

University of Georgia  
**U.S. NATIONAL SECURITY POLICY**  
Spring 2025

**Course ID:** INTL 4430  
**Units:** 3

**Location:** Sanford Hall 309  
**Day/Time:** MWF 11:30am – 12:20pm

**Instructor:** Jackson Tilley  
**Email:** jackson.tilley@uga.edu

**Location:** Candler Hall B02  
**Office Hours:** By Appointment

### **I. COURSE SUMMARY AND OBJECTIVES**

This course examines U.S. national security policy from World War II to the present. Using historical, theoretical, and organizational approaches, we will examine major transitions in foreign policymaking, including the U.S. role in establishing global institutions after World War II, the evolution of domestic institutions, and recent developments. The first half of the course provides context for the current national security makeup by describing the actors and processes involved in modern policymaking. Following, the second half examines current threats to U.S. national security, their background, and where U.S. foreign policy is headed.

Upon successful completion of this course, students should be able to:

- Critically analyze and evaluate the global implications of U.S. national security policy decisions
- Demonstrate an ability to understand and articulate various theoretical concepts used by social scientists to analyze international events
- Conduct independent research and present the findings in a clear and articulate manner in both written and spoken form

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

### **Optional Textbook**

There is one optional textbook for this class. If purchasing, please make sure to pick the 6<sup>th</sup> edition.

*US National Security: Policymakers, Processes, and Politics, 6th ed.*  
John Allen Williams, Stephen J. Cimbala, and Sam C. Sarkesian

All required readings will be posted on ELC at the start of the semester.

### **Required: International News**

As this course deals with a number of contemporary themes and issues, students are required to read about and pay attention to current international events. Students should

regularly read several international media sources, such as BBC World, the New York Times, the Economist, Politico, Bloomberg, Foreign Affairs, etc.

### Teaching Methods

This course will be taught in a mixed lecture/seminar format. Participatory lecture format includes class discussion, presentations, and outside course work. Seminar discussions covering the readings will take place at the end of every class following lectures. The course requires student completion of readings, active participation in discussions during class, and written analysis and research of assigned topics.

### Course Evaluation

The final grade for each student enrolled in the course will consist of the instructor's evaluation of the following components:

Attendance	10 points
Participation	10 points
Response Paper	15 points
Discussion Leader	5 points
Simulation Response (4 points each)	20 points
Final Paper Proposal	5 points
Final Paper	25 points
Final Paper Presentation	10 points
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Total	100 points

### Grade Scale

A	100 – 94%	B-	83 – 80%	D+	69 – 65%
A-	93 – 90%	C+	79 – 77%	D-	62 – 60%
B+	89 – 87%	C	76 – 74%	F	64% and below
B	86 – 84%	C-	73 – 70%		

### Assignments

All work is expected to be completed on time. Assignments must be submitted to the instructor electronically by the designated due date and time. Late assignments will automatically receive a 10-point penalty for each day late.

**All assignments must follow a consistent citation format (i.e. MLA, APA, Chicago). Students are encouraged to use in-text parenthetical citations.**

Your grades will be based upon the quality and clarity of the content, organization, discussion, grammar, and proper use of citations.

**Attendance (10 points)**

Showing up to class is vital both to your academic performance as well as the overall discussion environment of the class. Attendance will not be verified every class, but the instructor will call roll on random class days. Students will not be aware of these days ahead of time. Every student will receive two (2) free excused days.

**Participation (10 points)**

Class sessions will focus on the readings, lectures, and seminar discussions, and responsibility for discussing these readings will fall heavily on students. Active involvement during discussions is essential to your success in this course. Participation means that you join in class discussion, but also that you listen to your classmates and give them opportunities to speak. Therefore, every student is expected to attend class meetings and come prepared to discuss the readings.

**Discussion Leader (5 points)**

At the start of the semester, each student will sign up for a discussion leader slot. Students assigned as a discussion leader on the given day are tasked with leading a seminar-based discussion on the daily reading, their policy paper, and current events related to the subject of interest. Students should come prepared with several questions to ask the class. Discussions will last 15-20 minutes and take place at the end of every class.

**Response Paper (15 points)**

The purpose of the response paper (5-6 pages) is to promote thinking and writing analytically about problems that are central to the study of U.S. National Security. For your assigned discussion week, address the core issue/topic covered in your reading. Take a stance on the subject matter and defend it. The paper must integrate at least four scholarly articles, in addition to the assigned reading, to rationalize your position

Papers are due by the start of class on the day of your assigned discussion slot.

**Simulation Responses (4 points each)**

Starting in Week 8, we will have five total in-class simulations. In each simulation, you will assume the role of a national security representative in the White House situation room during a hypothetical crisis. Each representative will provide a recommendation to the President on how best to address the crisis, while upholding the interests of their respective organizations and the United States. More details on the exact rules and expectations of the simulation will be discussed in class.

Following each simulation, it is your job to submit a brief response (300 words or 1 page double-spaced) highlighting what the crisis entailed, your designated role, your analytic research, your group's final recommendations to the President, and the President's ultimate decision. Papers are due the Wednesday following each simulation.

### **Final Paper Proposal (5 points) – Due Friday October 4**

The final course paper will be highly influential in assessing each student's performance in the course. Therefore, it is imperative that each student select a topic for their final paper that both appeals to their interest and relates to the themes of the course.

Each student must submit on ELC a 1-page outline of their proposed topic and argument, the relevant historical and theoretical perspectives that will be examined, and a preliminary bibliography. 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 weekly themes.

### **Final Paper (25 points) – Due Tuesday December 3**

For their final paper, students are encouraged to further investigate one of the course's weekly themes that they find of special interest. Each student will be expected to explain the significance of his/her chosen topic to U.S. National Security Policy, provide the necessary historical and theoretical background, develop a coherent and concise argument, and acknowledge the competing perspectives on the topic. Papers should be approximately 10-12 pages in length. Students also may work in pairs, in which case papers should be 20-24 pages. More detailed information on the final paper assignment will be distributed early in the course.

### **Final Paper Presentation (10 points)**

Students will present the findings of their final research papers to the class near the end of the semester. Students are encouraged, but not required, to use PowerPoint or other visual aids to assist in their presentation. A sign-up sheet will be distributed to the class to determine when each student will present. Presentations should be between 7 and 8 minutes total and include an overview of the topic, the main argument, its implications for U.S. national security, and relevant supporting information. The instructor may end any presentations going over the time limit to ensure that all students receive adequate time to present.

## **II. CLASSROOM POLICIES**

*These policies are borrowed and adapted from the Center for Teaching and Learning*

### **Academic Integrity and Honesty**

The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policies and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Plagiarism refers to the use of others' ideas and/or material without citing the source of the ideas and/or material, whether intentional or unintentional. The use of Chat GPT or other generative AI tools in your written assignments is considered plagiarism. Any student who is cheating or plagiarizing will be referred to Judicial Affairs.

## **Electronics Policy**

Laptops are permitted in class for notetaking purposes only. Students may not audio or video record class sessions unless they have received written authorization from the UGA Disability Resource Center. If students have such an authorization, they:

- Understand that they may use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures, and 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.

## **Use of AI in the Classroom**

In this class, in line with both UGA policy and ISA guidance, a detailed statement of the exact use of AI tools must be disclosed when you submit your assignment. Such statements should include information on the exact AI tool and where it was used in the creation of the manuscript (for example, were AI tools used in word choice, coding, or in citation generation?). This information should also be in the manuscript itself. Of course, AI tools cannot be a coauthor of your work and are highly vulnerable to inaccuracies and bias. Use with the utmost caution

## **Accommodations**

Students with disabilities that require accommodation should register with UGA's Disability Resource Center at [drc.uga.edu](http://drc.uga.edu), as well as notify me about those accommodations in the beginning of the semester. Students who need accommodation for religious or cultural reasons should notify me as soon as possible.

## **Inclusion**

This class strives to promote a sense of community and a welcoming space for a diversity of ideas, perspectives, and experiences. All members of our classroom community should respect one another's differences of identity, e.g., religion, race, ethnicity, sexual orientation, and gender. UGA's educational platform provides a roster of legal student names for the instructor. Students are encouraged to reach out to the instructor early in the semester if they wish to be addressed by an alternate name or gender pronoun.

## **Absences**

While in-person student participation is expected for the course, it is possible that health issues, including COVID-19, may affect your attendance. Do not come to class if you are feeling sick. Excused student absence from in-person participation include illness or a health emergency, 4 death of a family member, and documented disabilities. If you are requesting one of these exceptions, students must notify the instructor outlining the reason for the absence, and with accompanying documentation where relevant. When possible, students should notify the instructor in advance of class.

## **Appeals**

I hope there will be no reason to contest a grade. If you strongly feel that your grade on an assignment does not reflect the quality of your work, you may appeal by writing a 1–2-page memo that explains, in as much detail as possible, why you think you should have received a different grade. Give the memo to the instructor, along with your graded assignment and a letter in which you formally request a re-grade. The instructor will re-evaluate your work and assign a grade, which may be higher, lower, or the same as the original grade.

## **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://caps.uga.edu/wellbeing-prevention-programs-mental-health/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://caps.uga.edu/well-being-preventionprograms-mental-health/>) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

## **COURSE OUTLINE**

### **Week 1 (January 6th) – Introduction to U.S. National Security**

Textbook Chapters: 1

- **1/6:** Introduction & Syllabus
- **1/8:** Mead, Walter Russell (2002). “The American Foreign Policy Legacy,” *Foreign Affairs* 81(1): 163-176.
- **1/10: TBD**

## **Week 2 (January 13) – International Actors and the Conflict Spectrum**

Textbook Chapters: 2, 3

- **1/13:** Gaddis, John Lewis (1986). “The Long Peace: Elements of Stability in the Postwar International System,” *International Security* 10(4): 99-142.
- **1/15:** Deudney, Daniel and John Ikenberry (1999). “The Nature and Sources of Liberal International Order,” *Review of International Studies* 25(2): 179-196.
- **1/17:** U.S. National Security Strategy October 2022

## **Week 3 (January 20) – Nuclear Politics and the Cold War**

Textbook Chapters: 4, 5

- **1/20: Martin Luther King Jr. Day (No Class)**
- **1/22:** Matthew Fuhrmann; Spreading Temptation: Proliferation and Peaceful Nuclear Cooperation Agreements. *International Security* 2009; 34 (1): 7–41
- **1/24:** Jervis, Robert (1980). “The Impact of the Korean War on the Cold War,” *The Journal of Conflict Resolution* 24(4): 563-592.

## **Week 4 (January 27)– The Presidency and the National Security Council**

Textbook Chapters: 6, 7

- **1/27:** Boylan, Timothy (1999). “War Power, Constitutional Balance, and ‘The Imperial Presidency’ Idea at Century’s End,” *Presidential Studies Quarterly* 29(2): 232- 249
- **1/29:** Nelson, A. K. (1985). President Truman and the Evolution of the National Security Council. *The Journal of American History*, 72(2), 360–378.
- **1/31: TBD**

## **Week 5 (February 3) – The Military Establishment and the IC**

Textbook Chapters: 8, 9

- **2/3:** Brooks, R. (2023). The Best They Could Do? Assessing U.S. Military Effectiveness in the Afghanistan War. *Armed Forces & Society*, 49(4), 913-922
- **2/5:** Glenn J. Voelz (2009) Contractors and Intelligence: The Private Sector in the Intelligence Community, *International Journal of Intelligence and Counter-Intelligence*, 22:4, 586-613,
- **2/7: TBD**

## **Week 6 (February 10th): Making Policy: The President and Congress**

Textbook Chapters: 10, 11

- **2/10:** Renshon, J. and Renshon, S.A. (2008), The Theory and Practice of Foreign Policy Decision Making. *Political Psychology*, 29: 509-536
- **2/12:** Hamilton, Lee (1982). "Congress and Foreign Policy," *Presidential Studies Quarterly* 12(2): 133-137.
- **2/14:** Edwards GC, Wood BD (1999). Who Influences Whom? The President, Congress, and the Media. *American Political Science Review*. 93(2):327-344
- Paul C. Avey, Michael C. Desch (2014). What Do Policymakers Want From Us? Results of a Survey of Current and Former Senior National Security Decision Makers, *International Studies Quarterly*, Volume 58, Issue 2, Pages 227–246

## **Week 7 (February 17th): Civil Military Relations**

Textbook Chapters, 12, 13

- **2/17:** Gadarian, Shana (2010). "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes," *The Journal of Politics* 72(2): 469-483
- **2/19:** Porch, D. (2002). "NO BAD STORIES": The American Media-Military Relationship. *Naval War College Review*, 55(1), 85–107
- **2/21:** Nye, Joseph. (2008) "Public Diplomacy and Soft Power." *Annals of the American Academy of Political and Social Science* 616: 94-109.
- Patrick J. Haney, Walt Vanderbush, (1999) The Role of Ethnic Interest Groups in U.S. Foreign Policy: The Case of the Cuban American National Foundation, *International Studies Quarterly*, Volume 43, Issue 2, Pages 341–361

## **Week 8 (February 24th): Terrorism and Counterinsurgency**

- **2/24:** Savun, Burcu and Brian Phillips (2009). "Democracy, Foreign Policy, and Terrorism," *The Journal of Conflict Resolution* 53(6): 878-904
- **2/26:** Robinson, Glenn (2007). "The Battle for Iraq: Islamic Insurgencies in Comparative Perspective," *Third World Quarterly* 28(2): 261-273.
- **2/28: Simulation Day (Readings Optional)**
  - Kim, W. and Sandler, T. (2020), Middle East and North Africa: Terrorism and Conflicts. *Glob Policy*, 11: 424-438
  - Rubin, M. A. (2020). Rebel Territorial Control and Civilian Collective Action in Civil War: Evidence from the Communist Insurgency in the Philippines. *Journal of Conflict Resolution*, 64(2-3), 459-489

*Final Paper Proposal Due February 28th*



### **Week 9 (March 3):**

*Spring Break No Class*

### **Week 10: (March 10): Russia and Europe**

- **3/10:** Ying, Fu. (2016). How China Sees Russia: Beijing and Moscow Are Close, But Not Allies. *Foreign Affairs*, 95(1), 96-105.
- **3/12:** Thierry Tardy (2018) Does European Defense really matter? Fortunes and misfortunes of the Common Security and Defense Policy, *European Security*, 27:2, 119-137
- **3/14: Simulation Day (Readings Optional)**
  - Roy Allison (2022). Russia, Ukraine and state survival through neutrality, *International Affairs*, Volume 98, Issue 6, 1849–1872
  - Hugo Meijer, Stephen G. Brooks; Illusions of Autonomy: Why Europe Cannot Provide for Its Security If the United States Pulls Back. *International Security* 2021; 45 (4): 7–43

### **Week 11 (March 17): East and South Asia**

- **3/17:** Weiss JC, Wallace JL (2021). Domestic Politics, China’s Rise, and the Future of the Liberal International Order. *International Organization*.;75(2):635-664
- **3/19:** Paul TV (2005). Causes of the India–Pakistan enduring rivalry. In: Paul TV, ed. *The India-Pakistan Conflict: An Enduring Rivalry*. Cambridge University Press:3-24.
- **3/21: Simulation Day (Readings Optional)**
  - Bernhardt, J., & Sukin, L. (2021). Joint Military Exercises and Crisis Dynamics on the Korean Peninsula. *Journal of Conflict Resolution*, 65(5), 855-888
  - Khan S. Nuclear weapons and the prolongation of the India–Pakistan rivalry (2005). In: Paul TV, ed. *The India-Pakistan Conflict: An Enduring Rivalry*. Cambridge University Press; :156-177.

### **Week 12 (March 24): The Global South**

- **3/24:** Flores-Macías GA, Zarkin J (2021). The Militarization of Law Enforcement: Evidence from Latin America. *Perspectives on Politics*;19(2):519-538.
- **3/26:** Ani, N. C. (2021). Coup or Not Coup: The African Union and the Dilemma of “Popular Uprisings” in Africa. *Democracy and Security*, 17(3), 257–277
- **3/28: Simulation Day (Readings Optional)**

- Wehner, L. E., & Thies, C. G. (2021). The nexus of populism and foreign policy: The case of Latin America. *International Relations*, 35(2), 320-340.
- Ofosu, G., & Sarpong, D. (2022). China in Africa: On the Competing Perspectives of the Value of Sino-Africa Business Relationships. *Journal of Economic Issues*, 56(1), 137–157.

**Week 13 (March 31): The Middle East**

- **3/31:** Roberts, D. B. (2020). Bucking the Trend: The UAE and the Development of Military Capabilities in the Arab World. *Security Studies*, 29(2), 301–334.
- **4/2:** The Arab Spring: A Quantitative Analysis. (2014). *Arab Studies Quarterly*, 36(2), 149–169.
- Lynch, M. (2015). After the Arab Spring: How the Media Trashed the Transitions. *Journal of Democracy* 26(4), 90-99
- **4/4: Bonus Simulation**

**Week 14 (April 7): Emerging Issues and the Future of National Security**

Textbook Chapters: 13, 14

- **4/7:** Michal Onderco & Madeline Zutt (2021) Emerging technology and nuclear security: What does the wisdom of the crowd tell us? *Contemporary Security Policy*, 42:3, 286-311
- **4/9:** Michael J. Boyle (2013), The costs and consequences of drone warfare, *International Affairs*, Volume 89, Issue 1, Pages 1–29
- **4/11: Simulation Day (Readings Optional)**
  - Todd S. Sechser, Neil Narang & Caitlin Talmadge (2019) Emerging technologies and strategic stability in peacetime, crisis, and war, *Journal of Strategic Studies*, 42:6, 727-735
  - Lindsay, Jon R. “Stuxnet and the Limits of Cyber Warfare.” *Security Studies* 22, no. 3 (2013): 365–404

**Week 15 (April 14):**

Class Presentations

**Week 16 (April 21):**

Class Presentations

**Week 17 (April 28th):**

Class Presentations

*Final Papers are due April 28th*

**Final Exam Period – TBA**

Final Exam Period will be used for additional presentations as necessary