APPLICATION FOR NEW COURSE

1. Submitted by College of The Graduate School Date 4/10/06
   Department/Division offering course The Patterson School of Diplomacy and International Commerce

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number DIP 725
   b. Title Geopolitical Modeling
   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week
   d. Laboratory hours per week 1:0

   e. Studio hours per week
   f. Credits 3

   g. Course description
   Course uses large user friendly computer model of world's political/economic systems to explore topics such as globalization, development, energy security, and political instability from a theoretical and quantitative viewpoint.

   h. Prerequisites (if any)
   STA 570 (Basic Statistics Analysis) or permission of instructor

   i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as

5. Effective Date Fall 2006 (semester and year)

6. Course to be offered
   ☑ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? (Explain if not annually)
   ☑ Yes ☐ No

8. Why is this course needed?
   This course is already being taught under a Graduate School Special Topics GS 600. Desire to have this class as permanent status with Patterson School courses.

9. a. By whom will the course be taught? Dr. Evan Hillebrand

   b. Are facilities for teaching the course now available? If not, what plans have been made for providing them?
   ☑ Yes ☐ No

   APR 12 2006
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10. What enrollment may be reasonably anticipated? 25-30

11. Will this course serve students in the Department primarily? ☑ Yes ☐ No
   Will it be of service to a significant number of students outside the Department? ☑ Yes ☐ No
   Students studying economics or political science may find this course useful.

12. Will the course serve as a University Studies Program course? ☐ Yes ☑ No
   If yes, under what Area? ________________________________

13. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☑ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☑ Yes ☐ No

15. Is this course part of a proposed new program? ☐ Yes ☑ No
   If yes, which?

16. Will adding this course change the degree requirements in one or more programs?* ☑ Yes ☐ No
   If yes, explain the change(s) below ________________________________

17. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used. See syllabus

18. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐

19. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐

20. Within the Department, who should be contacted for further information about the proposed course?
   Name Dr. Evan Hillebrand
   Phone Extension 257-6928

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
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Signatures of Approval:

[Signature]

Department Chair

[Signature]

Dean of the College

Apr 10, 2006

Date

Date of Notice to the Faculty

Date

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

Date

ACTION OTHER THAN APPROVAL

*If applicable, as provided by the Rules of the University Senate
Geopolitical Modeling
Fall 2005
Version: September 4, 2005

Evan Hillebrand
Patterson Tower 459
859/257-6928
EHill2@uky.edu

Meeting Time: WD 6:00-8:30
Meeting Place: Vandenbosch Room
Offices Hours: WD: 1:00-4:00

This course uses a large, but user-friendly, computer model of the world's political and economic systems to explore a variety of policy and intelligence questions from a quantitative viewpoint. The emphasis will be on long-range, global issues. The course will explore how to frame issues analytically, how assumptions can affect policies, and how policies can affect outcomes. The course will review current quantitative research on key international relations topics such as globalization, development, instability, and war. The course will emphasize the use of the model and quantitative tools in general to produce real-world foreign policy analysis of potential use to consumers of intelligence and other policy makers.

The course is designed to be of particular use to future government analysts but it will also be helpful to those considering careers in policy-oriented non-governmental organizations (NGOs) or global business.

Format

The class will be taught primarily through sessions devoted to learning the use of the International Futures Model (IFS) with extensive discussion of the literature pertinent to the construction of the model and literature framing selected policy debates that the model is competent to address. It would be extremely helpful if each student brought a notebook computer to each class; the model software is free and will be distributed in class.

The first several weeks of the class will involve guidance on the use of the model and extensive homework practice sessions. The software supporting the model is easy—no one has to be a programmer to master it. But the model is complicated and if the student falls behind in the early instruction period it will be difficult to gain mastery.

As mastery with the model grows, the class meetings will focus on using the model to address important long-range policy issues of the sort that may come to the attention of a policy or intelligence analyst working at the national or international level.
Grading

Grading will be based on class participation and quizzes (25%), homework exercises (35%), and the final exam (40%). The final exam will probably be a take home exercise involving model simulation of a policy question with written analysis.

Classroom exercises must be turned in by the start of the class (but keep a copy because we might be going through or going beyond the exercise during class). Papers may be submitted electronically or in paper form, but it is the responsibility of each student to make sure I have a copy of his or her submission that I can read by the due date—that is, I must be able to open any attachment that you send. You may also place a paper copy of your assignment in my mailbox in the Patterson School office if you have it date-stamped by a Patterson School member. Late papers won’t be accepted because we will be going over the exercises in class. But you might try to make up for lost credit by turning in—by the next class period—make-up papers that go beyond the homework assignment in interesting and creative ways.

Reading Assignments

The basic text is *International Futures*, fourth edition, by Barry Hughes and Evan Hillebrand. You also should acquire:

*China’s Futures*, John Ogilvy, (Wiley and Sons, 2000)

*UN: Arab Human Development Report* (2004) hardback or for free at:


Recommended but not required,

*Global Political Economy*, Robert Gilpin, (Princeton, 2001)

*Inevitable Surprises*, Peter Schwartz (Gotham Books, 2003)

*The Eco-Economy*, Lester Brown, for free at

http://www.earth-policy.org/Books/ECO_contents.htm

*The Skeptical Environmentalist*, Bjorn Lomborg (Cambridge, 2001)

*Power and Prosperity*, Mancur Olson (Basic Books, 2000)


If the readings are available from the Young Library Website I will indicate with the acronym YLE (Young Library Electronic). If the readings are available on the web I will list the URL. If the readings are from some channel you don’t necessarily have access to I will either post an electronic copy to the “documents” section of the class Blackboard (BB) or place a hard copy in the student room (BOX). Note the readings are for the next class (e.g. the readings and exercise listed under Class 2 should be completed before class 3). (Reading assignments may vary somewhat from the syllabus as the class progresses.)

Make sure you have access to the Blackboard site for this class. Get in the habit of checking it every day or so.
Open-Door Policy

If my office door is open (and I’m not on the phone or talking to someone else) I am available for consultation.

Class 1 (8/24): Model Set Up Session
Download the model from http://www.du.edu/~bhughes/ifs.html
When you have the model running...

  -- Open the model software. Click on Help, Content, Introduction to Use....How do I, Lesson 1 (Display Output). Go through this lesson, it will help you with exercise 1.
  -- Do exercise 1 (available on Blackboard) to hand in and discuss at Class 2.

Class 2 (8/31) Model Discussion
For Class 3:
Do Exercise 2.
Read:
Hughes: ch. 5
Paul Ehrlich—The Population Explosion, ch 1 (BOX)
Nicholas Eberstadt—“World Population Trends & National Security”, ch. 11 in Eberstadt’s Tyranny of Numbers (BOX)
Eberstadt—“What if it’s a World Population Implosion”, ch 11 in Eberstadt’s Prosperous Paupers (more on the social side) (BOX)
Lester R. Brown, Eco-Economy, Chapter 10
Ben Wattenberg, Fewer: How the New Demography of Depopulation..., Chapters 1-2 (BOX)
Browse: www.prb.org (Population Reference Bureau)
        www.un.org/esa/population/unpop.htm

Class 3 (9/7): Population Modeling
For Class 4:

Do exercise 2a—the Excel Spreadsheet model
Do exercise 3
Read:
Hughes, ch. 6
IFs Help Files—Black Box-Economy-Equations-Gds and Svs-Production Function
Thomas Sowell, Basic Economics, ch. 4, “An Overview” (BOX)
Lester Brown, ch. 1 from Eco-Economy, “The Economy and the Earth”
Richard Cooper, “A Half Century of Development”
Class 4 (9/14): Economic Modeling
For Class 5:
Do exercise 4—Explaining Growth
Read: Hughes, ch. 7
Lester Brown, “Feeding Everyone Well”, Ch. 7 from The Eco-Economy
Lester Brown, “China’s Shrinking Grain Harvest”, The Globalist, March 12, 2004
http://www.theglobalist.com/StoryId.aspx?StoryId=3827
Jere Behrman et al., “Hunger and Malnutrition”, ch. X in Bjorn Lomborg, Copenhagen Consensus, downloadable from
http://www.copenhagenconsensus.com/Files/Filer/CC/Papers/Hunger_and_Malnutrition_070504.pdf

Class 5 (9/21): Agriculture
For Class 6:
Do exercise 5—Agriculture and China
Read:
Hughes, ch. 8
World Energy Council, “Global Energy Scenarios to 2050 and Beyond”,
http://www.worldenergy.org/wec-geis/edc/scenario.asp
Meadows and Meadows, pp 66-78, in “Beyond the Limits” (BOX)
Julian Simon, “Forecasting the Long-Term Trend of Raw Material Availability”, from
Simon, Economics Against the Grain, vol 2. (BOX)
Bjorn Lomborg, ch. 11, “Energy”, in the Skeptical Environmentalist (BOX)

Class 6 (9/28): Energy
Do exercise 6
Read:
Hughes, ch. 9
Hughes, “Environmental Context and Constraints”, ch. 16 in Continuity and Change in World Politics, Prentice Hall 2000 (BOX)
Meadows and Meadows, pp 161-189, in Beyond the Limits (BOX)
Lomborg, ch. 1 in “Things are Getting Better”, in The Skeptical Environmentalist
BBC Interview: Richard Lindzen and Geoff Jenkins
http://www.open2.net/truthwillout/globalwarming/global_lindzen.htm
http://www.open2.net/truthwillout/globalwarming/global_jenkins.htm
Browse: www.earth-policy.org (Lester Brown’s site)
www.copenhagenconsensus.com (Lomborg’s site)

Class 7 (10/5): The Environment
Do Exercise 7: Global Warming
Read:
Hughes, ch 10
Jack Goldstone, “It’s all about State Structure—New Findings on Revolutionary Origins From Global Data”, (BOX)
Browse: www.ciedm.umd.edu/inscr/polity

**Class 8 (10/12): Domestic Social and Political Systems**
Do exercise 8—State Failure
Read:
Hughes, ch. 11
Hughes, ch. 4 in *Continuity and Change*, “States and the Pursuit of Interest” (BOX)
Ronald Tamen et. al, ch 1 in *Power Transitions. “Power Transitions Theory”*

**Class 9 (10/19): International Politics, Power, War**
Do exercise 9—Power Calculations
Read:
Kugler and Tamen, “China: Satisfied or Dissatisfied”, (BB).
Bruce Bueno de Mesquita and David Lalman, “Dyadic Power, Expectations, and War” ch. 10 in Stoll and Ward (BOX)
Niall Ferguson, “A World Without Power”, *Foreign Policy*, July/August, 2004 (YLE)
Parag Khanna, “The Meterosexual Superpower”, *Foreign Policy*, July/August, 2004 (YLE)

**Class 10 (10/26): Power, continued**
Do exercise 10—Power Transitions
John Caldwell, “Demographic Theory: A Long View”, *Population and Development Review*, June 2004, pp 297-316 (YLE) or maybe just lecture from this?
Ben Wattenberg, *Fewer: How the New Demography of Depopulation...,* Chapters 5-6 (BOX) I want some discussion of Japan and Western Europe

**Class 11 (11/2): Demographics (again, but integrated this time)**
Do exercise 12—Population Projections
Read:
William Easterly, *The Elusive Quest for Growth*, ch. 1-2 (BOX)
Mancur Olson, *Power and Prosperity*, ch 10. (BOX)
OECD, *The Future of the Global Economy*, ch. 1 and 6 (BOX)
Meadows and Meadows, *The Dynamics of Growth in a Finite World*, ch. 3 from *Limits to Growth* (Chelsea Green, 2004) (BOX)

**Class 12 (11/9): Economics (again, but integrated this time)**
Do exercise 13—Growth Dynamics
Read:
World Bank, *Globalization, Growth, and Poverty*, Ch 1,
Evan Hillebrand, “The Global Distribution of Income in 2050”, (BOX)

**Class 13 (11/16): Globalization**
Do exercise 14—Globalization or China Team
Read:
Charles Wolf, Ch. 1, in *Fault Lines in China’s Economic Terrain*, “Potential Adversities Confronting China’s Continued Economic Growth” (BOX)
James Ogilvey and Peter Schwarz, *China’s Futures*, Jossey-Bass 2000

**Class 14 (11/23): China**
Read:
Hughes, ch. 12
Peter Schwartz, *Inevitable Surprises*, ch 1-3 (BOX)
National Intelligence Council, *Mapping the Global Future*,
  http://www.cia.gov/nic/NIC_2020_project.html (intro. to project)

**Class 15 (11/30): Integrated Scenarios**

Read:
J. Bradford DeLong, “Dealing with the Islamic Reformation”
  http://www.j-bradford-de-long.net/TotW/Islamic_reformation.html
Browsee reaction interviews on Al Jazeera:
  http://english.aljazeera.net/NR/exeres/8A0F4D05-A9B1-4556-89A9-6F3175A2253B.htm
Mark Levine, “The AHDR, a Critique”
  http://www.merip.org/mero/mero072602.html
  or, for more detail
Mark Levine, “Globalization in the Middle East and North Africa”
  http://www.iue.it/RSCAS/WP-Texts/02_70.pdf

**Class 16 (12/7): The Middle East**

Handout take-home final—tentative
College/Department/Unit: = DIP 725
Category: = New
Date_for_Council_Review: =
Recommendation_is:_ = Approve
Consent_Agenda: = YES
Investigator: = Richard Milich
E-mail_Address = milich@uky.edu
1__Modifications: = None
2__Considerations: = Important course for students in the Patterson diplomacy program
3__Contacts: = None
4__Additional_Information: =

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