

## **INTL 4415: Practicum – Methods and Issues in Security Studies**

CITS Richard B. Russell Security Leadership Program

University of Georgia – Spring 2024

CITS (110 E. Clayton St, 6<sup>th</sup> Floor), Tu/Th 2:20-3:35pm

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Office: CITS, Room 609

Office Hours: Wednesdays 9:30am-12pm, by appointment (Link on ELC)



### Course Overview:

Welcome to the Center for International Trade and Security's (CITS) Richard B. Russell Security Leadership Program (SLP). As a member of the SLP you are joining a program with a rich tradition in training future leaders in national and international security. Throughout the year you will have the opportunity to develop your policy writing, analysis, and public speaking skills, and conduct independent research.

Beyond the skills training, a significant focus of the SLP is the community you will build with the 15 members of your cohort. These colleagues will become friends that you will stay connected to long after you leave UGA. You'll also join an esteemed group of SLP alumni who have gone on to pursue advanced degrees in security studies and careers working in government, particularly in the CBRN/non-proliferation field, as well as in corporations, journalism, law, and NGOs. Throughout this year you'll have the opportunity to get to know some of these alumni through "visits" and most significantly, through the spring break trip to Washington, DC.

This practicum course will be run as a seminar, which means the focus will be on discussion among the participants, not lectures by the instructor. Unlike a typical International Relations course in security studies where you would examine the academic field, our focus will be on the *practice* of decision making around security issues and the evaluation of policies. As you may note, many of the "readings" on the syllabus are not academic readings but are instead podcasts, videos, newspaper articles, and blogs. I've selected materials that are both informative and provocative to spark discussions. You will often do extensive research and reading beyond what's assigned on the syllabus to complete your assignments and are expected to stay up to date on national and international security news. While most students in the program are majoring in International Affairs, the SLP is strengthened by the participation of students from majors outside of SPIA including, but not limited to, psychology, computer science, and economics. The

skills and knowledge you acquire in the SLP are intended to compliment your existing strengths, irrespective of your major, and prepare you for a career in national/international security.

The culmination of the course is the U.S. National Security Council simulation, which will take place over several weeks in April. Through the simulation you'll be able to put into practice the skills you've developed, challenge each other, and try to find viable policy solutions to some of the most intractable security issues faced by the United States.

#### Student Learning Outcomes:

By the end of this course, you will be able to:

- Present complex national and international security issues in a brief format to various audiences with different knowledge levels
- Evaluate appropriate and effective tools available to policymakers for dealing with security issues
- Analyze the implications of different policy options available for addressing national and international security issues to create policy recommendations
- Model the professional behavior of policymakers
- Delegate and work alongside peers in creating security-related deliverables (i.e. policy briefs, policy recommendations, NSS, grant proposal)

#### Course Requirements:

- **Readings:** There is no textbook for this course. All readings will be posted on the class ELC page. Readings are to be completed prior to class. Should you fail to complete the readings it will be evident by your (lack of informed) participation in class discussions.
  - *\*\*You are required to keep up with current events (which I'm sure you already do, that's why you're here... but more on that below).*

On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will send out a message to the class using the "ANNOUNCEMENTS" section of the class ELC page. **\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**

- To register for "Announcement Notifications" click on your name in the upper right-hand corner of the class ELC page > notifications > scroll down to "instant notifications > check the boxes for "Announcements"
- We will also have a GroupMe for more urgent messaging.
- **Grading:** Your final grade will be determined by the following assessments:
  - Writing Portfolio = 40% (10% x 4 assignments)
    - 2 Memos (20%) (Memo 1 + Revised Memo 1) (\*revision is optional – if you choose not to revise, memo 1's grade will be doubled)
    - 1 Policy Brief (10%)
    - 1 Group Policy Brief (10% - 5% for brief; 5% peer evaluation/reflection)
  - NSC Simulation = 25%
    - Policy analysis of 3 crises = 10%
    - Participation = 15% (Asking/answering questions in meetings; Contributions to group National Security Strategy; Providing timely and

accurate follow-up memos; blog documenting contributions; Peer evaluations)

- Engagement = 20% (daily participation in class discussions, ELC discussion assignments/homework, engagement at alumni/guest visits, asking questions in briefings, **at least 3** CITS events during semester w/ reflection on participation in notebook)
- Human Security Oral Briefing = 5%
- Nukes Quiz = 5%
- Grant Proposal = 5%

Letter grades correspond to the following 0-100 scale:

94-100 A	74-76 C
90-93 A-	70-73 C-
87-89 B+	67-69 D+
84-86 B	64-66 D
80-83 B-	60-63 D-
77-79C+	00-59 F

- **Participation & Active Learning Pedagogy** – As a practicum course you will be learning and *practicing* the skills necessary for a career in national/international security. Students’ learning outcomes are centered in the design of this course; all activities and assignments are designed to facilitate your skills building and to give you the opportunity to reflect upon what you are learning. This is the essence of active learning. Research shows that active learning increases students’ long-term retention of information, improves conceptional understanding, and leads to better writing and critical thinking skills. There will be an active learning course evaluation around the middle of the semester and a written evaluation at the end of the semester, separate from the normal end-of-semester course evaluations.
  - It’s assumed that as a member of the SLP you are enthusiastic and eager to discuss security issues with your colleagues. You’ll be expected to actively engage in a variety of ways, including:
    - Daily class discussions of readings and security-related news
    - Preparing questions for SLP alumni and other distinguished visitors, and attending CITS events (i.e. Global Decisions and Signature Lectures), including **at least 3 reflections** on participation in CITS events in your SLP reflection notebook
    - Class Discussion Assignments – there will be several discussion assignments/homework assignments throughout the semester, graded on completion
    - Graded Assignments (e.g. Writing portfolio, briefing, NSC simulation, group grant proposal)
- **Writing Portfolio** - One of the most important skills that we will focus on in this course is policy writing. You’ll gain experience writing various types of policy memos as assignments, and then you’ll write them in real time during the NSC simulation. Details

on different types of policy writing and the parameters for each assignment will be given in class.

- **Oral Briefing** - Each student will brief the group on a policy issue. This exercise will give you practice at this important skill and allow you to receive feedback before you do it as part of your regular NSC meetings. Each student will have 3 minutes MAX to brief the class, followed by 4 minutes of Q&A.
- **NSC Simulation** – The capstone of this course is a two-week simulation of the US National Security Council (NSC). Each of you will be assigned a role on the NSC and will produce policy recommendations for the President based on several real-to-life crises. In addition to the memos prepared for the given crises, you can expect to write additional memos as requested by your colleagues and provide regular briefings to the NSC on your area(s) of expertise. The entire NSC will contribute to writing a National Security Strategy that will be published on the SLP website. Details on the NSC simulation will be given later in the semester.
- **Grant Proposal** – grant writing is an important skill that many of you will encounter in your careers and is rarely taught to undergrads. But lucky for you, we will discuss the key elements of a grant and your final assignment in this course will be a group grant proposal. Most excitingly, your grant proposal may shape the future of this program and one group will be awarded a scholarship for their proposal. Details on the grant writing assignment will be provided later in the semester.
- **Professionalization Days and Alumni Visits** - a key feature of the SLP is the opportunity to connect with professionals in the security field. Alumni “visits” (sometimes virtual) will allow you to learn about different career opportunities and build your professional network. We will also have several professionalization days throughout the year when we focus on issues related to careers in national security including resume and cover letter writing, internships and jobs, applying to graduate school, and publishing/presenting your research. There will also be a several CITS events throughout the year that you are expected to attend to act as an ambassador of the center.

### Attendance

I am committed to making this an academically rigorous program, while also prioritizing compassion and the health of all of us in the room.

- **IF YOU DO NOT FEEL WELL, DO NOT COME TO CLASS!**
- I will take attendance every day and expect that you’ll be in class. **If you are going to be absent, please send me an email.** More than 3 absences without an explanation will lead to a deduction in your participation grade.
- **Note:** If you are out for a prolonged period please stay in contact with your professors. I encourage you to reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance. They can contact all your professors on your behalf.
- **We will have a collaborative notes G-doc available on ELC so you can keep up with what you missed when absent.** I also encourage you to exchange contact information

with at least two students in this class. Once you're feeling better, please make an appointment to meet with me during office hours to answer any remaining questions.

### AI Tools Policy:

I'm open to you using AI in this course if you adhere to the following 3 principles:

- **Originality of YOUR Ideas.** It is most important that the ideas and analysis presented are your own. AI may be useful in this course for editing purposes, but if you use it as your starting point - if it is generating the ideas and analysis - then you are not developing the skills at the heart of this pre-professional program. Do not undermine yourself and weaken your skills development for the sake of a memo grade. It's not worth it.
- **Openness.** If using AI, you must be open about doing so and document your use. **Using AI without documenting that you did so will be considered a violation of the Honor Code.** The final page of each assignment should include, when relevant, a list of the ways in which AI was employed, including: (1) the site used, (2) specific prompt/commands used (3) any changes to those prompts/commands, explaining why the changes were made and what the effect was on the output. As a course which centers Active Learning, it's important for you to have space to reflect on when AI is (not) helpful.
- **Referencing and validating.** You take full responsibility for any AI-generated information included in your work. This means all *ideas* must be attributed to an actual source (not AI) with a citation that you have checked, and facts must be true and cited. AI can present some issues that you should be aware of before using it. (1) All AI relies on existing language/materials, which can be out of date, so be sure you know the most up-to-date information on a situation. Outdated information will lead to poor policy analysis. (2) AI can "hallucinate" by misattributing a reference (so be sure to go to the original source) or may not cite sources (but you must). (3) AI can produce biased outputs as it relies on data that is not fully representative, especially of marginalized communities. You will be held accountable for the information you provide and thus must validate all information included in your work.

### Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on world politics for class discussions. I suggest that you skim a major newspaper, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, or *The Guardian* (UK) on a **daily basis**.
  - **Tip:** I strongly suggest linking your web browser home page to an international news source.
  - **\*\*You should have the headlines of the day automatically emailed to you from the Council of Foreign Relations ([www.cfr.org](http://www.cfr.org))** (for those wanting even more natsec news, I suggest the daily email from Just Security (<https://www.justsecurity.org/>)).
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page.  
**\*\*PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
  - Again, to sign up for Announcement Notifications: your name on the class ELC page > Notifications > Scroll to "Instant Notifications" > Announcements
  - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the

**Announcements** posted on ELC to be sure that your question has not been previously addressed.

- *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can't go wrong with "Dear Professor Gallagher").
  - For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- There will also be an **SLP GroupMe** for quick correspondences.
- **Office Hours** – Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **Academic Dishonesty** – 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: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu)) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.
- UGA's code of conduct protects student privacy and intellectual property and thus **prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC.** Students with DRC approved accommodations for recording should make an appointment with me to discuss a plan that protects your right to privacy, that of your classmates, and everyone's intellectual property.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to speak with me or contact these resources directly. *Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/harassment and/or relationship violence to UGA's Equal Opportunity Office.* UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
  - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
  - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
  - **Relationship and Sexual Violence Prevention (RSVP)** – 706-542-SAFE (The advocates at RSVP can provide students confidentiality).
- **This syllabus is subject to change throughout the semester**



## CLASS SCHEDULE AND READINGS

### **Weeks 1 & 2- Introduction & Security Basics**

#### Tues., Jan. 9 (class 1) – Introduction & Professional 101

- Post your bio to ELC Introduction discussion board by 1/8
  - Comment on 2 other SLPeeps' posts before class on 1/9

*\*\*“Bellingcat” discussion assignment due on ELC by Wed 1/10*

#### Thurs., Jan. 11 (class 2) - Security in the 21<sup>st</sup> Century

- Eliot Higgins. 2021. *We are Bellingcat: Global Crime, Online Sleuths, and the Bold Future of News*.

#### Tues., Jan. 16 (class 3) – What is “security”?

- Paul D. Williams “Security Studies: An Introduction” Chapter 1
  - Read Only read pgs. 1-10
- Listen: “Race and National Security” *Horns of a Dilemma*. (podcast – 42 mins). July 10, 2020. <https://warontherocks.com/2020/07/race-and-national-security/>
- Dick K. Nanto. 2011. “Economics and National Security: Issues and Implications for US Policy.” CRS. Available: <https://fas.org/sgp/crs/natsec/R41589.pdf> *\*\*Read only P. 3-8*
- Lorena O’Neil. 2023. “These Women Tried to Warn Us About AI” *Rolling Stone*. <https://www.rollingstone.com/culture/culture-features/women-warnings-ai-danger-risk-before-chatgpt-1234804367/>
- In Class: Pick Policy Memo 1 topics

#### Thurs., Jan. 18 (class 4) – Achieving Security & Addressing Threats: Security Policy from Goals to Tactics & Tools

- Jonathan Masters. “Ukraine: Conflict at the Crossroads of Europe and Russia” CFR Backgrounder. <https://www.cfr.org/backgrounder/ukraine-conflict-crossroads-europe-and-russia#chapter-title-0-5>

*\*Complete Tools Discussion Assignment by Sun, Jan 21*

### **Weeks 3 & 4 – BLUFing & National Security Institutions**

*\*Complete BLUF Discussion (takes you to Google Form) before start of class on 1/23*

#### Tues., Jan. 23 (class 5) – BLUFing & Memo Writing

- Maria Repnikova. 2022. "The Balance of Soft Power: The American and Chinese Quests to Win Hearts and Minds." *Foreign Affairs*.
- Read my policy writing guidelines in “Policy Writing & Samples” folder under ELC “Contents” – focusing just on “memo” (not the policy briefs or analysis)

*\*\*Complete Policy Memo 1 Prep discussion post before the start of class Jan 25*

Thurs., Jan. 25 (class 6) – Institutions & Process in US National Security

- Whittaker et al. 2008. “The National Security Policy Process: The National Security Council and Interagency System”: <https://www.jstor.org/stable/pdf/resrep11925.6.pdf>
  - **\*\*Read only 97-135**

*\*Complete NSS Comparison Discussion on ELC before start of class on 1/30*

Tues., Jan 30 (class 7) – Comparing the Biden & Trump National Security Strategies

- Nikolas K. Gvosdev. March 24, 2022. “Waiting for the Documents: The Function of the U.S. National and Defense Strategic Documents.” FPRI.  
<https://www.fpri.org/article/2022/03/waiting-for-the-documents-the-function-of-u-s-national-and-defense-strategic-documents/>
- Biden Admin NSS:
  - October 2022 National Security Strategy: <https://www.whitehouse.gov/wp-content/uploads/2022/10/Biden-Harris-Administrations-National-Security-Strategy-10.2022.pdf>
- Trump Admin NSS:
  - 2017 US National Security Strategy: <https://www.acq.osd.mil/ncbdp/docs/NSS-Final-12-18-2017-0905.pdf>
- Tip: **\*\*You can read the introductions and contents of both NSS – and skim the rest as you decide upon your point of comparison.**

*2/1 - \*GLOBAL DECISIONS: Judy Boyd – “Justice & Security in the Arctic”*

Thurs., Feb. 1 (class 8) – Peer Workshopping Policy Memo 1

- *\*Completed Memo Draft due to ELC (Policy Drafts Disc Board) as word doc (not Google Doc) before start of class*
- We’ll discuss peer-evaluating and rubric for memo before peer-workshop

*\*Final Policy Memo due by 8am Sunday 2/4 to ELC Assignments Drop box*

**Week 5 – Policy Evaluation & Recommendations**

Tues., Feb. 6 (class 9) - Different Types of Policy Writing & Analysis: Practicing PEST & 2<sup>nd</sup>/3<sup>rd</sup> Order Effects

- Jason Bordoff and Meghan L. O’Sullivan. 2022. “Green Upheaval: The New Geopolitics of Energy.” *Foreign Affairs*.
- Read my policy writing guidelines and assignment under “Policy Writing & Samples” folder under ELC “Contents” – focus on directions for “brief” (not memo or analysis)
- Read the following on policy writing:
  - Luciana Herman. 2012. Kennedy School of Government, Harvard. “Policy Memos”[https://www.umass.edu/pep/sites/default/files/policy\\_memo\\_workshop\\_final.docx](https://www.umass.edu/pep/sites/default/files/policy_memo_workshop_final.docx)



- “Policy Briefs.” The Writing Center. University of North Carolina.  
<https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>
- *Note: See Folder on ELC for examples of policy writing*
- In Class: Select 4 topics for CBRN/STC Brief

*\*Upload your resume to the “Resume Swap” Discussion Board & Cover Letter to “Cover Letter” board by Wed 2/7*

Thurs., Feb. 8 (class 10) – Professionalization Day 1: LORs, Resumes, & Cover Letters

- *Bring 1 hard copy of your resume & a recent cover letter to class*
- For info on resume writing, see “Professional Development” folder

### **Week 6 & 7 – WMD, Nonproliferation & Strategic Trade Controls**

*\*\*Quiz on Tues 2/13!*

Tues., Feb. 13 (class 12) - Nuclear Proliferation and the Non-Proliferation Regime – Reading Quiz!

- Waltz & Sagan (excerpt)
- Peter Lavoy. “The Enduring Effects of Atoms for Peace” *Arms Control Today*.  
[https://www.armscontrol.org/act/2003\\_12/Lavoy](https://www.armscontrol.org/act/2003_12/Lavoy)
- Complete the following 2 NTI Educational Tutorials
  - Nuclear 101: <https://tutorials.nti.org/nuclear-101/>
  - Non-Proliferation Regime: <https://tutorials.nti.org/nonproliferation-regime-tutorial/>

Thurs., Feb. 15 (class 12) – Non-proliferation & Nuclear Deterrence Today

- “Washington Declaration.” April 26, 2023. *White House*.  
<https://www.whitehouse.gov/briefing-room/statements-releases/2023/04/26/washington-declaration-2/>
- “Baby Nukes: When a Little Boom is All You Need” Things that Go Boom Podcast. Inkstick Media. <https://podcasts.apple.com/us/podcast/baby-nukes-when-a-little-boom-is-all-you-need/id1324629357?i=1000511093627>
- “Revenge of Cartography” Bombshell (podcast). War on the Rocks. June 16, 2020. <https://warontherocks.com/2020/06/revenge-of-cartography/>
  - Start listening at 6:30 - 21:00

*\*REVISED Memo 1 due by 8am Sunday 2/18 to ELC Assignments Drop box*

Tues., Feb. 20 (class 13) — Putting the CBR back in CBRN

**C:**

- Chemical Weapons Nonproliferation Tutorial. NTI. <https://tutorials.nti.org/chemical-weapons-nonproliferation/>
- Mary Beth D. Nikitin and Cyrus A. Jabbari. 2018. “Resurgence of Chemical Weapons Use: Issues for Congress” Congressional Research Service.

[https://digital.library.unt.edu/ark:/67531/metadc1228580/m2/1/high\\_res\\_d/IN10936\\_2018July24.pdf](https://digital.library.unt.edu/ark:/67531/metadc1228580/m2/1/high_res_d/IN10936_2018July24.pdf)

- Edith M. Lederer. “Watchdog: Syria has likely used chemical weapons 17 times.” *AP*. [https://apnews.com/article/united-nations-middle-east-syria-europe-business-f82ffb6c25fa46583b16fc2c23614153?utm\\_source=dailybrief&utm\\_medium=email&utm\\_campaign=DailyBrief2021Jun4&utm\\_term=DailyNewsBrief](https://apnews.com/article/united-nations-middle-east-syria-europe-business-f82ffb6c25fa46583b16fc2c23614153?utm_source=dailybrief&utm_medium=email&utm_campaign=DailyBrief2021Jun4&utm_term=DailyNewsBrief)

B:

- Biological Weapons Nonproliferation Tutorial. NTI. <https://tutorials.nti.org/biological-weapons-nonproliferation/>
- Matt Field. 2023. “Can a 1975 bioweapons ban handle today’s biothreats?” *Bulletin of the Atomic Scientists*. <https://thebulletin.org/2023/03/biological-weapons-convention/>
- Carl Zimmer and James Gorman. June 20, 2021. “The Fight Over Covid’s Origins Renews Debates on Risks of Lab Work.” *The New York Times*. <https://www.nytimes.com/2021/06/20/science/covid-lab-leak-wuhan.html?searchResultPosition=2>

R:

- Nuclear and Radiological Security Tutorial. NTI. <https://tutorials.nti.org/nuclear-and-radiological-security/>
- Shea Cotton, Sam Meyer, and Anne Pellegrino. 2018. “CNS Global Incidents and Trafficking Database” NTI. [https://media.nti.org/documents/global\\_trafficking\\_2017.pdf](https://media.nti.org/documents/global_trafficking_2017.pdf)
  - Focus on the summary of findings and policy recs pgs. 1-6, skim rest
- “Preventing a Dirty Bomb: Why Radiological Security Matters” The Center for Arms Control and Non-Proliferation <https://armscontrolcenter.org/wp-content/uploads/2016/05/Radiological-Security-Factsheet.pdf>
- Joby Warrick and Loveday Morris. July 22, 2017. “How ISIS Nearly Stumbled on the Ingredients for a Dirty Bomb.” *Washington Post*. [https://www.washingtonpost.com/world/national-security/how-isis-nearly-stumbled-on-the-ingredients-for-a-dirty-bomb/2017/07/22/6a966746-6e31-11e7-b9e2-2056e768a7e5\\_story.html](https://www.washingtonpost.com/world/national-security/how-isis-nearly-stumbled-on-the-ingredients-for-a-dirty-bomb/2017/07/22/6a966746-6e31-11e7-b9e2-2056e768a7e5_story.html)

Thurs., Feb. 22 (class 14) – Peer Workshopping Policy Brief

- *\*Completed Brief Draft due to ELC (Policy Drafts Disc Board) as word doc (not Google Doc) before the start of class*

*\*Final Policy Brief #1 due by 8am Sunday 2/25 to ELC Assignments Drop box*

### **Week 8 – Strategic Trade Controls & DC Prep**

*\*Complete Strategic Trade Controls Discussion before start of class 2/27*

Tues., Feb 27 (class 15) – Strategic Trade Controls & Dual-Use Technology

- Watch ELC video and read “Everything You Always Wanted to Know About Strategic Trade Controls but Were Afraid to Ask” (by Laredo Loyd, former MIP)

- Jeanne Whalen and Ellen Nakashima. June 3, 2021. “Biden Expands Trump Order by Banning US Investment in Chinese Companies Linked to the Military or Surveillance Technology.” *Washington Post*.
- RUSI. “Silicon Lifeline: Western Electronics at the Heart of Russia’s War Machine” (interactive page) <https://rusi.org/explore-our-research/publications/special-resources/silicon-lifeline-western-electronics-heart-russias-war-machine/interactive-summary>
- Hannah Kelley. 2023. “Dual-Use Technology and US Export Controls.” *CNAS*. <https://www.cnas.org/publications/reports/dual-use-technology-and-u-s-export-controls>

Suggested reading for big picture understanding of STC in IR:

- Ian Stewart. 2023. Export Controls in an Era of Strategic Competition: Implications for the Existing Landscape and the Need for a New Multilateral Trade Review Regime. *Strategic Trade Review*.

2/29 - \*GLOBAL DECISIONS: Dr. Maleeka Glover – “Redefining National Security”

Thurs., Feb 29 (class 16) – Explaining the NSC Simulation & DC Prep

- Jake Sullivan. Nov/Dec 2023. “The Sources of American Power: Foreign Policy for a Changed World.” *Foreign Affairs*.
- Read NSC Directions (sent via announcements)

March 3-9: SPRING BREAK

### **Week 9 – Post-DC Trip**

Tues., March 12 (class 17) – DC Debriefing

- No reading

Thurs., March 14 (class 18) – Going over Midterm Terrorism Assignment (Group Policy Brief) & Exploring OSINT

- Read Brief #2 assignment on ELC

### **Week 10 - Security and Non-State Actors**

Tues., March 19 (class 19) – Terrorism & Counter Terrorism – Evaluating Effectiveness

- Jenna Jordan. 2014. “Attacking the Leader, Missing the Mark: Why Terrorist Groups Survive Decapitation Strikes” *International Security* 38(4): 7-38. <https://direct.mit.edu/isec/article/38/4/7/12293/Attacking-the-Leader-Missing-the-Mark-Why>

Thurs., March 21 (class 20) –Group briefings on terrorist threats in GA

*\*Final Group Policy Brief #2 due by 8am Sun 3/24 – 1 member send to me via email with the other members CCed. All will need to complete self/peer evaluation via Google Doc.*

### **Week 11 – Human Security**

Tues., March 26 (class 21) – Changing the Reference Point in Security Studies

- Carol Cohn. 1987. “Sex and Death in the Rational World of Defense Intellectuals.” *Signs*.

- Lloyd Axworthy. 2001. Human Security and Global Governance: Putting People First. *Global Governance*.
- Choose human security policy topic for oral policy brief #3

3/28 - *\*GLOBAL DECISIONS: Dr. Bradley Parks – “Monitoring and Evaluating the World’s Largest Official Source of International Development Finance”*

Thurs., March 28 (class 22) – Independent Research on Human Security & NSC Briefs

### **Week 12 – Human Security Oral Briefs**

Tues., April 2 (class 23) – Human Security Oral Briefs

Thurs., April 4 (class 24) – Human Security Oral Briefs

*\*\*NSC Policy Recommendations Due by 8am, \*SATURDAY 4/6*

### **Weeks 13 & 14 – NSC**

Tues., April 9 (class 25) – Simulation Day 1

Thurs., April 11 (class 26) – Simulation Day 2

Tues., April 16 (class 27) – Simulation Day 3

Thurs., April 18 (class 28) – Simulation Day 4

*\*Fri, April 19 – SPIA URC at the Special Collections Library*

*\*NSS Released by NSA by noon Sun, 4/21*

*\*POTUS Final Decisions Released by noon Sun, 4/21*

*\*All NSC reflections due by noon, Mon 4/22*

### **Week 15 – NSC Debriefing**

Tues., April 23 (class 29) – NSC Simulation Debriefing

- Read: POTUS’s Decisions & NSS

Thurs., April 25 (class 30) – Introduction to Grants & Grant Writing

- Read Grant Proposal Final Assignment

**\*\*Final Grant Proposal Due Thurs. May 7\*\***