PSCI 4820: Geography, History, and International Relations  (updated 8/27/20)

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Office hours: MW 12:30-1:30, F 1-2 (note that I will be available in person before and after each class, but because my office is so small that safe social distancing is impossible, I will do all office hours online; please email me, or if you would prefer face-to-face contact via Zoom during these hours, we can arrange that)

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 and watch the lecture videos before the face-to-face meeting 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; five 2-3 page analytical papers; and class participation.

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.

What is a "Partially Remote" Course?
UNT has classified this course as "partially remote," meaning that some elements of the course will be handled remotely while others will be face-to-face. As a general rule, the remote portions of the course involve preparation for class -- doing assigned readings, viewing the instructor's recorded lectures, completing quizzes or assigned papers -- while the face-to-face portions of the course involve discussion of the topics and their implications for academic thought as well as for national policymaking. The course is composed of 20 distinct topics, each of which covers two class days in the syllabus; each student will meet in the classroom for face-to-face discussion on one of those two days. Students will be divided into two groups, A and B; group A will meet face-to-face on the first scheduled class day for the topic (as listed in this syllabus), while group B will meet face-to-face on the second scheduled class day. Groups will be determined alphabetically, and students will be notified before the first day of class.

Remote:
• As with any semester, preparation for class (doing the assigned readings, completing papers or similar
assignments) will be done outside of class. To simplify things, quizzes will be done remotely rather than during
our limited face-to-face time. For full credit, all quizzes and assignments must be completed before the end of
the last day devoted to the topic in the syllabus.
• For this "partially remote" course, material that would have been presented in lecture will be recorded in
videos that are posted on Canvas before we begin a scheduled topic. Students may watch these videos as their
schedule allows, but be sure to watch all lecture videos and complete all assigned readings on a topic before the
face-to-face class meeting, as the discussion will assume familiarity with all of this material.
• Note that all material for each of the 20 topics is organized in a single Canvas "module." This includes online
assigned readings (although not the printed books that are assigned), any quizzes over the readings, the lecture
videos when they have been posted, and TurnItIn links for any papers or exams.

Face-to-face:
• Our face-to-face meetings will begin with time to address any questions or confusion about the readings or the
lecture videos. The rest of the session will involve discussion of the material and its implications; this syllabus
lists some discussion topics to think about before your face-to-face meeting, and the lecture videos will list
others. Typical discussion topics include evaluation of the academic theories and research being discussed,
application of this research to recent or ongoing events, suggesting ways to improve or expand on this research,
and debating possible policy responses that might be taken in response to this research.
• Be sure that you have done all of the assigned reading (whether electronic resources posted on Canvas or
excerpts from the required books), and then watched all of the lecture videos for the topic before your group's
face-to-face meeting.
• Note that following UNT policy this semester, the class size will be limited to allow safe social distancing in
the classroom, all students will be required to wear masks, and everybody will be required to sit in the same seat
each class meeting to help track attendance each day (in order to assist with contact tracing in case anybody in
the classroom tests positive for Covid-19). If you are unable to wear a face covering due to a disability, please
contact the Office of Disability Access (ODA) at <http://www.unt.edu/oda> or (940) 565-4323 to request an
accommodation.

Covid-19 and Attendance:
While attendance is expected as described above, it is important for all of us to be mindful of the health and
safety of everyone in our community, especially given concerns about Covid-19. Please contact me if you are
unable to attend class because you are ill, or unable to attend class due to a related issue regarding Covid-19. It
is important that you communicate with me prior to being absent as to what may be preventing you from
coming to class so I may make a decision about accommodating your request to be excused from class.
If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other
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. While attendance is an important part of succeeding in this
class, your own health, and those of others in the community, is more important.

Remote Instruction:
The UNT fall schedule requires this course to have fully remote instruction beginning November 28th.
Additional remote instruction may be necessary if community health conditions change or you need to self-
isoate or quarantine due to COVID-19. The current plan is to continue the last week in the same format as the
remainder of the semester, with lecture videos and assignments posted on Canvas beforehand, except that the
last week's class meetings for group A and group B will be held via Zoom at the same time that we would have
met in person; this plan may change if the entire course is moved to remote instruction earlier in the semester.

What if UNT goes remote-only again?:
This syllabus has been designed to make it as easy as possible to adjust if a surge in the pandemic forces UNT to send students home and make all classes remote-only again, as it did this past spring. The only adjustment that will need to be made will involve replacing the face-to-face discussion meetings with a remote equivalent. Depending on the situation, this may be done via Canvas discussion forums, an external service such as Packback, or (least likely) Zoom meetings, with the same basic grading scheme (measuring the quality of participation in discussing each topic, however this is done); the final decision will be explained in a Canvas announcement.

**Unexpected Issues:**
In this sort of unusual semester, many students may 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 fair solution. Remember, I can not help you if you don't let me!

**Required Texts**
- **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, and will be worth 5% of the course grade; together, they will count for 25% of the total course grade. For full credit each paper must be completed by midnight on the last day listed for the topic in the syllabus; a late penalty will be assessed for each 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. A total of eleven quizzes will be offered; to receive credit, a quiz must be completed by midnight on the last day listed for the topic 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; taken together, the quizzes will be worth 10% of the total course grade.

(4) **Class Participation**: Students are expected to participate actively in class discussion during the face-to-face class meetings. Class participation will be measured by how well the student has understood the assigned readings and viewing the lecture videos; how well the student can move beyond the specific points made in the
readings and videos, by thinking about the discussion questions listed in the syllabus and the videos and by considering further implications or extensions of the topic; and how well the student responds to other students' thoughts and contributes to a productive classroom environment. Participation counts for 15% of the overall course grade and will be graded for each face-to-face class meeting on a 0-2 point scale, with 20 points (out of 40 possible across the 20 topics) earning a 100% grade:

2 (excellent): Has clearly prepared for class, comprehending the assigned readings and lecture videos. Makes relevant contributions to class discussion, including implications/extensions beyond the points made in the assigned material. Listens and reacts to classmates, referring back to previous points and building on them constructively, without dominating the conversation.

1 (satisfactory): Appears to have prepared by reading/viewing most of the assigned material, but not especially closely. Makes some contributions to class discussion, but generally limited to repeating points made in the assigned material. Little awareness of or responsiveness to classmates' previous points.

0 (unsatisfactory): Little evidence of preparation for class; apparently did not read/view or understand the assigned material. Makes few or no contributions to class discussion, usually limited to vague or off-topic points, or opinions not based on the assigned material. Inattentive in class, or possibly even disruptive.

Nobody benefits if anybody who has been infected by Covid-19 attends class and exposes everybody else to the virus, so I will not grade on attendance. The participation grading scheme leaves plenty of room for absences with no grade penalty, so when in doubt, please stay home until you are sure that you are not infected.

Warning about Canvas Gradebook:
Please note that the gradebook in Canvas will not give you an accurate summary of your grade for this course, because that doesn't handle this type of 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) and participation grade (where at least 20 of 40 possible points will earn 100%). 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 me during office hours or in a Zoom session (but remember that I can not discuss grades over phone or email).

Course Rules
(1) Makeup exams, whether for full credit or not, can take place only on UNT's designated "Reading Day" at the end of the last week of classes. Only one time slot on Reading Day will be offered for all makeup exams in any of the instructor's courses; students seeking to take a makeup exam in this time slot must contact the instructor no later than 5 PM on Tuesday of the last week of classes. Makeup exams 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 exact 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%), equivalent to showing up late at the original exam after one or more students have already finished and left the room. 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.

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

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

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

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

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

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

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

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

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

(7) The instructor's teaching-related policies and expectations are described in more detail at <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).

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

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

Class recordings are reserved for use only by students in this class for educational purposes. The recordings 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.

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.
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. 24: First day of class
   • In-person attendance is not required today, because students are still adding/dropping the class and may not have had time to acquire the books, do the readings, or learn whether they are in group A or B. I will be in the classroom to meet with anybody who wants to stop by, but what matters today is getting and reading the syllabus and watching the introductory video for the course.
   • Be sure to prepare for the first substantive class meetings on Wednesday or Friday (depending on whether you are in group A or group B) by doing the assigned reading and watching the lecture videos for topic #1, which will be posted on Canvas by the end of the day today.

Topic 1: Geography as a Context
• 2. Wednesday, Aug. 26: Discussion - group A
• 3. Friday, Aug. 28: Discussion - group B
• Assigned Reading (before class): Canvas: BBC (12/8/1999), "Building the Canal."
• Discussion Topics: 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?

Topic 2: Nations and States
• Quiz #1 due by midnight on Sept. 2
• 4. Monday, Aug. 31: Discussion - group A
• 5. Wednesday, Sept. 2: Discussion - group B
  --Historical Atlas: 78-79 (19th Century European languages), 72-72 (German and Italian unification) -- note the gradual and incomplete development of historical nations into today's states
• 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). 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?

**Topic 3: Migration & Refugees**
- **6. Friday, Sept. 4:** Discussion - group A
- **7. Monday, Sept. 7:** NO CLASS (Labor Day)
- **8. Wednesday, Sept. 9:** Discussion - group B
- **Assigned Reading (before 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?

**Topic 4: Freshwater & Rivers**
- **Quiz #2 due by midnight on Sept. 14**
- **9. Friday, Sept. 11:** Discussion - group A
- **10. Monday, Sept. 14:** Discussion - group B
- **Assigned Reading (before class): Canvas:** AAAS Atlas of Population and the Environment: "Freshwater"
- **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?

**Topic 5: Fisheries & Maritime**
- **Quiz #3 due by midnight on Sept. 18**
- **11. Wednesday, Sept. 16:** Discussion - group A
- **12. Friday, Sept. 18:** Discussion - group B
- **Assigned Reading (before 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.

**Topic 6: Transnational Problems**
- **Quiz #4 due by midnight on Sept. 23**
- **13. Monday, Sept. 21:** Discussion - group A
- **14. Wednesday, Sept. 23:** Discussion - group B
- **Assigned Reading (before class): Student Atlas:** environmental issues: 49 (North America), 83 (South...
America), 89 (Europe), 95 (Africa), 101 (Asia), 105 (Oceania) -- try to identify the countries in each region with
the worst problems, and think about possible solutions when so many countries are affected

--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 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?

**Topic 7: Contiguity & Proximity / Geography as a Facilitating Condition for Conflict**

- **Paper #1 due by midnight on Sept. 28 (current spillover situation)**
- **15. Friday, Sept. 25:** Discussion - group A
- **16. Monday, Sept. 28:** Discussion - group B
- **Assigned Reading (before class): Canvas:** Paul F. Diehl (1985). "Contiguity and Military Escalation in Major
- **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?

**Topic 8: Territory / Geography as a Source of Conflict**

- **Quiz #5 due by midnight on Oct. 2**
- **17. Wednesday, Sept. 30:** Discussion - group A
- **18. Friday, Oct. 2:** Discussion - group B
- **Assigned Reading (before 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.
  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 resolved peacefully, rather than through
violence?

**Topic 9: Regions**

- **Paper #2 due by midnight on Oct. 7 (current territorial claim)**
- **19. Monday, Oct. 5:** Discussion - group A
- **20. Wednesday, Oct. 7:** Discussion - group B
- **Assigned Reading (before class): Canvas:** Paul R. Hensel and Paul F. Diehl (1994), "Testing Empirical
- **Discussion Topics:** 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")?

**Topic 10: Geography, Trade, & Development**

- **Quiz #6 due by midnight on Oct. 12**
- **21. Friday, Oct. 9:** Discussion - group A
- **22. Monday, Oct. 12:** Discussion - group B
- **Assigned Reading (before 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*)
- **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?

**Topic 11: Resources**

- **23. Wednesday, Oct. 14:** Discussion - group A
- **24. Friday, Oct. 16:** Discussion - group B
- **Assigned Reading (before 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?

**Topic 12: Regional Integration**

- **Quiz #7 due by midnight on Oct. 21**
- **25. Monday, Oct. 19:** Discussion - group A
- **26. Wednesday, Oct. 21:** Discussion - group B
- **Assigned Reading (before 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. 23:** 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.*
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

Topic 13: Studying History
• **Paper #3 due by midnight on Oct. 28 (generational learning)**
• **28. Monday, Oct. 26:** Discussion - group A
• **29. Wednesday, Oct. 28:** Discussion - group B
• **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?

Topic 14: Learning from History
• **Quiz #8 due by midnight on Nov. 2**
• **30. Friday, Oct. 30:** Discussion - group A
• **31. Monday, Nov. 2:** Discussion - group B
• **Assigned Reading (before 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?"
• **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?

Topic 15: Generational Learning
• **Quiz #9 due by midnight on Nov. 6**
• **32. Wednesday, Nov. 4:** Discussion - group A
• **33. Friday, Nov. 6:** Discussion - group B
• **Assigned Reading (before 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?

Topic 16: Colonialism
• **Paper #4 due by midnight on Nov. 11 (historical analogies and learning)**
• **34. Monday, Nov. 9:** Discussion - group A
• **35. Wednesday, Nov. 11:** Discussion - group B
• **Assigned Reading (before 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
• **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?

**Topic 17: Crises & Wars**

• **Paper #5 due by midnight on Nov. 16 (current rivalries)**
• **36. Friday, Nov. 13:** Discussion - group A
• **37. Monday, Nov. 16:** Discussion - group B
• **Assigned Reading (before 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?

**Topic 18: Rivalry**

• **Quiz #10 due by midnight on Nov. 20**
• **38. Wednesday, Nov. 18:** Discussion - group A
• **39. Friday, Nov. 20:** Discussion - group B
• **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?

**Topic 19: History and International Economics**

• **Quiz #11 due by midnight on Nov. 25**
• **40. Monday, Nov. 23:** Discussion - group A
• 41. Wednesday, Nov. 25: Discussion - group B  
  Assigned Reading (before 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)  
  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?

• 42. Friday, Nov. 27: NO CLASS (Thanksgiving)

All UNT classes move to online/remote only for last week and final exams:  
Topic 20: Historical Barriers, Waves, and Norms / Course Wrapup  
• 43. Monday, Nov. 30: Discussion - group A [I will provide a link for a Zoom room for this class meeting]  
• 44. Wednesday, Dec. 2: Discussion - group B [I will provide a link for a Zoom room for this class meeting]  
  Assigned Reading (before class): Historical Atlas: 62 (Latin American independence in 19th Century -- 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 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? Also, think about Zacher's article: how convincing is the general argument that international actors change their beliefs about which types of behavior are appropriate (and change their actions accordingly), and how convincing is the example of the territorial integrity norm that he discusses here?

• 45. Friday, Dec. 4: NO CLASS (UNT Reading Day)

FINAL EXAM: Monday, Dec. 7, 10:30 AM-12:30 PM  
• 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.
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 midnight on the last day scheduled for the topic 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>.

Please note that the exact due dates for each paper are listed in the daily schedule, earlier in the syllabus.

Paper #1: Spillover across Borders (due by midnight at the end of the "Contiguity and Proximity" topic)

This paper should 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 by midnight at the end of the "Territory" topic)

This paper should 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 by midnight at the end of the "Studying History" topic)

This paper requires you 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 1960 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 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 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 by midnight at the end of the "Colonialism" topic)**

This paper should 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 four 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 by midnight at the end of the "Crises and Wars" topic)**

This 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?
• (5) Name one other rivalry of any type that do not involve UNT or the United States (since those were already addressed). Be sure to identify the two competitors, and explain the nature of their rivalry (what they're competing over / why they are considered rivals).