

PSCI 4820/01: Geography, History, and International Relations

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MWF 12-12:50 PM

219 Wooten Hall

Office Hours: W 1:00-3:00,

F 1:00-2:00

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 (2007). *Student Atlas of World Politics*, 8th edition. Guilford, CT: Dushkin/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 on **Friday, March 26**; the second exam will be given in the regular class room on **Monday, May 10, from 10:30 AM-12:30 PM** (the assigned time for the course's final exam). Each exam will be worth 25% of the total course grade.

(2) **Research Paper:** one 10-15 page research paper is required for this class; more details are

provided at the end of this syllabus. This paper will be due **at the beginning of class on Monday, April 26** (papers turned in after class starts will be assessed a late penalty), and will count for 40% of the total course grade. Note that late papers will lose one full letter grade for each day that they are late, and no paper will be accepted more than one week after it was due.

(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) Make-up examinations are given only with prior instructor approval and with appropriate documentation, and take place only during final exam week. Note that the documentation must indicate why you could not be in class *at the exact time of the test*.

(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). Note that no assignments, documentation, or other items will be accepted after the course's final exam.

(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.

(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.

(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.

(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.

(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) The content of this syllabus may be modified by the instructor at any time during the semester if deemed necessary.

Academic Integrity

Departmental Policy on Cheating and Plagiarism

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

Academic Integrity in My Courses

Students should bring possible violations of this student conduct code to the attention of the instructor as soon as possible, so that the violations (if any) may be stopped quickly. Violations include (but are not limited to) the use of unauthorized materials on course assignments or examinations, representing another's work or any part thereof (published or unpublished) as one's own, using one's own work for more than one class, assisting another student in committing such an offense, and attempting to commit such an offense. I will act quickly to stop and punish any such offense, consistent with university and departmental guidelines, because these activities give the perpetrators an unfair advantage in course grades and represent a critical challenge to the educational process. At a minimum, the student will receive a failing grade on the assignment in question; depending on the nature and severity of the offense, the student may also receive an automatic failing grade for the course or be referred to appropriate university bodies for further disciplinary action. When in doubt, consult the Citations and Plagiarism page on the instructor's web site for advice on why, when, and how to cite sources consulted for research papers, in order to avoid committing plagiarism (whether

intentionally or unintentionally).

Student Evaluation of Teaching Effectiveness (SETE)

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Like most professors, I am very interested in the feedback I get from students, which is very helpful as I work to improve my teaching. Please take the time to fill out the survey honestly and completely when it is made available to you.

Americans with Disabilities Act

The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request by the start of the second week of class.

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, copies of syllabi for 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 on-line version of this syllabus can be found at <<http://www.paulhensel.org/Teaching/psci4820.html>>.

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, Jan. 18: NO CLASS (Martin Luther King Jr. Day)

2. Wednesday, Jan. 20: Overview of Course

3. Friday, Jan. 22: Introduction to Contexts / Geography as a Context

- *Web:* BBC (1999), "Building the Canal" (two parts)
<<http://news.bbc.co.uk/2/hi/americas/552963.stm>>
<<http://news.bbc.co.uk/2/hi/americas/553149.stm>>
- *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?

4-6. Monday, Jan. 25 - Friday, Jan. 29: Nations, States, and World Politics

- *Web*: Dan Gilgoff, "Return to Kirkuk." *U.S. News and World Report*, 11 April 2003
<<http://www.usnews.com/usnews/news/iraq/articles/kurds030411.htm>>
- *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.
- *Student Atlas*: Maps 28-29 (think about how common minority groups are in today's world, and try to identify countries facing minority-related problems)
- *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, Feb. 1 - Wednesday, Feb. 3: Migration and Refugees

- *Web*: UN High Commission on Refugees, "The 1951 Refugee Convention: Questions & Answers"
<<http://www.unhcr.org/3c0f495f4.html>>
- *Student Atlas*: Maps 10 (migration), 31 (refugees)
- *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, Feb. 5 - Monday, Feb. 8: Freshwater and River Issues

- *Web*: AAAS Atlas of Population and the Environment: "Freshwater"
<<http://atlas.aaas.org/pdf/51-54.pdf>>
- *Web*: Carel Dieperink (1997), "International Regime Development: Lessons from the Rhine Catchment Area." *Thailand Development Research Institute (TDRI) Quarterly Review* 12, 3: 27-35.
<http://www.info.tdri.or.th/library/quarterly/text/s97_4.htm>
- *Web*: Aaron Wolf (1998), "Conflict and Cooperation along International Waterways." *Water Policy* 1, 2: 251-265.
<http://www.transboundarywaters.orst.edu/publications/conflict_coop/>
- *Discussion*: Think about which countries have the most water, which use the most, 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, Feb. 10 - Feb. 12: Fisheries and Maritime Issues

- *Web*: Andrew Sharpless and Rashid Sumaila (2007), "State of the World's Fisheries." Summary of a briefing to the World Trade Organization.
<http://www.oceana.org/fileadmin/oceana/uploads/dirty_fishing/Reports/SOWF_document_070907.pdf>
- *Web*: TED Database: "CODWAR: Cod Dispute between Iceland and the United Kingdom"

<<http://www.american.edu/ted/ice/codwar.htm>>

- *Discussion:* Think about 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.

13-15. Monday, Feb. 15 - Friday, Feb. 19: Transnational Problems

- *Web:* John Greenwald (1986). "Deadly Meltdown." *Time*, 12 May 1986.
<<http://www.time.com/time/daily/chernobyl/860512.cover.html>>
- *Web:* Economist (2006), "The Heat is On"
<http://www.economist.com/surveys/displaystory.cfm?story_id=7852924>
- *Web:* Economist (2009), "A Heated Debate"
<http://www.economist.com/opinion/displaystory.cfm?story_id=14966227>
- *Student Atlas:* Maps 91 (air/water quality), 93 (emissions), 94 (projected temperature change); think about the extent of pollution around the globe, and try to identify the countries experiencing the worst problems
- *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

16. Monday, Feb. 22: Facilitating Condition for Conflict / Contiguity and Proximity

- *JSTOR:* Paul F. Diehl (1985). "Contiguity and Military Escalation in Major Power Rivalries, 1816-1980." *Journal of Politics* 47: 1203-1211.
- *Student Atlas:* Maps 30 (armed conflict), 33 (flashpoints -- note that this covers 14 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?

17-19. Wednesday, Feb. 24 - Monday, Mar. 1: Source of Conflict / Territory

- *Web:* 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)
<<http://www.paulhensel.org/Research/evol99.pdf>>
- *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?

20-21. Wednesday, Mar. 3 - Friday, Mar. 5: Regional Context for Conflict

- *Web:* Paul R. Hensel and Paul F. Diehl (1994), "Testing Empirical Propositions about Shatterbelts." *Political Geography* 13, 1 (January): 33-52.
<<http://www.paulhensel.org/Research/pgq94.pdf>>

- *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

22-24. Monday, Mar. 8 - Friday, Mar. 12: Geography, Trade, and Development

- *Student Atlas:* Maps 2 (climate), 4 (ecological regions), 5 (natural hazards); think about how each of these factors can contribute to (or hinder) processes of economic development
- *Student Atlas:* Maps 82-85 (energy/oil), 86-87 (crucial materials); think about which countries produce the most energy and resources, and which use the most
- *JSTOR:* Ricardo Hausmann, "Prisoners of Geography." *Foreign Policy* 122. (Jan.- Feb. 2001): 44-53.
- *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?

25-27. March 15-19: NO CLASS (Spring Break)

28-29. Monday, Mar. 22 - Wednesday, Mar. 24: Regionalism

- *Web:* European Union (2003), "The History of the European Union."
<http://europa.eu/abc/history/index_en.htm>
- *Student Atlas:* Map 67 (regional trade organizations)
- *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?

30. Friday, Mar. 26: 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

31. Monday, Mar. 29: History as a Context

- *Web:* Timothy Garton Ash (1999). "The New Adolf Hitler?" *CNN/Time AllPolitics.com*, March 29, 1999.
<<http://www.cnn.com/ALLPOLITICS/time/1999/03/29/hitler.html>>
- *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?

32-33. Wednesday, Mar. 31 - Friday, Apr. 2: Decision Makers and Learning from History

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

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512a.htm>>

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512b.htm>>

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512c.htm>>

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512d.htm>>

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512e.htm>>

- <<http://www.ford.utexas.edu/library/exhibits/vietnam/750512f.htm>>

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

- <<http://archive.salon.com/news/feature/2000/04/24/vietnam/print.html>>

- *Discussion*: 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?

34. Monday, Apr. 5: Generational & Societal Learning

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

- *Discussion*: 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, Apr. 7 - Friday, Apr. 9: History and International Cooperation

- No new readings!

- *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 between the U.S. and Britain?

37-38. Monday, Apr. 12 - Wednesday, Apr. 14: The Impact of Colonialism

- *Student Atlas*: Map 22, 24 (African and Asian colonialism); notice which countries had the most colonies in Africa and Asia, and when these colonies received their independence

- *Web*: Wikipedia: "Scramble for Africa" and "Berlin Conference"

- <http://en.wikipedia.org/wiki/Scramble_for_Africa>

- <http://en.wikipedia.org/wiki/Berlin_Conference>

- *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?

39-40. Friday, Apr. 16 - Monday, Apr. 19: Crises and Wars

- *Web*: Colonel John R. Elting (1995), "Costs, Casualties, and Other Data." From Grolier Online's *World War II Commemoration*.

<http://gi.grolier.com/wwii/wwii_16.html>

- *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?

41-43. Wednesday, Apr. 21 - Monday, Apr. 26: Rivalry

- *JSTOR*: Michael Cox (1990), "From the Truman Doctrine to the Second Superpower Detente: The Rise and Fall of the Cold War." *Journal of Peace Research* 27, 1 (February): 25-41

- *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.

- *Discussion (I)*: 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 (II)*: 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)?

44-45. Wednesday, Apr. 28 - Friday, Apr. 30: History and International Economics

- *Student Atlas*: Map 75 (exports of primary products) -- compare to Map 68 (GNP per capita); look at which countries continue to rely on agriculture or primary products (long after the Industrial Revolution) and think about these countries' relative economic success.

- *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?

46-47. Monday, May 3 - Wednesday, May 5: Historical Barriers, Waves, and Norms / Course Wrapup

- *Student Atlas*: Maps 12 (political systems), 17 (timing of independence), 25 (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)

- *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?

48. Friday, May 7: NO CLASS (UNT Reading Day)

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

Research Paper Assignment

This course requires a 10-15 page research paper examining both the geographic and historical dimensions of a territorial claim. Topics must be selected from the following list and approved by Dr. Hensel; each student must study a different claim. You should note that the page requirement is based on standard fonts, margins, and spacing (failing to meet this requirement, or only meeting it through the use of excessive fonts, margins, or spaces between lines or paragraphs will be penalized), and does not include any materials such as a title page, index, bibliography, or appendices.

Choosing a Topic

This syllabus includes a list of eligible territorial claims. At the end of the second class period, 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.

Notes on Sources and Citations

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 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). 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.

Section 1: Management of Claim (40% of total paper grade)

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 identifying the major actors involved in the claim (including which actor(s) occupied the land and which sought to claim it from them) as well as discussing the beginning, management, and (where relevant) ending of the claim. 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).

Section 2: Geographic Influences on Claim Management (30%)

Beyond the claim's background (or chronology), 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. This will involve **(1)** identification of the territory being claimed (which territory, where is it located, how big is it, which cities or major geographic features does it include), **(2)** identification of 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, **(3)** identification of 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), and **(4)** any other tangible or intangible characteristics that make the territory valuable to one or both sides (such as an economically or militarily strategic location). Note that the territory may have been valuable to each side for very different reasons, and you should indicate this where relevant.

Section 3: Historical Influences on Claim Management (30%)

The final section of the paper asks you to consider how the claim's origin, management, and ending was influenced by historical factors; think of this section as 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). First, you must **(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).

Once the claim has begun, you must **(2)** consider 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)?

Finally, you must **(3)** consider how these 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?

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.

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.

Eligible Territorial Claims

North America

Alaska: Russia, UK/Canada, USA
Eastern Greenland: Norway vs. Denmark
El Chamizal / Rio Grande: USA vs. Mexico
Florida: USA vs. Spain
Fort Ross (in California): Russia, Spain/Mexico
Louisiana Purchase: USA vs. France
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
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): Suriname vs. Guyana
Essequibo: Venezuela vs. UK/Guyana
Falklands (Malvinas): Argentina vs. UK
Loreto / Leticia: Colombia vs. Peru
Oriente / Cordillera del Condor: Ecuador-Peru
Tacna-Arica: Bolivia, Chile, Peru
Antarctica: Argentina, Chile, Britain, etc.

Eastern Europe

Aegean Sea Islands: Greece vs. Turkey
Crimea: Russia vs. Ukraine
Cyprus: Greece, Turkey, 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

Western & Northern Europe

Aaland Islands: Russia, Finland, Sweden

Alsace-Lorraine: France vs. Germany

Gibraltar: Spain vs. UK

Northern Ireland: Ireland vs. UK (*the Irish claim, not Catholics vs. Protestants in N. Ireland*)

Saar: France vs. Germany

Savoy & Nice: France vs. Italy

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

South Tyrol (Alto Adige): Italy vs. Austria

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. Kuwait

Shatt al-Arab: Iran vs. Iraq

Taba: Egypt vs. Israel

Asia

Dokdo/Tokto/Takeshima: S.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 Islands: China, Philippines, Vietnam, Taiwan, Malaysia, Brunei

Ussuri River: Russia vs. China