

National Security Policy
IR 6635
Term V, 2017-2018
Weeknight Format, Kadena Air Base
Course Syllabus

Instructor: Dr. Joel R. Campbell

Meeting dates: Tuesday/Thursday, May 29-July 29, 2018 (1800-2100)

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Advising: Before or after Weeknight class sessions, or at a mutually convenient time during the week at the faculty office in the Kadena Education Office building.

COURSE DESCRIPTION: An examination of the structures, motivations, and major objectives of national security policymaking from a comparative perspective with particular emphasis on the politics of national defense in the United States.

OVERALL OBJECTIVES: Students will be introduced to national security interests and the policymaking processes in the United States, as well as Britain, Russia, China, and other key states. Students should acquire the analytical tools to understand the history, substance, rationale, and methods of implementation of the national security interests and policies as perceived and practiced in the modern international system.

SPECIFIC OBJECTIVES: At the end of the course, students should have an understanding of, or achieve:

- The impact of different schools of international theory upon security politics
- The strategic roles of defense, deterrence, preemption and prevention in security planning
- The domestic processes of security policy decision-making
- The changing nature of national security policy-making – transnational and non-traditional security issues
- The regional security environment in key countries
- Ability to convey an the complex forces shaping national security policy

COURSE REQUIREMENTS: Students are expected to keep up with the readings and to participate materially in all assignments. Students should obtain a TROY e-mail account and check it regularly, as this will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class.

All dates and time provided in this syllabus refer to Japan time (GMT + 09:00).

NATURE OF GRADUATE WORK: “Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

TEXTBOOKS

H.R. McMaster, *Dereliction of Duty: Lyndon Johnson, Robert McNamara, the Joint Chiefs of Staff, and the Lies that Led to Vietnam* (New York: HarperCollins Publishers, 1998). ISBN 0060929081, 978-0060929084

Harvey M. Sapolsky, Eugene Gholz and Caitlin Talmadge, *US Defense Politics: The Origins of Security Policy* (New York: Routledge, 2017). ISBN 1138657646, 978-1138657649

Donald M. Snow, *National Security*, 6th ed. (New York: Routledge, 2017). ISBN 113864093X, 978-1138640931

SUPPLEMENTAL READINGS

1) Eric A. Fischer, “Cybersecurity Issues and Challenges: In Brief,” Congressional Research Service, August 12, 2016. <https://fas.org/sgp/crs/misc/R43831.pdf>

- 2) James F. Miskel, "National Interests: Grand Purposes or Catchphrases?" *Naval War College Review* (Autumn, 2002) Available in Academic Search Complete
- 3) Shannon O'Lear, Chad M. Briggs and G. Michael Denning, "Environmental Security, Military Planning, and Civilian Research: The Case of Water," *Environment*, September/October, 2013, pp. 1-5.
<http://www.environmentmagazine.org/Archives/Back%20Issues/2013/September-October%202013/case-of-water-full.html>
- 4) Scott Sagan and Kenneth Waltz, "The Great Debate: Is Nuclear Zero the Best Option," *The National Interest* (Sept-Oct. 2010): 8-96.
http://cisac.fsi.stanford.edu/sites/default/files/Sagan_Waltz_-_National_Interest_-_The_Great_Debate.pdf
- 5) Todd Sandler, "Terrorism and counterterrorism: an overview," *Oxford Economic Papers*, Volume 67, Issue 1, 1 January 2015, Pages 1–20.
<https://academic.oup.com/oep/article/67/1/1/2913015>
- 6) United Nations Trust Fund for Human Security, "Human Security in Theory and Practice: Application of the Human Security Concept and the United Nations Trust Fund for Human Security," Human Security Unit, Office for the Coordination of Humanitarian Affairs United Nations, 2009.
<http://www.unocha.org/sites/dms/HSU/Publications%20and%20Products/Human%20Security%20Tools/Human%20Security%20in%20Theory%20and%20Practice%20English.pdf>

COURSE GRADES

GRADE SCALE

Final Examination	30%	A: 90-100
Student Presentations	15%	B: 80-89
Critical Essays	20%	C: 70-79
Book Review	10%	D: 60-69
Participation/small groups/ Discussion/WE Discussion	25%	F: 0-59

A. Final Exam

This course will include a final exam, to be administered in class. The exam will account for 30% of the course grade. The exam will include material covered in the readings, discussed in class, and presented in course videos. It will consist primarily of short answer and essay questions.

B. Student Presentations

Students will brief the class on a major national security issue in modern times, i.e., since World War II. Topics are to be approved by the professor. Presentations will be limited

to fifteen to twenty minutes per student. You will be given detailed instructions on these presentations during the term.

C. Critical Essays

Students will draft two critical essays; each should be at least five pages. These papers will be short essays intended to demonstrate the student's comprehension of the concepts contained in the assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. Detailed paper instructions are provided at the end of the syllabus. Each review essay will account for 10% of the course grade, for a total of 20% of the course grade.

Essay 1: Due 6/10 – Discuss whether the concept of security, as presented in the **Snow** and **Sapolsky, et al.** textbooks and supplementary readings, remains appropriate in the twenty-first century.

Essay 2: Due 7/10 – Discuss the most important issues involved with civil-military relations, with reference to the **Snow** and **Sapolsky, et al.** textbooks and supplementary readings.

D. Book Review

Students will submit a written review of H.R. McMaster, *Dereliction of Duty*. The review will be due by **June 30, 2018**. This assignment should be at least 5 pages in length; it should summarize the main ideas/themes, critique the book and its contents, and provide your own critical analysis of the book's topics.

CANVAS SUBMISSIONS: All assigned papers and the final exam are to be submitted through the course's Canvas shell. **Send me copies by e-mail**, as well. Course announcements will be posted in the Canvas shell. I will give you further instructions in class and by e-mail.

METHODS OF INSTRUCTION: Lectures, Class Discussion/Questions/Small groups, Student presentations, Student Essay papers and Book Review, Final Exam

ATTENDANCE POLICY: Students are expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the class session (see schedule below), so that you can discuss topics raised by them and answer questions about them. Any absences for TDY, military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes.

MAKEUP POLICY: In exceptional cases, such as medical or family emergencies, official duty requirements and military exercises, or TDY/TAD, an authorized absence may be permitted upon consultation with the instructor. TDY, official duty/military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. In such cases, the student **MUST** meet with the instructor as soon as possible for a comprehensive review of the missed material. Unauthorized absences will require a mandatory review of missed material **AND** an additional assignment. Failure to do assigned makeup activities will negatively affect the course grade.

INCOMPLETES: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade, student's progress in the course is deemed satisfactory, student is passing the course when the request is made, circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at trojan.troy.edu/graduateschool/forms.html.

TDY, official duty or military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in lowered grades on late assignments. All other Incomplete work is considered late, and accordingly will receive reduced grades.

ACADEMIC ETHICS: Details on ethical standards for research papers can be found in *Publications Manual of the American Psychological Association*. The current "Standards of Conduct" of the Troy University *Graduate Catalog* should also be consulted. The following will not be tolerated in this course:

1. **Cheating** on examinations or assignments, in any form. This includes submitting another's work as your own, providing answers to others, or using any unauthorized aids during an examination.
2. **Plagiarism** on research papers, in any form. This includes failure to give credit to the sources of your work, copying of someone else's work, downloading text as part or all of an assignment, or using an author's exact words without quotations.

Cheating or plagiarism will result in grades of zero on the assignment and F in the course. Such cases may be subject to further disciplinary action by Troy University up to and including expulsion from the MSIR program. The instructor uses on-line software to help

detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

AMERICANS WITH DISABILITIES ACT: Troy University, under the guidelines of ADA and the Rehabilitation Act, makes reasonable accommodations for documented physical and mental limitations of otherwise-qualified individuals with disabilities. To provide the best possible services to students, employees, and visitors, Troy University has designated Disability Services Coordinators and Human Resources representatives on each campus as responsible parties for coordinating accommodations for persons with disabilities. For more information about physical access to building or grounds, academic or workplace accommodations, or other ADA related services, individuals should contact a Disability Services Coordinator or Human Resources representative on their campus of attendance. Specific information regarding the ADA, including contact information for responsible parties, can be found at the following link:

<http://trojan.troy.edu/employees/humanresources/documents/ADAPolicy2003.htm>

CELL PHONES, COMPUTERS, ELECTRONIC DEVICES: Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University “Standards of Conduct” will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.). In order to receive emergency messages from the University or family members, devices must be in a vibration, silent or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

LIBRARY RESOURCES: Students can access online resources through the Troy University web site at www.troy.edu or www.library.troy.edu. These resources include a variety of text data bases that give complete articles from many journals, magazines and newspapers. The MSIR Journal List, for instance, has over 90 publications, including *Foreign Affairs* and *World Politics*. The main full text information services are EBSCOhost, FirstSearch, InfoTrac and ProQuest. Tutorials and overviews are available on the library home page.

COURSE SCHEDULE

Textbooks for the course: all reading assignments are expected to be done before our weeknight classes.

Textbooks for the course

S = Snow, *National Security*

Sa = Sapolsky, et al., *US Defense Politics*

Su = Supplementary readings

Week 1	What is National Security?	S, Chs. 1, 3-5 Sa, Ch. 1
Week 2	The Policy Process	S, Ch. 7 Sa, Chs. 7-8
Week 3	National Security Institutions	S, Ch. 6 Sa, Chs. 9-10
Week 4	The Military Establishment	S, Ch. 8 Sa, Chs. 3-4, 6, 13
Week 5	Intelligence	Sa, Ch. 11
Week 6	Grand Strategy & War	S, Ch. 11 Sa, Chs. 2, 5 Su #2
Week 7	Human Security & Intervention	S, Ch. 12 Su #6
Week 8	Nuclear & Terrorist Threats	S, Chs. 9-10 Sa, Ch. 12 Su #4, 5
Week 9	New Security: Border, Energy /Environ., Cyber-security	S, Chs. 13-14 Sa, Ch. 14 Su #1, 3

Readings for each week should be completed before we meet in class. The **final exam** will cover all material from both in-class activities (lectures, discussion, group activities, and videos) and the textbook assignments.

ESSAY PAPER INSTRUCTIONS: Pursuant to the syllabus, there will be two critical essay papers that will each account for 10% of the course grade, for a total of 20% of the course grade. These papers will be essays intended to demonstrate the student's comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. As with any strong essay, you should stake out a position on the topics covered in the readings, and support that position with facts, expert opinion, argumentation and logic. Think of the essays as being like Op-ed pieces in a newspaper or online publication. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate if using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words." Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

Students will be assigned topics as listed above for each of the essays. Upon careful consideration of the topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 5-7 pages with a maximum length of 8 pages, exclusive of title page.

Format: The paper must be typed, double-spaced, in black twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs.

Citation and Sources: You may use whatever citation system you are familiar with; however, you must identify the system you are using and keep to it consistently. If I am not familiar with the system, you must be able to provide me with a system manual that I may review upon request. Proper citation requires sufficient information for me to check your sources with ease. Internet sources may be used at your own risk. Common sense

should help tell you which websites are acceptable and which are not for academic work. If in doubt, it is probably best to avoid that site. Of course, you may always ask me for an opinion as to suitability. Citation of Internet sources requires more than simply listing the website. Include titles, authors, dates written, and dates accessed. Papers citing Wikipedia will be docked 5 points.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Grades will not take into account ideological positions. In other words, I am looking for the quality of your presentation rather than whether I agree with it. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F for the course. Papers are due as noted above. Late papers will lose ten points per 24 hour period late.

Please PROOFREAD YOUR PAPERS.