examination, extra work, grade reduction or failure in the course, disciplinary probation, or suspension or expulsion from the university.

### **Disabilities**

According to the Office of Student Disability Services (SDS) website "The Office of Student Disability Services (SDS) at The University of Mississippi is committed to ensuring equal access to a quality education for qualified students with disabilities through the provision of reasonable academic accommodations which support University standards and academic integrity." I share this goal. Thus, if you require any accommodation, please speak with SDS, who will provide you with a form indicating that you have an approved accommodation. I will work with you to the best of my ability to accommodate any need you may have. Please try to let me know as soon as possible if you foresee needing any accommodations so that I have sufficient time to plan accordingly.

### **Mental Health Services**

Please note that some of the topics discussed in this course may be distressing or disturbing to some students as they relate to violence, conflict, genocide, ethnic and racial violence, hate crimes, and gendered violence. If you do not wish to be present or participate when certain topics are discussed, please let me know. If you feel distressed by these topics or if you have any other mental health concerns, the University Counseling Center can help.

Many people struggle with mental health challenges - 40-60% of undergraduate students reported having symptoms of anxiety and depression in 2022. The University Counseling Center is a professional facility offered by the University of Mississippi to assist students with many types of life stressors which interrupt day-to-day functioning. Please know that I am here to support you and I care about your well-being. If you need support, I highly encourage you to contact the University Counseling Center and if you need accommodation, encouragement, or support, please let me know and I will help in any way possible. The University counseling Center offers individual counseling, couple's counseling, group counseling, stress management, crisis intervention, assessments and referrals, outreach programs, consultations, and substance abuse services. *There is no fee for enrolled University students*

*and everything you say to your counselor is confidential.* You can contact the Counseling Center at <https://counseling.olemiss.edu>, [counslg@olemiss.edu](mailto:counslg@olemiss.edu), 662-915-3784.

## Other Services

- Are you concerned about the mental health of a friend or roommate? You can submit a Care Report to the Counseling Center [https://cm.maxient.com/reportingform.php?UnivofMississippi&layout\\_id=3](https://cm.maxient.com/reportingform.php?UnivofMississippi&layout_id=3)
- What if you or someone else is having a mental health crisis and needs emergency help? Contact UPD at 915-7234 and they will contact a crisis counselor. For non-emergency help, contact the University Counseling Center to make a free appointment at (662) 915-3784 or email [counslg@olemiss.edu](mailto:counslg@olemiss.edu)
- Are you feeling stressed or anxious? Try listening to these relaxation exercises <https://counseling.olemiss.edu/relaxation-exercises/> and accessing other mental wellness resources at <https://counseling.olemiss.edu/mental-wellness-resources/>
- Want to improve your writing? The University Writing Center offers free consultations to assist at any stage in the writing process. For more information or to make an appointment, go to <https://writingcenter.olemiss.edu/>
- If you are having trouble affording groceries, toiletries and cleaning products, students can receive free and confidential assistance from the Grove Grocery <https://grovegrocery.olemiss.edu/services/>
- If you identify as LGBTQ+ and are in need of emergency help, you can find resources at <https://lgbtq.olemiss.edu/emergency-help/>
- If you have experienced sexual assault or harassment, you can use the following services:
  - Violence Intervention and Prevention Services – Free; Call (662) 915-1059 or email Shelli Poole <https://violenceprevention.olemiss.edu/>
  - University Counseling Center – Free; Call (662) 915-3784 or email [counslg@olemiss.edu](mailto:counslg@olemiss.edu)
  - University Psychological Services Center – Nominal fee; Call (662) 915-7385.
  - Rape, Abuse Incest National Network (RAINN) online hotline and telephone hotline – Free; Call (800) 656-HOPE (4673) or chat online at <https://hotline.rainn.org/online>
  - Love is respect (relationship violence); Hotline: 1-866-331-9474
  - More information available at <https://unsafe.olemiss.edu/get-help-now/>

## Schedule

\*\*\*\*\*The readings should be completed by the class under which they are listed\*\*\*\*\*

### Week 1

January 23: Course Introduction

January 25: Defining Political Violence

- Patricia Shields, 2017. “Limits of negative peace, faces of positive peace.”
- Will Koehrsen. “Has Global Violence Declined? A Look at the Data” *Towards Data Science* <https://towardsdatascience.com/has-global-violence-declined-a-look-at-the-data-5af708f47fba>

January 27: Is Violence in World Politics Inevitable?

- Jack Snyder, 2004, “One World, Rival Theories” *Foreign Policy*
- Watch Adichie, Chimamanda Ngozi Adichie, The danger of a single story, TED Talk (2009) [Link and transcript available on Blackboard]

### Week 2

January 30: Interstate War Introduction

- Watch the following videos:
  - “Iraq War 2003 Explained — Why Bush and Blair attacked Saddam Hussein” [https://www.youtube.com/watch?v=\\_tcUogFo9yE](https://www.youtube.com/watch?v=_tcUogFo9yE)
  - “Invasion of Iraq from the Iraqi Perspective” <https://www.youtube.com/watch?v=wMXn-q71jK4>
  - “Theory in Action: The War in Iraq” <https://www.youtube.com/watch?v=XUF-T5JubDg>

February 1: Causes of Interstate War: Bargaining Model

- Dan Reiter, 2003. Exploring the bargaining model of war. *Perspectives on Politics*.
- David Lake, 2010, “Two Cheers for Bargaining Theory” *International Security*, pages 7–23

### February 3: Causes of Interstate War: Commitment Problems

- David Lake, 2010, “Two Cheers for Bargaining Theory” *International Security*, pages 23–31
- Melanie Sisson, 2022, “Avoiding traps and preventing war: History, technology, and fear” *Brookings*

### Week 3

#### February 6: Causes of Interstate War: Incomplete Information and Misperceptions

- David Lake, 2010, “Two Cheers for Bargaining Theory” *International Security*, pages 31-52

#### February 8: Causes of Interstate War: Indivisibility and Leader Personality/Psychology

- H.A. Hellyer, 2016, ”Why ISIS Cannot Be Negotiated With” *Foreign Policy*
- Juliet Kaarbo, 2021, “New directions for leader personality research: breaking bad in foreign policy” *International Affairs*

#### February 10: Democracies and Autocracies at War I

- Zeev Maoz and Bruce Russett, 1993, “Normative and structural causes of democratic peace” *American Political Science Review*

### Week 4

#### February 13: Democracies and Autocracies at War II

- Jessica Weeks, 2012, “Strongmen and straw men: Authoritarian regimes and the initiation of international conflict” *American Political Science Review*

#### February 15: Public Support for War

- Adam Berinsky, “Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict,” *Journal of Politics* 69 (no. 4, 2007): 975-997.

#### February 17: Nationalism and Domestic Politics

- Andrew Bertoli, 2017, “Nationalism and conflict: Lessons from international sports.” *International Studies Quarterly*

### Week 5

#### February 20: Alliances and Militarized Interstate Disputes

- Leeds, Brett Ashley. “Do alliances deter aggression? The influence of military alliances on the initiation of militarized interstate disputes.” *American Journal of Political Science* 47.3 (2003): 427-439.

- Bob Davis and Lingling Wei. “Biden Plans to Build a Grand Alliance to Counter China. It Won’t Be Easy.”  
<https://www.wsj.com/articles/biden-trump-xi-china-economic-trade-strategy-policy-11609945027>

February 22: Application of Causes of War: Russo-Ukrainian War, I

- “Ukraine: Conflict at the Crossroads of Europe and Russia” *Council On Foreign Relations*
- Stephen Walt, “An International Relations Theory Guide to the War in Ukraine”

February 24: Application of Causes of War II and Midterm Review

## Week 6

February 27: Midterm Exam

March 1: Simulation Turn 0

- Read Statecraft Manual and take foreign policy analysis quiz BEFORE CLASS

March 3: Simulation Turn 1

## Week 7

March 6: Civil War

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

March 8: Civilian Victimization and Genocide

- Fjelde, Hanne, and Lisa Hultman. “Weakening the enemy: A disaggregated study of violence against civilians in Africa.” *Journal of Conflict Resolution* 58.7 (2014): 1230-1257. **ONLY pages 1230-1237**

March 10: Simulation Turn 2

**Week 8:** Spring Break No Class

## Week 9

March 20: Terrorism I

- Kydd, Andrew H., and Barbara F. Walter. “The strategies of terrorism.” *International security* 31.1 (2006): 49-80.

March 22: Terrorism II

- Bloom, Mia. "Dying to kill: Motivations for suicide terrorism." *Root causes of suicide terrorism*. Routledge, 2006. 25-76.

March 24: Simulation Turn 3

- **Most Prominent Cause of Violence/War Memo due today at 5:00 pm**

## **Week 10**

March 27: State Repression, Part I

- Davenport, Christian. "State repression and political order." *Annual Review of Political Science* 10 (2007): 1-23.
- Watch: "How Iran's repression machine works" <https://www.vox.com/videos/2022/12/22/23522494/iran-repression-mahsa-amini-morality-police-hijab>

March 29: State Repression, Part II

- Christopher Michael Sullivan, 2014, "The (in)effectiveness of torture for combating insurgency" *Journal of Peace Research*

March 31: Simulation Turn 4

## **Week 11**

April 3: State Failure to Prevent Violence

- Englehart, Neil A. "State capacity, state failure, and human rights." *Journal of Peace Research* 46.2 (2009): 163-180.

April 5: Simulation 5?

April 7: No Class

## **Week 12**

April 10: Criminal Violence and Gangs

- Lessing, Benjamin. "Logics of violence in criminal war." *Journal of Conflict Resolution* 59.8 (2015): 1486-1516.

April 12: Vigilante Violence and Lynching

- Jung, Danielle F., and Dara Kay Cohen. *Lynching and Local Justice*. Cambridge University Press, 2020 pgs 1-30, 78-87

- Read the Introduction and Sections II and III from “LYNCHING IN AMERICA: CONFRONTING THE LEGACY OF RACIAL TERROR” <https://lynchinginamerica.eji.org/report/>

April 14: Simulation Turn 6?

### Week 13

April 17: Inequality and Violence, Part I

- Galtung, Johan. “Violence, peace, and peace research.” *Journal of peace research* 6.3 (1969): 167-191.
- “The Links Between Violence, Inequality and Productivity,” *UNDP* 2021

April 19: Inequality and Violence, Part II

- Hudson, Valerie M., et al. “The heart of the matter: The security of women and the security of states.” *International Security* 33.3 (2009): 7-45.
- Goldstein, Joshua. *Gender and War*. Cambridge University Press, 2001 Chapter 5.

April 21: Simulation Turn 7?

### Week 14

April 24: What’s in a Name? The Labeling Political Violence

- Nadarajah, Suthaharan, and Dhananjayan Sriskandarajah. “Liberation struggle or terrorism? The politics of naming the LTTE.” *Third World Quarterly* 26.1 (2005): 87-100.
- Betus, Allison, Erin Kearns, and Anthony Lemieux. “Who’s a terrorist and who’s mentally ill? We looked at 10 years of news coverage to find out.” *The Washington Post* <https://www.washingtonpost.com/politics/2019/08/08/whos-terrorist-whos-mentally-ill-we-looked-years-news-coverage-find-out/>

April 26: Just War Theory/Responsibility to Protect

- Neil Macfarlane, Carolin J. Thielking, and Thomas G. Weiss, 2004, “The Responsibility to Protect: is anyone interested in humanitarian intervention?.” *Third World Quarterly*

April 28: Turn 8?

**When Violence Becomes Political Memo Due today at 5:00 pm**

### Week 15

May 1: World Politics of Reacting to Violence

- Samantha Power, 2001, “Bystanders to genocide.” *Atlantic Monthly*

- Eric Heinze, 2007, “The rhetoric of genocide in US foreign policy: Rwanda and Darfur compared” *Political Science Quarterly*

May 3: World Politics of Reacting to Violence: Ukraine Application

- *Reading will be posted two weeks before*

April 23: Simulation Debrief and Review for Final

- **Simulation Reflection due today at 5:00 pm**

\*\*\*\*\*Final exam will be May 10 at 8:00 am\*\*\*\*\*