

PSCI 4820: Geography, History, and International Relations

Dr. Paul Hensel

phensel@unt.edu

<http://www.paulhensel.org>

Office: 165 Wooten Hall (Hours: MW 1-2 PM, F 12-1)

Fall 2017

MWF 11:00-11:50 PM

140 Business Leadership Bldg.

Course Description

Most political scientists study international relations "in a vacuum," without reference to the geographic and historical context in which events take place. The purpose of this course is to introduce students to the impact of geography and history on international relations, and to reexamine traditional international relations phenomena such as trade or military conflict with a consideration for the influence of historical and geographic factors. A more technically accurate title might be "Geographic and Historical Influences on International Relations," although that is too long to fit in the schedule of classes. Upon completion of this course, students should have a better understanding of how geographical and historical forces influence international relations, and should be able to apply these concepts in following world events. The course will require a range of readings, regular attendance, two essay exams, and a research paper.

It should be noted that this class will address these topics theoretically, drawing from contemporary political science research; this will not be a class in current events. Also, this is NOT a course in geography or history, but rather a course on the ways that geographic and historical factors can influence international relations. The topics covered in this course are traditionally seen as political science topics, and most of the readings and lecture materials are based on research by political scientists that was published in political science journals. Students interested in geography or history as the main topics of analysis are urged to take coursework from UNT's Geography or History departments.

Required Texts

- **"Student Atlas":** John L. Allen and Christopher J. Sutton (2013). *Student Atlas of World Politics*, 10th edition. Guilford, CT: McGraw-Hill. (Available at the usual Denton locations, or maybe cheaper through online bookstores -- but wherever you buy it, be sure to get the correct edition!)
- **JSTOR:** An academic journal service that UNT provides for us. Access is free through the UNT libraries web site; you can search for individual articles by author, title, or keyword, or browse by journal name and issue.
- **Web:** The remaining readings are available online. The online version of the syllabus has direct links to both Web and JSTOR resources. Be sure to access and print out these readings early in the semester, because Web pages frequently move or disappear at inconvenient times.

Course Requirements

(1) **Examinations:** two noncumulative essay exams are required. The first exam will be given in class; the second exam will be given in the regular class room on the day and time that UNT assigns for the course's final exam. Each exam will be worth 25% of the total course grade. Be sure to be on time; once the first student leaves the exam, anybody else who enters to take the exam will lose five letter grades.

(2) **Research Paper:** one 10-15 page research paper is required for this class, which will count for 40% of the total course grade; more details are provided at the end of this syllabus. This paper will be due **at the beginning of class** on the due date, and must be turned in through TurnItIn (accessible through the Blackboard site for this course); papers turned in after class starts will be assessed a late penalty. Note that late papers will lose one full letter grade for each day that they are late, with the penalty increasing at midnight each day.

(3) **Preparation, Attendance, and Participation:** Students are expected to complete the assigned readings before class, attend class regularly, and participate actively in class discussion. Class preparation will be

measured through approximately 6-10 (unannounced) quizzes given at the very beginning or ending of class periods, which together will be worth 10% of the total course grade; each student's quiz grade will be determined by dropping the lowest quiz score.

Course Rules

(1) Makeup exams, whether for full credit or not, can take place only on UNT's designated "Reading Day" at the end of the last week of classes. Only one time slot on Reading Day will be offered for all makeup exams in any of the instructor's courses; students seeking to take a makeup exam in this time slot must contact the instructor no later than 5 PM on Tuesday of the last week of classes. Makeup exams will only be offered as essay examinations (regardless of the type of exam that is being made up) over the same material that would have been covered by the original exam.

Full-credit makeup examinations are given only with prior instructor approval (if at all possible) and with appropriate documentation. Note that the documentation must indicate why you could not be in class *at the exact time of the originally scheduled test*. If appropriate documentation is not provided, any makeup examination that might be offered will face a grade penalty of five letter grades, equivalent to showing up late at the original exam after one or more students have already finished and left the room.

(2) Failure to complete any paper assignment or failure to take any exam will result in a failing grade for the entire course; a passing grade requires completion of all course requirements. Late work will be assessed a substantial penalty (one letter grade per day that it is late), based on when the instructor receives the assignment, so it is in your interest to email a copy to the instructor as soon as it is completed; as long as you turn in an identical printed copy at the next class meeting, the late penalty will be based on when the email was received.

Note that the scheduled final exam time represents the conclusion of the course. No late assignments or documentation will be accepted after the conclusion of this two-hour period, and no makeup exams will be offered after this time.

(3) Students must keep an extra copy of each assignment until the instructor has returned the graded copy of that assignment. Students must also keep graded, returned copies of all assignments. Failure to do so will invalidate any potential question or protest about grades.

Also, students are responsible for maintaining backups of any written work for this course, preferably in a location away from the main computer that is being used (such as online backup through Dropbox). No extensions will be granted for work that is not turned in on time because of computer, hard drive, or printer failure, theft, power surge, or similar causes.

(4) All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures.

Following departmental policy, any student engaging in unacceptable behavior may be directed to leave the classroom. Additionally, the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated UNT's Code of Student Conduct (which may be found at <http://deanofstudents.unt.edu/conduct>).

(5) The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students under any circumstances. If you are unable to attend one or more class meetings, make arrangements with another student to borrow or copy their notes.

Also be aware that any PowerPoint slides presented to the class will not contain all material that will be

necessary for an "A" grade on course exams. The instructor's verbal lecture will also include important information that is not presented directly on the slides, so students should be careful to take notes on verbal lecture material as well as the brief overviews presented on the slides.

(6) Failure to abide by these policies will be dealt with in an appropriate manner, which may include a reduction in the course grade. Any exceptions are given at the instructor's discretion, only with prior approval where possible, and only with appropriate documentation.

Before asking for an exception, be aware that I will not grant exceptions that might be perceived as giving one student an unfair advantage or an opportunity that was not available to the remaining students who followed the rules correctly, turned in their work on time, and so on.

(7) The instructor's teaching-related policies and expectations are described in more detail at <http://www.paulhensel.org/teachgrade.html>. Failure to visit that web site does not constitute a valid excuse for ignorance of these policies. In particular, note that I do not "round up" grades -- an 89.9 counts as a B rather than an A -- and the only extra credit opportunity will be offered in class on the last class period before Thanksgiving (for fall semesters) or spring break (for spring semesters).

(8) Consistent with UNT rules, instructors (whether professors, teaching fellows, or teaching assistants) may not discuss student grades over email, telephone, or in any other setting that is not face-to-face due to privacy and security concerns. If you have questions about your grades, you may meet with me during office hours, or I will be glad to make an appointment at a more convenient time.

(9) I will never cancel class on my own for weather-related reasons; unless you hear official word through UNT's Eagle Alert service, class will be held at the regular time and place. Students who are unable to make it to class due to weather are still responsible for any material covered in lecture that day. If class is canceled, the next class meeting after school resumes will cover the material that would have been covered in the canceled class meeting, and a revised syllabus will be posted as soon as practical to adjust the schedule of remaining class meetings. More detail on the instructor's weather-related policies is provided at <http://www.paulhensel.org/teaching.html>.

(10) The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary. Any such changes will be announced in class as well as via Blackboard's class email list; students are responsible for making sure that they check the email account that is on file with Blackboard.

Academic Integrity

Academic integrity is defined in the UNT Policy on Student Standards for Academic Integrity, which is located at: <http://policy.unt.edu/policy/06-003>. This includes such issues as cheating (including use of unauthorized materials or other assistance on course assignments or examinations), plagiarism (whether intentional or negligent), forgery, fabrication, facilitating academic dishonesty, and sabotage. All students should review the policy carefully; failure to read or understand the policy does not protect you from sanctions for violating it.

Any suspected case of academic dishonesty will be handled in accordance with current University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course; further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://facultysuccess.unt.edu/academic-integrity>.

Americans with Disabilities Act

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation

(ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <<http://www.unt.edu/oda>>. You may also contact them by phone at (940) 565-4323.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students web site at <<http://deanofstudents.unt.edu/resources>> offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. Renee LeClaire McNamara, UNT's Student Advocate, may be reached through email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at (940) 565-2648. You are not alone; we are here to help.

Instructor's Web Site

The instructor maintains a web site at <<http://www.paulhensel.org>> that includes -- among other things -- teaching policies, solutions to common student writing problems, syllabi for my other courses, and Internet resources for students of international relations. Students are strongly encouraged to become familiar with this web site during the semester. The online version of this syllabus can be found at:

<<http://www.paulhensel.org/Teaching/psci4820.html>>.

Schedule of Topics and Assigned Readings

Please note that for some topics that take more than one day to cover, I have separated the assigned readings by day, to allow students to focus on material that will be relevant to each day's class. Where I do not list separate readings for each day of a multi-day topic, you are expected to complete the entire assigned reading before the first day of that topic.

I. GEOGRAPHY AS A CONTEXT

"In politics, a boundary is the imaginary line between two nations, separating the imaginary rights of one from the imaginary rights of the other." -- Ambrose Bierce

*"We can change history but not geography. We can change our friends but not our neighbors."
--Atal Behari Vajpayee, Prime Minister of India (February 1999)*

1. Monday, Aug. 28: Introduction / Overview of Course

2. Wednesday, Aug. 30: Introduction to Contexts / Geography as a Context

• *Assigned Readings:*

 --*Blackboard*: BBC (12/8/1999), "Building the Canal."

• *Discussion*: Think about the permanence of geographic influences on international relations. Is geography a

permanent factor that can't be changed (as Prime Minister Vajpayee suggested in the quote that is reprinted above)? Can geography be overcome by technology and by human ingenuity? Can certain geographic barriers be overcome but not others, and if so, which?

3-6. Friday, Sept. 1 - Friday, Sept. 8: Nations, States, and World Politics

4. Monday, Sept. 4: NO CLASS (Labor Day)

• *Assigned Readings (day 1 of this topic):*

--*Student Atlas*: Maps 38-39 (minority groups, linguistic diversity; think about how common minority groups are in today's world, and try to identify countries facing minority-related problems)

--*JSTOR*: Tanja Ellingsen, "Colorful Community or Ethnic Witches' Brew? Multiethnicity and Domestic Conflict during and after the Cold War." *Journal of Conflict Resolution* 44, 2 (April 2000): 228-249.

• *Assigned Readings (day 2):*

--*Blackboard*: Dan Gilgoff (4/11/2003), "Return to Kirkuk." *U.S. News and World Report*.

• *Assigned Readings (day 3):* None

• *Discussion*: Think about minority groups such as the Kurds (spread across Turkey, Iraq, Iran, and Syria) or the Palestinians (spread across much of the Middle East). Should these minority groups have their own political states, and should it make a difference if their current states of residence do or don't treat them equally? What can or should be done (and by whom) when states mistreat minority groups and refuse to allow these groups to form their own states?

7-8. Monday, Sept. 11 - Wednesday, Sept. 13: Migration and Refugees

• *Assigned Readings (day 1 of this topic):*

--*Blackboard*: UN High Commission on Refugees, "The 1951 Refugee Convention Relating to the Status of Refugees and Its 1967 Protocol"

--*Student Atlas*: Maps 16 (migration), 41-43 (refugees)

• *Assigned Readings (day 2):* None

• *Discussion*: Think about which countries have the most refugees, and where these refugees came from. How do these refugees affect these countries' (and their neighbors') political, economic, or social situations and foreign policy options? What can (and should) be done about these refugees?

9-10. Friday, Sept. 15 - Monday, Sept. 18: Freshwater and River Issues

• *Assigned Readings (day 1 of this topic):*

--*Student Atlas*: Maps 113-115 (water resources & water stress); think about the availability of adequate fresh water supplies around the globe, and try to identify the countries experiencing the worst problems

--*Blackboard*: AAAS Atlas of Population and the Environment: "Freshwater"

• *Assigned Readings (day 2):*

--*Blackboard*: Carel Dieperink (1997), "International Regime Development: Lessons from the Rhine Catchment Area." *Thailand Development Research Institute (TDRI) Quarterly Review* 12, 3: 27-35.

--*Blackboard*: Aaron Wolf (1998), "Conflict and Cooperation along International Waterways." *Water Policy* 1, 2: 251-265.

• *Discussion*: Think about which countries have the most water, which use the most, and which have the greatest problems with water scarcity (besides the AAAS reading, this information is also available in an appendix in the Student Atlas). How can water -- having it or not having it, using it or abusing it -- affect countries' economic prospects and foreign policy options? What benefits are there for the "haves," and how can the "have-nots" try to resolve their problems?

11-12. Wednesday, Sept. 20 - Friday, Sept. 22: Fisheries and Maritime Issues

• *Assigned Readings (day 1 of this topic):*

--*Blackboard*: UN FAO (2016). "The State of World Fisheries and Aquaculture 2016."

--*Blackboard*: TED Database: "CODWAR: Cod Dispute between Iceland and the United Kingdom"

- *Assigned Readings (day 2)*: None
- *Discussion*: Think about how offshore fisheries and other maritime resources affect countries' economic prospects and foreign policy options. Be sure to think about the differences between "haves" and "have-nots," as there are likely to be very different implications for these two groups.

13-14. Monday, Sept. 25 - Wednesday, Sept. 27: Transnational Problems

- *Assigned Readings (day 1 of this topic)*:
 - Student Atlas*: Maps 109-112 & 116 (pollution); think about the extent of pollution around the globe, and try to identify the countries experiencing the worst problems
 - Blackboard*: World Health Organization (2014). "Barriers to rapid containment of the Ebola outbreak."
 - Blackboard*: John Greenwald (1986). "Deadly Meltdown." *Time*, 12 May 1986.
- *Assigned Readings (day 2)*:
 - Student Atlas*: Map 117 (projected temperature change); think about the ways that different countries seem likely to be affected; are any of the changes desirable? can any of them be overcome with little cost?
 - Blackboard*: *Deutsche Welle* (11/26/2015) "Global Climate Change: Data-driven answers to the biggest questions."
- *Discussion*: Think about environmental problems that cross political borders between nation-states, such as the spread of disease or pollution across borders, or possible global warming. How can such problems best be addressed? What are some of the obstacles to solution of these problems, and what are some of the risks if solutions are not found?

Geography and International Conflict

15. Friday, Sept. 29: Facilitating Condition for Conflict / Contiguity and Proximity

- *Assigned Readings*:
 - JSTOR*: Paul F. Diehl (1985). "Contiguity and Military Escalation in Major Power Rivalries, 1816-1980." *Journal of Politics* 47: 1203-1211.
 - Student Atlas*: Maps 40 (post-WW2 conflicts), 56a-p (flashpoints -- note that this covers 16 pages)
- *Discussion*: Look over the list of recent wars and the brief description of the current "flashpoints" in the Student Atlas. Think about the proximity of the adversaries in these wars: do most wars seem to be fought between neighbors or between more distant adversaries, and why? Based on the descriptions of the flashpoints, why do these conflicts seem to be occurring?

16-18. Monday, Oct. 2- Friday, Oct. 6: Source of Conflict / Territory

- *Assigned Readings (day 1 of this topic)*:
 - Blackboard*: Paul R. Hensel (2013). "Projecting the Danger of Territorial Claims: Lessons from Two Centuries of Conflict." Revised version of paper presented at the 2013 Joint Meeting of the Peace Science Society (International) and the International Studies Association, Budapest, Hungary.
- *Assigned Readings (days 2-3)*:
 - Blackboard*: Paul R. Hensel (2001). "Evolution in Domestic Politics and the Development of Rivalry: The Bolivia-Paraguay Case." In William R. Thompson, ed., *Evolutionary World Politics*. New York: Routledge. (only read pp. 16-30 of this version of the paper)
- *Discussion*: Think about the ways that states try to resolve their territorial claims. How many examples can you think of where territorial claims led to militarized conflict or war between two nation-states? How many examples can you think of where territorial claims were resolved peacefully, rather than through violence?

19-20. Monday, Oct. 9 - Wednesday, Oct. 11: Regional Context for Conflict

- *Assigned Readings (day 1 of this topic)*:
 - Blackboard*: Paul R. Hensel and Paul F. Diehl (1994), "Testing Empirical Propositions about Shatterbelts." *Political Geography* 13, 1 (January): 33-52.
- *Assigned Readings (day 2)*: None

- *Discussion*: Think about how the types of countries in a region can affect the probability of military conflict. What makes certain regions (such as shatterbelts) more conflictual than others? Is there any way to make a region more peaceful than others ("zones of peace")?

Geography and International Economics

21-23. Friday, Oct. 13 - Wednesday, Oct. 18: Geography, Trade, and Development

- *Assigned Readings (day 1 of this topic)*:
 - Student Atlas*: Maps 3 (climate), 8 (ecological regions), 9 (natural hazards); think about how each of these factors can contribute to (or hinder) processes of economic development. From a geographic perspective, which parts of the world are best off and worst off?
 - JSTOR*: Ricardo Hausmann, "Prisoners of Geography." *Foreign Policy* 122. (Jan.- Feb. 2001): 44-53.
 - Blackboard*: Robert D. Kaplan (2010). "Actually, It's Mountains." *Foreign Policy* 180 (July/August).
- *Assigned Readings (day 2)*:
 - Student Atlas*: Maps 100-103 (energy/oil); think about which countries produce the most energy and resources, and which use the most
- *Assigned Readings (day 3)*: None
- *Discussion*: Think about how international economic processes like trade and development might be affected by geography. Is there a geographic reason (or more than one) that helps explain why certain states are more successful economically than others are? Does geography tell the whole story, or are there important limits on the role that geographic factors can play?

24-25. Friday, Oct. 20 - Monday, Oct. 23: Regionalism and Integration

- *Assigned Readings (day 1 of this topic)*:
 - Blackboard*: European Union (2014), "The History of the European Union."
 - Student Atlas*: Map 80 (regional trade organizations)
- *Assigned Readings (day 2)*:
 - Blackboard*: Economist (2014). "NAFTA at 20: Ready to Take Off Again?"
- *Discussion*: Think about the (economic, political, social, or other) reasons that states would want to give up some of their sovereignty by moving toward closer regional integration. Is this a smart move, or a risky decision? Is it better to try to ignore political borders when making economic policies and decisions, or is it more important to focus on your own national interest?

26. Wednesday, Oct. 25: MIDTERM EXAM (in the regular classroom)

II. HISTORY AS A CONTEXT

"Those who do not learn from the past are condemned to repeat it." -- George Santayana

"Nothing changes more constantly than the past; for the past that influences our lives does not consist of what happened, but of what men believe happened." -- Gerald W. Johnston

27. Friday, Oct. 27: History as a Context

- *Assigned Readings*:
 - Blackboard*: Timothy Garton Ash (3/29/1999). "The New Adolf Hitler?" *CNN/Time AllPolitics.com*.
 - Blackboard*: Economist (11/8/2007). "The Rewriting of History."
- *Discussion*: Think about whether or not there is a single "true" and objective "history," and whether history can be a reliable guide to later events. How easily can history be manipulated by leaders to suit their own purposes, and how well can leaders learn from past events or situations in dealing with current problems?

28-30. Monday, Oct. 30 - Friday, Nov. 3: Learning from History

- *Assigned Readings (day 1 of this topic)*:

--*Blackboard*: Henry Kissinger (1975), "Lessons of Vietnam." Memo to President Ford. From the Vietnam War Declassification Project at the LBJ Library, University of Texas.

--*Blackboard*: Salon magazine feature (2000), "What Did We Learn from Vietnam?"

• *Assigned Readings (day 2)*:

--*JSTOR*: Howard Schuman and Cheryl Rieger, "Historical Analogies, Generational Effects, and Attitudes Toward War." *American Sociological Review* 57, 3. (June 1992): 315-326.

• *Assigned Readings (day 3)*: None!

• *Discussion*: For the first class meeting, think about "the lessons of history," drawing from the readings about the lessons that the U.S. has learned from the Vietnam war -- but also thinking about the lessons of the two world wars or the 1991 and 2003 wars with Iraq. Is there a single set of lessons on which all observers can agree, or do different observers learn different -- or even opposite -- lessons from the same events? How does this affect the utility of attempting to learn from history?

Then for the second and third meetings, think about the lessons that entire generations or entire societies learn from the same events. Does your generation have different beliefs or attitudes than, say, your parents' or grandparents' generations, and which political events have been most influential in forming these attitudes? Are there any obvious differences in the events that occurred during each generation's formative years that might help explain these attitudes or beliefs?

31-32. Monday, Nov. 6 - Wednesday, Nov. 8: History and International Cooperation

• *Assigned Readings (day 1 of this topic)*: None

• *Assigned Readings (day 2)*:

--*Blackboard*: Barack Obama and David Cameron (2012), "The U.S. and Britain still enjoy special relationship." *Washington Post*, March 12.

• *Discussion*: Think about how countries' relationships are influenced by the history of their past relations. How are two countries' relations affected by a history of conflict, such as between Israel and the Arab states? What about a history of cooperation, such as "special relationship" between the U.S. and Britain that Obama and Cameron describe? What would it take to end a long history of conflict, or to reverse a long history of friendship and cooperation?

33-34. Friday, Nov. 10 - Monday, Nov. 13: The Impact of Colonialism

• *Assigned Readings (day 1 of this topic)*:

--*Student Atlas*: Maps 2 (European colonialism), 33 & 35 (colonialism in Africa and Asia); notice which countries had the most colonies in Africa and Asia, and when these colonies received their independence

--*Blackboard*: Catriona Davies (8/12/2010). "Colonialism and the Scramble for Africa." CNN.com.

• *Assigned Readings (day 2)*:

--*JSTOR*: Robin M. Grier (1999), "Colonial Legacies and Economic Growth." *Public Choice* 98, 3/4 (January): 317-335.

• *Discussion*: Think about how newly independent countries are likely to be affected by the experience of colonial rule by a distant (often European) power. How might this colonial experience affect a country's political, economic, and/or social prospects after independence? How is it likely to affect the country's relations with the former colonial ruler?

35-36. Wednesday, Nov. 15 - Friday, Nov. 17: Crises and Wars

• *Assigned Readings (day 1 of this topic)*:

--*Blackboard*: John Graham Royde-Smith, "Costs of the War." From *Encyclopedia Britannica's* World War II article.

• *Assigned Readings (day 2)*: None

• *Discussion*: Think about the physical, political, economic, and social costs of crises and wars. How are the participant countries likely to be affected by the experience of the event, and how long are these effects likely to last?

37-40. Monday, Nov. 20 - Monday, Nov. 27: Rivalry

39. Friday, Nov. 24: NO CLASS (Thanksgiving)

*****RESEARCH PAPERS DUE -- must be turned in using TurnItIn (through Blackboard), before the start of class on Monday, Nov. 20*****

• *Assigned Readings (day 1 of this topic):*

--*JSTOR*: George H. Quester (1978-1979). "Origins of the Cold War: Some Clues from Public Opinion." *Political Science Quarterly* 93, 4 (Winter): 647-663.

• *Assigned Readings (day 2):*

--*JSTOR*: Gary Goertz and Paul F. Diehl (1995). "The Initiation and Termination of Enduring Rivalries: The Impact of Political Shocks." *American Journal of Political Science* 39, 1 (February): 30-52.

• *Assigned Readings (day 3):* None

• *Discussion (day 1):* Think about long-term international "rivalries." What makes countries "rivals," what are some examples, and how do relations between these types of rivals differ from relations between non-rival countries?

• *Discussion (days 2-3):* Think about how rivalries begin and end. What kinds of events and/or processes create long-term international rivalries, and what kinds of events and/or processes end them? Why did the U.S.-Soviet Cold War begin when it did? Could this rivalry have been avoided (and how)?

41-42. Wednesday, Nov. 29 - Friday, Dec. 1: History and International Economics

• *Assigned Readings (day 1 of this topic):*

--*Blackboard*: Alexander Gerschenkron (1962). *Economic Backwardness in Historical Perspective: A Book of Essays*. Cambridge, MA: Harvard University Press, pp. 5-30. ["Chapter 1: Economic Backwardness in Historical Perspective"]

• *Assigned Readings (day 2):* None

• *Discussion:* Think about how international trade, development, and other economic processes are influenced by history. How are such processes affected by historical factors, such as past economic relations between certain countries or the historical economic context?

43-44. Monday, Dec. 4 - Wednesday, Dec. 6: Historical Barriers, Waves, and Norms / Course Wrapup

• *Assigned Readings (day 1 of this topic):*

--*JSTOR*: Mark W. Zacher (2001), "The Territorial Integrity Norm: International Boundaries and the Use of Force." *International Organization* 55, 2 (Spring): 215-250.

--*Student Atlas*: Maps 18 (political systems), 23 (timing of independence), 35 (African independence); look for patterns in the extent of democracy in today's world, and in the timing of independence from colonial rule (worldwide or within each individual region)

• *Assigned Readings (day 2):* None

• *Discussion:* Think about events that seem to cluster together within a short period of time (such as a large number of coups, wars, or decolonization within a short time after almost none over a much longer time). How can we explain such clustering? Also, think about Zacher's article: how convincing is the general argument that international actors change their beliefs about which types of behavior are appropriate (and change their actions accordingly), and how convincing is the example of the territorial integrity norm that he discusses here?

45. Friday, Dec. 5: NO CLASS (UNT Reading Day)

FINAL EXAM: Monday, Dec. 11, 10:30 AM - 12:30 PM (in the regular classroom)

• *The final exam is held on the day during Final Exam Week that is assigned by UNT, based on the time when our class meets:* <<http://registrar.unt.edu/exams/final-exam-schedule>>

Research Paper Assignment

This course requires a 10-15 page research paper examining a territorial claim between two or more nation-states, on a topic to be approved by Dr. Hensel. In the course of writing this paper you should come to understand the factors that led to the outbreak, management, and (if relevant) ending of that claim, focusing specifically on geographic and historical influences. This paper must be a serious scholarly analysis of the claim; this should not be a political statement that takes sides by supporting or criticizing the combatants' respective arguments or claims.

Choosing a Topic

This syllabus includes a list of eligible territorial claims. At the end of the second class meeting, you must turn in a list ranking your top five topic preferences, and I will try to assign you your highest choice possible; I will announce topic assignments at the end of the subsequent class. Be aware, though, that many of your classmates may request the same topics, so you may not be able to receive your first choice.

Paper Requirements

This paper will require three sections:

Section 1: Management of Claim (40% of total paper grade, approximately 5-7 pages)

The first section of the paper involves a discussion of how the participants managed the territorial claim, and is meant to tell the reader what happened during the claim; the second and third sections will be used to explain why everything happened the way it did. This first section will require the following elements:

- (1) Discuss the beginning of the claim. Which state(s) started claiming the territory from which other state(s), when, and how? What else happened before it met the formal definition of a territorial claim, such as private citizens making demands or taking action before their governments supported them?
- (2) Discuss the management of the claim while it was underway. This discussion should include any major events occurring during the claim -- such as crises or wars over the territory, negotiations between the claimants, diplomatic activity by third parties (such as other countries or international organizations), and any instances when part or all of the territory changed hands (through a treaty, conquest, or some other process).
- (3) Discuss the ending of the claim (if it isn't still ongoing at the time the paper is due). When and how did the last state(s) stop making formal claims to the territory? If relevant, what else happened after the claim stopped meeting the formal definition, such as private citizens refusing to recognize their governments' actions or trying to restart the claim without their governments' approval?

Section 2: Geographic Influences on Claim Management (30%, approximately 2-4 pages)

You must analyze the geographic factors involved in the claim, in order to explain what it is about the territory that makes it valuable to one or both participants. Note that the territory may have been valuable to each side for very different reasons, and you should indicate this where relevant.

This section requires the following elements, each of which should be described in as much detail as possible, with supporting evidence and appropriate citations. Bear in mind that the more detail that can be provided, the better -- so if you can provide estimates (with citations) of the amount or value of a resource found in the territory or estimates (with citations) of the number or percentage of residents with a certain ethnic, linguistic, or religious background, this will be better than simply noting that it contained a resource or "a large number" of one state's ethnic kinsmen.

- (1) Describe any potentially valuable resources (such as oil, diamonds, uranium, tin, nitrates, fishing grounds, fresh water, or fertile agricultural land) that are thought or known to be included in the claimed territory, as well as any other valuable contents (such as cities).
- (2) Explain any other tangible characteristics that make the territory valuable to one or both sides (such as major cities, industry, or an economically or militarily strategic location).
- (3) Discuss any ethnic, linguistic, or religious basis for the claim (including details about how much of the population living in the claimed territory is affected and how close their ties are to the population of the country making the claim).

- (4) Explain any other intangible characteristics that make the territory valuable to one or both sides (such as being seen as part of the national homeland, or part of the country's history or identity).
- (5) Identify any changes over time in the salience -- did the territory become more (or less) salient to one or more of the claimants over time? When, and why?

Section 3: Historical Influences on Claim Management (30%, approximately 3-5 pages)

The final section of the paper asks you to consider how the claim's origin, management, and ending was influenced by historical factors; this is a chance to apply the various lessons that we discuss in the second half of the course (the impact of past crises, wars, colonial experience, cooperation, conflict, etc., on foreign policy).

You should note that this third section should be very analytical, focusing on the influence of past events on later interactions over a claim. This section is more about understanding some of the causes of later behavior than it is about simply listing events in chronological order (which is done in the first section). For example, while a particular event may get a sentence or two in the first section, its influence on later events (and the ways it was influenced by earlier events) may need one or more full paragraphs in the third section. That is, both the second and third sections of the paper will require you to try to explain the events listed in the first section, by thinking very explicitly about *why* the claim went the way it did -- why it started, why it ended, why the countries went to war (or managed to avoid war), and so on.

This section requires the following three elements:

- (1) Discuss any historical influences on the initial origins of the claim. Examples might include early precedents or events while one or both claimants were under colonial rule, recent events involving the claim participants or other nearby countries that led to the start of the claim, or historical bases for the claim (such as a belief that one or both sides or their ancestors had discovered or occupied the land for many years).
- (2) Once the claim has begun, discuss how any attempts to settle the claim (peacefully or militarily) appear to have been influenced by historical factors such as previous militarized conflict between the participants, the success or failure of past attempts to settle the claim peacefully, and the success or failure of attempts to settle other claims elsewhere in the world (perhaps other claims involving one or both of these countries or other claims involving nearby countries). For example, if there was a war over the territory, were there any historical reasons that one/both countries chose war (such as the previous failure of peaceful negotiations or a desire to regain territory that had been lost through peaceful or military means in the past)?
- (3) Finally, discuss how these types of historical factors affected the ending of the claim (for claims that have ended) or the prospects that the claim will end within a year of the due date of the paper. For example, did some chain of events between the claimants (or involving nearby states) convince them that the time was right to settle things, did a past crisis/war convince them that further conflict was too dangerous or costly, or did a past treaty or war distribute the territory in a way that would later be formalized into a final settlement?

Appendix: Map of the Claim

It is vital to put your topic in perspective by locating the claimed territory on a map. This will allow you to get a better feel for the importance of the claim, including such factors as the size of the claimed territory relative to each country, its location with respect to waterways or strategic features, and its proximity to major cities. As a result, you must include a map of the claimed territory as an appendix, indicating which part of the map is claimed. Some books or articles may include appropriate maps, which you may photocopy (*note that ripping or cutting a map out of a printed book, journal, or magazine is destruction of scholarly resources and will be penalized heavily*). You may also create your own from a standard map of the involved countries by indicating which portions of the map were the subject of the claim.

Technical Notes

- The page requirement is based on standard fonts and margins, and does not include materials such as a title page, index, bibliography, or appendices. Failure to meet this requirement (such as turning in a paper that is too short/too long or only meets the requirements by manipulating fonts or margins) will be penalized by at least one letter grade.
- Papers must be turned in through TurnItIn, accessible through the course's Blackboard page. This will record

the exact date and time on which the paper was turned in, as well as checking for possible plagiarism from published sources or earlier student papers. If Blackboard or TurnItIn is not available at the time the paper is due, students may turn in a hard copy of the paper in class, before turning it in normally through TurnItIn once it is working again; as long as there have been no changes to the paper, there will be no late penalty for doing this.

- Late papers will be penalized severely, based on the time when the paper was submitted to TurnItIn. Papers turned in after the start of lecture on the due date will lose 1 point, while those turned in between the end of class and midnight on the due date will lose 3 points (1/3 letter grade). Papers turned in after that time will be penalized 10 points (1 letter grade) per day, compounding at midnight each day.
- Technical failures, such as stolen computers or dead hard drives/flash drives or printers, do not constitute valid excuses for late papers. Students are expected to maintain backups of their papers while writing them, ideally off-site through Dropbox or some similar service, so that they do not lose all of their work if their computer or related equipment dies or disappears.
- Students must cite all materials used in researching the paper, in order to give appropriate credit to the original authors. This includes listing the source and page(s) for all historical facts that the student did not personally observe, all analysis and theories that the student did not personally develop, and so on. Failure to give such credit constitutes plagiarism, and will be penalized severely.
- Students are expected to use a minimum of five (5) serious scholarly sources (typically books or academic journal articles) on the history and details of the territorial claim. If you are in danger of not finding enough sources, see the note below about sources and citations, and consult with the instructor if you still do not have enough.

Appropriate Scholarly Sources

The most useful reference source for most of these topics is the library's book collection; useful books may include specific histories of the territorial claim, diplomatic or military histories of each involved countries, and more general histories of countries, regions, or the entire world. For example, if your topic involves Bolivia, it would be useful to run a subject search for "Bolivia--foreign relations", "Bolivia--boundaries", "Bolivia--history", "Bolivia--politics and government", and appropriate subheadings under each of those categories, as well as books specifically about the claimed territory itself. For many of these topics, the most useful information may come from histories of the involved countries rather than books specifically about the claim (if books about the claim itself even exist in our library). Where there are not many relevant books, you may find a number of useful academic journal articles by searching for the names of the countries and/or the territory on JSTOR (note that Geography and History journals may be at least as useful as Political Science for a paper like this). Post-World War II cases will also be helped by reference sources like *Keesing's Contemporary Archives*, *Facts on File*, and newspapers like the *New York Times* or *Times of London*. My web site also offers many suggestions on useful reference sources at <<http://www.paulhensel.org/teachpaper.html>>.

Please be aware that most Internet sources (such as Wikipedia), CD-ROMs (such as Microsoft Encarta), and encyclopedias (such as World Book or Britannica) are not appropriate as main sources for an upper-division college research paper such as this one, and as such may not be used without my explicit permission. If you are considering using one or more electronic sources, you must read and follow the guidelines presented at <<http://www.paulhensel.org/teachnet.html>>; note in particular that you must fill out a written request (and receive my written permission) before the source can be used, and that even then you must add a paragraph in the bibliography evaluating each electronic source used in your paper. Furthermore, you must properly footnote and cite all sources that you use; guidelines are available at <<http://www.paulhensel.org/teachcite.html>>. Failure to follow these guidelines will be penalized by a deduction of up to five letter grades.

Eligible Paper Topics

North America

Alaska: Russia, UK/Canada, USA

Arctic: Russia, Canada, USA, Denmark, others

Eastern Greenland: Norway vs. Denmark

El Chamizal / Rio Grande: USA vs. Mexico (*focus on the shifting border, not the entire claim over Texas*)

Florida: USA vs. Spain

Fort Ross (in California): Russia, Spain/Mexico

Oregon: USA, UK, Spain/Mexico, Russia

Texas: USA, Mexico, Texas

Central America/Caribbean

Belize (British Honduras): Guatemala vs. UK/Belize

Canal Zone: USA vs. Colombia/Panama

Cuba (19th century): USA vs. Spain (*note that this topic covers a much longer history of U.S. claims to Cuba than just the Spanish-American War*)

Guantánamo Bay: Cuba vs. USA

Navassa Island: Haiti vs. USA

San Andres & Providencia: Nicaragua vs. Colombia

Virgin Islands (Danish West Indies): USA vs. Denmark

South America

Acre: Brazil, Bolivia, Peru

Beagle Channel: Argentina vs. Chile

Corentyn (Corantijn): Netherlands/Suriname vs. UK/Guyana

Essequibo: Venezuela vs. UK/Guyana

Falklands (Malvinas): Argentina vs. UK

Loreto / Leticia: Colombia vs. Peru

Oriente / Cordillera del Condor: Ecuador vs. Peru

Tacna-Arica: Bolivia, Chile, Peru

Antarctica: Argentina, Chile, Britain, etc.

Western & Northern Europe

Aaland (Åland) Islands: Russia, Finland, Sweden

Alsace-Lorraine: France vs. Germany

Gibraltar: Spain vs. UK

Northern Ireland: Ireland vs. UK (*focus on the claim by the country of Ireland, rather than relations between Catholics vs. Protestants in Northern Ireland*)

Saar: France vs. Germany

Savoy & Nice: France vs. Italy

Schleswig-Holstein: Prussia (Germany), Austria, Denmark

South Tyrol (Alto Adige): Italy vs. Austria

Eastern Europe

Aegean Sea Islands: Greece vs. Turkey

Crimea: Russia vs. Ukraine (*focus on the post-Soviet claim, but don't ignore earlier events*)

Cyprus: Greece, Ottoman Empire/Turkey, UK/Cyprus

Danzig / Polish Corridor: Germany vs. Poland

Fiume: Italy vs. Yugoslavia

Galicia (Curzon Line): Poland vs. USSR

Karelia: Russia vs. Finland

Memel (Klaipeda): Germany vs. Lithuania

Sudetenland: Germany vs. Czechoslovakia

Teschen (Cieszyn): Poland vs. Czechoslovakia

Transylvania: Hungary vs. Romania

Trieste: Italy vs. Yugoslavia
Upper Silesia: Germany vs. Poland
Vilna (Vilnius/Wilna): Poland vs. Lithuania

Africa

Aozou Strip: Libya vs. Chad
Badme-Zalambessa: Ethiopia vs. Eritrea
Bakassi Peninsula: Nigeria vs. Cameroon
Ceuta & Melilla: Morocco vs. Spain
Ogaden: Ethiopia vs. Somalia

Middle East

Abu Musa & Tunb Islands: Iran vs. UAE
Bahrain: Iran vs. UK/Bahrain
Golan Heights: Israel vs. Syria
Hanish Islands: Ethiopia/Eritrea vs. Yemen
Hawar Islands: Qatar vs. Bahrain
Kuwait: Iraq vs. UK/Kuwait
Shatt al-Arab: Iran vs. Iraq
Taba: Egypt vs. Israel

Asia

Dokdo/Tokto/Takeshima: South Korea vs. Japan
Durand Line: Afghanistan vs. Pakistan
Hong Kong: China vs. UK
Kashmir: India, Pakistan, China
Kuril Islands (Kuriles, Northern Territories): Russia vs. Japan
McMahon Line: China vs. India
Nagorno-Karabakh: Armenia vs. Azerbaijan
Paracel Islands: China vs. Vietnam
Preah Vihear: Thailand vs. Cambodia
Senkaku/Diaoyu/Tiaoyu Islands: Japan, China, Taiwan
Spratly/Nansha Islands: China, Philippines, Vietnam, Taiwan, Malaysia, Brunei
Ussuri River: Russia vs. China