General Education Course Information Sheet

Please submit this sheet for each proposed course

<table>
<thead>
<tr>
<th>Department &amp; Course Number</th>
<th>Political Science 98T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>War and Territory</td>
</tr>
<tr>
<td>Indicate if Seminar and/or Writing II course</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

**Foundations of the Arts and Humanities**
- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

**Foundations of Society and Culture**
- Historical Analysis
- Social Analysis

**Foundations of Scientific Inquiry**
- Physical Science
  - *With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science
  - *With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

We will be analyzing national attitudes towards conflict with other nations and about national Territory, clearly falling within the subject of social analysis.

3. "List faculty member(s) who will serve as instructor (give academic rank):
   Arthur Stein, Professor Political Science

Do you intend to use graduate student instructors (TAs) in this course? Yes No X

If yes, please indicate the number of TAs

3. Indicate when do you anticipate teaching this course over the next three years:

<table>
<thead>
<tr>
<th>2011-2012 Fall Enrollment</th>
<th>2011-2012 Winter Enrollment</th>
<th>X Spring Enrollment</th>
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3. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes No X

If yes, provide a brief explanation of what has changed.

Present Number of Units: Proposed Number of Units: 5
3. Please present concise arguments for the GE principles applicable to this course.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
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<tbody>
<tr>
<td>General Knowledge</td>
<td>The course will analyze four main theoretical approaches to territory and conflict. It will also examine papers that use different methodologies.</td>
</tr>
<tr>
<td>Integrative Learning</td>
<td>The theoretical approaches studied in this class will be examined in the context of actual historical conflicts, allowing students an opportunity to draw conclusions about their accuracy and relevance.</td>
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<tr>
<td>Ethical Implications</td>
<td>There are major ethical implications involved in the study of international conflict and how it relates to nations and their territory.</td>
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<tr>
<td>Cultural Diversity</td>
<td>The subjects of ethnicity, nationalism, and patriotism will be viewed in context of attitudes towards territory.</td>
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<tr>
<td>Critical Thinking</td>
<td>Theories will be weighed against historical evidence, allowing students to question the theories and point to their strengths and weaknesses.</td>
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<tr>
<td>Rhetorical Effectiveness</td>
<td>Students will have to analyze theories against evidence within numerous written assignments.</td>
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<tr>
<td>Problem-solving</td>
<td>Students will be required to obtain information not presented in class in order to complete their written assignments.</td>
</tr>
<tr>
<td>Library &amp; Information Literacy</td>
<td>Students will undoubtedly utilize the libraries in order to obtain this outside information.</td>
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</table>

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture: 3 (hours)
2. Discussion Section: (hours)
3. Labs: (hours)
4. Experiential (service learning, internships, other): (hours)
5. Field Trips: (hours)

**(A) TOTAL Student Contact Per Week** 3 (HOURS)

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation: 1 (hours)
2. Reading: 5 (hours)
3. Group Projects: (hours)
4. Preparation for Quizzes & Exams: (hours)
5. Information Literacy Exercises: (hours)
6. Written Assignments: 3 (hours)
7. Research Activity: 3 (hours)

**(B) TOTAL Out-of-class time per week** 12 (HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)
This seminar will concentrate on a particular cause and focus of group conflict: territory. Conflicts over territory are believed to be the most contentious and intractable in international relations. The basic goal will be to develop an understanding of when, why and how territory has played a role in the history of international conflict and how that role may have changed over time.

Specifically, states engage in active policies of expansion and conquest at some times while at others they adopt policies that support reducing the size of the state or maintaining the status quo. States also appear willing to fight harder for some areas of their territory than others. What accounts for these variations in policies towards territory over time and place? Is it the changing value of territory within a changing economic environment? Is it that fighting for territory acts as a means to a reputation for resolve? Or are leaders simply adhering to norms of acceptable policies towards territory as laid out by the international system? The literature on territory and conflict covered in this class will address state attitudes towards territory through the lenses of economic, political, normative, and domestic variables.

The course will take the form of a seminar. Students will be expected to show up having read all required texts and to be ready to talk about them. This means that students should be prepared to not only summarize the articles, but also be ready to analyze the value of their content. The course will focus on establishing both historical knowledge of territorial conflict through readings and individual projects as well as understanding of analytical approaches to thinking about these patterns as presented by political scientists. There will be between 100 -150 pages of reading per week.

In addition to class participation, there will be two short papers and one longer paper required. The two short papers will summarize the arguments from a particular explanation. The longer paper will apply the analytical concepts to one historical case. Each student will be required to present their findings in a short presentation during the last week of class.
Course Outline and Grades
Participation in the seminar will count as 30% of your grade. The rest of your grade will be based on two short papers and one longer paper. The two short papers count for 15% each and will be about three pages in length. A final paper will count for 40% and will be roughly 7-10 pages long. Students will be expected to come and speak with me during weeks 5 and 6 about their progress and performance in the course to date and about their final paper topics.

Class Conduct
A few guidelines to ensure the seminar will run smoothly and will adhere to basic notions of respect for others.

- Arrive on time so as not to disturb others and to ensure you don’t miss the comments of others.
- No eating.
- No texting, surfing, making or answering calls, or any other form of electronic disturbance during class. This also means no open laptops during class.
- Turn off all cell phones or don’t even bring them.

Attendance
You are allowed two free absences throughout the quarter. This means you do not have to contact me to notify me of your absence and they will not count against your grade. Use these days wisely - for illness or during exam time.

Academic Integrity
A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the work and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.

Course Outline

Week One: Course Introduction
Questions: What are the major questions we should be asking about territory and conflict and what are some possible answers? What historical patterns characterize territorial expansion, contraction, and conflict?

- Holsti, Kalevi J., Taming the Sovereigns: Institutions Change in International Relations, Chs. 1, 3


**Week Two: Territory and Conflict**

*Questions:* What do we know about the relationship between conflict and territory?


**Week Three: The Economic Value of Territory**

*Questions:* What are the economic benefits and costs of holding territory? Is all territory valued equally? How well does desire for economic gains explain cases of expansion?


• Lenin, V.I. *Imperialism, The Highest Stage of Capitalism* Moscow (Progress Publishers, 1982), Chs. VI

**Week Four: Globalization and Territory - Economic Bases Ctd.**

*Questions:* How have forces of globalization altered attitudes towards territory?
• Kahler, Miles, ”Introduction,” In Kahler, Miles and Walter, Barbara, eds. Territoriality and Conflict in an Era of Globalization (Cambridge: Cambridge University Press, 2004), Ch. 1

• Gartzke, Erik, ”Globalization, Economic Development, and Territorial Conflict”, In Kahler, Miles and Walter, Barbara, eds. Territoriality and Conflict in an Era of Globalization (Cambridge: Cambridge University Press, 2004), Ch. 7

• Vasquez, John and Henehan, Marie, ”Peace, Globalization, and Territoriality” in Vasquez, John and Marie Henehan eds. Territory, War, and Peace (London: Routledge, 2011), Ch. 9

Week Five: The Political Value of Territory
Questions: What political variables might explain decisions to expand and contract?


Week Six: The Domestic Value of Territory
Questions: What domestic variables might explain where borders are drawn? How do ethnicity, nationalism, and religious confederation affect state size?


• George C. White, Nationalism and Territory, Constructing Group Identity in Southeastern Europe. (New York: Rowman Littlefield), 2000; Ch. 1, 2.

• Peter Sahlins, Boundaries: the making of France and Spain in the Pyrenees. (Berkeley and Los Angeles: University of California Press), Chs. 4,6 and 7.


**Week Seven:** The Normative Basis of Contraction and Expansion

*Questions:* What role do international norms and international institutions play in governing state attitudes about territory?


• Fazal, Tanisha, State Death: the politics and geography of conquest, occupation, and annexation, (Princeton, NJ: Princeton University Press, 2007); Chs. 7, 8

**Week Eight:** Prestige and Territory

*Questions:* What is the relationship between a desire for international prestige and status and territorial expansion and contraction?


• Barnhart, Joslyn, "Expansion and Contraction on the African Continent: Imitation and The Role of Prestige”. Unpublished manuscript.

• Thompson, Willie, Global Expansion: Britain and Its Empire (London: Pluto Press, 1999), Ch. 1-3.

Week Nine: State Size
Questions: Are there general structural forces that shape the optimal size of states? Does it make sense to think of an optimal state size?


Week Ten: Paper Presentations
Questions: What have you learned about your particular case? What features can be explained with theories presented in class and what aspects were left unexplained? What research obstacles did you encounter in applying the theoretical approaches to your particular case?
# New Course Proposal

**Political Science 98T**

**War and Territory**

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<tr>
<th><strong>Course Number</strong></th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td><strong>Short Title</strong></td>
<td>WAR AND TERRITORY</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Fixed: 5</td>
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<tr>
<td><strong>Grading Basis</strong></td>
<td>Letter grade only</td>
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<tr>
<td><strong>Instructional Format</strong></td>
<td>Seminar - 3 hours per week</td>
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<tr>
<td><strong>TIE Code</strong></td>
<td>SEMT - Seminar (Topical) [T]</td>
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<tr>
<td><strong>GE Requirement</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Major or Minor Requirement</strong></td>
<td>No</td>
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**Syllabus**

File [Political Sci 98T syllabus.pdf](https://web.registrar.ucla.edu/cims/courses/coursenewmodify.asp?CID=4) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information**

Professor Arthur Stein is the faculty mentor for this seminar.

**Grading Structure**

Participation - 30%; 2 short papers - 15% each; final paper - 40%

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<thead>
<tr>
<th><strong>Effective Date</strong></th>
<th>Winter 2012</th>
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<tr>
<td><strong>Discontinue Date</strong></td>
<td>Summer 1 2012</td>
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<tr>
<th><strong>Instructor</strong></th>
<th>Joslyn Nicole Barnhart</th>
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<tr>
<td><strong>Title</strong></td>
<td>Teaching Fellow</td>
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<tr>
<th><strong>Quarters Taught</strong></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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**Routing Help**

**Routing Status**

- **Role**: Registrar's Office
- **Status**: Processing Completed

- **Role**: Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
- **Status**: Added to SRS on 6/20/2011 2:15:05 PM
- **Changes**: Description
- **Comments**: Edited course description into official version.
Role: Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Changes: Short Title
Comments: No Comments

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282
Status: Returned for Additional Info on 6/7/2011 11:38:30 AM
Changes: No Changes Made
Comments: Routing to Registrar's Office

Role: FEC Chair or Designee - Mcclendon, Muriel C (mcclendo@history.ucla.edu) - 53918
Status: Approved on 6/7/2011 8:24:16 AM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282
Status: Returned for Additional Info on 6/6/2011 5:39:49 PM
Changes: No Changes Made
Comments: Routing to Vice Chair Muriel McClendon for FEC approval

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status: Approved on 6/6/2011 5:06:39 PM
Changes: No Changes Made
Comments: on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows.

Role: Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status: Submitted on 6/6/2011 5:02:20 PM
Comments: Initiated a New Course Proposal