

**PLSC 438: Sec 001
National Security Policies
Spring 2018
Tuesdays & Thursdays
3:05 PM – 4:20 PM
Thomas Building 122**

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Office Hours: T.TH 4:30 PM – 5:30 PM, Pond Lab 217

This syllabus is subject to changes throughout the semester.

This course will explore the ways political entities, especially states, have formulated their security interests, and the strategies they have adopted to pursue them. A central theme of this course is that both the goals political leaders select and the means they have available—their "grand strategies," to put it differently—depend on the nature of the society they rule and the economic resources at their disposal. During the semester, we will examine the historical development of grand strategy and the linkages between states' domestic social, political, and economic structures and their international behavior in a variety of historical cases. After examining how several different types of historical actors developed their national security policies, we will consider the linkages between economic and political considerations on the national security policies of major powers in the modern world.

COURSE MATERIALS

The assigned reading is a vital part of this class. In some cases, we will spend a class period discussing a specific book or a set of articles. In other cases, the readings have been selected to complement material presented in lecture (i.e., I may not go over assigned reading from head to toe. Most of the reading consists of articles and excerpts from books. It is just as important to read them as it is to read the books. These readings are available through Canvas for this course (Files tab > Readings folder).

COURSE POLICIES

1. Assignments and Grading. Your grade in this class will be based on attendance and participation, two papers due during the semester, two in-class exams, and a take-home final exam.

Grading Scale (in rounded numbers):

A = 93-100; A- = 90-92;
B+ = 87-89; B = 83-86; B- = 80-82;
C+ = 76-79; C = 70-75; D=60-69; F = Below 60.

Grading components:

Attendance.....10%
Participation.....10%
Exam 1 (in class)....15% (not cumulative)
Exam 2 (in class)....15% (not cumulative)
Short writing assignment 1....15%
Short writing assignment 2....15%
Final Exam (take home).....20% (cumulative)

YOU MUST BRING BLUE BOOKS AND PENS TO CLASS FOR YOUR EXAMS

Attendance: An attendance sheet will be distributed at the beginning of each class for you to sign. More than 2 unexcused absences will begin to count negatively toward your attendance grade (i.e., total 3 unexcused absences = 9% points). Notify me by email if you will be unable to attend class.

Participation: As this class is a 400-level course, participation in the discussion is essential. During the lectures I will occasionally ask you questions (marked with “Q” in the slides) that may ask you to think beyond the assigned reading or lecture materials (and these questions will be the basis for short answer exam questions). If I can match your face with your name and remember you participating frequently, you will get 10% points; if I remember you participating occasionally, then 6% points; if I really really cannot remember who you are at the end of the semester, then probably somewhere near 0% point. Please let me know of your name when you participate at the beginning of the semester.

Short papers: Each student will write **TWO** (not more than two) 4-8 page essays, each responding to one of the five paper questions given in the course schedule below. You must write at least one essay about the first three questions (i.e., write one out of options 1, 2, and 3; write another out of options 4 and 5). Each essay question is connected to a set of readings that will be discussed in class on the day the paper is due. However, you may use outside sources or do more research on the topic if you wish. You must attend the class in order to submit the paper. The five papers are due at different points during the semester, so you will have some discretion about when you submit each of the required two. It is your responsibility to make sure you submit the essays on time, and that I receive them in a readable form. All assignments must be submitted in Times New Roman (12pt.), 1-inch margins, and double-spaced. Failure to follow these standards will result in a lower grade (3 pts. per violation).

Exams 1 and 2: Both will be administered in the class. It will consist of definitions and short answers. This is a pick/choose exam. For example, I may list 10 terms in the definitions section and you have to answer 6 of your choosing. The same procedure will be followed with short answer questions. Students will be responsible for bringing a blue book to class. A review day will be held during the class just prior to the exams. Additional details to follow.

Final exam: Final exam will be comprehensive in nature and take-home. It will consist of probably 4 long essay questions. Additional details to follow.

2. Missed/Late Assignments and Extensions. As there are five date options for short papers, no late paper submissions will be graded. In principle, makeup exams should be granted **BEFORE** the exam date unless you can provide me documentation that you were (1) unconscious or (2) have had family or medical emergencies. There are no exceptions to this rule and I will NOT grade your exam without prior arrangements or supporting documentation. All makeup exam requests should be done in writing and I will not discuss this decision with you in person.

3. Grade Appeals. If you are unsatisfied with the grade you received on an assignment, you may appeal your grade. To do so, you should submit a brief memorandum explaining your concerns. All grade appeals must be handled in writing. I will not discuss your grade with you in person. Please refer to the grade appeal process documentation on Canvas.

4. Electronic Devices. Students may use electronic devices of any kind (phones, laptops, tablets, etc.) during class **only for the purpose of note-taking.**

5. Cheating and Plagiarism. All the assignments you complete in this class must be your own work. The sources you use must be properly cited using a recognized citation system of your choice (I have uploaded APSA Citation and Reference Guidelines on Canvas). If you have any doubt about the propriety of what you are doing, please consult me or review Penn State's rules on academic honesty (you can find these at the bottom of this syllabus) Anyone caught cheating or plagiarizing will be dealt with as harshly as University policies permit. No excuses for this behavior will be accepted. Also, lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity (for example, faking a relative's death to receive an excused absence).

6. Classroom Decorum. First, do not bring food to the class unless you have enough for everyone in the class (drinks are OK).

Second, if you are ill, to prevent infection to others, stay home. As soon as possible, notify me by e-mail that you are ill and will not be present in class.

Last, I encourage you to express your views on the course material. You are free to disagree with me or with your fellow students, just as others are free to disagree with you. In doing so, however, please refrain from personal insults or inflammatory remarks that may disrupt the class. Those who do not follow this rule will be asked to leave the class.

TENTATIVE SCHEDULE

January 8: Introduction

- Syllabus

January 10: What is "National Security?"

- Walt 2010: "Realism and Security." In *Oxford Research Encyclopedia of International Studies*.

January 15: Geography and National Security

January 17: Ancient Greek City-States

January 22: Roman Empire

- Kagan 2006: "Redefining Roman Grand Strategy." *Journal of Military History*.

January 24: Feudalism and Medieval Europe

- White 1962: *Medieval Technology and Social Change*. Chapter 1.

January 29: Absolutist States

- Gat 2006: *War in Human Civilization*. Chapter 14.

January 31: Evolution of Modern States

- Olson 1993: "Dictatorship, Development, and Democracy." *American Political Science Review*.

February 5: Why European States Became Dominant

- Hoffman 2015: *Why Did Europe Conquer the World?* Chapter 4.
- **Short paper question 1:** Both Olson's article and Hoffman's book is an effort to explain a complex historical phenomenon with a few relatively simple models. Are their explanations satisfying? Is this general approach to explaining important historical processes promising, compared to other historical explanations introduced in the class or from the reading? (due 3:05 PM 02/05)

February 7: Exam 1 Review

February 12: Exam 1 (Bring Blue Books and Pens)

February 14: Economic Interests and National Security

- Markowitz, Fariss, and McMahon 2018: "Producing Goods and Projecting Power: How What You Make Influences What You Take." *Journal of Conflict Resolution*.

February 19: Imperialism and Empire-Building

- Frieden 1994: "International Investment and Colonial Control: A New Interpretation." *International Organization*.

February 21: Rise of the United States

- Fordham 2007: "Revisionism Reconsidered: Exports and American Intervention in World War I." *International Organization*.
- **Short paper question 2:** Between 1890 and 1945, the United States went from being a reluctant and marginal participant in international politics to the leading world power, with interests all over the globe. Define what "national security interests" are for the United States before and after 1945. Did circumstances make it inevitable that the United States would eventually assume this role? If so, explain why. If not, explain how at least one likely alternative outcome might have taken place. (due 3:05 PM 02/21)

February 26: Timing of Industrialization and Late Developers

- Snyder 1991: *Myths of Empire*. Chapter 2.

February 28: World War I

- Kennedy 1991: “The First World War and the International Power System.” *International Security*.
- **Short paper question 3:** In the years before World War I, Germany was in a difficult geopolitical position. Some people have even argued that it was inevitable that the country would face enemies to its east and west. Review at least two different courses of actions Germany might have undertaken. Was it really inevitable that the country would be surrounded? Why or why not? (due 3:05 PM 02/28)

March 5 – 7: Spring Break, No Classes

March 12: Political Interests and National Security

- Cutrone and Fordham 2010: “Commerce and Imagination: The Sources of Concern about International Human Rights in the US Congress.” *International Studies Quarterly*.

March 14: Determinants of Military Spending

- Trubowitz and Roberts 1992: “Regional Interests and the Reagan Military Buildup.” *Regional Studies*.

March 19: Exam 2 Review

March 21: Exam 2 (Bring Blue Books and Pens)

March 26 – 28: International Studies Association Annual Meeting, No Classes

April 2: Technological Development and National Security: Nuclear Weapons

- Narang 2013: “What Does It Take to Deter? Regional Power Nuclear Postures and International Conflict.” *Journal of Conflict Resolution*.

April 4: Technological Development and National Security: Aerial Bombing

- Horowitz and Reiter 2001: “When Does Aerial Bombing Work?” *Journal of Conflict Resolution*.
- **Short paper question 4:** The United States and NATO allies imposed the no-fly zone and bombed Libya, toppling Gaddafi’s regime. What are the factors that led to the success? During the Obama Administration, there were many talks of repeating the same against Syria’s Assad regime several years ago just using U.S. and NATO airpower. Do you think it would have been successful? Why or why not? (due 3:05 PM 04/04)

April 9: Civil-Military Relations

- Pilster and Bohmelt 2011: “Coups-proofing and Military Effectiveness in Interstate Wars, 1967-99.” *Conflict Management and Peace Science*.

April 11: Counterinsurgency

- Kilcullen 2009: *The Accidental Guerilla*. Chapter 1.
- Gentile 2008. "Misreading the Surge Threatens U.S. Army's Conventional Capabilities" *World Politics Review* (<https://www.worldpoliticsreview.com/articles/1715/misreading-the-surge-threatens-u-s-armys-conventional-capabilities>).
- **Short paper question 5:** Should (or can) the United States prepare to fight counter-insurgency wars? Why or why not? (due 3:05 PM 04/11)

April 16 – 18: Western Political Science Association Annual Meeting, No Classes

April 23: Alliance and Military Cooperation

- Keohane 1971: "Big Influence of Small Allies." *Foreign Policy*.

April 25: Final Exam Review

*****Final Exam is Due by 11:59PM, April 30*****

UNIVERSITY POLICY STATEMENTS

1) ACADEMIC INTEGRITY STATEMENT

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

2) DISABILITY ACCOMMODATION STATEMENT

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit the Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines at (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the

accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

3) COUNSELING AND PSYCHOLOGICAL SERVICES STATEMENT

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at Commonwealth Campuses
(<http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

4) EDUCATIONAL EQUITY/REPORT BIAS STATEMENT

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>).

5) A NOTE FOR ESL STUDENTS

I would like to personally welcome you to my course and to make sure that you know that your presence is both wanted and valued. If at any time you encounter any language, reading, or communication issue during this course (classroom, readings, papers, exams, etc.) please inform me as soon as possible.