



DESALES UNIVERSITY

Division of Liberal Arts and Social Sciences  
Department of Social Sciences

**Political Science 313**  
**National Security**

Professor: Dr. Andrew Essig  
Office: Rm. 203 Tucker House  
Office Hours: M,W,F 9:00am-9:50am  
T,Th. 11:00am-12:20pm  
or by appointment

Semester: Fall 2015  
Class: M,W,F 11:00am – 12:00pm  
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**Course Description and Student Learning Outcomes:**

*An examination of relations between geographical globalization and how they shape the role and function of the state. Heavy emphasis will be placed on the issues of war and peace, as well as the attainment of geographical knowledge.*

The purpose of this course is to provide the student with an advanced understanding of the relationship between geography and political developments culminating in important decisions dealing with a sovereign nation's national security. Throughout the semester you will be introduced to a wide range of geopolitical theories. These theories will lead you to the conclusion that "Geography Matters!" Geography deals with issues of security, natural resources, landmass, population, and many other variables. All of these contribute to how people decide to rule themselves and establish relations with other actors in the international system. These views and relations are not static, however. Change is a constant, with a particular focus on the continuous struggle between geopolitics and globalization.

This course will require patience and fortitude on your part. If you are having difficulty with the material, the assignments, or simply want to talk about the course, please do not hesitate to take advantage of my office hours. If you cannot make regularly scheduled office hours, I will be happy to make an appointment with you.

**Student Learning Outcomes:**

For the **Political Science major**, at the successful completion of this course the student will demonstrate the following Student Learning Outcomes with the exception of the item(s) in parentheses:

1. Understand the types of evidence used by political scientists in their analysis of the (four) sub-field(s) of political science: (American federal government, political thought,) international politics (and comparative politics).
2. Incorporate into their working vocabulary a number of terms and concepts used by scholars, policy-makers, and other actors to analyze politics.

4. Think in a critical manner about the foundations of government.
5. Express their knowledge of politics through written and oral communication.

At the successful completion of **this course** the student will demonstrate the following:

1. Utilize your intellectual skills to view world politics more critically.
2. Comprehend the most significant changes in our global political environment.
3. Incorporate into your working vocabulary a number of terms and concepts used by scholars, policy-makers, and other actors to analyze global affairs.
4. Acquire a working knowledge of current events and geography in international relations.
5. Express this knowledge through written and oral communication.

### **Required Readings**

The readings listed in the course schedule below should be read prior to class. Because of limited lecture time, the lectures will not necessarily repeat the readings. I will presume you have done the reading and will concentrate the lectures on clarifying key concepts and hitting analytic highlights.

1. Snow, Donald. National Security for a New Era: Globalization and Geopolitics After Iraq, 4<sup>th</sup> Edition, (New York: Pearson/Longman, 2011). ISBN 978-0-205-77903-1
2. Krieger, Joel. Globalization and State Power: A Reader, (New York: Pearson/Longman, 2006). ISBN 0-321-24522-9
3. The international section of the *New York Times* and *The Economist* are required reading for this course. These will provide you with excellent coverage of current events in the world. It is important to get into the habit of reading the newspapers and weekly journals on a daily basis if you wish to stay informed. Major current events will be material for exam questions.

### **Student Obligations and Grading Procedures**

As noted above students are required to have all reading assignments complete prior to class.

Attendance requirements are outlined in the 2015-2016 *Undergraduate Catalog*, pp. 18-19. For upperclassmen, for every class missed over the permitted limit your final grade will be reduced by one full point.

Students are also required to follow those guidelines outlined in the 2015-2016 *Catalog* in relation to plagiarism, cheating, and other inappropriate behaviors, pp. 24-25.

***Please turn off cell phones, do not text message, laptops may only be used for the purpose of note-taking, and attend class on time!***

Your grade for this course will be based on the components listed here and explained in greater detail below:

1. Participation – 10% of final grade
  2. 2 In-Class Exams – each worth 15% of your final grade
  3. 1 major paper – 20% of your final grade
  4. Book review – 20% of your final grade
  5. Final Exam – worth 20% of your final grade
- Total = 100%

**Participation.** Active participation is strongly encouraged during each class. Debate and discussion are important aspects of learning and should help you attain a firm grasp on the course material. If at any time during the lecture you would like to contribute to the discussion, or you have a question, or something is unclear, please feel free to raise your hand.

**Exams.** You will have two in-class exams, and one final exam for this course. The format for each exam will be discussed prior the designated exam period.

**NOTE:** Make-up exams will not be given unless you present evidence of a university-approved absence, and make arrangements for the make-up in advance of the regularly scheduled exam.

**Major Paper.** One major paper (8-10 pages, typed, double-spaced, standard 1” margins, 12 point font size) is required for this course. The assignment will be an essay-type question for which you must present a clear thesis and support it using coherent arguments and evidence. This paper will focus on analytical concepts and theories from the course, and ask you to apply those concepts to some current problem. The assignment will be handed out approximately four weeks before the paper is due. Late papers will be graded down **one full letter grade** for each day late.

**Book Review.** A book review will be required for this course. In writing the review follow the standards outlined in “On Writing Book/Article Reviews: A Guide for the Perplexed” attached at the end of this syllabus.

**Grading Scale**

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	Below 60

**DISABILITIES:** Students with a documented disability who wish to request academic adjustments should contact the Coordinator of Learning and Disability Services (Dooling Hall, Room 26, 610-282-1100 ext. 1453)

**CoursEval:** CoursEval is the method of evaluating courses at DeSales University. Students will be required to take this online survey towards the end of the semester. Upon completing the survey students **must** turn in a receipt of completion to the instructor. Anonymity will be maintained. All students should **make sure** that their DeSales email account is not full and that they do not forward their DeSales emails to their personal accounts (this may result in a garbled survey).

**Course Schedule:** Please note that this schedule is subject to change, so please pay attention to announcements made in class. Readings: S = Snow; K = Krieger

<u>Dates</u>	<u>Topics</u>	<u>Required Reading</u>
<b>Week 1</b> 26 – 28 Aug.	Introduction	Introduction K.
<b>Week 2</b> 30 Aug. - 4 Sept.	Fault Lines	Chap. 1 S
<b>Week 3</b> 7 Sept. 9 – 11 Sept.	<b>Labor Day!</b> Fault lines World Images	Chap. 5 S. Readings 1 & 2 K.
<b>Week 4</b> 14 – 18 Sept.	The Realist Paradigm	Chap. 2 S. pp. 38-48 Reading 4 K.
<b>Week 5</b> 21 - 25 Sept.	The American Experience	Chap. 3 S. Readings 9 & 10 K.
<b>Week 6</b> 28 Sept. 30 Sept. – 2 Oct.	<b>In-Class Exam #1</b> The Cold War	Chap. 4 S. Reading 11 K.
<b>Week 7</b> 5 – 9 Oct.	The Cold War cont.	
<b>Week 8</b> 12 Oct. 14 - 16 Oct.	<b>Pacer Weekend!</b> The Rise of Globalization	Chap. 8 S.
<b>Week 9</b> 19 – 23 Oct.	The Rise of Globalization cont.	Reading 7 K
<b>Week 10</b> 26 – 30 Oct.	Security, Interests and Power	Chap. 2 S. Reading 20 K.
<b>Week 11</b> 2 Nov. 4 – 6 Nov.	<b>In-Class Exam #2</b> Asymmetric Warfare	Chap. 11 S. Reading 22 K.
<b>Week 12</b> 9 - 13 Nov.	Asymmetric Warfare cont.	
<b>Week 13</b> 16 - 20 Nov.	State-Building	Chap. 12 S. Readings 23 K.
	<b>Major Paper Due in class – 16 Nov.</b>	

**Week 14**

23 – 25 Nov.

Iraq & Afghanistan

Chap. 10 S.  
Reading 25 K.

26 – 27 Nov.

**Happy Thanksgiving!!!**

**Week 15**

30 Nov. – 4 Dec.

The Future

Chap. 13 & 14 S.  
Readings 26 K.

**Week 16**

7 - 11 Dec.

Discussion & Review

**Book Review Due in class – Dec. 7**

## On Writing Book/Article Reviews: A Guide for the Perplexed

A review is a thoughtful account of (in this case) a piece of writing, either a book or an article. Like other forms of academic writing, a review has certain conventions, that is, a reader will expect certain things of them. The point of a review is to describe the book/article's content and argument(s) and to present some kind of discussion about the presentation and its effectiveness, supported with some quotations from the book that illustrate the points you're making. A person who has not read the book should be able to decide, from what you have written, whether or not to read the book.

Book or article reviews are generally fairly short (usually not more than about six pages) unless you're writing about more than one work in the same review (a review article). Check your assignment information. Whether you're writing a short- (say less than 1000 words or under 4 double-spaced pages) or medium-length review (1000-1500 words or 4-6 double-spaced pages, you should include the following:

1. Bibliographical information about the book, including author(s), title, publishing information, date, ISBN (always appears at the top of your review)
2. General summary of content (what is this book/article about)
3. Discussion of Author's Main Point (why did the author write the book/article; what's the point(s) being made?)
4. Identification of Main Elements of Argument (summarize the reasons the author the author cites to support the main argument)
5. Discussion of Conclusion (what does the author conclude?)
6. Identification of at least 2 problems/strengths (might be noted about the writing, the argument(s), the sources of information, the presentation, etc.)
7. Suggests fixes/discusses strengths (for both you noted in 6.) (what might have made the work stronger/better? what is so special about the really good aspects of the work?)
8. Discuss potential effect of fixes/problems/improvements/strengths (what results might you expect (wider audience, easier read, better argument, etc.)?)
9. Discuss potential effect(s) of the book/article's publication (who would most benefit from reading the work, what might it lead readers to do or think?).

Review Element	Description	Suggested Length
Precedes the text of the review		
1.	Title and Bibliographical information	Max. four to five lines
The following should appear in the review; the order is not strict but this progression works quite well.		
2.	Introduction/General summary of content	$\frac{1}{2}$ to $\frac{3}{4}$ page
3.	Discussion of Author's Main Point	$\frac{1}{2}$ page
4.	Identification of Main Elements of Argument	$\frac{1}{2}$ to $\frac{3}{4}$ page
5.	Discussion of Conclusion	$\frac{1}{2}$ page
6.	Your identification and discussion of at least 2 problems/ strengths	$\frac{3}{4}$ to $1\frac{1}{2}$ pages
7.	Your discussion of potential effect of fixes/problems/ improvements/strengths	$\frac{3}{4}$ to $1\frac{1}{2}$ pages
8.	Your discussion of potential effect(s) of the book/article's publication	$\frac{1}{2}$ page
Total		4 to 5 pages