Government 346
American Security Policy
Summer 2018
Mondays and Wednesdays, 7:20 PM – 10:00 PM
Peterson Hall, Room 1105

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NOTE: There are no required textbooks for this course.

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Disclaimer
The instructor for this course is a current employee of the United States Department of Defense. The following disclaimer is required by the Department of Defense Joint Ethics Regulation (DoD 5500.7-R) in compliance with 5 CFR 2635.807(b) (Code of Federal Regulations):

Any views or opinions expressed by the instructor in the classroom environment, in correspondence with students or faculty, or in instructional materials authored or compiled by the instructor are solely the instructor's own and do not represent the official position of or endorsement by the United States Army, the National Intelligence University, the Defense Intelligence Agency, the Department of Defense, or any agency or entity of the United States Government. Similarly, any views or opinions expressed by course materials distributed or assigned by the instructor do not represent the position of any agency or entity of the United States Government except where those course materials are official publications thereof (and even then only if they are current).
1. Course Description

The United States faces a complex security environment defined by a bewildering mix of timeless challenges, novel risks, asymmetric foes and peer or near-peer competitors. China is rising, Russia is resurgent, Iran is newly alienated, and regardless of summit prospects North Korea is presumed nuclear-armed and intercontinental ballistic missile-equipped. The list goes on and on and varies depending on to whom you listen: violent non-state actors; transnational criminal networks; terrorists and extremists, both organized and isolated; rogue and failed states; cyber-attacks; climate change; nuclear proliferation; robotic war; space war; etc.

This course is not concerned with dissecting these threats, although they are contextually important. Instead, it is focused on the sprawling national security apparatus that exists – at least ostensibly – to protect the United States and its people from these threats. We will start by reviewing the basic rules, agencies, and processes that collectively comprise the U.S. national security apparatus and examining (in broad strokes) their historic evolution. Next, we will cover a wide range of contemporary security policy issues. Finally, we will conclude by grappling with some of the most enduring security debates, including: how much should we pay to be secure (or at least to feel that way)? Is there a civil-military gap in the United States, and if so, what can we do to bridge it? Is today’s national security apparatus prepared to detect, deter, and defeat tomorrow’s threats?

2. Goals and Structure

I organized this course with three goals in mind. First, I want to help you form a general understanding of the structure, purpose, and characteristics of the U.S. national security apparatus regardless of your prior level of familiarity therewith. Second, I want to help you develop an independent, well-informed opinion regarding the broad strokes of the most pressing and enduring debates surrounding U.S. national security policy. Third, I want to help those of you interested in national security careers prepare for your first job in the field.

To accomplish these goals, I included readings that I believe serve one or more of three general purposes. The first is to provide an overview of the U.S. national security apparatus, focusing on the environment, rules, processes, and players that interact to create U.S. national security policy. The second is to illuminate different perspectives toward perennial and contemporary national security issues, different approaches to and perspectives on those issues, and the major schools of thought on preparing for future threats and contingencies. The third is to facilitate your confrontation of some of the most important and enduring debates in U.S. national security policy, including: the state of civil-military relations in the United States; challenges associated with reforming the national security apparatus; and the question of how much we should pay for it all. I did not adequately address every aspect of U.S national security policy; the field is simply too broad and too deep. However, I am confident that successful completion of this course will set you starkly above the herd in your understanding and awareness of national security topics and provide you a more than adequate foundation for further education or professional pursuit.
3. Course Logistics

This course is organized as a seminar with limited lecture content and concludes with a national security simulation to help illustrate course principles.

NOTE: The primary focus of this course is your active engagement with the material and one another. As a result, you are expected to contribute in every single class meeting.

A typical class meeting will consist of a short quiz on the assigned readings (more on that in section 4 of this syllabus, Grading and Assignments) followed by 15-30 minutes of instructor-delivered framing comments, no more than several 2-3 minute student-delivered recaps of certain of the assigned readings, and up to 2 hours of instructor-facilitated seminar discussion. We will take at least one 10-minute break halfway through each class meeting.

The purpose of the framing comments is to situate the readings in the larger arc of the course and provide context and considerations to help you discuss them in seminar. Typically, the framing comments will not introduce new key information; my assumption is that you have done the readings and are prepared to explore or opine on the covered topics. Time permitting, we will entertain any pertinent question you wish to raise – some I will field myself, some I will put to the class, and some I will turn on you to help you order your thoughts and articulate an opinion. I reserve the right to cold call and will likely do so at least once per class meeting.

The purpose of the student-delivered reading recaps is twofold. First, it focuses and refreshes the class on the main points of each reading. Second, it provides you with 2-3 opportunities throughout the course to showcase your ability to extract and summarize main points from national security policy arguments. We will sometimes conduct all reading recaps consecutively following framing comments and sometimes space them out as the focus of our discussion shifts.

In a seminar course, respectful and rigorous discussion of the course topics is the main event. If you consistently and conscientiously prepare for class and actively engage in discussion in an earnest (and civil!) manner, you will improve the experience for yourself and your colleagues. Alternatively, if you do not read and do not engage in the discussion, you will degrade the quality of the seminar for everyone involved.

Office Hours and Instructor Correspondence

I encourage you to e-mail me any concerns or questions throughout the course. I will typically respond to more complex issues with “see me”; however, this should not discourage you from writing out your perspective in an e-mail because this allows me to research the issue (if necessary) or otherwise consider it prior to our in-person discussion. I ask that you allow me 24 hours (with no guarantees on weekends) to acknowledge / respond to e-mails.

You are free to come see me during office hours with no notice; however, I still encourage you to e-mail me prior to doing so in order to improve my preparedness. If you cannot meet during office hours, I am happy to schedule another time and am free to meet after 5 PM Monday through Thursday.
4. Grading and Assignments

Your final grade will be based on weekly class participation, 2-3 oral reading recaps, weekly multiple-choice readings quizzes, and three written assignments: an analytical / argumentative writing exercise, an analytical research paper, and an argumentative term paper. There are no exams for this course. **I will not issue incompletes barring genuine, documented emergencies that prevent you from completing the course requirements.**

The course is graded as an earned percentage broken down as follows (a more detailed explanation of each assignment follows the grading scale):

- 10% - Analytical / argumentative writing exercise
- 10% - Oral reading recaps
- 15% - Analytical research paper
- 20% - Weekly readings quizzes
- 20% - Argumentative term paper
- 25% - Participation in seminar

Your letter grade is determined by the following scale (after rounding to the nearest 0.1%):

- **A+** 98.5% and higher
- **A** 94.0% - 98.4%
- **A-** 90.0% - 93.9%
- **B+** 87.0% - 89.9%
- **B** 84.0% - 86.9%
- **B-** 80.0% - 83.9%
- **C+** 77.0% - 79.9%
- **C** 74.0% - 76.9%
- **C-** 70.0% - 73.9%
- **D** 60.0% - 69.9%
- **F** 59.9% and lower

It is also possible to earn up to 10% extra credit toward your final grade (detailed below).

**Analytical / Argumentative Writing Exercise (10% final grade; assigned Lesson 1, due Lesson 3)**

Your first writing assignment is intended purely to impart and clarify the analytical / argumentative professional writing style used in this course and in the broader national security community. You will not need to conduct research or formulate original thoughts for this exercise and provided you follow the administrative instructions and turn the assignment in on time you are guaranteed to receive full credit (a grade of 100%, meaning the full 10% toward your final course grade).

You will receive two detailed prompts. The first is an argumentative prompt consisting of the thesis and main points of an argument including researched citations. The second is an analytical prompt consisting of an assessment and the main points of evidence including researched citations. Using these prompts and the included instructions, you will generate two 300-word papers written in a professional analytical / argumentative style. You will also use an executive summary memorandum template to repackage the analytical paper (without significantly changing the content or length).

The purpose of this assignment is to give you a chance to employ the analytical / argumentative professional writing style and try your hand at an executive summary memorandum without fear of loss of credit. It also gives me a chance to assess your writing strengths and weaknesses and
give you detailed stylistic and mechanical feedback. As a result of this assignment, you should be able to avoid nasty surprises while completing the longer writing assignments. These in turn will develop and solidify your mastery of the analytical / argumentative professional writing style.

**Oral Reading Recaps (10% final grade, assigned Lesson 1 and due various lessons)**

Throughout the course each student will deliver two or three 2-3 minute oral recaps of a reading assigned for that lesson. I will not always assign recaps for reference reading (the Congressional Research Service primers, for example), and when I do, I will typically lump several of them together as one assignment. The recap should be brief, summarize the main thrust of the author’s argument or explanation, cite key points of evidence or thought, and conclude with the student’s assessed significance of the reading. It will be challenging to keep your recap to under 3 minutes; however, distilling key points from a larger body of evidence and delivering them in a concise and digestible verbal format is a crucial skill for national security professionals. To assist you, I will give you an example based on one of the first lesson’s readings. No students will be responsible for oral reading recaps during lessons 1, 13, or 14.

Following Lesson 1, I will disseminate a schedule that pairs students with readings. Thereafter you are permitted to swap responsibility for readings between and amongst yourselves provided you notify me of the swap via an e-mail message that includes all swapping students as either author or recipient. An uncoordinated absence will result in a 0% if you are scheduled to recap and have not swapped (see Section 5, **Course Policies**, for more information on absences).

**Analytical Research Paper (15% final grade, assigned Lesson 4, due Lesson 7)**

Your second writing assignment consists of a 1,500-word researched assessment of an agency in the national security community. Additionally, you will include a 300-word executive summary in memorandum format conveying the conclusion of your analysis and the main evidence supporting it – as with the first writing exercise, this will be a repackaging of your writing in a specific professional format rather than new verbiage. You will receive a list of topics and a detailed assignment rubric ahead of Lesson 4 with your choice of topic due by Lesson 5.

**Argumentative Term Paper (20% final grade, assigned Lesson 8, due Lesson 12)**

Your final writing assignment consists of a 2,500-word researched argument with respect to an enduring U.S. national security debate discussed during the course. Additionally, you will include a 750-word op-ed version of your argument (repackaging vs. generating new content). You will receive a list of topics, a detailed assignment rubric, and op-ed writing resources ahead of Lesson 8. Your choice of topic is due by Lesson 9 and an outline is due by Lesson 10.

**Weekly Readings Quizzes (20% final grade, conducted Lessons 2 through 11)**

Most class meetings will include a 5-question multiple-choice quiz. 4 of the questions will focus on the assigned readings; the depth of the questions will typically not extend past main ideas / arguments. The remaining question will address a current events topic pertaining to national security. I will only ask questions on topics that are covered by all three of the following online news services: the Associated Press (AP); Reuters; and National Public Radio (NPR). We will take the quiz as the first order of business at each class meeting and immediately review the
answers. 4 out of 5 questions correct will be considered a 100% on that day’s quiz. 5 questions correct will earn a small amount of extra credit toward your final grade (see Extra Credit below).

Prior to Lesson 12 you should have 10 quiz grades. I will drop the lowest of these from consideration. The average of the remaining 9 quiz grades will constitute 20% of your final grade. An uncoordinated absence will result in a quiz grade of 0% for that day. See section 5 of this syllabus, Course Policies, for more information on absences.

**Participation in Seminar (25% final grade; assessed throughout course)**

As I detailed in section 3 of this syllabus (Course Logistics), your participation in seminar is crucial to the quality of this course for everyone involved. As a result, fully one quarter of your final grade is contingent on your contribution to the ongoing discussion. Unlike other components of your final grade where I employ an averaging approach, I will employ an additive/reductive approach to your participation grade.

Every student begins the class with 20% out of the 25% possible toward their final grade and a bye for Lesson 1. For lessons 2 through 12, it will be possible to either maintain your running participation total, increase it, or decrease it.

To maintain your participation total: make at least one contribution to the discussion that reflects that you have read the pertinent assignment and/or are thinking seriously about the topic as it has been treated thus far in that evening’s seminar.

To increase your participation total by 1%: make a contribution to the discussion that serves as a significant launching point for the class discussion, stimulating multiple contributions from your classmates and substantially advancing the learning of the group during that evening’s seminar. Alternately / concurrently, make a contribution that causes me to go “huh” in a good way (this is more of an art than a science). **Note:** this outcome requires clearance of a high bar by design.

To decrease your participation total by 1%: fail to make at least one contribution to the discussion that reflects that you have read the pertinent assignment and/or are thinking seriously about the topic as it has been treated thus far in that evening’s seminar.

Contributions made as a result of an instructor cold call are treated as if you initiated the contribution; that is, if it is the only contribution you make that lesson, but is valid/profound, you will maintain or increase your running participation total as applicable despite the fact that I had to pry it out of you. Conversely, if the cold call results in the Participation Death Spiral (“[Student Name]?” “I don’t know.” “Well, what do you think?” “I don’t know.”), your running participation total will decrease unless you make a redeeming contribution elsewhere.

For lessons 13 and 14 (National Security Simulation parts 1 and 2) I will treat earnest, engaged participation the same as a profound seminar contribution, increasing your running participation total by 1% for each session.

Uncoordinated absences from class will result in an increasing deduction from your running participation total. For more information on absences, see section 5 of this syllabus (Course Policies).

If you have already maximized your running participation total (you have increased it by 1% on at least 5 occasions) and you meet the criteria for increasing it once more, you will instead earn a small amount of extra credit (see Extra Credit below).
Extra Credit

It is possible to earn up to a 10% increase in your final grade in extra credit throughout the semester. I will not award extra credit beyond 10%. You may earn extra credit in increments of 0.25%, 0.5%, 1%, 1.5%, and 3% as follows:

0.25%: 5 out of 5 on a quiz; profound seminar contribution on already maxed participation grade

0.5%: Perfect oral reading recap (completely addresses main argument / idea and key components / evidence within time standard – 3 minutes or less – while adding a profound / substantive assessment of its significance)

1%: Outstanding in-class simulation participation demonstrating application / exploitation of course concepts (this is over and above the 1% increase to your participation grade)

1.5%: Attendance of an approved film screening or think tank panel addressing a concept relevant to the course followed by submission of a 500-word response conveying your reaction and thoughts.

If able, I will host at least one film screening; I will announce this and an approved list of other films and think tank events via e-mail.

Example Course Grade Calculation

Student X receives the following raw grades:

- Analytical / Argumentative Writing Exercise: 100%
- Oral reading recaps: 85%, 95%
- Analytical research paper: 79%
- Weekly readings quizzes: 2 x 5/5, 4 x 4/5, 2 x 3/5, 1 x 2/5, 1 x 0/5 (uncoordinated absence)
- Argumentative term paper: 91%
- Participation in Seminar: 3 x increase (1 x seminar & 2 x simulation), 9 x maintain, 1 x decrease (uncoordinated absence)
- Additional Extra Credit: 1 x think tank event attendance and reaction paper submitted

The grades are refined as follows:

- Analytical / Argumentative Writing Exercise: 10.0% out of a possible 10.0%
- Oral reading recaps: 9.0% out of a possible 10.0%
- Analytical research paper: 11.9% out of a possible 15.0%
- Weekly readings quizzes: 18.2% out of a possible 20.0%
- Argumentative term paper: 18.2% out of a possible 20.0%
- Participation in seminar: 22.0% out of a possible 25.0%

Subtotal: 89.3% out of a possible 100.0%
Extra credit: 2.0% (1.5% + 0.25% + 0.25%)
Final grade: 91.3% A-
5. Course Policies

Syllabus

The initial published draft of this syllabus will be disseminated to students via e-mail. Thereafter, it will be available via the course Blackboard site (https://mymasonportal.gmu.edu -> login -> Courses -> Courses where you are: student -> 20810.21706 GOVT-346-001 (Spring 2018) -> Syllabus). Anytime I update the syllabus I will notify the entire class roster via e-mail that the updated syllabus is available via Blackboard. If a student is mistaken about any assignments, course logistics, grading practices, or policies as a result of my failure to alert the class to an update in the syllabus I will accommodate the student’s understanding based on the last version of the syllabus to which he/she was alerted.

Correspondence

I will alert students to posted content on Blackboard or other course developments via e-mail. I will only use George Mason University e-mail to do this (masonlive.gmu.edu or gmu.edu addresses). I highly recommend that you check your GMU e-mail at least once every 24 hours and I request that if you e-mail me it be via your GMU e-mail. I will not accept responsibility for missing an e-mail from you that is sent from a non-GMU e-mail address.

Assignment Submission

Unless notified otherwise in writing by me, you will submit all assignments via Blackboard -> Assignments. Assignment submission must be complete at or before 7:19 PM on the day that the assignment is due. Late assignments will be penalized by 10% for each 24-hour period (including weekends) past the due date and time. I will round up when assessing late penalties, so an assignment that is 24 hours and 1 minute late will be treated as if it is 48 hours late. If you believe that extenuating circumstances will prevent you from submitting an assignment on time, contact me via e-mail as soon as you believe this to be the case (and before the assignment due date / time) or come see me during office hours.

Absences

Generally, you should make every possible effort to avoid absences from GOVT 346. We have only 14 class meetings and missing one of them will substantially decrease the benefit you derive from the course. Absence from class will be classified one of two ways – coordinated or uncoordinated.

An uncoordinated absence is one wherein you fail to notify me that you will be absent (or fail to contact me after the absence in the event of illness or other extenuating circumstances). You will receive a 0 on that day’s reading quiz and oral recap (if you are scheduled to give one) and your running class participation total will drop by 1% plus an additional 1.5% for each previous uncoordinated absence. As such, your first uncoordinated absence will cause your running class participation total to drop by 1%, your second by 2.5% (for a total loss of 3.5%), your third by 4% (for a total loss of 7.5%), and so on. An uncoordinated absence on one of the simulation days will be accorded double impact. I also reserve the right to assess uncoordinated absences for habitual tardiness at my discretion.

A coordinated absence is achieved when you notify me via e-mail at least 72 hours in advance of the class you will miss (in the case of non-emergent situations) or at your earliest opportunity (in the case of emergent situations). In your e-mail, I ask that you include the following:
- Lesson number and date for which you will be absent (or acknowledgment that you were absent in the case of emergent circumstances)
- General reason for absence (concise statements such as “family tragedy” or “medical emergency” is sufficient, you are entitled to your privacy and I trust you not to fabricate)
- Confirmation either that you are not scheduled to deliver an oral reading recap or that you have swapped readings; if you have swapped, the student with whom you have swapped and the date and time of the e-mail notifying me that you swapped
- Attach a 300-word analysis of one of the non-CRS readings for that evening’s class assessing its significance in the context of either one of the broad themes of the course or of your growing understanding of the U.S. national security system.

You will not be penalized for up to two coordinated absences (satisfying all the conditions above); thereafter, they will be treated as uncoordinated beginning at the 3rd absence (so a loss of 3.5% to your running participation total). I will be extremely reticent to consider absences from the simulation to be coordinated and will likely assess all but the most pressing emergencies to be uncoordinated absences (and penalize them doubly as I noted above).

**Electronic Devices**

I prohibit students from using electronic devices in class. All electronic devices should be dark, silent, and out of sight, ideally in a zippered or sealed compartment. You may check them during the 10-minute break in the middle of class. If you wish to take notes you should plan on doing so with pen/pencil and paper. If you wish to refer to pre-recorded notes during a recap or discussion, they should be printed or written.

If an emergency requires you to be available for a phone call you should notify me via e-mail or in person. Otherwise, the first time I observe you with a visible electronic device, you will receive in a verbal warning; thereafter, I will assess cumulative participation total penalties similar to those assessed for uncoordinated absences (1% the first time, 2.5% the second, 4% the third, etc.). Occasionally, I will ask one or more members of the class to attempt to look something up on the Internet in order to illustrate an instructional point; these events are clear exceptions to the normal electronic device policy and I will clearly indicate when the excepted devices have to go away again. If you require an electronic device due to a disability, you must follow the procedures below.

**Disabilities and Accommodations**

Please let me know within the first week of class if you require assistance or special consideration (such as an exception to the prohibition on electronic devices). I can make accommodations for those who need them but must be informed of the need in advance. Any requests for accommodation based on a disability must be arranged through the GMU office of Disability Services (DS) accessible at [https://ds.gmu.edu](https://ds.gmu.edu).

**Academic Integrity**

All work completed in your name must be yours and yours alone. Any work you borrow or ideas you gather from other sources must be cited properly. Please see me if you are concerned about proper citation style (your assignment rubrics will also detail my citation requirements). Any attempt to present someone else’s work as your own will be dealt with appropriately. You risk receiving an F for the assignment and/or course and I will notify the university administration.
6. Accessing and Completing Readings

There are no required textbooks for this course. College is already expensive.

Readings are posted on the course Blackboard site under “Course Content”. The readings are posted in alphabetical order by author last name (Brooks, Zegart, etc.) or by publishing entity associated with the reading for official and some collaborative documents (e.g. CRS, RAND, USDoD, USDoS). If you have any difficulty accessing readings I ask that you first consult with another student to see if the issue is yours or Blackboard's. If the issue is Blackboard’s, please let me know and I will resolve it if possible or, as a contingency, distribute the affected readings directly.

If you are reading this syllabus before the 28th of May, you should have received the readings for Lesson 1 as an attachment to an e-mail sent to your GMU address. Beginning on the 28th of May course readings should be available on Blackboard at least 2 weeks before they are assigned.

Note that not all reading assignments require you to read the entire document. Under some reading assignments in the course schedule you will see a page range listed; you are only responsible for that range. If no page range is listed, you are responsible for reading the entire document. Unless otherwise indicated, you may assume that you can skip appendices.

Some readings are marked “NQ” on the class schedule. This means “Not Quizzable”. I have included these readings because reviewing them can provide content or scope, but I will not hold you accountable for the information they contain. All other readings are fair game for quizzes.

Throughout the course you are likely to encounter terms, abbreviations, and acronyms with which you are unfamiliar. Do not simply read past unfamiliar terminology; take a moment to look it up. You need not look it up in any more than a general reference; while Wikipedia is not an approved scholarly source for research citations, it is an adequate reference for the vast majority of cases wherein you simply encounter an unfamiliar term. It may seem tedious to have to conduct this type of in-stride reference (particularly since you will often have to look up one or more terms in the definition of the original) but I promise that consistently doing so will greatly improve your comprehension of the readings and concepts highlighted in this course.

As this is an undergraduate seminar course, you should expect to prepare for a typical class at a 1-to-1 time ratio (1 hour of preparation outside of class for each hour spent in class – note that this ratio for a graduate seminar is typically between 2-to-1 and 3-to-1). To this end, I have done my best to ensure that I do not assign more than 100 pages of reading in a given week. Note: I have assigned an average of around 85 pages per week throughout the first 12 weeks of this course, with a low of 57 and a high of 101. I excluded the reading assigned for the simulation and wrap-up lessons from the average since they would skew it misleadingly toward the low end.
7. Course Schedule

Lesson 1: Course Overview and the Threat Environment
Monday, 04 June

Readings (57 pages total)

1. GOVT 346 Syllabus (19 pages)
2. CRS, U.S. Periods of War and Dates of Recent Conflicts (9 pages)
3. Coats, Worldwide Threat Assessment of the U.S. Intelligence Community (28 pages)  
   pp. 1-18, 20-25

Assignments

1. Analytical/argumentative writing exercise assigned (due Lesson 3)
2. Oral reading recap schedule disseminated within 24 hours

Lesson 2: Constitutional Authorities and Inter-Branch Dynamics
Wednesday, 06 June

Readings (60 pages total) (+40 pages NQ)

1. United States Constitution (11 pages)  
   Article I (Sections 7 – 10)  
   Article II (Sections 2 – 3)  
   Article IV (Section 4)  
   Article VI  
   Amendments I-XI, XIII, XVI, XXV
2. CRS, Congress’ Constitutional Authority with Regard to the Armed Forces (2 pages)
3. CRS, President’s Constitutional Authority with Regard to the Armed Forces (2 pages)
4. CRS, Legal Authorities for the Use of Military Forces (2 pages)
5. CRS, The War Powers Resolution: Concepts and Practice (20 pages)  
   pp. 1 – 8  
   pp. 37 – 56
6. Zegart, Flawed By Design: The Evolution of the CIA, JCS, and NSC (19 pages)  
   pp. 21 – 39
8. ***NQ*** CRS: Listing of Deployments of U.S. Military Forces Overseas, 1798-2017 (40 pages)

Assignments

None
Lesson 3: The Department of Defense, the Armed Services, the Joint Chiefs of Staff, and the Combatant Commands

Monday 11 June

Readings (99 pages total)

1. CRS, *The Department of Defense* (2 pages)
2. CRS, *The Military Departments* (2 pages)
3. CRS, *Department of the Army* (2 pages)
4. CRS, *Department of the Navy* (2 pages)
5. CRS, *The United States Air Force* (2 pages)
6. CRS, *Reserve Forces* (2 pages)
7. CRS, *Organization of U.S. Ground Forces* (2 pages)
8. CRS, *United States Airpower* (2 pages)
9. CRS, *Naval Forces* (2 pages)
11. CRS, *Commanding U.S. Military Operations* (2 pages)
   pp. 120-139
   pp. 79 – 103
15. Penn, “U.S. AFRICOM: The Militarization of U.S. Foreign Policy?” *Joint Forces Quarterly* (6 pages)
   pp. 61 – 66

Assignments

1. **DUE: Analytical / argumentative writing exercise**
2. Analytical research paper topic list disseminated within 24 hours
Lesson 4: The Department of State and USAID, the National Security Council, the National Security Policy Process and Interagency Operations

Wednesday, 13 June

Readings (96 pages total)

1. CRS, Foreign Aid: An Introduction to U.S. Programs and Policy (23 pages)  
   pp. 1 – 23
2. USAID, DoS, DoD, Security Sector Reform (8 pages)
3. CRS, The National Security Council: An Organizational Assessment (31 pages)
4. CRS, Trump Administration Changes to the National Security Council: Frequently Asked Questions (2 pages)
   pp. 44-48, 58-65
6. Zegart, Flawed By Design: The Evolution of the CIA, JCS, and NSC (22 pages)  
   pp. 54-75

Assignments

1. Analytical research paper assigned (topic selection due Lesson 5, paper due Lesson 7)

Lesson 5: The Intelligence Community

Monday, 18 June

Readings (82 pages total) (+24 pages NQ)

1. CRS, National and Defense Intelligence (2 pages)
2. CRS, Budgeting for National and Defense Intelligence (2 pages)
3. CRS, Intelligence Reform After 5 Years: The Role of the Director of National Intelligence (11 pages)
4. CRS, Undersecretary of Defense (Intelligence) (2 pages)
5. CRS, Intelligence Support to Military Operations (2 pages)
8. Lewis, “Underestimating Risk in the Surveillance Debate,” CSIS (20 pages)
9. ***NQ*** CRS, The U.S. Intelligence Community: Selected Cross-Cutting Issues (24 pages)  
   pp. 1 – 15, 20 – 21, 27 – 32, 34

Assignments

1. DUE: Analytical research paper topic selection
 Lesson 6: Congress, Corporations, Contractors, and Consultants

20 June

Readings (101 pages total)

2. Haas, “How to Save Congress: Stop Meddling on Foreign Policy,” Politico (3 pages)
4. CRS, U.S. Defense Industrial Base (2 pages)
5. CRS, Procurement (2 pages)
6. CRS, DoD Contractors (2 pages)
7. CRS, The Intelligence Community and its Use of Contractors (12 pages)
8. Stanger, One Nation Under Contract: The Outsourcing of American Power and the Future of Foreign Policy (33 pages)

pp. 1 – 33

9. Lipton and Williams, “Researchers or Corporate Allies? Think Tanks Blur the Line,” The New York Times (15 pages)

Assignments

None

Lower half of this page intentionally left blank – class schedule / reading list continued next page
Lesson 7: National Security Strategy – Determining the Sequence of Ends, Ways, and Means

25 June

Readings (100 pages total) (+ 198 pages NQ)

1. CRS, National Security Strategy: Mandates, Execution to Date, and Issues for Congress (15 pages)
   pp. 1 – 8, 20 – 26, ***NQ*** 9 – 19
2. Stolberg, How Nation-States Craft National Security Documents (29 pages)
   pp. 70 – 98
   pp. 1 – 4, ***NQ*** 5 – 49
   pp. 1 – 3, ***NQ*** 4 – 54
   pp. 1 – 6, ***NQ*** 7 – 52
   pp. 1 – 4, ***NQ*** 7 – 55
12. CRS, The National Defense Budget Function (2 pages)
13. CRS, The NDAA Process (2 pages)
14. CRS, Defense Appropriations Process (2 pages)
15. CRS, Defense Spending Under an Interim Continuing Resolution: In Brief (8 pages)
    Summary, pp. 1, 4 – 9
16. Friedman and Sapolsky, “Cut Defense Now, Build Strategy Later,” CATO (2 pages)

Assignments

1. **DUE: Analytical research paper**
2. Argumentative term paper topic list disseminated prior to Spring Break
Lesson 8: Foreign Policy / Global Involvement - Questioning our Posture

Wednesday, 27 June

Readings (90 pages total)

2. CRS, U.S. Role in the World: Background and Issues for Congress (23 pages)
3. CRS, Withdrawal from International Agreements: Legal Framework, the Paris Agreement, and the Iran Nuclear Agreement (10 pages)
   pp. 1 - 10
4. Posen, “Pull Back: The Case for a Less Activist Foreign Policy” Foreign Affairs (13 pages)
7. Landau et al, “The U.S. Withdrawal from the JCPOA: Where Do We Go From Here?” Begin-Sadat Center for Strategic Studies (7 pages)

Assignments

1. Argumentative term paper assigned (topic selection due Lesson 9, outline due Lesson 10, paper due Lesson 12)

***NOTE: GOVT 346 will NOT meet on Monday, 02 July, or Wednesday, 04 July***

National Security Reform Readings (for break week – we will recap / discuss during Lesson 9)

Readings (62 pages total)

2. CRS, “Right-Sizing” the National Security Council Staff? (2 pages)
3. Zegart, Spying Blind: The CIA, the FBI, and the Origins of 9/11 (32 pages)
   pp. 1 – 14, 43 – 60
Lesson 9: Force Structure / Disposition and Future Threats – Questioning our Preparedness
Monday, 09 July

Readings (77 pages total)
1. CRS, Special Operations Forces (2 pages)
2. CRS, Ballistic Missile Defense (2 pages)
3. CRS, Cyberspace Operations (2 pages)
4. CRS, Strategic Nuclear Forces (2 pages)
5. CRS, Command and Control of Nuclear Forces (2 pages)
6. Stephens and Blake, “Space War is Coming – and the U.S. is Not Ready,” Politico (8 pages)
9. Ellman et al, Assessing the Third Offset Strategy (12 pages)
10. Nagl, “Let’s Win the Wars We’re In,” Joint Forces Quarterly (7 pages)
11. Gentile, “Let’s Build an Army to Win All Wars,” Joint Forces Quarterly (6 pages)
13. Hunzeker and Lanoszka, “Landpower and American Credibility” Parameters (10 pages)

Assignments
1. DUE: Argumentative term paper topic selection

Lesson 10: What We Pay for Security – Overt and Hidden Costs
Wednesday, 11 July

Readings (80 pages total) (+34 pages NQ)
1. CRS, End-Year DoD Contract Spending (2 pages)
2. CBO, Growth in DoD’s Budget from 2000 to 2014 (7 pages)
3. CBO, Analysis of the Long-Term Costs of the Administration’s Goals for the Military (2 pages)
   pp. 1 – 2
   pp. 1 – 16
6. CBO, Veterans’ Disability Compensation: Trends and Policy Options (3 pages)
   pp. 1 – 3
9. The Economist, “Learning to Live with Big Brother” (5 pages)
10. ***NQ*** CRS, American War and Military Operations Casualties (34 pages)

Assignments
1. DUE: Argumentative term paper outline
2. National Security Simulation role choices disseminated within 24 hours (due Lesson 12)
Lesson 11: Civil-Military Relations and the Social-Political Fabric
Monday, 16 July

Readings (87 pages total)

1. CRS, Military Enlisted Personnel (2 pages)
2. CRS, Military Officers (2 pages)
3. CRS, Statutory Restrictions on the Position of Secretary of Defense: Issues for Congress (15 pages)
8. Lemmon, “If Only America Cared About Actual Wars as Much as War Movies,” Defense One (3 pages)
10. Fallows, “The Tragedy of the American Military” The Atlantic (18 pages)

Assignments

1. DUE: National Security Simulation role preferences
2. National Security Simulation roles assigned within 48 hours

Lesson 12: National Security Simulation Part I
Wednesday, 18 July

Readings (0 pages total)

None

Assignments

1. DUE: Argumentative term paper

Lesson 13: National Security Simulation Part II
Monday, 23 July

Readings (10 pages total)

1. Mid-scenario update (10 pages)

Assignments

None
Lesson 14: Simulation Review / Course Wrap-up
Wednesday, 25 July

Readings (0 pages total)
None

Assignments

1. Crisis Simulation Survey / Feedback

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