

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

TROY STATE UNIVERSITY
POL 6635 NATIONAL SECURITY POLICY
COURSE SYLLABUS
March 15th -May23rd, 2004

Instructor: Dr. Robert Farkasch

Class Time and Location: POL 6635 is an online interactive distance learning course available at the location of the student via the Internet. Students do not attend class or workshops on a Troy State University campus.

Catalog Description: Examination of the structures, motivations, and major objectives of national security policy making from a comparative perspective with particular emphasis on the politics of national defense in the United States.

Course Purpose: To familiarize the student with:

- i. The context, issues, and actors in national security policy.
- ii. The contemporary debates about the role of military power.
- iii. The major scholarly and practitioner literature in the field.

Course Objectives: Upon successful completion of POL 6635, the student should demonstrate an understanding of the following issues and concepts:

1. The contemporary international milieu, including the evolving role of power and national sovereignty.
2. The roles and interaction of the major institutions involved in crafting and implementing national security policy.
3. National interest and the difficulty of distinguishing “vital” interests from lesser interests.

4. Risk and the calculations of risk assessment.
5. The historical background of the United States that has contributed to its unique perspective.
6. The causes, consequences, and possible solutions for inter-service rivalry within the American military.
7. The arguments relating to the decision to intervene in crises in the developing world.
8. How the events of September 11th 2001 have impacted U.S. National Security Policy concerns.

All articles are available through my Troy Web-Site:

<http://spectrum.troyst.edu/~teemu/>

The password to gain access will be provided on the course Blackboard site.

Texts:

Donald M. Snow, *National Security for a New Era: Globalization and Geopolitics*. (Pearson, Longman, 2003) ISBN 0321088816

Peter Bergen, *Holy War, Inc.: Inside the Secret World of Osama Bin Laden* (The Free Press, 2001) ISBN 0-74320-5022.

Richard N. Haass, *Intervention: The Use of American Military Force in the Post-Cold War World, Revised ed.* (Brookings Institution/Carnegie Endowment for International Peace, 1999) ISBN 0-87003-135-x

Portions of this Book may be also available on line. :)

<http://brookings.nap.edu/books/081573135X/html/index.html>

Course Requirements:

1. Read the assigned texts and supplemental articles.
2. Complete critical book review and final examination and submit them via electronic mail by the assigned deadlines.

3. Research and write a seminar-quality term paper (15-20 pages, exclusive of bibliography and title page) on the subject of Terrorism and U.S. National Security and submit it via electronic mail by the assigned deadline.

4. Interact with classmates via the course Discussion Board, to include answering questions posted by the instructor.

Method of Instruction: This is an asynchronous distance learning course taught via the Internet. Students are required to complete assigned readings and interact with their colleagues and the instructor via the class discussion boards. Our approach to the discussion board should be both mature and tolerant.

You will be posting your response to discussion questions posted by me each week. These questions are a response to the week's module and readings. Aim for two solid paragraphs per answer to the discussion board questions (longer posts test the limits of the software). The aim of the questions is twofold. First, they force you to fit the readings into your busy schedule. Second, and more importantly, they are designed to elicit critical reflection of some of the major themes of the readings. So, concentrate your energies on analysis of the readings rather than restatement of them. I'll redouble my efforts at making sure the questions themselves aim in that direction.

Please remember that asynchronous means that we do not meet at specific times and that students have flexibility as to how they approach the material and when.

Submitting Work:

Submit all essay assignments and your final exam (as attachments) by e-mail to me at teemu@comcast.net . Please include POL 6635 in the subject line. WordPerfect or Word97 is the preferred format. When submitting for papers and comments on discussion boards/e-mails please include the following information (in this order).

- i) Course number and title
- ii) First and last name
- iii) subject

It is very helpful for me if you include your name and electronic address on the cover page of your analytical essays.

E-mail Responses: I check my electronic mail on a regular basis. Please allow at least 24 hours before re-sending messages. *Also, please use the course discussion board for all correspondence related to the course material, assignment clarifications, etc. This will prove more efficient and will increase the sense of a community of learning among the members of the class.* During the period when I am grading the major assignments, I may be somewhat slower in responding.

Incomplete Work Policy: Incomplete grades are assigned at the discretion of the instructor. Students should refer to the Graduate Bulletin for policies regarding the removal of incomplete grades. I will make reasonable accommodations for students called away for military duty. However, students who are deployed to the field or otherwise away from home on a non-emergency basis (that is, ample notice has been given to you in advance of said deployment) are expected to complete their work ahead of time or delay registration for graduate course work to less hectic periods. Students who anticipate problems should contact me as soon as said problem arises to work out details.

Class Policies and Procedures: Americans with Disabilities Act: Any student whose disabilities fall within the ADA must inform me at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

Grading, Key Dates and Assessments:

Evaluation

Discussion Board: 20%

Critical Book Review: 20% *April 16th*

Research paper: 30% *May 12th*

Non-Proctored Final: 30% *Administered Saturday May 15th due Sunday May 16th. There is some flexibility for those with military schedules to write early or a few days later.*

Critical Book Review: 20 points. *Due April 16th*

The **Critical Book Review** of Peter L. Bergen's *Holy war Inc.* is more than a book report. Your report will convey the significance of the book and, in the process, enhance your understanding of the issues arising from the non-traditional threat that terrorism poses to U.S. National Security. The critical review will be no longer than 10 pages long (equivalent to double-spacing on 8.5 by 11 paper).

1. What is the Peter Bergen trying to accomplish? With regards to the author's primary argument, thesis or purpose, how is this argument developed? How would you assess these arguments? Keep in mind what you have read in this course to critically evaluate the validity of the author's ideas. Does the author's argument support or refute what you have been reading?
2. What were the key findings of the Holy War Inc? What sources does the author rely on? Are the sources balanced? Does the author exhibit a particular bias and impart certain values? Does this bias influence the author's argument? Has bias distorted the author's position or the evidence selected? Are you convinced by the author's argument? Can you think of any counter arguments that challenge the book's main arguments? Do you find the author's arguments or the counter arguments you identified more convincing?
3. What are the strengths and limitations of the book? Does Bergen adequately deal with the nature of the threat posed by al-Qaeda and suggest possible ways of dealing with this threat?
4. Would you recommend this book? Your concluding paragraph should pull the review together. As part of that assessment, identify who you think is the appropriate audience for this book

Term Paper: 30 points. *Due date May 12th*

Term Paper Guidelines:

In a paper of approximately 15-20 pages (typed, double-spaced, twelve point font) you must write on the following question. **What do the events of September 11th mean for U.S. national Security Policy?** Explain the different ways of theoretically approaching this question and what guidance (if any) different approaches suggest in dealing with this issue. Since I'm

leaving this question rather open-ended to coincide with your particular interests in understanding September 11th, make sure you have a well defined thesis statement.

Term Paper Policies: Sources, Citations, and Lateness

1) Plagiarism:

Above all, **do not plagiarize.**

“Plagiarism may be defined as the use of another's ideas or words without acknowledgment. Examples of plagiarism may include: failing to use quotation marks when quoting from a source; failing to document distinctive ideas from a source; and fabricating or inventing sources.”

Plagiarism will be dealt with harshly. The punishment may include sanctions ranging from a failing grade on the assignment to possible expulsion from the university. So: Provide citations to quotes and to any ideas that you use that are not your own. Any information that is not common knowledge and is taken from an outside source should be cited.

2) Citations:

Use a standard citation system. (The MLA, Chicago, or American Psychological Association style manuals are all acceptable guides. Just be consistent. If you need to cite information obtained online, give the URL of the web site.) Guides to major citation systems are available from the Troy libraries.

3) Lateness policy:

Unexcused late papers will be accepted but assessed a penalty of 5% per day.

The paper is worth 30% of your course grade. **Spelling and grammar matter**, as does the clarity and organization of your writing. The paper **must have a title page and a bibliography**. All pages except the title page must be numbered. The title and bibliography do not count toward the page limit.

Grading Criteria for Think Pieces and Exam Essays:

GRADING CRITERIA:

1. Is the question answered?

2. *Is there a personal argument presented in the first 10 lines and defended throughout the essay?*
3. *Clarity, Organization, Structure (good outline, good transitions)*
4. *Integration of class material, facts, and readings to back up the argument*

TYPICAL PITFALLS OBSERVED IN PAST CLASSES:

A large number of papers tended not to present a personal causal argument in response to a clearly identified question. The argument should be clearly stated within the first 2 paragraphs of the introduction, on page 1. It should be engaging and original (personal). It should present an explanation to a puzzling question.

- The introduction of many papers did not fulfill the stated requirements. Within one page, a strong introduction should introduce the question upfront, present the argument, and give a roadmap for the paper.
- Many papers were written in a descriptive way, going through a historical analysis of key phenomena. Rather, political science papers should be argumentative and clearly organized. It is important to fight against alternative explanations and to defend your position in forceful ways. Each of the clearly indicated 3 or 4 sections should be there to back up the argument. After presenting facts and evidence, it is important to extract concluding statements, stating what the facts show and how they prove your point.
- Political science is always concerned with understanding general relationships and processes that are hidden behind messy events. This is where the focus of research papers must be.
- Many papers did not integrate enough political processes and did not extract larger political lessons.

GRADING SCALE: Please keep in mind that the final grades will be given in accordance with the policies of Troy State which only gives whole letter grades.

(A- to A+)

This grade is reserved for exceptional papers. An exceptional paper must demonstrate strong evidence of original thinking around a clearly articulated thesis; the paper should have a good structure and be well organized; the paper should demonstrate a capacity to analyze and synthesize; it should also demonstrate superior grasp of the subject matter with sound critical

evaluations; evidence of extensive knowledge base is expected; clear and effective writing style and appropriate referencing format are also expected.

(B- to B+)

Grades in this range are given for competent papers. A competent paper will have a clear if not original thesis statement and develop the thesis with sound argumentation; a reasonably coherent structure and organization of the material is expected; the paper will show evidence of a good grasp of subject matter; some evidence of critical capacity and analytic ability is expected as well as a reasonable understanding of relevant issues; although a substantial research effort may not have been made, there should be evidence of familiarity with the most relevant literature.

(D to C+)

An adequate paper will be awarded a grade in this range. Such a paper lacks or does not develop a coherent or clear thesis statement, but some effort is made to structure the paper around an argument; nevertheless, there is little attempt to develop or sustain a coherent argument *throughout* the paper; the paper should demonstrate an understanding of the subject matter; it should also show an ability to develop solutions to simple problems in the material; normally, a paper in this range will reflect acceptable but uninspired work; it will not be seriously faulty but will lack style and vigour (especially in argumentation).

(F)

Inadequate paper. This grade is reserved for papers with little or no evidence of understanding of the subject matter; no thesis statement is made; there are weaknesses in critical and analytic skills; major errors are made in discussions of the subject matter; the literature used is limited or irrelevant; or the subject is not on list of paper topics or has not received prior approval by the instructor.

Discussion Board: 20 points.

Based on the quality and quantity of responses.

Please remember that you are required to:

- 1) Respond to all the discussion board question posted by the professor.

2) For each question respond to at least one of your colleagues responses, either answering questions asked in the post, raising your own questions, or correcting perceived errors in the post.

Important: Please remember to direct any questions on material or course procedures to the message boards, so that all can benefit. I expect all students to read all posts to the message board—especially the ones on procedure, as questions asked and answered will almost certainly be of use to multiple students.

Final Exam: 30 points. ***Non-Proctored Take Home Exam : Administered Saturday May 15th due Sunday May 16th. There is some flexibility for those with military schedules to write early or a few days later.*** Good answers will require the use of the course texts, additional readings, and current events. Part of the learning objective for this exam is to demonstrate the ability to integrate large amounts of information into a concise, coherent essay. Be sure to answer all parts of the question.

Learning Resources: TSU Library Remote Services are accessible at <http://tsulib.troyst.edu>. Assistance with library instruction is through the Public Service Librarians by discipline, which in this case would be international relations or political science. No non-library laboratories or facilities are required in this course.

Student Support: Distance Learning staff are identified at <http://www.tsulearn.net>. Assistance is available to students who experience difficulties using technology at <http://spectrum.troyst.edu/~distance/help>. Students who are proficient with the Internet generally but having specific problems with the online course materials (e.g., finding a broken link on the page) should contact me directly at teemu@comcast.net

COURSE SCHEDULE

Because of a weekly structure in an asynchronous course, the course is organized topically. You can proceed in any order you like based on the books you have available and your current access to the internet. The only deadlines that matter are the assignment due dates on the syllabus.

I. The Context of US National Security, Policy

Segment One

Introduction

Snow, *National Security*, Ch. 1 and 6.

Segment Two

Security and Politics

Snow, *National Security*, Ch. 2

The American Experience

Snow, *National Security*, Ch. 3

Ralph Peters, "Revolution in Military Ethics," (*Parameters*, 1996)

Edward Luttwak, "Toward Post-heroic Warfare," (*Foreign Affairs*, 1995)

Edward Luttwak, "A Post-Heroic Military Policy," (*Foreign Affairs*, 1996)

Martin van Crevald, "Through a Glass, Darkly," (*NWC Review*, Autumn 2000).

Jeffrey Record, "Collapsed Countries, Casualty Dread, and the New American Way of War," (*Parameters*, Summer 2002).

Margaret H. Belknap, "The CNN Effect: Strategic Enabler or Operational Risk?" (*Parameters*, Summer 2002)

Segment Three

Defense Policy Overview

Ashton Carter, "Keeping America's Military Edge" (*Foreign Affairs*, 2001)

Michael O'Hanlon, "Can Technology Bring US Troops Home?" (*Foreign Policy*, 1998/99)

"The Shadow Men" (*The Economist*, April 24th, 2003)

Max Boot, "The New American Way of War," (*Foreign Affairs*, Jul/Aug 2003)

Robert D. Kaplan “Supremacy by Stealth” (The Atlantic Monthly, July/August 2003)

Decision-Making Process

Snow, *National Security*, Ch. 7

P.H. Liotta, “Chaos as Strategy” (*Parameters*, Summer 2002)

Donald. H. Rumsfeld, “Transforming the Military” (*Foreign Affairs*, May/June 2002).

Michael O’Hanlon, “Clinton’s Strong Defense Legacy” (*Foreign Affairs*, Novemeber/ December 2003).

Terry L. Diebel, “The Death of a Treaty” (*Foreign Affairs*, May/June 2002).

Seymour Hersh, “Lunch with the Chairman” (*The New Yorker* , March 17, 2003)

II. National Security, in a Post-Cold War World

Segment Four

Lighter reading as a chance to catch up.

Snow, *National Security*, Ch. 8

Thomas Henriksen, “The Rise and Decline of Rogue States,” (*Journal of International Affairs*, Spring 2001).

III. Threats to US Security

Segment Five

A New kind of War

Snow, *National Security*, Ch.9

Richard Betts, “The New Threat of Mass Destruction,” (*Foreign Affairs*, 1998)

Vincent Goulding, “Back to the Future with Asymmetric Warfare,”
(*Parameters*, 2000-01)

Colin S.Gray, “Thinking Asymmetrically in Times of Terror,” (*Parameters*,
Spring 2002).

Jessica Stern, “The Protean Enemy , (Foreign Affairs, Jul/Aug2003).

Segment Six

Snow, *National Security*, Ch. 10

Paul J. Smith, “Transnational Terrorism and the al Qaeda Model:
Confronting New Realities,” (*Parameters*, Summer 2002).

Jonathan Stevenson, “How Europe and America Defend Themselves,”
Foreign Affairs, Mar/April 2003)

Critical Articles under “Non-traditional Security Issues

Mary Kaldor, *Beyond Militarism, Arms Races and Arms Control*

James Der Derian, *9.11: Before, After, and In Between*

IV. Intervention in Second-Tier Conflicts

Segment Seven

The Intervention Debate

Haass, *Intervention*, Ch. 1

Snow, *National Security*, Ch. 11

Michael Walzer, “The argument about Humanitarian Intervention” (*Dissent*,
Winter 2002).

Vocabulary of Intervention

Haass, *Intervention*, Ch. 3

Samantha Power. “Bystanders to Genocide:Why the United States Let the
Rwandan Tragedy Happen” (*The Atlantic Monthly*, September 2001)

Whether to Intervene

Haass, *Intervention*, Ch. 4
How to Intervene

Haass, *Intervention*, Ch. 5

William Langewiesche, Peace is Hell, (*The Atlantic Monthly*, October 2001).

Segment Eight

The Future of Intervention

Haass, *Intervention*, Ch. 7

Conclusions

Haass, *Intervention*, Ch. 8