

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

SEC 6312 Globalization and International Security

Course Description

Overview

The Globalization and International Security (GIS) course will examine how globalization affects the policies, economies, societies, and militaries of both state and non-state actors on the regional and world stage. While globalization has had many benefits since the end of World War II, it has also created "haves and have nots", radical religious and political ideologies, and ethnic conflict in regions affecting the national security of the developed and developing world. This course will conduct important studies that examine how the interconnected world creates differing realities for various nation-states and regions, and what the potential is for the future. The core question of this course is whether globalization promotes security or fosters more insecurity and hyperconflict.

Course Objectives

As a result of completing this course, the student will be able to:

- Objective One:** Analyze the nexus between globalization, international security, and hyperconflict.
- Objective Two:** Examine select case studies detailing the interactions between hypercompetition, hyperpower, hyperconflict, and globalization.
- Objective Three:** Evaluate the potential future international security ramifications of globalization.

Required Books

Kaplan, Robert D., *The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against*

Fate. Random House; First Edition (September 11, 2012), ISBN-10: 1400069831, ISBN-13: 978-1400069835

*Note: The Kindle version is available from the [Amazon Kindle Store](#)

Mittelman, James H. *Hyperconflict: Globalization and Insecurity*. Stanford, CA: Stanford University Press, 2010. 288 pages / Stanford Security Studies. Hardcover **ISBN-10:** 0804763763 / Paperback **ISBN-13:** 978-0804763769

*Note: The Kindle version is available from the [Amazon Kindle Store](#)

Evaluation Requirements:

Grading of the course consists of the following components:

Assignments	Percent of Grade	Due
Engaged discussion participation	20%	The students are expected to provide a primary "robust" posting (min. 300 words) by Friday of each week and respond to at least two postings of their classmates by Monday of the following week. This is a minimum. (occurs in weeks with no written assignment)
First Essay	20%	The first essay is meant to evaluate the student's understanding of the topics covered so far as well as specific terms and their applications in the field of globalization and international security. Due Sunday at the end of week 2 before 09:00 P.M.. Central Standard Time. 6 - 8 pages essay.
Midterm PowerPoint Presentation	20%	10-15 slide PowerPoint presentation. Due Sunday at the end of week 5 before 9pm Central Time.
Final Essay	40%	The final essay must be 12-15 pages and should include individual efforts of students to cover the issues identified during the entire

		<p>course. The topic for the final essay will be available in Blackboard on the Monday of Lesson Six.</p> <p>Due Friday at the end of week 8 before 09:00 P.M. Central Standard Time. 12-15 page essay.</p>
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Late assignments will be graded accordingly.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Organization:

1. Lesson 1: Globalization and International Security: The Prologue. The initial lesson focuses on the broad ramifications of globalization on international security. Specifically, the lesson begins the investigation into how security is affected by globalization, positively and negatively. In addition, the lesson also introduces the concepts of hypercompetition, hyperpower, and hyperconflict as a basis for examining the linkages between globalization and security.
2. Lesson 2: International Security Studies and Coercive Globalization. This lesson provides some preliminary answers to the question: What is the nexus between globalization and security? The answers include a brief look at nine of the major themes in the studies of war and peace: national security, democratic peace, peace through trade, ethnopolitical fragmentation, the weak state, warlordism, resource wars, greed and grievance, and new wars (Mittleman 2010, 26). The intent is to establish a new baseline for discussing globalization and security and the novel reference point is crafted around the concept of coercive globalization.
3. Lesson 3: Case 1-Global Investment and Hyperconflict. One of the key devices for enabling the global economy is examined in this lesson. The lesson directly investigates how the Multilateral Agreement on Investment (MAI), proposed in 1995, became a lightning rod for all parties that are against the unequal and pernicious effects of globalization. The thesis of the case is that the MAI in fact would not increase security but increase insecurity and hyperconflict.
4. Lesson 4: Case 2-Rise and Fall of the Asian Tigers. The geopolitical aspects of the 1997 crash of Asian economies are the focus of this case. The case reveals specific hyperconflict and hyperpower conditions that contributed to "manifold forms of violence, coercion wielded by state and nonstate actors, a growing climate of fear, and contagion" (Mittleman 2010, 85). Also, in this case the catalytic factors that helped the Asian economies grow so fast before the crash followed by the deleterious factors that hastened their fall are evaluated.
5. Lesson 5: Case 3-Sleepless and Screaming in Seattle. Trade liberalization, economic reforms, and more transparency in the operations of the global economy were all promised as outputs from the 1999 World Trade Organizations (WTO) meetings in Seattle Washington. What resulted during the meetings were violent displays by a consortium of global communities angered by a lack of upward mobility and smoothing of widespread economic inequality. These violent clashes also revealed intense conflicts between global society and the WTO, developing and developed states, and intense hypercompetition and hyperpower (Mittleman, 2010).
6. Lesson 6: Case 4-The Global Terror Accounts. This lesson examines ways in which the attack of September 11, 2001 (9/11) was cultivated to craft a broad storyline that was exploited as a tool to propel global change. In particular, the storyline contains five interconnected narratives: "9/11 as a binary opposition of the nation and its enemies; an identity rooted in religion; a representation propped up by states and their adversaries; a symbol of

economic power, and an image of masculinity that subordinates women" (Mittleman 2010, 139). While the chronicles are diverse and expansive they share a common characteristic, the coercive use of power to instigate pre-planned transformations.

7. Lesson 7: Future Trends and Globalization. Where are the trend lines for hyperconflict headed? What are the prospects for globalization increasing global security or global insecurity? This lesson re-evaluates the impacts of the four cases and offers scenarios of a future world order. Finally, the discussion also investigates necessary and sufficient conditions for perpetual global peace.
8. Lesson 8: Assessment. The last week of the course is reserved for students to complete the final assessment. The final assessment requires student to develop a 12-15 page response to a comprehensive essay question. The final essay question is designed to evaluate student mastery of the course objectives.

Bibliography and Assigned Readings:

Coe, Neil, and Henry Wai-Chung Yeung, "[Geographical Perspectives on Mapping Globalisation](#)," *Journal of Geographic Geography*, 1 (2001) pp. 367-380.

Cronin, Audrey Kurth "[Behind the Curve Globalization and International Terrorism](#)," *International Security*, Vol. 27, No. 3 (Winter 2002/03), pp. 30–58.

Kaplan, Robert D., *The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate*. Random House; First Edition (September 11, 2012), ISBN-10: 1400069831, ISBN-13: 978-1400069835

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*Note: The Kindle version is available from the [Amazon Kindle Store](#)

Neely, Michelle Clark, "[Paper Tigers? How the Asian Economies Lost Their Bite](#)," *The Regional Economist*, January 1999.

"[The Battle of Seattle 10 Years Later: Organizers Reflect on 1999 Shutdown of WTO Talks and the Birth of a Movement](#)," *Democracy Now*, November 30, 2009.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.