

**National Security Affairs**  
**Political Science 377**  
**Winter 2021**

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### **Course Overview**

This course will examine the national security affairs of the United States. “National security” conveys a defense of the homeland, but just as the Department of Defense engages in more than just the defense of the homeland, “national security” in the practice of American discourse concerns the application of American military force abroad, whether for the defense of American territory or not. We will adopt this broader usage in this class. “National security” is a term that gained widespread use in the United States in the aftermath of World War II, and definitions included not just the protection of the American homeland, but an American way of life. One of the themes of the course is to what extent the defense of the American way of life animates American national security policy.

After an introduction to national security and an inquiry into whether the United States has a peculiarly American tradition of security policy, we will delve into the history of American national security policy to gain a perspective on the national security priorities of the United States. We will then discuss the players and mechanics of national security policy making. The second part of the course will begin and end with a discussion of American grand strategy, and in between will be devoted to contemporary national security issues. We will discuss American security policy in particular regions (Russia/Europe, the Middle East, and East Asia) and concerning particular issues (nuclear policy, cyber security, terrorism, civil liberties and the national security state, morality and national security). We do not have the time to discuss every region or every issue relevant to national security affairs, but we will cover quite a bit of ground.

### **Course Goals**

The purpose of this course is to gain an understanding of the history and process of American national security policy, and especially contemporary national security affairs. More fundamentally, the aim of the course is to improve your ability to reason and argue, and you will do so through papers, presentations, and discussion. I hope you also take with you beyond this class an interest in national security affairs.

The course contributes to BYU's Political Science Department's Learning Outcomes by:

- Gaining an understanding of the subfield of international relations by studying the national security policy of the state that does more than any other to shape international politics. (Learning Outcome #1).

- Thinking critically and analytically about government, political processes, and political philosophy, including how decisions are made and, normatively, what decisions should be made. (Learning Outcome #2).
- Answering political questions with careful research design and rigorous analysis (Learning Outcome #3). This is accomplished particularly with your research paper about a specific topic in American national security affairs.
- Writing and speaking with originality and clarity, providing reasons and evidence to support claims using proper citation of source material (Learning Outcome #4). This is accomplished especially via your class participation, presentation, and research paper.
- Learning how to collaborate effectively with others (Learning Outcome #5). This is accomplished via your collaborative presentation.

### **Assessment**

*Midterm (24%):* The exam will cover material from the readings and lectures/discussions and will be a combination of short answers and essays.

*Final (25%):* The exam will cover material from the readings and lectures/discussions and will be a combination of short answers and essays. It will focus on the latter half of the course.

*Research Project (27%):* You will do a research project on a topic in one of the following areas:

1. US-North Korean relations
2. US-Chinese relations
3. US-Russian relations
4. Cybersecurity
5. US-Iranian relations
6. Humanitarian Intervention
7. US-Afghan relations
8. Terrorism
9. Climate Change
10. Civil Liberties and National Security

You will sign up for one of these topics by September 16th. There must be a relatively even distribution of students on each topic, which means you may not get your first choice. You will write a research paper roughly 15 pages in length that explicates America's national security strategy options given your topic and evaluates what you think is the best alternative. This will be 23% of your total grade. You, along with several of your classmates, will give a 20-25 minute presentation on the subject of your paper. This will be 4% of your total grade. The presentation will be on the day we discuss your subject in class. The paper will be due on the last day of class, **April 14th**. You will submit an electronic copy to Turnitin via Learning Suite. I provide detail about these assignments below.

### *Civic Engagement Project (3%)*

To encourage civic engagement and an appreciation of civic engagement, you will choose to either write an op-ed based on your argument in your research paper or you will interview

someone who has served in the American national security apparatus and write a two-page summary of that interview. I have detailed these assignments below.

*Participation (9%):* This class will consist of lectures, but it will be discussion heavy, especially in the latter half of the course. Your participation in these discussions is vital to your grade. This will be assessed based on the quantity and quality of class discussions. Often discussions will be based on the assigned readings, so to have something meaningful to say you will have had to do the readings in advance. Participation ensures that you are engaged and up to date with the material and exercises your ability to verbalize arguments. I especially encourage your participation when we debate the topics in the second half of the course. I take attendance and I make notes after each class about who participated. I know participating may be difficult with online, but I think it is more critical than usual that you engage. I want you to keep your video on during class. If you do not do this, I will assume you are absent. All of this is incentivizing you to keep engaged in class, which will make it a more rewarding experience for you.

*Pop quizzes (12%):* To incentivize you to do the reading so that we have informed discussions, there will be a handful of in class pop quizzes on the reading. They will be short and consist of a few questions that should be straightforward if you have done the reading.

## **Class Rules**

It is my goal to create a learning friendly environment. If you have a disability that requires accommodation, see me as soon as possible. See also the University's policy towards students with disabilities below. We will have discussions that I hope are vigorous and respectful, where everyone participates. Conduct that makes other students unwelcome to participate will not be tolerated. See in particular the University's policy towards sex discrimination below. It is going to be harder to pay attention on Zoom. The research shows your efforts to multitask while taking notes does not work. Just focus on the class and don't do anything else on your computer.

## **Reading**

You are required to purchase the following book:

- Michael J. Meese, and Suzanne C. Nielsen, Rachel M. Sondheimer, General John P. Abizaid, *American National Security*, 7<sup>th</sup> Edition (Baltimore, MD: The Johns Hopkins University Press, 2018).

It is at the bookstore. You must have the 7<sup>th</sup> edition.

You are also required to read daily about international events that pertain to American national security. I had students in the past read the international section of the *New York Times* because of its comprehensiveness and the Kennedy Center offered complimentary copies of the paper. I'm not sure if that will be the case this semester, and not all of you will be here. So I'm just enjoining you to follow current affairs from a variety of sources.

All other readings will be available on the course website.

## **Course Outline**

Note: The schedule and the readings are tentative and subject to change. Some of the topics we are addressing are developing rapidly. I will keep you posted with changes.

### **January 11**

#### **Introduction to National Security Affairs**

Questions:

What does national security mean? Is there an American tradition of national security policy? What is it? What are the national security issues facing America?

Reading:

- *American National Security*, Chapters 1-2.
- This syllabus – all of it!

### **January 13**

#### **Founding Themes: Unionism, Expansionism, Isolationism**

Questions:

What were the national security aims of the early republic? To what extent did those aims differ from other states? What was driving those differences? Are any of the founding themes relevant for national security policy today?

Readings:

- The Federalist no. 8: “The Consequences of Hostilities Between the States” in *The Federalist Papers*, Alexander Hamilton, James Madison and John Jay (New Haven, CT: Yale University Press, 2009), 37-41
- George Washington, “Farwell Address,” in *Writings*, John Rhodehamel ed. (New York, NY: Library of America, 1997), 964-68, 973-976.
- John Quincy Adams, “Address of July 4, 1821,” in *John Quincy Adams and American Continental Empires: Letters, Papers and Speeches*, Ed. Walter LaFeber (Chicago, IL: Quadrangle Books, 1965): 42-46.
- James K. Polk, “Inaugural Address,” March 4, 1845.

### **January 20**

#### **Emergence of America as a Great Power**

Questions: What were the debates over whether the United States should have an empire at the turn of the 20th century? To what extent did American policy differ from European powers? Why did the United States intervene in World War I?

Readings:

- Jerald A. Combs, “The Spanish American War and the Decision for Empire,” in *The History of American Foreign Policy from 1895*, 4<sup>th</sup> ed. (Armonk, New York: M. E. Sharp, 2012), 3-24.
- Ross A. Kennedy, “Woodrow Wilson, World War I, and an American Conception of National Security,” *Diplomatic History* 25:1 (2001): 1-31.

### **January 25**

#### **Emergence of America as a Superpower**

Questions: Why did the United States intervene in World War II? What does it tell us about the American conception of national security? What explains the origins of the Cold War?

Readings:

- Robert J. Art, “The United States, the Balance of Power, and World War II: Was Spykman Right?” *Security Studies* 14:3 (2005): 365-406.
- Melvyn P. Leffler, American Grand Strategy from World War to Cold War, 1940-1950 in *From War to Peace: Altered Strategic Landscapes in the Twentieth Century*, ed. Paul Kennedy and William I. Hitchcock (New Haven: Yale University Press, 2000), 55-78.

### **January 27**

#### **Cold War**

Questions: How did the United States choose to wage the Cold War? What other alternatives were considered? Why did the Cold War end?

Readings:

- John Lewis Gaddis, “Grand strategies in the Cold War,” *Cambridge History of the Cold War*, Vol. 2, ed. Melvyn P. Leffler and Odd Arne Westad (New York: Cambridge University Press, 2010), 1-22.
- Fredrik Logevall, “The Indochina wars and the Cold War, 1945-1975,” *Cambridge History of the Cold War*, Vol. 2, ed. Melvyn P. Leffler and Odd Arne Westad (New York: Cambridge University Press, 2010), 281-304.
- *American National Security*, 55-70.

### **February 3**

#### **Post-Cold War**

Questions: To what extent was American national security policy altered and not altered as a result of the end of the Cold War? What were the lasting effects of the 9/11 attacks? Was the Obama presidency a departure from his predecessors in terms of national security policy?

Readings:

- *American National Security*, 70-83

- Mary Elise Sarotte, “A Broken Promise? What the West Really Told Moscow About NATO Expansion,” *Foreign Affairs* 93:5 (2014): 90-97.
- Melvyn P. Leffler, “The Foreign Policies of the George W. Bush Administration: Memoirs, History, Legacy,” *Diplomatic History* 37:2 (2013): 190-216.
- Jeffery Goldberg, “The Obama Doctrine.” *The Atlantic*, April 2016: <https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>

## **February 8**

### **The Three Branches of Government and National Security Affairs**

Questions: What are the relative roles of the Congress and President in national security affairs and how has that changed over time? Do you think there is an appropriate balance of power between the Congress and the President? Why or why not?

Reading:

- *American National Security*, Chapters 4-5.
- James Goldgeier and Elizabeth N. Saunders, “The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump,” *Foreign Affairs* 97:5 (2018): 144-156.

## **February 1**

### **Executive Organs of National Security**

Questions: What are the various agencies of the executive branch that have a role of formulating and implementing American national security affairs? How have the existence and roles of these agencies changed over time? What mechanisms do presidents have to coordinate national security decision-making?

Readings:

- *American National Security*, Chapters 7, 9-10.

## **February 10**

### **Civil-Military Relations**

Questions: What role does the military have in the policy process? Are civil-military relations healthy? Why or why not?

Readings:

- *American National Security*, Chapter 8.
- Richard K. Betts, “Civil Military Relations: A Special Problem?” in *American Force: Angers, Delusions, and Dilemmas in National Security* (New York: Columbia University Press, 2012): 201- 229.
- James Fallows, “The Tragedy of the American Military,” *The Atlantic* (January /February 2015).

- Risa A. Brooks, Michael A. Robinson and Heidi A. Urban, “Biden has picked a retired general for defense secretary, Here’s why it matters.” *Washington Post* (December 9, 2020).

## **February 16**

### **The Context of National Security Affairs; Presidents and their Power**

Questions: What are the extra-governmental domestic and international factors that shape American national security policy? How can presidents as a person affect American national security policy? To what extent does a president control American national security policy? How would you rate the national security policy of American presidents?

Reading:

- Robert Jervis, “Do Leaders Matter and How Would We Know?” *Security Studies* 22:2 (2013): 153-179.
- Kenneth A. Schultz, “Perils of Polarization for U.S. Foreign Policy,” *The Washington Quarterly* 40:4 (2017): 7-28.

## **February 17, 22**

### **Grand Strategy**

Questions: What is grand strategy? Does America have one? What are the variety of proposed grand strategies for the United States and what are their underlying assumptions? What are the arguments made for why the United States should be more or less engaged in the world? What accounts for the relative stability of American grand strategy in the post-Cold War world?

Readings:

- Barry R. Posen, Andrew L. Ross, “Competing Visions for Grand Strategy” *International Security* 21:3 (1996-1997): examine chart on page 4.
- Thomas Wright, “The Folly of Retrenchment: Why America Can’t Withdraw From the World,” *Foreign Affairs* 99:2 (2020): 10-18.
- Stephen Wertheim, “The Price of Primacy: Why America Shouldn’t Dominate the World.” *Foreign Affairs* 99:2 (2020): 19-29.
- Paul K. MacDonald & Joseph M. Parent, “The Road to Recovery: How Once Great Powers Became Great Again,” *The Washington Quarterly*, 43:1, 21-39.
- Patrick Porter, “Why America’s Grand Strategy Has Not Changed: Power, Habit, and the U.S. Foreign Policy Establishment,” *International Security* 42:4 (2018): 9-46.

## **Midterm, February 18-19**

## **February 24**

### **Nuclear Weapons History and Concepts**

Questions: How have nuclear weapons transformed international politics? What are deterrence and compellence? What creates the conditions of mutually assured destruction? How did the United States use nuclear weapons as a part of their national security strategy?

Reading:

- Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospect of Armageddon* (Ithaca, NY: Cornell University Press, 1989), 1-45.
- *American National Security*, Chapter 17.

### **March 1**

#### **American Nuclear Policy**

Questions: What is the purpose of the American nuclear weapons arsenal? What should America's nuclear strategy be? What kind of nuclear arsenal is appropriate to such a strategy? Should the United States adopt a "no first use" policy?

Readings:

- Keir A. Lieber and Daryl G. Press, "The New Era of Nuclear Weapons, Deterrence, and Conflict," *Strategic Studies Quarterly* 7:1 (2013): 1-12.
- Fred Kaplan, "Rethinking Nuclear Policy: Taking Stock of the Stockpile," *Foreign Affairs* 95:4 (2016): 18-25.
- Michael S. Gerson, "The Future of U.S. Nuclear Policy: The Case for No First Use." Policy brief based on "No First Use: The Next Step for U.S. Nuclear Policy," *International Security* 35:2 (2010): 7-47.
- Richard K. Betts and Matthew C. Waxman, "The President and the Bomb: Reforming the Nuclear Launch Process," *Foreign Affairs* 97:2 (2018): 119-128.

### **March 3**

#### **Nuclear Proliferation**

Questions: Why might states want or not want nuclear weapons? What are the effects of nuclear proliferation for the United States? What should America do about potential nuclear proliferation?

Readings:

- Scott Sagan and Kenneth Waltz, "The Spread of Nuclear Weapons: A Debate Renewed" *University of California Television* (May 9, 2005).
- Gene Gerzhoy and Nicholas Miller, "Donald Trump thinks more countries should have nuclear weapons. Here's what the research says." Monkey Cage, *The Washington Post*, April 6, 2016.

### **March 8**

## **LDS Perspectives on National Security**

Questions: Is there an LDS ethic on war and peace? How should an LDS perspective guide what type of national security policy one advocates?

Readings:

- Doctrine and Covenants 98:16
- “Peace and Violence among 19<sup>th</sup> Century Latter-day Saints.”
- “First Presidency Message at General Conference soon after the US entry into World War II”
- “First Presidency Statement opposing a peacetime military draft”
- “First Presidency Statement opposing the basing of the MX missile system in Utah”
- Mark Henshaw, Valerie M. Hudson, Eric Talbot Jensen, Kerry M. Kartchner, John Mark Mattox, “War and the Gospel: Perspectives from Latter-day Saint National Security Practitioners,” in *A Time of War, a Time of Peace: Latter-day Saint Ethics of War and Diplomacy*, ed. by Valerie M. Hudson, Eric Talbot Jensen, Kerry M. Kartchner.

### **March 10**

#### **North Korea**

Questions: How should the United States deal with the North Korean nuclear program? Should it still insist on a denuclearized North Korea, or give up that goal? How would it bring about that aim? Should it increase sanctions or decrease sanctions? Withdraw from South Korea?

Reading:

- *American National Security*, Chapter 18.
- Jung H. Pack, “What Kim Wants: The Hopes and Fears of North Korea’s Dictator,” *Foreign Affairs* 99:4 (2020): 96-106.
- Nicholas D. Anderson, “America’s North Korean Nuclear Trilemma,” *The Washington Quarterly* 40:4 (2017): 153-164.

### **March 15**

#### **China**

Question: How should America respond to the rise of China? What are the potential issues of disagreement? Will this relationship be a new cold war? How should the US posture its military forces and what should be its strategy towards other states given its aims vis-à-vis China?

Readings:

- Aaron Friedberg, “An Answer to Aggression,” *Foreign Affairs* 99:5 (2020): 150-164.
- Eugene Gholz, Benjamin Friedman, & Enea Gjoza, “Defensive Defense: A Better Way to Protect US Allies in Asia,” *The Washington Quarterly* 42:4 (2019): 171-189.
- Odd Arne Westad, “The Sources of Chinese Conduct: Are Washington and Beijing Fighting a New Cold War?” *Foreign Affairs* 98:5 (2019): 86-95.

## **March 17**

### **Russia**

Questions: What are Russia's geopolitical ambitions? To what extent are Russia's policies a response to American policies? What should be the American policy towards Russia? What are the implications for the American commitment to NATO?

Readings:

- *American National Security*, Chapter 22.
- Victoria Nuland, "Pinning Down Putin: How a Confident America Should Deal With Russia," *Foreign Affairs* 99:4 (2020): 93-106.
- George Beebe, "Groupthink Resurgent," *The National Interest* January/February 2020: 5-10

## **March 22**

### **Cybersecurity**

Questions: How should the United States respond to cyberattacks, and how should they use cyberattacks? How can the US deter actors against cyberattacks? Should the United States have a no-first use policy toward cyberattacks?

Readings:

- Alex S. Wilner, "US deterrence: Practice guiding theory," *The Journal of Strategic Studies* 43:2 (2019): 245-280.
- Jacquelyn Schneider, "A Strategic Cyber No-First-Use Policy? Addressing the US Cyber Strategy Problem," *The Washington Quarterly* 43:2 (2020): 159-175.

## **March 24**

### **Iran**

Questions: Was the Trump Administration correct to withdraw from the Iran nuclear deal? What should be America's desired end vis-à-vis Iran, and what strategy will achieve that goal? More broadly, what are American interests in the Middle East, and to what extent does Iran pose a threat to those interests?

Readings:

- *American National Security*, Chapter 20.
- Suzanne Maloney, Douglas A. Silliman, Joyce Karam, John Limbert, "U.S.-Iranian Confrontation: Domestic, Regional and Global Implications," *Middle East Policy* 27:1 (2020): 5-29.
- Eric Edelman and Ray Takeyh, "The Next Iranian Revolution: Why Washington Should Seek Regime Change in Tehran," *Foreign Affairs* 99:4 (2020): 131-145.

## **March 29**

### **Humanitarian Intervention**

Questions: What is the role of America's military in preventing humanitarian disasters, including genocide?

Readings:

- Jon Western and Joshua S. Goldstein, "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya," *Foreign Affairs* 90:6 (2011): 48-59.
- Benjamin A. Valentine, "The True Costs of Humanitarian Intervention: The Hard Truth about a Noble Notion," *Foreign Affairs* 90:6 (2011): 60-73.
- Alan J. Kuperman, "Obama's Libya Debacle: How a Well Meaning Intervention Ended in Failure," *Foreign Affairs* 94:2 (2015): 66-77.

## **March 31**

### **Climate Change**

Questions: Is climate change a national security threat to the United States? In exactly what ways can it be considered a threat? Are these threats overblown? How should climate change influence America's foreign policy?

Readings:

- Joshua W. Busby, "Climate Change and U.S. National Security: Sustaining Security Amidst Unsustainability," *Rethinking American National Security Strategy*, ed. Jeremi Suri and Benjamin Valentino (New York: Oxford University Press, 2016): 196-232.
- Bruno Tertrais, "The Climate Wars Myth," *The Washington Quarterly* 34:3 (2011): 17-29.
- Jason Bordoff, "It's Time to Put Climate Action at the Center of U.S. Foreign Policy," *Foreign Policy*, July 27, 2020.

## **April 5**

### **Afghanistan**

Questions: What are American interests in Afghanistan? What kind of military presence should the United States have in Afghanistan, given those interests?

Readings:

- *American National Security*, Chapter 19.
- Barnett Rubin, "The Afghan Quandary: Should We Leave? Can We Leave?" February 5, 2020 at the Dickey Center. <https://www.youtube.com/watch?v=p10W12iz-iM>

## April 7 Terrorism

Questions: Is the threat of terrorism overblown? What types of counterterrorism strategies are effective? What is the place of terrorism in America's larger interests and foreign policy?

Readings:

- John Mueller and Mark G. Stewart, "Misoverestimating Terrorism" *Constructions of Terrorism*, ed. Michael Stohl, Richard Burchill, and Scott Englund (Oakland: University of California Press, 2017): 21-32.
- Robert Malley and Jon Finer, "The Long Shadow of 9/11: How Counterterrorism Warps US Foreign Policy," *Foreign Affairs* 97:4 (2018): 58-69.
- *American National Security*, Chapter 15, 365-392.

## April 12 Civil Liberties and National Security

Questions: Is the tradeoff between preserving civil liberties and security appropriately adjudicated? What should be American policy toward surveillance of Americans, detaining terrorist suspects, and torture? Why do we have a department of homeland security? Should we?

Readings:

- Senate Select Committee on Intelligence, *Committee Study of the Central Intelligence Agency's Detention and Interrogation Program* (2014): 9-24.
- Christopher J. Coyne and Abigail R. Hall, *Tyranny Comes Home: The Domestic Fate of US Militarism* (Stanford: Stanford University Press, 2018): Chapter 4.
- *American National Security*, Chapter 6.
- Jonathan Blitzer, "Is it time to defund the Department of Homeland Security?" *The New Yorker* July 2020. <https://www.newyorker.com/news/daily-comment/is-it-time-to-defund-the-department-of-homeland-security>

## April 14 The Future of American Security

Questions: What strategy should the United States pursue to preserve its national security in the future? Do you more agree with Hurlburt or Ashford's view of what American foreign policy should be? What are their common critiques of current US grand strategy?

Readings:

- Heather Hurlburt interviewed about her American foreign policy vision of pragmatic liberal internationalism: <https://bloggingheads.tv/videos/59678>
- Emma Ashford interviewed about her American foreign policy vision of realism: <https://bloggingheads.tv/videos/59630>

**FINAL EXAM, April 17, 11-2.**

## Research Paper/Presentation Guidelines

Your paper should address a particular policy question regarding American national security, given the topic assigned. You want to speak to the general topic, but you are welcome to focus on a specific issue. For example, if you were examining US-Russian relations, you want to speak to the broader question of what American policy should be towards Russia, but you could focus also on a specific issue, like Ukraine or US-Russian nuclear policy. Your focus is on the future – what should American policy be going forward. It is not a history paper. So although your paper could have some historical background, most of the paper should be focused on debating a variety proposed policies. A paper on US-Russian relations that spent 8 pages discussing the Cold War would be a disaster.

A reasonable outline could be the following:

- I. Introduction
  - a. You tell the reader straight off what the problem is you are addressing
  - b. Why it is important
  - c. And what policy the United States should take to deal with that problem
- II. Background
  - a. Just what we need to understand the context of the possible proposals. It is often helpful to provide a historical context to the problem being addressed, but don't get carried away. Sometimes it is not necessary, given the topic.
- III. American interests in subject X
  - a. You might have a separate discussion of the debate over what American interests are on your subject and then proceed to the best policy to achieve those aims, or you could incorporate that discussion in the debates over various policies. Sometimes the debate over what American interests are (what the goal is) is the bigger debate, and sometimes people more or less agree on a goal but not on how to get there.
- IV. Possible policies that are discussed in the literature (This should show your familiarity with attempts by the scholarly and policy world to address the problem.)
  - a. Policy proposal A.
  - b. Policy proposal B.
  - c. And so on.
- V. Your proposed solution, and why you think it is the best
- VI. Conclusion

Your presentation can follow the same format. The significant exception is that you are presenting as a part of a group but you are writing your own paper. You do not need to come to the same conclusion on the same issue as your colleagues. In fact, I would encourage you to highlight your differences – where you differ and why – in your presentation. That can be edifying to the class and to yourself.

Of course, you will have to meet with your group to coordinate who is going to say what. I urge you to practice it before hand to work out the quirks and ensure you are within the time range, which is 20-25 minutes for those that are presenting in groups. This sounds like a long time, and

it is if you are unprepared and have nothing to say. But the time can pass surprisingly quickly. I suggest you use a power point to help the class follow along. You have latitude in how exactly you organize the presentation, but the elements mentioned above should be there. There should be a clear organization that focuses on the main task at hand. The mechanics of the presentation are integral to its effectiveness. Are your slides effective at helping people follow along with you? Are you aware what is on your slides? Are there too many words on the slides? Are you within the time limit? Are you reading your presentation? (bad) Are you fumbling around? The best solution to these possible pitfalls is practice.

After the presentation, you will face questions from your classmates. Handling questions well in the question and answer period is also important. Treat the questioners with respect and show awareness of your issue based on your answers. I strongly suggest that you write a rough draft of your paper at the time you give your presentation, and then revise it after the presentation.

Regarding your grade on the presentation, I grade you individually in theory, but in practice, usually as a group. In other words, your performance in the presentation is to a large degree determined by the strength of the overall performance, which means presenters often get the same grade. That said, I can sometimes discern a notable difference between presenters, and I take that into account when I assign your individual grade.

For those of you not presenting, make sure you do the readings for that week, in addition to the news that you have been following that is relevant to the topic. Beyond the fact that you may get a quiz on the readings, if everyone comes to class prepared, class discussions will be greatly enhanced. This matters for your participation grade. The bulk of your participation comes in the period of the class with student presentations. You can participate intelligently when you have done the readings. For example, if you read about the debate over how to handle North Korea, it provokes you to wonder about how the presenters' perspective relates to this or that you have read, and gives you intelligent questions that your professor will take note of.

Below are some details about the paper. But first, let me remind you that plagiarism and other forms of academic dishonesty will not be tolerated. Plagiarism, and other forms of academic dishonesty, is grounds for failing the class. See an elaboration of the University's policy, and citations of additional resources, below.

#### Length:

The paper should be about 15 pages, not including a bibliography. Sheer length does not indicate quality of research, but shortness often indicates the lack of quality – the student has run out of things to say given the cursory nature of the research. The paper should be formatted in the normal way – times new roman font, 12 point, double-spaced, one inch margins. Include the page numbers.

#### Citations/Research quality:

This is a research paper, so I will be looking to see whether the student seriously engages in the literature. There is no particular correct number of sources to cite. I will be looking to see whether you have a command of the literature on your given topic and if you are effectively using the sources to prove your point.

There are three main ways of citation: parenthetical, footnote, and endnote. I prefer footnotes. Given the footnote method there are many different styles of citation. You may use Turabian style as many of you did in PS 200, but you do not have to. Just pick a style and be consistent. With any given style, of course, all the relevant information should be there so I can tell what type of publication it is and easily locate it. Make the citations as specific as possible. For example, if you are quoting an article, cite the page of the article rather than just the article as a whole. Believe it or not, I have been known to look up specific citations to ensure accuracy. Include a bibliography of works you have cited at the end of the paper.

Do not overuse quotes. Points can often be paraphrased and then cited. You do not want your paper to be a string of quotations. On the other hand, be careful not to plagiarize. Plagiarizing includes quoting texts without quotations and citation, but also a slight rearrangement of the author's sentence without quotation. For one source on citations/plagiarism, see: <http://writingcenter.byu.edu/handouts/TheWritingProcess/plagiarism.htm>.

#### Spelling/Grammar:

There should not be misspellings and grammatical errors, such as verb tense agreement. These errors are distracting and indicate an unfinished product.

#### Organization:

Your paper should be clear, crisp, and tightly argued. There should be no fluff. Your thesis should be clear, and everything in the paper should be directly related to testing that thesis. Subheadings are an essential part of coherent organization. I should be able to outline your paper with relative ease. There should be a clear flow to the paper: sections and paragraphs should logically flow from one to the next.

#### Argument:

Your paper should be making an argument, and your paper will be graded based on how well you make that argument. Is the argument logically consistent? Is there evidence that backs up the claims made? Does the paper anticipate and address counterarguments? Are rival hypotheses presented fairly? Is the conclusion backed by what was presented in the paper?

#### Grade:

To conclude, the following is the grading criteria, in order of increasing importance, and an "A" example:

1. Nuts and bolts: The paper is properly formatted. There are no spelling or grammatical errors. Sentences are clearly written and sources are properly cited.
2. Organization: There is a clear and logical flow to the paper.
3. Research quality: It is evident this person has mastered the evidence surrounding her or his topic.
4. Argument: The paper deftly uses evidence to argue a particular point, and handles rival hypotheses skillfully.

### Sources:

Here are a few examples of sources you can consider for your topic:

- News sources: *The New York Times*, *The Washington Post* (see the *Monkey Cage* posts for political science commentary), *The Economist*, *Foreign Policy*.
- Policy journals: *Foreign Affairs*, *The National Interest*, *Orbis*, *The Washington Quarterly*, *Survival*, *World Affairs*, *Adelphi Papers*, *Current Affairs*, *The American Interest*.
- Political science/international relations journals: *International Security*, *Security Studies*, *International Politics*, *International Affairs*, *The Journal of Strategic Studies*, *Foreign Policy Analysis*, *Terrorism and Political Violence*, *Political Science Quarterly*.
- Regional Journals: *Middle East Policy*, *The Middle East Journal*, *The Pacific Review* (East Asia), *Asian Survey*.
- Think tanks that produce informative reports/conferences: American Enterprise Institute, The Brookings Institution, Carnegie Endowment for International Peace, The Cato Institute, Center for a New American Security, Center for Strategic and International Studies, Council on Foreign Relations, Institute for the Study of War, International Institute for Strategic Studies, RAND, the Wilson Center.
- Academic centers that produce informative reports/conferences: Hoover Institute (Stanford), Belfer Center (Harvard).
- Congressional Research Service Reports (Congress's own think tank). See <http://fpc.state.gov/c18185.htm>.
- Books written by scholars and policy-practitioners that you find in the library!

We will discuss in class how to go about researching. Hint: randomly googling your topic a few days before you give your presentation or turn in your paper is a recipe for failure. One of the major components to this research paper is research. You have an opinion in this paper, but it is an informed opinion, one that is buttressed with an awareness of what informed people have said on the subject and the pros and cons of various approaches. You need to engage in the scholarly debate, not just react to news stories. It takes time to locate, sift through, and digest this material. I encourage those students that have foreign language abilities to utilize sources in your language if relevant.

You are welcome to contact Brian Champion (801-422-5862, [brian\\_champion@byu.edu](mailto:brian_champion@byu.edu)) or myself if you have trouble locating material. He is the liaison on the library for the political science department, and, luckily for us, his specialty is international relations. His job is to help you out, so use him! He is a very nice guy. His office is on the 1<sup>st</sup> floor of the Lee Library, 1225 HBLL.

FHSS Writing Lab: Because you are taking a course in the College of Family, Home and Social Sciences, you can use the FHSS Lab resources for free. Do so! They have people there that can help you proofread/organize your paper. See: <https://fhsswriting.byu.edu/Pages/home.aspx>. Even if you do not use this service, it is always helpful to have someone else read your paper. Get a family member, roommate, or friend to give it a read.

Due Date: The final paper will be due at the last day of the semester, **April 14th**. You will submit an electronic copy to turnitin via Learning Suite. As another reminder, plagiarism and other forms of academic dishonesty will not be tolerated. Plagiarism, and other forms of academic dishonesty, is grounds for failing the class. See an elaboration of the University's policy, and citations of additional resources, in the last section of this syllabus.

## Civic Engagement Assignment

Civic engagement is about citizens participating in public life to improve their community. Some of you will continue on to careers in governmental service and some will not, but for all of you, this assignment encourages civic engagement and appreciation of civic engagement. You may choose an assignment from the following two options:

- Learn how to become civically engaged yourself by writing an op-ed opinion about American national security affairs. You will take the work you are already doing for your research paper, where you are articulating an opinion about what American national security policy should be in a particular area, and distill that into an op-ed of 500-800 words. I will discuss more about what makes for an effective op-ed in class and provide a handout. This assignment also customizes you to writing in a format that will more likely be the norm of your occupation than the academic research paper. **BONUS:** If you get your op-ed published in a credible outlet such as *The Salt Lake Tribune*, *The Daily Herald*, the *Deseret News*, or your hometown paper, I will raise your overall grade on your quizzes by a full letter grade. It is also something to put on your CV. Check with me first about whether the outlet you are considering is credible. As you might guess, things like your friend's website or your Facebook page will not be acceptable.
- Appreciate the civic engagement of others by interviewing someone who has served in the American national security apparatus. This includes those who have served in the military, the State Department, the CIA, members of Congress (if you are connected!), basically the governmental institutions we cover in this course. Ask them how they got involved in public service, what have they done in their career, and what it has meant to them. Write up a summary of your interview, and what impressed you about the interview, in roughly two pages double-spaced. Include the name of who you interviewed, their occupation(s) in governmental service, and the date of the interview at the top of the paper.

Whatever option you do, it will be due the last day of class, **April 14th**. And whatever option you do, get an early start. If you plan on picking the interview option, make sure to set this up early to ensure that you can arrange the interview and write it up on time. There will be no late papers accepted. And if you are doing the op-ed option, there are two reasons to get an early start. First, if you are aiming for the extra credit, you need to get it accepted before the last day of the semester, which will require you to submit it ahead of time. Second, whittling down your argument into an op-ed might also help you sharpen the writing of your research paper.

## University Policies

### *Academic Dishonesty, including Plagiarism*

Details about the “Academic Honesty Policy,” which is part of the honor code that you have agreed to uphold, can be found here: <https://policy.byu.edu/view/index.php?p=10>. If you have not read this policy before, read it. You will be held accountable to these standards. Academic dishonesty includes plagiarism, fabrication or falsification, cheating, and other academic misconduct, such as “submitting the same work for more than one class without disclosure and approval.” Note that my standard response towards instances of academic dishonesty is to fail students from the class. Honesty is not only central to BYU, where the mission of the University is to inculcate certain moral values in the student body. Intellectual honesty is vital to the mission of universities more broadly.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

### *Preventing & Responding to Sexual Misconduct*

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### *Students with Disabilities*

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Opportunity Office at 422-5895, D-282 ASB.

### *Counseling and Psychological Services*

Many students at BYU struggle with stress, depression, and other emotional challenges. BYU's office of Counseling and Psychological Services offers a variety of helpful services to deal with these very common issues. Counseling is available and free of cost for full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.