

**University of Georgia**  
**INTL 4430: US National Security**  
**Fall 2021**  
**Room – MLC 275**  
**Time – Tuesday and Thursday, 11:10AM-12:25PM**

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Office Hours: Tuesday and Thursday 1:00-2:00PM, or by appointment

**Course Description and Objectives:**

The primary objective of this course is to provide the student with an introduction to the national security labyrinth of the United States of America. You will learn about sources of threats to U.S. national security, approaches to national security strategy, the role of conventional military force and nuclear weapons, and the policymaking process. In addition, we will explore several current debates affecting national security policymaking in the United States. Emphasis will be placed on your ability to understand and critically evaluate national security policy and approaches to national security strategy.

This course is structured to provide the student with an in-depth look of the US national security process. Within each section of the course, we will discuss, evaluate, and practice the skills with each player or process of the national security policy system.

**Required Reading:**

There are two (2) required text for this course:

- George, Roger, and Harvey Rishikof, eds. 2017. *The National Security Enterprise: Navigating the Labyrinth*, 2<sup>nd</sup> Edition. Washington, D.C.: Georgetown University. [GR]
- Meese, Michael, Suzanne Nielsen, and Rachel Sondheim. 2018. *American National Security*, 7<sup>th</sup> ed. Baltimore: Johns Hopkins University. [MNS]

Additional readings can be found via eLC, unless otherwise noted.

**Course Evaluation and Grading**

Your final grade will be based on the sum of points earned from each of the following assignments:

Attendance:	10%
Participation:	10%
Quizzes:	20%
Midterm Exam:	25%
Simulation:	10%
Paper:	25%

**Course Structure:** This course will use a face-to-face structure with an emphasis on seminar-based format, rather than lecture-based. This means that instruction will be focused on discussion, although lecture will be used when and where appropriate.

**Attendance:** Your regular attendance is necessary for success in this class because missing class disrupts your ability to participate and turn in assignments. It also detracts from other students' opportunities to benefit from your insights during discussions. You are allowed three unexcused absences, and your grade will be penalized for every absence after that.

Excused absences will only be granted for extenuating circumstances such as serious health issues, family emergencies, or university-sponsored events. To apply for an excused absence, you must provide the appropriate documentation that corresponds with the date of the absence.

**Participation:** Participation in class will account for ten (10) percent of your final grade. A successful student will voluntarily make substantive contributions to class discussion each class, volunteers comments and questions that demonstrate thorough completion of the assigned readings, and actively participates in assigned group work. Simply showing up to class does not constitute participation. Further, disruptive or disrespectful behavior such as using cell phones, sleeping, or surfing the web will cause a deduction in your participation grade, regardless of your fulfillments of the above expectations.

**Quizzes:** To determine the student's level of preparedness for class, five (5) quizzes will be designed and implemented at random intervals throughout the semester. Mostly, these will take the form of multiple choice or short answer questions taken from the prior night's reading, however, some will ask for summarization and critique of multiple days' readings. These quizzes will be worth five (5) points each, with the lowest grade being dropped at the end of the semester. Students who are not present when a quiz is administered will receive a score of 0 on that quiz. Make-up quizzes will only be afforded to those who have a valid excuse for their absence.

**Midterm Exam:** The midterm exam will draw upon both the assigned readings and class materials. Lectures and class discussions are intended to supplement, not replace, the readings. You are responsible for all information in the assigned readings, even if we have not gone over it in lecture, unless otherwise noted by the instructor. Make-up exams will only be given in cases covered under the excused absences section. If you know you will miss an exam, arrangements can be made at least one week in advance. Midterm exams will be given in class on the assigned date at the regular class time.

**Simulation:** This course will feature a simulation at near the end of the semester. Students will be expected to contribute actively to the exercise. This portion of the grade will be included within the final evaluation of the student's participation score. Evaluations will be based on the instructor's observation, as well as supplemented by peer feedback. Along with active contribution, the student will be expected to complete a simulation reflection worth ten (10) points. Students will reflect upon their experience, post-simulation, guided by questions distributed by the instructor. This reflection involves the submission of a 3-4 page paper by the beginning of class on 18 NOV, which addresses the reflection questions given and integrates the student's experiences with the course readings.

**Paper:** Students will select a topic related to U.S. national security, analyze its the relevant historical and theoretical perspectives, write a research paper that summarizes their findings, and present their findings to the class. In this way, students will apply what we learn in this course to a topic of their choosing. The final research paper will be approximately 8-10 pages. Deadlines for this project include:

- Selection of topic: Students will select a topic to research by the beginning of class on 9 SEP. Students may select any topic relating to U.S. national security so long as they can justify and explain the topic's connection to one of the course's themes.
- Annotated bibliography: This consists of a list of scholarly works that the student has found, examined, and determined might be included in the paper, along with a few sentences for each source on why it is relevant and how it might be used. This is due by the beginning of class on 30 SEP. This is worth 2.5 points of the overall paper grade.
- Outline: Students should construct a short (1-2 page) outline in which they sketch the relevant historical and theoretical perspectives, as well as the structure of their analysis and conclusions. The history section of the paper should not appear in the outline submitted to the instructor. The outline is due by the beginning of class on 26 OCT. This is worth 2.5 points of the overall paper grade.
- Presentation: Students will present their findings to the class via a poster presentation on 30 NOV and 2 DEC. This is worth 5 points of the overall paper grade.
- Final paper: The final draft of the research paper is due by the beginning of class on Thursday, 2 DEC. Late papers will be penalized 10 points per day from final paper grade.

Additional details on each stage of the process, as well as a rubric for the paper will be discussed and given later in the semester.

**Overall Grades:** Letter grades are constructed to reflect the university standards posted at [[http://bulletin.uga.edu/Bulletin\\_Files/acad/Grades.html](http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html)], which are summarized below. Letter grades will be based on how many points you earn according to the following distribution:

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

## **Course Policies**

### **Academic Honesty**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of Knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

## **Preferred Name and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## **Disability Statement**

Students with disabilities that have been certified by the UGA Disabilities Services offices will be accommodated according to university policy. Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment. For more information, contact UGA Disabilities Services at 706-542-8719.

## **Student Resources**

You can increase your chance of success in this course by using UGA's academic services. The Division of Academic Enhancement offers tutoring in Collaborative Academic and Retention Effort (CARE) that can help with overall course performance and in writing that can help with critical thinking exercises. You can set an appointment at [<http://dae.uga.edu/>], and the phone number is 706-542-7575. You also may check out opportunities at the Miller Learning Center [<http://mlc.uga.edu/>] and the Writing Center [<http://writingcenter.english.uga.edu/>].

## **Mental Health and Wellness Resources**

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [<https://sco.uga.edu/>]. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] or crisis support [<https://www.uhs.uga.edu/info/emergencies/>]. If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>. Additional resources can be accessed through the UGA App.

## **Coronavirus Information**

### **Face coverings:**

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

### **How can I obtain the COVID-19 vaccine?**

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### **What do I do if I have COVID-19 symptoms?**

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

## **What do I do if I test positive for COVID-19?**

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

**Guidelines for COVID-19 Quarantine Period** (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>) and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

## **Monitoring conditions:**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).

## **Course Schedule**

*The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.*

- **Week 1** – Introduction (19 AUG)
- **Week 2** – American Approach to National Security (24/26 AUG)
  - Drop/Add Deadline: 24 AUG
  - Readings:
    - MNS, Chapters 1-3
    - GR, Chapter 1

- **Week 3 – The President and National Security Council (31 AUG / 2 SEP)**
  - Readings:
    - MNS, Chapter 4
    - GR, Chapter 2
    - Ashford, Emma, and Joshua Itzkowitz Shiffrinson. 2018. “Trump’s National Security Strategy: A Critics Dream.” *Texas National Security Review* 1 (2). 138-144.
    - Marshall, William. 2008. “Eleven Reasons Why Presidential Power Inevitably Expands and Why it Matters.” *Boston University Law Review* 88. 505-522.
    - *National Security Strategy of the United States of America*, December 2017.
    - Stohlberg, Alan. 2012. “How Nation-States Craft National Security Strategy Documents.” *US Army War College: Strategic Studies Institute*.
- **Week 4 – Intelligence (7/9 SEP)**
  - Readings:
    - MNS, Chapter 7
    - Johnson, Loch. 2014. “The Enduring Myths of covert Action.” *Virginia Policy Review* 7 (2). 52-64.
      - Available at: [https://issuu.com/virginiapolicyreview/docs/winter\\_2014\\_final\\_draft\\_4.3](https://issuu.com/virginiapolicyreview/docs/winter_2014_final_draft_4.3)
    - “A Tradecraft Primer: Structured Analytic Techniques for Improving Intelligence Analysis.” 2009. *US Government*.
  - 9 SEP – Topic Selection due
- **Week 5 – Military (14/16 SEP)**
  - Readings:
    - MNS, Chapters 13-14
    - GR, Chapter 7
    - Mehta, Aaron. 2018. “A ‘Crisis of National Security’: New Report to Congress Sounds Alarm.” *DefenseNews*.
    - “Description of the National Military Strategy 2018.” *US Joint Staff*.
    - Schake, Kori. 2018. “Strategy Without Politics Is No Strategy: A Lesson from World War I for the Trump Era.” *Lawfare Blog*.
      - Available at: <https://www.lawfareblog.com/strategy-without-politics-no-strategy-lesson-world-war-i-trump-era>
      - Available at: <https://www.defensenews.com/pentagon/2018/11/14/a-crisis-of-national-security-new-report-to-congress-sounds-alarm/>

- **Week 6 – Homeland Security (21/23 SEP)**
  - Readings:
    - GR, Chapter 11-12
    - Review Relevant Laws
      - *USA Patriot Act of 2001*
      - *PATRIOT Sunsets Extension Act of 2011*
      - *USA Freedom Act of 2015*
    - Frontline. 2011. “Are We Safer?” *Public Broadcasting Service*. [Video]
- **Week 7 – Congress and Supreme Court (28/30 SEP)**
  - Readings:
    - GR, Chapters 13-14
    - “Role of Congress in National Security.” 2019. *CSPAN*. [Video]
    - Review relevant laws from previous week.
  - 30 SEP – Annotated Bibliography due
- **Week 8 – External Players (5/7 OCT)**
  - Readings:
    - GR, Chapters 15-17
    - Almond, Gabriel. 1956. “Public opinion and National Security Policy.” *Public Opinion Quarterly* 20 (2). 371-378.
    - Chen, Adrian. 2015. “The Agency.” *New York Times Magazines*.
      - Available at: <https://www.nytimes.com/2015/06/07/magazine/the-agency.html>
    - Hazard Owen, Lauren. 2018. “Democrats See Most News Outlets as Unbiased. Republicans Think They’re Almost All Biased.” *Nieman Lab*.
      - Available at: <https://www.niemanlab.org/2018/06/democrats-see-most-news-outlets-as-unbiased-republicans-think-theyre-almost-all-biased/>
    - Newhouse, John. 2009. “Diplomacy, Inc.: The Influence of Lobbies on U.S. Foreign Policy.”
    - “Public’s 2019 Priorities: Economy, Health Care, Education and Security All Near Top of List.” *Pew Research Center*.
      - Available at: <https://www.people-press.org/2019/01/24/publics-2019-priorities-economy-health-care-education-and-security-all-near-top-of-list/>
    - Tauberg, Michael. 2018. “How Does News Coverage Differ Between Media Outlets.” *Towards Data Science*.
      - Available at: <https://towardsdatascience.com/how-does-news-coverage-differ-between-media-outlets-20aa7be1c96a>
- **Week 9 – Midterm Week (12/14 OCT)**
  - 12 OCT – Midterm Review
  - 14 OCT – Midterm Exam
- **Week 10 – Threats and Tools: Traditional (19/21 OCT)**
  - Readings:
    - MNS, Chapters 15-16

- **Week 11** – Threats and Tools: Autonomy, Cyber, and UAVs (26/28 OCT)
  - Withdrawal Deadline: 25 OCT
  - Readings:
    - *National Cyber Strategy of the United States of America*, September 2018.
    - Davis, Lynn, Michael McNerney, James Chow, Thomas Hamilton, Sarah Harting, and Daniel Byman. 2014. “Armed and Dangerous: UAVs and U.S. Security.” RAND Corporation.
    - Lindsey, Nicole. 2019. “Chinese Cyber Threat Now Represents a Major Threat to National Security, Says US Officials.” *CPO Magazine*.
      - Available at: <https://www.cpomagazine.com/cyber-security/chinese-cyber-threat-now-represents-a-major-threat-to-national-security-say-us-officials/>
    - Zenko, Micah. 2016. “Do Not Believe the U.S. Government’s Official Numbers on Drone Strike Civilian Casualties.” Foreign Policy.
      - Available at: <https://foreignpolicy.com/2016/07/05/do-not-believe-the-u-s-governments-official-numbers-on-drone-strike-civilian-casualties/>
  - 26 OCT – Outline due
- **Week 12** – Threats and Tools: Forgotten Threats (2/4 NOV)
  - Readings:
    - “National Security and the Accelerated Risks of Climate Change.” 2014. *CNA Military Advisory Board*.
    - Busby, Joshua. 2018. “Warming World: Why Climate Change Matters More Than Anything Else.” *Foreign Affairs* 97(4).49-56.
    - \*\*\*More Readings TBA\*\*\*
- **Week 13** – Simulation, Part 1 (9/11 NOV)
- **Week 14** – Simulation, Part 2 (16/18 NOV)
  - 18 NOV – Simulation Reflection due
- **Week 15** – Paper/Poster Workshop (23 NOV)
  - 25 NOV – No class (Thanksgiving)
- **Week 16** – Poster Presentations / Conclusion (30 NOV / 2 DEC)
  - 2 DEC – Papers due