OVERVIEW: Territorial conflicts are often found to be the most contentious and difficult to resolve in international politics. Territorial conflict is also found to be one of the most frequent causes of interstate and intrastate violence. At a theoretical level, territory is central to almost any aspect of international relations, as it is what physically defines states, where any kind of violent conflict takes place, and defines the character of any violent conflict in important ways. A large empirical literature convincingly shows that territory is a key determinant of international conflict. However, much remains unexplored both theoretically and empirically.

In this course, we explore the role that territory plays in a wide variety of contexts in international relations. We motivate the course by noting that although territory has been shown to be empirically central to the majority of violent disputes, explanations for why this is the case lag behind the evidence that it is the case. Subsequently, we study the role territory plays in international conflict, the settlement of disputes, international trade, the effectiveness of treaties, civil wars, the settlement of civil wars, third-party intervention in civil wars, and rebel groups’ choice of terrorism or insurgency in civil conflicts. In studying each of these topics, particular attention is paid to the central theoretical role territory plays in international relations. We will put particular emphasis on thinking about how territory relates to bargaining models of conflict.
GRADING: Final grades for this course are determined as follows:

- Research Paper - 50%
- Peer Reviews - 35%
- Participation - 15%

Below are more detailed explanations of each of the components to the final grade.

1. **Research Paper:** The most significant portion of your course grade is a research paper that is due at noon on Monday, May 2. The paper must be an original research paper that has something to do with territory. Beyond the requirement that the paper relate to the course, I encourage you to work on something you are interested in. This is really a nice opportunity to start something that may become a conference paper or publication. Papers can be either theoretical, empirical, or both. The bar for a purely theoretical paper that has no formal model is very high. Students must clear their topics with me before writing the paper. You should immediately start to think about what interests you for your research paper, as parts of it are due relatively early in the semester. I really want the emphasis to be on producing a potential publication rather than “putting an X in the box” of the course requirement.

   The paper is to be completed in four parts. The due dates are at the end of the semester and are specified below. Each component must be turned in a week in four days in advance of the day of class that we discuss it. This provides everyone three days to produce a peer review a day before class. The final version of the paper is the only exception as it does not need to be turned in before the due date.

2. **Peer Reviews:** Every time a portion of the research paper is due, we will distribute the papers amongst ourselves for peer reviews. Thus, you will write several reviews of your colleagues work during the semester. The reviews will return to your colleague, who will use them to improve his or her paper, and to me, who will ensure that everyone is writing conscientious and helpful reviews.

   The reviews will be due by noon the day before each of the three classes designated for working on our papers. I will create a folder on ANGEL for everyone to put their reviews in.

3. **Participation:** Given that active participation from everyone is essential to making the seminar fruitful, participation is a significant part of the final grade. Students are expected to contribute to our discussions of the readings on a weekly basis. Good discussion necessarily highlights the shortcomings of articles; however, the discussion of what should be done to advance the current literature is also an essential component of class discussions. Without active and wide participation, a graduate seminar of this type is unlikely to be successful.
**READING:** Most of the readings are from articles that can be obtained online. I also assign readings from the books listed below.


**COURSE SCHEDULE**

1. **January 10: Why Territory is Important.**

2. **January 17: No Class — Martin Luther King Jr. Day**

3. **January 24: Territory in Theory.**


5. February 7: Territory and Identity.


7. February 21: Territorial Disputes.

- Paul Hensel. TBA
8. February 28: Regime Type and Territorial Disputes.


14. April 18: Theory and/or Data.

15. April 25: Results and Substantive Interpretation.

16. May 2: Research Paper Due
SPECIAL PROVISIONS

Students with documented disabilities who require special accommodations should meet with me and express their needs during the first two weeks of the class. All discussions will remain confidential. I want to do whatever possible to assure each student full and rewarding participation in the course.

ABSENCES

If a student anticipates missing a day or more of class due to a scheduling conflict, please let me know as far in advance as possible. I will try to be as accommodating as possible for legitimate conflicts, but need to be informed at least a week in advance if possible. If an emergency situation arises or a student needs to miss a course for medical reasons, relevant documentation will be required to excuse the student for missing class.

ACADEMIC DISHONESTY

The Department of Political Science, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one’s work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor.

In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of any violation of academic integrity it is the policy of the Department of Political Science to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at: http://www.la.psu.edu/CLA-Academic_Integrity/integrity.shtml

DISABILITIES

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people
shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is the student’s responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.