

IR6602: Geostrategic Studies (W-E)

Term 3, 2016-2017: January 9 – March 12, 2017 3 Credit Hours

Location: Misawa Air Base, Education Center

Class Meeting Times: 0900-1800, Jan. 21-22, Feb. 11-12

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Course Description

An examination of the political, military, economic and cultural effects of geography in historical and contemporary terms: specific emphasis is placed on the role of geography in the formulation of military/political policy in land power, sea power, air power, and outer space. Comprehensive geopolitical theories will be employed as analytical tools in the course.

Course Objectives

Upon completion of this course, students should have an understanding of the influence of geography on national strategy, as expressed in military, economic, and diplomatic policies. This includes an understanding of both physical and cultural geography and an appreciation of the relevance of different natural features on international political behavior.

Required Texts

- Robert D. Blackwill and Jennifer M. Harris. *War by Other Means: Geoeconomics and Statecraft* (Cambridge, MA: Belknap Press, 2016). ISBN: 9780674737211
- Robert D. Kaplan, *The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle against Fate* (New York, NY: Random House, 2013). ISBN: 9780812982220
- Henry Kissinger. *World Order* (New York, NY: Random House, 2014). ISBN: 9780143127710

Additional assigned readings will be available electronically through the TROY library

Nature of Graduate Work

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral,

to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

Course Requirements

Students are expected to keep up with the readings for each class and be prepared to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly, as this, along with postings on the course website, will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class.

A. Exams

There will be one comprehensive final exam which will count for 50% of the course grade. This will be an open book, take-home exam consisting of essay questions. The exam will include material covered in the readings, material discussed in class, and material found on Blackboard. The exam will be posted on Blackboard on Wednesday, March 8, and will be due NLT 0800 Sunday, **March 12**. Completed exams should be submitted via Blackboard. Late exams cannot be accepted as the instructor must submit grades to Troy by Tuesday, March 14.

B. Paper & Presentation

There will be a single paper to be presented in class that will account for 35% of the course grade. Detailed paper instructions are appended at the end of this syllabus. Students will present draft versions of their papers in class on Sunday, February 12. Final copies of the paper will be due NLT 0800 Monday, **March 6**. Papers turned in thereafter will be considered late. Late papers will result in lowering the paper grade by one full letter grade for each day the paper is late. Papers should be submitted via Blackboard.

C. Syllabus & Plagiarism Quiz

A short quiz, accounting for 5% of the course grade, covering the syllabus as well as what constitutes plagiarism will be posted on Blackboard. This quiz must be completed and submitted to the instructor via Blackboard NLT **January 15**.

D. Discussion Board Participation

Departmental policy mandates use of discussion boards in Blackboard. Accordingly, a series of questions will be posted in Blackboard. Students must read all discussion boards and must respond to at least 4 different discussion questions over the course of the term. Some questions may require viewing of on-line videos first. Posts will account for 10% of the course grade.

E. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. By university policy, the TROY university coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with College policy.

Grading Policy

90 - 100	A	70 - 79	C	0 - 59	F
80 - 89	B	60 - 69	D		

Incomplete grades: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not

automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade. Student's progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at www.troy.edu/graduateschool/forms.html.

Web-Enhanced Classes

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Blackboard. To meet this 9 hours, this course includes the following: Viewing of 2 one-hour videos (2 hours); discussion board posts (5 hours), and review of instructor slides/lectures posted on Blackboard (2 hours).

Americans with Disabilities Act

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

http://trojan.troy.edu/etroy/documents/Troy_University_ADA_Policies.pdf

Cell Phone and Other Electronic Devices

Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

Academic Honesty

By their enrollment, students are responsible for following the "Standards of Conduct" as they apply in the Troy University Pacific Region. It is the student's responsibility to be familiar with these guidelines and to comply therewith.

Plagiarism is the use of another person's words or ideas without proper attribution; whether intentional or not, representing another person's words or ideas as one's own constitutes plagiarism.

Plagiarism is an ethical offense violating Troy's Standards of Conduct and Troy's Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student's Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at:

http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

Week 1 (Jan. 9-15): Course Introduction, Geopolitics

- Kissinger, Ch. 1& 2
- Kaplan, Ch. 1-3, 6-7
- David G. Hansen, "The Immutable Importance of Geography," Parameters 27 (Spring 1997): 55-64. (Available via Google search)
- Halford J. Mackinder, "The Geographical Pivot of History," Geographical Journal 23, no. 4 (April 1904): 421-37. (Available via JSTOR)

Week 2 (Jan.16-22): 20th Century Geopolitics

- Kaplan, Ch. 4-5
- Adolf Hitler, "Chapter 14 – Eastern Orientation or Eastern Policy" in Mein Kampf (1924). Available at http://www.hitler.org/writings/Mein_Kampf/mkv2ch14.html
- Nicholas J. Spykman and Abbie A. Rollins, "Geographic Objectives in Foreign Policy, I," American Political Science Review 33, no. 3 (June 1939): 391-410 (Available in JSTOR)
- Nicholas J. Spykman and Abbie A. Rollins, "Geographic Objectives in Foreign Policy, II," American Political Science Review 33, no. 4 (August 1939): 591-614 (Available in JSTOR)
- Truman Doctrine, Address before Joint Session of Congress, March 12, 1947. Available at http://avalon.law.yale.edu/20th_century/trudoc.asp
- NSC-68 "U.S. Objectives and Programs for National Security," (April 14, 1950). Available at <https://www.mtholyoke.edu/acad/intrel/nsc-68/nsc68-1.htm>

Saturday, Jan. 21

- Course Introduction
- What is Geopolitics?
- History of Geopolitics
- Cold War

Sunday, Jan. 22

- Modern Geopolitics
- Critical Geopolitics
- Strategic Application
- Geoeconomics

Week 3 (Jan. 23-29): Post Cold War Geopolitics

- Samuel P. Huntington, "The Clash of Civilizations," Foreign Affairs 72, no. 3 (Summer 1993): 22-49. (Available in JSTOR)
- Francis Fukuyama, "The End of History?" National Interest (Summer 1989)
- Michael Ignatieff, "The American Empire: The Burden," New York Times Magazine (January 5, 2003). Available at <http://www.hks.harvard.edu/cchrp/pdf/NYTimesJan03Burden.pdf>
- Roger W. Barnett, "Naval Power for a New American Century," Naval War College Review 55, no. 1 (Winter 2002): 43-62. (Available in Academic Search Complete).
- National Security Space Strategy (Unclassified Summary), US Department of Defense & Office of the Director of National Intel. (January 2011). Available at http://www.defense.gov/home/features/2011/0111_nsss/docs/NationalSecuritySpaceStrategyUnclassifiedSummary_Jan2011.pdf
- Thomas P. Barnett, "Rethinking America's Military Strategy," (Speech at Monterey, CA, 2005). Video available on Ted's Talks at http://www.ted.com/talks/thomas_barnett_draws_a_new_map_for_peace.html

Week 4 (Jan. 30 – Feb. 5): Approaches

- Phil Kelly, "A Critique of Critical Geopolitics," Geopolitics 11 no. 1 (Spring 2006): 24-53. (Available in Academic Search Complete)
- Terrence W. Haverluk, et al., "The Three Critical Flaws of Critical Geopolitics: Towards a Neo-classical Geopolitics," Geopolitics 19, no. 1 (Jan-Mar. 2014): 19-39 (Available in Academic Search Complete)
- Gertjan Dijkink, "Geopolitical Codes and Popular Representations," GeoJournal 46, n. 4 (1998). 293-299 (Available in JSTOR).

Week 5 (Feb. 6-12): Geoeconomics

- Blackwill and Harris (all)

Saturday, Feb. 11

- Global Geostrategy
- The Americas
- Asia

Sunday, Feb. 12

- Middle East
- Europe & Africa
- Paper Presentations

Week 6 (Feb. 13-19): U.S. Geostrategy

- Kissinger, Ch. 7-9
- Kaplan, Ch. 15
- Barry R. Posen and Andrew L. Ross, “Competing Visions for U.S. Grand Strategy,” International Security 21, no.3 (Winter 1996-97): 5-53 (Available in JSTOR)
- Zbigniew Brzezinski, “Balancing the East, Upgrading the West: U.S. Grand Strategy in an Age of Upheaval,” Foreign Affairs 91, no. 1 (Jan-Feb 2012): 97-104. (Available in Academic Search Complete)
- Walter Russell Mead, “The Return of Geopolitics,” Foreign Affairs 93, no. 3 (May-June 2014): 69-79. (Available in Academic Search Complete)
- G. John Ikenberry, “The Illusion of Geopolitics,” Foreign Affairs 93, no. 3 (May-June 2014): 80-90 (Available in Academic Search Complete)

Week 7 (Feb. 20-26): Geostrategy in Asia

- Kaplan, Ch. 11-12
- Kissinger, Ch. 5-6
- Andrew Krepinevich, “How to Deter China,” Foreign Affairs 94, no. 2 (March 2015): 78-86 (Available in Academic Search Complete)
- Michael J. Green, “Asia in the Debate on American Grand Strategy,” Naval War College Review 62, no. 1 (Winter 2009): 15-29 (Available in Academic Search Complete)
- Eric Heginbotham, Ely Ratner, and Richard Samuels, “Tokyo’s Transformation: How Japan is Changing and What it Means for the United States,” Foreign Affairs 90 no. 5 (Sep-Oct 2011): 138-148 (Available in Academic Search Complete)
- Christian Bouchard and William Crumplin, “Neglected No Longer: The Indian Ocean at the Forefront of World Geopolitics and Global Geostrategy,” Journal of the Indian Ocean Region 6, no.1 (June 2010): 26-51
- Richard Weitz, “Averting a New Great Game in Central Asia,” Washington Quarterly 29, no. 3 (Summer 2006): 155-167 (Available in Academic Search Complete)

Week 8 (Feb. 27 – Mar. 5): Geostrategy in the Middle East

- Kaplan, Ch. 13-14
- Kissinger, Ch. 3-4
- Michael Ross, “Will Oil Drown the Arab Spring: Democracy and the Resource Curse,” Foreign Affairs 90, no. 5 (Sep-Oct 2011): 2-7 (Available in Academic Search Complete)
- Kristian Coates Ulrichsen, “The Geopolitics of Insecurity in the Horn of Africa and the Arabian Peninsula,” Middle East Policy 18, no. 2 (Summer 2011): 120-135 (Available in ProQuest).
- Mohammed Ayoob, “The Arab Spring: Its Geostrategic Significance,” Middle East Policy 19, no. 3 (Fall 2012): 84-97 (Available in ProQuest)

Week 9 (Mar. 6-12): *Geostrategy in Europe and Africa*

- Kaplan, Ch. 9-10
- Caitlyn L. Antrim, “The Next Geographical Pivot: The Russian Arctic in the Twenty-First Century,” Naval War College Review 63, no. 3 (Summer 2010): 15-37 (Available in Academic Search Complete)
- Jeffrey L. Cimbalo, “Saving NATO from Europe,” Foreign Affairs (Nov/Dec 2004)
- Timothy Garton Ash, “The Crisis of Europe,” Foreign Affairs 91, no. 5 (Sept/Oct 2012): 2-15 (Available in Academic Search Complete)
- Carlton W. Fulford, Jr., “Thinking Through U.S. Strategic Options for Africa,” Naval War College Review 62, no. 1 (Winter 2009): 31-43 (Available in Academic Search Complete)
- **FINAL EXAM (Due NLT 0800 Sunday, March 12)**

Note: The above schedule, readings and procedures in this course are subject to change.

Geostrategic Studies: Term 2, 2016-17

PAPER INSTRUCTIONS

General: Per the syllabus, students are required to research and write a paper that will comprise 35% of the final course grade. Students are to select a country of interest in consultation with the instructor, analyze the current geopolitical environment of the selected state, and provide recommendations for promoting the state's security and prosperity within that environment. The purpose of this paper is to demonstrate the student's mastery of geopolitical analysis and understanding of how geopolitical constraints influence realistic policy objectives. Students should take care to ensure that the paper is not simply a factual narrative describing the physical features of an area. Rather, the paper should introduce material factors, explain their relevance, and assess what factors will be of most importance in the future. Using this foundation, the paper should then provide a basic set of principles for state security and development that transcend mainstream ideological differences. **Do not waste time and space citing "encyclopedic" facts that are not germane to your analysis.**

Students will choose their own country; however, students must obtain written approval of the selected state from the instructor. An e-mail from the instructor noting approval is sufficient; however, students should print out a copy of such so as to be able to verify approval. Each student will select a different state. Countries should be selected as early as possible in order to 1) ensure you get the state you want, and 2) enable sufficient time for outside readings and research.

Phased Deadlines

- October 30: Country Choice Due (5 points)
- November 13: Outline Due (5 points)
- November 20: Paper Presentation (20 points)
- December 5: Final Paper Due (70 points)

Final papers are due Monday, December 5, 2016. Late papers will be docked a full letter grade (10 points) for each calendar day they are late. Papers may be turned in earlier at the student's option.

Presentation: Students will present their papers in class orally. Be sure to avoid merely reading your paper; rather, *present* your paper. You may use any graphic aids, video, powerpoint, etc. as you deem useful in presenting. The length of the presentation will depend in part on the number of students in the class and the amount of time available. The instructor will announce time guidelines in advance of the presentation dates. Oral presentations will count for 1/5th of the overall paper grade.

Format: The paper must be typed, double-spaced, in twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Use of headings and subheadings within the paper is highly recommended. Papers are anticipated to be approximately 12-15 pages in length, with a limit of no more than 15 pages, exclusive of title page, bibliography, and notes. Please note that quality is more important than volume. E-mailed copies are not acceptable. Hand-written papers are not acceptable.

Citation and Sources: You may use APA, Turabian, or any academically recognized format for citation; however, if you choose a style with which I am not familiar, you **MUST** have a style manual for me to consult in grading should I request one. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may be used at your own risk.

Common sense should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points. Students should consult books, periodicals, newspapers, policy papers, and government documents as well as on-line sources to ensure proper breadth of research. A bibliography must be included with the paper.

Grading: Papers will be graded on demonstrated understanding, thoroughness, and integration of research into a coherent presentation. Poor spelling, grammar, punctuation or style will negatively affect the grade. As noted above, the in-class presentation will account for 1/5th of the total paper grade.

PLEASE PROOFREAD.