

PSCI 4828: Geography, History, and International Relations

Dr. Paul Hensel

phensel@unt.edu

<https://www.paulhensel.org>

Office hours: W 10:30-11:30 PM in my office (165 Wooten Hall)

M 1:30-3:30 via Zoom (<https://unt.zoom.us/j/83777844543>)

Fall 2021

MWF 9:00-9:50 PM

112 Wooten Hall

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 UNT's schedule of classes.

Students are expected to finish the course readings before the start of the class period for which they are assigned, and participate actively in class discussion. The course will be graded based on two (non-cumulative) essay examinations; eleven quizzes that are meant to measure preparation for class; and five 2-3 page analytical papers.

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. This course will help you develop several important learning objectives that will help you in your career. The analytical papers, which are focused on drawing lessons from current news stories about topics covered in the course, will help you develop analytical skills and bridge between current events and theories. These papers and the two essay exams will also help you develop written communication skills and critical thinking skills, as you apply theoretical topics covered in the course; these exams will ask you to use course topics to understand and evaluate situations in international conflict, rather than just memorizing and repeating facts from a book.

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. 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.

Covid-19 and the Fall Semester

Based on the current Covid-19 situation, UNT is planning to open for business as usual in the Fall 2021 semester. Our class will meet face-to-face on the usual MWF schedule, with each class meeting including both lecturing by the instructor and discussion of the assigned topics. It is important to come to class having done the assigned readings, as well as having thought about the discussion topics listed in this syllabus; we will spend a lot of time on class discussion, focusing on such topics as evaluating the academic theories and research being discussed, application of this research to recent or ongoing events, ways to improve or expand on this research, and debating possible policy advice for leaders based on this research.

Here are some specific considerations for the fall semester, as we try to take advantage of being back to in-person classes while trying to avoid a Covid resurgence that might send classes back online again:

- **Required Technology:** Although class meetings will be conducted face-to-face, most class readings (outside of the required books) are posted on Canvas, quizzes will be conducted online through Canvas, and the course's analytical papers and examinations will be turned in through TurnItIn links in Canvas. Students will need access to a reliable Internet connection and UNT's Canvas web site (<https://canvas.unt.edu> or <https://unt.instructure.com>) to be able to access these readings or complete these assignments.

- **Face Coverings:** Consistent with the most recent CDC guidance, UNT strongly encourages everyone to wear

a face covering when indoors (regardless of vaccination status) to protect yourself and others from COVID infection. Face covering guidelines could change based on community health conditions.

- **Vaccination:** Consistent with the latest research showing that the currently approved vaccines greatly reduce the risk of infection as well as the risk of hospitalization or other serious consequences if one does become infected, UNT encourages everyone in the campus community to be fully vaccinated against Covid-19. Free vaccination is offered by the UNT Student Health and Wellness Center (call 940-565-2333 to set up an appointment) and by Denton County Public Health (call 940-349-2585), as well as through other health care providers.
- **Attendance and Covid Symptoms:** Students are expected to attend class meetings regularly, but it is also vitally important that we try to avoid spreading Covid to other members of the class or the campus community. If you are experiencing any symptoms of Covid-19 (such as cough, fever, sore throat, shortness of breath, difficulty breathing, or loss of smell/taste - see a more complete list at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider BEFORE coming to campus. UNT also requires you to contact the UNT Covid Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. Be sure to notify the instructor as soon as possible if you will be missing class due to illness or Covid-related isolation or quarantine, so that we can discuss how to mitigate the impact of your absence on your attainment of course learning goals.
- **Unexpected Issues:** In these unusual circumstances, many students will experience unexpected issues -- they or close contacts may test positive for Covid-19, there may be family issues due to the need to care for younger or older relatives, there may be scheduling issues related to jobs or other obligations, there may be technical issues due to the need to rely so heavily on Internet connections that may be unreliable or may be shared among multiple people, and so on. If any such issue comes up, please do not hesitate to contact the instructor, so we can try to work out a reasonable solution. Remember, I can not help you if you don't let me!
- **What if Things Change?:** If community health conditions change during the semester, UNT may change the way the fall semester is being conducted, as it did in Spring 2020 when students were sent home and all classes were switched to remote instruction, or in Fall 2020 when most classes were conducted in a hybrid format. Any changes to the syllabus will be announced via Canvas course emails, and a revised syllabus will be posted on Canvas; be sure that you regularly check your email account that is set up to receive Canvas announcements and other UNT emails.

Required Texts

- **Historical Atlas:** Rand McNally (2015). *Rand McNally Historical Atlas of the World*, 6th edition. ISBN 9780528014475.
- **Student Atlas:** Merriam-Webster (2020). *Merriam-Webster's Student Atlas*, New edition. ISBN 9780877797296.
- **Canvas:** The remaining readings are available online through the Canvas page for this course, which you can access by using your EUID to log in at <https://unt.instructure.com>. It would be smart to print or save these readings early in the semester, because Internet connections disappear at inconvenient times (like the night before a quiz or an exam).

Course Requirements

(1) **Examinations:** two noncumulative essay exams are required, focusing on application of the topics covered in class. Both exams will be offered as take-home exams, with the exam questions provided on Canvas one week before the due date, and the exam being due through a TurnItIn link on Canvas by the end of the scheduled exam time listed in the syllabus. Each exam will be worth **25%** of the total course grade.

(2) **Analytical Papers:** Students are required to complete five 2-3 page analytical papers during the course of the semester, as described at the end of this syllabus. Each paper must be turned in through a TurnItIn link on

Canvas; together, they will count for **30%** of the total course grade. Each paper is meant to spur classroom discussion on the assigned topic, so to receive full credit, a paper must be completed **by the start of class on the due date** listed in the syllabus; a late penalty will be assessed for each partial or full day after that before a paper is turned in.

(3) **Quizzes:** Students are expected to complete the assigned readings before class, in order to help them participate actively in class discussion. Preparation will be measured by eleven open-book/open-note quizzes offered through Canvas, which will assess how well students have understood key points from the assigned readings. Each quiz is meant to assess preparation for classroom discussion on the day for which the reading was assigned, so to receive full credit, a quiz must be completed **by the start of class on the due date** listed in the syllabus (no additional quizzes will be accepted after that time). Each student's lowest quiz grade will be dropped from calculation of the grade; together, the quizzes will be worth **20%** of the total course grade.

Warning about Canvas Gradebook:

Please note that the gradebook in Canvas may not give you a fully accurate summary of your grade for this course, because that doesn't handle this grading scheme very well. Canvas is best at handling a predetermined number of assignments that all count toward the final grade for the course, and it struggles with assignments like this course's quizzes (where at least one quiz grade will be dropped from calculation of the course grade). This syllabus tells you which assignments count for how much of the overall course grade; if you are having problems determining your grade, you are always welcome to talk with the instructor during in-person office hours or in a Zoom session (but remember that I can not discuss grades over phone or email).

Course Rules

(1) **Classroom:** 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>>).

(2) **PowerPoint:** The instructor's lecture notes and PowerPoint slides will not be posted online or otherwise handed out to students, except under special circumstances (such as a primarily online/remote course). 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.

(3) **Online Resources:** Any class recordings, videos, PowerPoint slides, or other similar course materials are reserved for use only by students in this class for educational purposes. The materials should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

(4) **Backup:** For any assignments that are turned in physically during the semester, 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 such 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, Google Drive, or Microsoft OneDrive). 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.

(5) **Makeup Exams:** Makeup exams, whether for full credit or not, will 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 in classes that usually use multiple choice tests will be offered as short answer/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 time of the originally scheduled test*. If appropriate documentation is not provided, the makeup examination can still be taken, but will face a grade penalty of five letter grades (50%). Makeup exams (whether full or reduced credit) are only available for students who missed the original exam; this is not an option for trying to retake an exam to get a higher score.

(6) **Late Work:** 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.

(7) **Exceptions:** 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.

(8) **Other Teaching Policies:** The instructor's teaching-related policies and expectations are described in more detail at <<https://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, if any, will be offered in class on the last class period before Thanksgiving (for fall semesters) or spring break (for spring semesters).

(9) **Discussing Grades:** 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.

(10) **Canceling Class:** 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 <<https://www.paulhensel.org/teaching.html>>.

(11) **Changes:** 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 a Canvas announcement; students are responsible for making sure that they check the email account that is on file with Canvas, and/or check the announcements tab for this course in Canvas in case there is some sort of email problem.

UNT Policies

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

UNT is committed to making reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must register with the Office of Disability Access (ODA) each semester to verify their eligibility. If a disability is verified, the ODA will contact me with a letter listing recommended accommodations; you will then need to discuss these with me so we can decide how to meet your specific needs in the course. It is advisable to discuss these issues as early as possible in the semester to avoid any delay in implementation; **I can not grant you an accommodation that you did not discuss with me before the assignment in question was due.** For additional information see the Office of Disability Accommodation website at <<http://www.unt.edu/oda>> or contact them by phone at (940) 565-4323.

Prohibition of Discrimination, Harassment, and Retaliation

UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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. The 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 <<https://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:

Schedule of Topics and Assigned Readings

GEOGRAPHY AS A CONTEXT

"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. 23: First day of class

- No assigned reading

2. Wednesday, Aug. 25: **Geography as a Context**

- Assigned Reading (before first class on this topic): *Canvas*: BBC (12/8/1999), "Building the Canal."
- Discussion Topics: Think about the permanence of geographic influences on international relations, as suggested by Prime Minister Vajpayee in the quote that is reprinted above. What does the Panama Canal reading suggest about the possibility and the costs of trying to overcome geographic barriers? Which types of geographic barriers/impacts can be overcome by technology or human ingenuity, and which can not?

3-5. Friday, Aug. 27 - Wednesday, Sept. 1: **Nations and States**

- **Quiz #1 due before class on Aug. 27**
- Assigned Reading (before first class): *Canvas*: 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.
 - Historical Atlas*: 78-79 (19th Century European languages) -- compare to current maps of Europe and note how well today's states fit; how many groups never got their own state or are split into multiple states?
 - Canvas*: Dan Gilgoff (4/11/2003), "Return to Kirkuk." *U.S. News and World Report*.
- Discussion Topics: 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), as well as the language groups shown in the Historical Atlas map of Europe that never got their own state or that only got a state for part of their population. 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?

6-8. Friday, Sept. 3 - Wednesday, Sept. 8: **Migration and Refugees**

7. Monday, Sept. 6: **NO CLASS (LABOR DAY)**

- Assigned Reading (before first class): *Canvas*: UN High Commission on Refugees, "The 1951 Refugee Convention Relating to the Status of Refugees and Its 1967 Protocol"
 - Deutsche Welle (6/19/2020), "Refugee Numbers Hit Record High in 2019: UN Report."
- Discussion Topics: 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. 10 - Monday, Sept. 13: **Freshwater and River Issues**

- **Quiz #2 due before class on Sept. 10**

- Assigned Reading (before first class): *Canvas*: AAAS Atlas of Population and the Environment:

"Freshwater"

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

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

- Discussion Topics: Think about which countries have the most water, which use the most, and which have the greatest problems with water scarcity. 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. 15 - Friday, Sept. 17: **Fisheries & Maritime Issues**

- **Quiz #3 due before class on Sept. 15**

- Assigned Reading (before first class): *Canvas*: UN FAO (2016). "The State of World Fisheries and Aquaculture 2016."

--*Canvas*: Inventory of Conflict and Environment (ICE) Database: "CODWAR: Cod Dispute between Iceland and the United Kingdom"

- Discussion Topics: 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. 20 - Wednesday, Sept. 22: **Spillover Effects / Transnational Problems**

- **Quiz #4 due before class on Sept. 20**

- **Paper #1 due before class on Sept. 22**

- Assigned Reading (before first class): *Student Atlas*: environmental issues: 49 (North America), 83 (South America), 89 (Europe), 95 (Africa), 101 (Asia) -- try to identify the countries in each region with the worst problems, particularly with acid rain, and think about possible solutions when so many countries are affected

--*Canvas*: World Health Organization (2014). "Barriers to rapid containment of the Ebola outbreak."

--*Canvas*: John Greenwald (1986). "Deadly Meltdown." *Time*, 12 May 1986.

--*Canvas*: *Deutsche Welle* (11/26/2015) "Global Climate Change: Data-driven answers to the biggest questions."

- Discussion Topics: Think about environmental problems that cross political borders between nation-states, such as the spread of disease or pollution across borders, or possible global climate change. 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?

15. Friday, Sept. 24: **Contiguity and Proximity / Geography as a Facilitating Condition for Conflict**

- Assigned Reading (before first class): *Canvas*: Paul F. Diehl (1985). "Contiguity and Military Escalation in Major Power Rivalries, 1816-1980." *Journal of Politics* 47: 1203-1211.

- Discussion Topics: Think about relations between neighboring countries (such as the United States and Mexico, France and Germany, or Israel and Syria). What are some positive effects of being located next to each other? What are some negative effects? Is the overall effect likely to be more positive or more negative, or does this depend on the types of countries that we are talking about?

16-18. Monday, Sept. 27 - Friday, Oct. 1: **Territory / Geography as a Source of Conflict**

- **Quiz #5 due before class on Sept. 27**

• **Paper #2 due before class on Oct. 1**

- Assigned Reading (before first class): *Canvas*: 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.
--*Canvas*: 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 Topics: 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 managed or resolved peacefully, rather than through violence?

19-20. Monday, Oct. 4 - Wednesday, Oct. 6: **Regions / Geography as a Regional Setting for Conflict**

- Assigned Reading (before first class): *Canvas*: Paul R. Hensel and Paul F. Diehl (1994), "Testing Empirical Propositions about Shatterbelts." *Political Geography* 13, 1 (January): 33-52.
- Discussion Topics: Think about how the types of countries in a region can affect the risk of military conflict in that region. 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")?

21-23. Friday, Oct. 8 - Wednesday, Oct. 13: **Geography, Trade, and Development**

- **Quiz #6 due before class on Oct. 8**
- Assigned Reading (before first class): *Student Atlas*: 20 (earthquakes), 24-5 (climate) -- 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?
--*Historical Atlas*: 4-5 (development of civilization -- look at when different parts of the world developed, and return to this map after watching the video lecture discussing *Guns, Germs, and Steel*)
--*Canvas*: Ricardo Hausmann, "Prisoners of Geography." *Foreign Policy* 122. (Jan.- Feb. 2001): 44-53.
--*Canvas*: Robert D. Kaplan (2010). "Actually, It's Mountains." *Foreign Policy* 180 (July/August).
- Discussion Topics: 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. Friday, Oct. 15: **Natural Resources**

- Assigned Reading (before first class): *Student Atlas*: 36-7 (land use/agriculture), 38-39 (major minerals / oil-gas-coal) -- think about which countries have the most abundant resources, and how this benefits them
--Thanassis Cambanis (10/16/2014). "Why It's Time to Stop Fearing OPEC." *Boston Globe*.
--BBC (5/1/2018), "Coffee: Who Grows, Drinks, and Pays the Most?"
- Discussion Topics: Think about how resources affect countries' economic prospects. How beneficial can resources be for economic success, or for influencing other countries, and how much do these benefits vary between different types of resources? What potential drawbacks might there be for a country that relies heavily on resources for its economy?

25-26. Monday, Oct. 18 - Wednesday, Oct. 20: **Regional Integration**

- **Quiz #7 due before class on Oct. 18**

- Assigned Reading (before first class): *Canvas*: European Union (2014), "The History of the European Union."
 --*Historical Atlas*: 101 (Economic alliances) -- note the prominence of economic integration across every region of the world (and these are only a few of the examples)
 --*Canvas*: Economist (2014). "NAFTA at 20: Ready to Take Off Again?"
- Discussion Topics: 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?

27. Friday, Oct. 22: **Midterm exam**

- *The midterm exam is a take home exam that will be posted in Canvas one week earlier, and will be due through the TurnItIn link on Canvas by the end of this scheduled class period. No exams will be accepted after the conclusion of the scheduled exam time.*

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

28. Monday, Oct. 25: **Studying History**

- **Paper #3 due before class on Oct. 25**
- Assigned Reading (before first class): *Canvas*: Timothy Garton Ash (3/29/1999). "The New Adolf Hitler?" *CNN/Time AllPolitics.com*.
 --*Canvas*: Adam Taylor (3/18/2014). "What History Can Tell Us about Russia, Crimea, and Vladimir Putin." *Washington Post*.
 --*Canvas*: *Economist* (11/8/2007). "The Rewriting of History."
- Discussion Topics: 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?

29-32. Wednesday, Oct. 27 - Wednesday, Nov. 3: **Learning from History**

- **Quiz #8 due before class on Oct. 27**
- Assigned Reading (before first class): *Canvas*: Henry Kissinger (1975), "Lessons of Vietnam." Memo to President Ford. From the Vietnam War Declassification Project at the LBJ Library, University of Texas.
 --*Canvas*: Salon magazine feature (2000), "What Did We Learn from Vietnam?"
 --*Historical Atlas*: 62 (Latin American independence -- note when the Latin American colonies gained their independence), 86-87 (anti-colonial resistance -- note where colonies resisted against colonial rule and when)
- Discussion Topics: 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? Finally, think about events that seem to cluster together within a short period of time (such as when a surprising number of countries experience coups, democratization, or decolonization within a short time after almost none over a much longer time -- how can we explain such clustering?

33-34. Friday, Nov. 5 - Monday, Nov. 8: **Generational Learning**

- **Quiz #9 due before class on Nov. 5**
- **Paper #4 due before class on Nov. 8**
- Assigned Reading (before first class): *Canvas*: Howard Schuman and Cheryl Rieger, "Historical Analogies, Generational Effects, and Attitudes Toward War." *American Sociological Review* 57, 3. (June 1992): 315-326.
- Discussion Topics: 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?

35-36. Wednesday, Nov. 10 - Friday, Nov. 12: **Colonial Legacies**

- Assigned Reading (before first class): *Canvas*: Catriona Davies (8/12/2010). "Colonialism and the Scramble for Africa." CNN.com.
 - Historical Atlas*: 80-81 (partition of Africa), 88-89 (colonial empires in 1900) -- note how widespread colonial rule was, and how so few colonial powers ruled over much of the world
 - Canvas*: Robin M. Grier (1999), "Colonial Legacies and Economic Growth." *Public Choice* 98, 3/4 (January): 317-335.
- Discussion Topics: 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?

37-38. Monday, Nov. 15 - Wednesday, Nov. 17: **Crises and Wars**

- **Paper #5 due before class on Nov. 17**
- Assigned Reading (before first class): John Graham Royde-Smith, "Costs of the War." From *Encyclopedia Britannica's* World War II article.
- Discussion Topics: 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?

39-40. Friday, Nov. 19 - Monday, Nov. 22: **Long-Term Rivalry and Friendship**

- **Quiz #10 due before class on Nov. 19**
- Assigned Reading (before first class): *Canvas*: 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.
 - Canvas*: George H. Quester (1978-1979). "Origins of the Cold War: Some Clues from Public Opinion." *Political Science Quarterly* 93, 4 (Winter): 647-663.
 - Canvas*: Barack Obama and David Cameron (2012), "The U.S. and Britain still enjoy special relationship." *Washington Post*, March 12.
- Discussion Topics: 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? Then 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)? We will conclude this topic by thinking about the opposite of rivalry, longstanding histories of cooperation such as the US-UK "special relationship." What does it take to create such a cooperative relationship, and what would it take to end it?

41-43. Wednesday, Nov. 24 - Monday, Nov. 29: **History and International Economics**

42. Friday, Nov. 26: **NO CLASS (THANKSGIVING)**

- **Quiz #11 due before class on Nov. 24**

- Assigned Reading (before first class): *Historical Atlas*: 70-71 (Europe industrialization 1850 & 1910 -- note how quickly industrialization spread in 19th Century Europe), 102 (GDP -- note the patterns of development in today's world and think about how those at the lower levels might be able to catch up to those at the top)
--*Canvas*: 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"]

- Discussion Topics: 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? How does the changing economic context make development easier or more difficult for today's less developed countries?

44. Wednesday, Dec. 1: **Historical Norms / Course Wrapup**

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

- Discussion Topics: 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. 3: **NO CLASS (UNT Reading Day)**

Final Exam: Wednesday, Dec. 8, 8-10 AM

- *The final exam is a take home exam that will be posted in Canvas on the last day of class, and will be due through the TurnItIn link on Canvas by the end of the scheduled final exam. No exams or any other late work will be accepted after the conclusion of the scheduled exam time.*

Analytical Paper Assignments

Communicating one's ideas verbally and on paper makes up an important part of most college courses and most post-college careers, and this course is no exception. During the semester, students are required to complete **five analytical papers**. For full credit, all papers must be turned in through the TurnItIn links on Canvas **by the start of class on the due date** listed in the syllabus. Researching and writing these analytical papers helps to improve the quality of in-class discussion by giving students an opportunity to think about important topics in advance and become familiar with relevant cases or examples, gives the students practice in analyzing and learning from news stories, and offers the instructor a concrete way to evaluate students' comprehension of the topics covered in the course and in the assigned readings. Each paper is expected to be **2-3 pages long** (no shorter than two full pages and no longer than four full pages, using reasonable fonts and margins; papers that only reach the assigned length by using unusual margins, spacing, or fonts will be penalized).

Many of these papers involve reading and analyzing the contents of news stories that cover events published sometime **during the current semester** (i.e., no earlier than the first day of class listed on this syllabus). The instructor's web site offers links to a number of possible sources at <https://paulhensel.org/Teaching/psci4820.html#news> (although you may also choose any other source as long as it includes an appropriate story). Be sure to include the citation for each news source at the end of your paper, indicating its author, title, source, date of publication, and the URL/link where you found it.

Technical Notes:

- Papers must be turned in through the appropriate TurnItIn link on the course's Canvas 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 Canvas or TurnItIn is not available at the time the paper is due, students may email a copy of the paper to Dr. Hensel or 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.
- Papers turned in after the specified time will be penalized 1 letter grade (10%) per day, compounding at midnight each day.
- Technical failures, such as stolen computers or dead hard drives/flash drives, 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 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 -- even if you did not quote the exact words from the original source in your paper. Failure to give such credit constitutes plagiarism, and will be penalized by a deduction of up to half of the possible points for the assignment. Guidelines are available at <https://www.paulhensel.org/teachcite.html>.

The exact due dates for each paper are listed in the daily schedule, earlier in the syllabus. To be eligible for full credit, a paper must be turned in before the start of class on the due date.

Paper #1: Spillover across Borders (due at the end of the "Spillover Effects" topic)

The purpose of this paper is to become familiar with a current news story about some sort of spillover effect that is crossing an international border. The paper requires you to focus on a news article, published during the current semester, that deals with some sort of spillover effect, where a problem in one country spills

over into at least one other country. This could involve any type of spillover -- common examples include pollution or other environmental problems, health/disease, crime/smuggling, rebellion/terrorism, or refugees/migrants, but you are not limited to just these. This paper will require you to address four topics:

- (1) Identify which countries are involved in the situation.
- (2) Describe the nature of the spillover problem.
- (3) Explain which country is the primary source of the problem that is spilling over across the border and how this country is affected by the problem.
- (4) Explain which country is the primary target/recipient of the problem that is spilling over across the border and how this country is affected by the problem.

Be sure to include the citation for the news story with your paper -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the story to evaluate how well you have covered it).

Paper #2: Territorial Claim (*due at the end of the "Territory" topic*)

The purpose of this paper is to become familiar with a current territorial claim somewhere around the world, to analyze what makes that territory valuable to the actors involved in the claim, and to forecast the risk of serious armed conflict over the claim based on the findings of a research paper that was assigned for this topic. The paper requires you to focus on a news article, published during the current semester, that deals with an international disagreement over resources and/or territory somewhere in the world. Be sure to choose a case of conflict that involves at least one nation-state; a civil war or other conflict involving non-state actors is fine as long as a state government is on at least one side of the conflict. This paper will require you to address four topics:

- (1) Identify who the actors are that are involved in the conflict.
- (2) Describe the territory that is under dispute, and why the actors see this as valuable/salient.
- (3) Explain what the actors did to pursue their interests over this resource/territory, as covered by this news story.
- (4) Conclude by assessing how dangerous this territorial claim is likely to be, drawing from the salience measures you identified and the findings of the 2013 Hensel paper on territorial claims (does this claim seem to have most of the attributes that the paper found to be most dangerous, or is it likely to be less dangerous because it is missing most of those dangerous attributes?).

Be sure to include the citation for the news story with your paper -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the story to evaluate how well you have covered it).

Paper #3: Generational Learning (*due at the end of the "Generational Learning" topic*)

The purpose of this paper is to think about the ways your political views have been influenced by major events. I have been giving versions of this assignment since the early 2000s, and I will add the results from this year's class to those earlier years to use in discussing generational learning in class. All results are recorded anonymously; I will have no way to trace individual students in the data that will be discussed in class. Please answer honestly, and do not try to do any outside research to come up with a "better" answer; any reasonable answer will be given full credit. This paper will require you to address four topics:

- (1) What year were you born? (*this will only be used to help sort out the results of the remaining questions, and will not be recorded in any of my records of these survey results; "I don't want to answer" is a valid answer if you don't want to reveal your age*)
- (2) Of all the domestic or international events or changes that have occurred over the past 50 years, say from around 1970 right up until today, which ONE (1) seems to you to have been the most important, and why?

(Unlike the remaining questions on this survey, this can be something that occurred before you were born or before you were old enough to remember first-hand.)

- (3) Which ONE **domestic** political event *during your lifetime* that you remember has had the greatest influence on the way you view and understand the world? What is the most important lesson/insight that you learned from this event?
- (4) Which ONE **international** political event *during your lifetime* that you remember has had the greatest influence on the way you view and understand the world? What is the most important lesson/insight that you learned from this event?

Paper #4: Historical Analogies and Learning *(due at the end of the "Crises and Wars" topic)*

The purpose of this paper is to become familiar with an attempt by a political actor to refer to, or learn from, the past, and to evaluate the relevance of this attempt. The paper requires you to focus on a news article, published during the current semester, that deals with some attempt by a political actor to learn from history or use an historical analogy to explain some aspect of a current international situation. This paper will require you to address three topics:

- (1) Identify the leader, his/her role in government, and the current situation that the leader is trying to explain using history.
- (2) Identify the historical situation that is being used to explain the current situation, and the lesson that the leader is drawing from this historical situation.
- (3) Evaluate the relevance or accuracy of this historical situation, drawing from the concerns raised by the Ash and Taylor readings as well as the other readings and lecture notes on Studying History, Learning from History, and Generational Learning.

Be sure to include the citation for the news story with your paper -- if you do not include the citation, you will lose half of the possible points (I need to be able to see the story to evaluate how well you have covered it).

Paper #5: Rivalries *(due at the start of the "Rivalry" topic)*

The purpose of this paper is to think about rivalries, including both colleges (UNT's rivals) and countries (the USA's rivals), and to think about how competition is different when a rival is involved. The paper requires you to think about rivalries in many different settings -- colleges, countries, and other actors. I have been giving versions of this assignment since the late 1990s, and I will add the results from this year's class to those earlier years to use in discussing rivalries in class. All results are recorded anonymously; I will have no way to trace individual students in the data that will be discussed in class. Please answer honestly, and do not try to do any outside research to come up with a "better" answer; any reasonable answer will be given full credit. If you have no idea, "I don't know" is a valid answer (and is preferable to trying to make something up). This paper will require you to address four topics:

- (1) Who are UNT's primary "rivals"? (name as many as you feel are appropriate, being sure to indicate what the nature of their rivalry is -- academics, football, basketball, soccer, all of these, something else, etc.)
- (2) How are things different for UNT students, athletes, or administrators when they are competing with one of these rivals, compared to times when they are competing with other non-rival schools, organizations, or other actors?
- (3) Who are the United States' primary international "rivals"? (name as many as you feel are appropriate, being sure to indicate what the nature of their rivalry is -- military, economic, political, all of these, something else, etc.)
- (4) How are things different for US leaders when they are competing with one of these rivals, compared to times when they are competing with other non-rival countries, organizations, or other actors?