

PS 343: Theories of International Security (U.S. National Security Affairs)

Spring Semester 2019
3 Credits

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Office hours: in North Hall 201A on Tuesdays, 11:00AM – 1:00PM, and by appointment. There is a mail slot under my name in Room 101, North Hall, for any correspondence.

Grader: Kirstin Anderson
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The course meets in Van Hise Hall, Room 114, on Tuesdays and Thursdays from 9:30am to 10:45am, unless otherwise announced.

Canvas Course URL: <https://canvas.wisc.edu/courses/187956>

Course Description

This course examines international security theory, alliances, and much more—all within the wider context of U.S. national security policy and strategy-making.

The course will introduce students to the basic concepts, theoretical debates, Constitutional underpinnings, and practical policy issues relating to U.S. national security. Accordingly, the course is structured into three segments:

Part One of the course (weeks 1-4) we will examine the major theoretical traditions informing the study of national security; the historical setting of U.S. national security; domestic considerations; and the international security environment—all of which together provide context for national security and policy making today.

Part Two (weeks 5-8) will first consider how and why the Constitution assigns specific roles and responsibilities for U.S. national security to the various branches of government. We will then look at how the President, the National Security Council, the Department of Defense, the armed forces, the intelligence agencies, the U.S. Congress, the media, and the general public all interact in the domestic arena to hammer out national security policy and strategy.

In Part Three (weeks 9-4), we will study how the United State exercises national security policy and strategy to accomplish its goals by examining historical and current-day national challenges

facing the United States in various geographic regions and transnational domains, such as nuclear, space, cyber, and the global environment.

Course Designations and Attributes

- Instructional Mode: Blended
- Requisites: Sophomore standing and (POLI SCI 140 or INTL ST 101) or (POLI SCI 103 taken prior to Fall 2017).
- Breadth: Social Science
- Level: Intermediate
- L&S Credit: Counts as Liberal Arts and Science credit.
- Not repeatable for credit.

How credit hours are met by the course: Traditional Carnegie Definition – One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

Course Learning Outcomes

1. Develop and apply a critical understanding of national security affairs. Understand and appreciate your role in the process and practice of national security policy and strategy, whether as a citizen or a future leader.
2. Understand and apply the vocabulary of national security and the theoretical approaches that inform national security studies.
3. Explain how core ideas, key concepts, and historical experiences shape U.S. national security policy, including: (a.) the basic assumptions, values, beliefs, and experiences that have influenced U.S. national security processes and practices from the Republic's early days to its current status as a world superpower; (b.) the U.S. Constitution; (c.) the major theoretical approaches and terminology pertaining to national security; (d.) civil-military relations; (e.) the impact of domestic priorities and public opinion; and (f.) the international political-economic-social environment.
4. Using the above core ideas, concepts, and history as a framework, analyze and assess critical issues and debates related to U.S. national security—past, present, and future.
5. Demonstrate how to think critically and write effectively. Formulate alternatives for action that address contemporary national security issues and support them with sound arguments.

Textbook & Other Course Materials

Snow, Donald M. National Security. 7th edition. New York and London: Routledge, 2019.

Please note that PS 343 requires the 7th edition of this book—previous editions do not pertain to the course.

In addition, the instructor will provide supplementary reading materials for most class sessions. The supplementary materials will be available on the PS 343 Canvas site.

Course Expectations

This is a reading-intensive course that will ask you to participate in a shared teaching and learning environment. Lessons will integrate brief topic lectures with interactive exercises and assignments designed to deepen your understanding of important concepts and content. Thus, attending class sessions is necessary for receiving full benefit from the course.

While I will try to accommodate diverse learning styles whenever practical, participation in classroom activities and discussion remains essential to learning in this course. I will offer tips for participation based on what I have found helpful in my own experiences. Preparation for each lesson through familiarity with the assigned reading is the key to success—not only for classroom participation but also for exam preparation.

Credit for class participation can only be awarded to students who attend the class session. I realize that life may sometimes intervene and preclude attending PS 343 on a given day (illness, family emergency, etc.). Consequently, each student may miss up to three class sessions during the semester without penalty—no additional permission needed from the instructor. However, missing more than three class sessions will result in a participation grade of zero for each additional day missed, unless you contact me via email or telephone to arrange a special accommodation.

If you begin to struggle with your emotional or physical health this semester for any reason, please feel free to approach me — ideally before you fall behind in your coursework and preparation. We will work together flexibly with the great resources available at University Health Services to get you back on track and ensure your success.

Course Requirements.

- a. **Class Preparation and Note Taking.** One of the keys to performing well in this course is reading the assigned material prior to class; you should plan to devote 1-2 hours for each reading assignment. Expect approximately 60-80 pages of reading per week, sometimes a bit more, sometimes less.

The assigned readings will generally (but not always) align with classroom topics and provide a context for discussion (see “Classroom Participation” below). However, keep in mind that some class sessions may address topics and ideas covered fleetingly—or not all—in the assigned reading. Consequently, you should pay attention, participate, and take good notes as you read and in class.

- b. Classroom Participation. Most PS 343 class sessions are based on collaborative discourse: ask questions, be curious, share your ideas and interpretations! *Be prepared to participate in the classroom discussions and activities*. This preparation entails actively reading the assigned material and taking good reading notes before class starts. Furthermore, you should bring your copy of the course textbook to each class session. I use a dual approach for assessing classroom participation:
- i. Student Interaction. Each session will incorporate one or more in-class assignments designed to promote interaction with daily topics. Students will note their responses/reflections on a 5”x8” index card (provided by the instructor). To earn credit, students must turn in completed index cards to the instructor before departing the classroom each day. These are *formative* assignments—students showing familiarity with the assigned readings and demonstrating an honest effort in class will normally receive email full credit.
 - ii. Class Discussion. I use a “critical mass” approach for assessing class discussion: when 50% or more of the students offer substantive questions or comments, the entire class (all students present) earn maximum credit. Less than 50% collective participation reduces the class credit for that day.
- c. Examinations. Three examinations will assess your knowledge and understanding of course content, along with your ability to apply it. The examinations may include three types of questions: Identification Terms, Short Essays, and Comprehensive Essays. Exam #1 will cover material from weeks 1-4. Exam #2 will largely cover material from weeks 5-8 but will also incorporate material from the first four weeks of the course. Likewise, Exam #3 (the final exam) will principally cover material from weeks 9-14 but will also include some content/concepts from earlier in the course. Students may reference a single letter-sized sheet (8.5” x 11”) of *handwritten* notes for each exam. I will promulgate specific preparation guidance prior to each examination.

Grading

Grading Scheme

92-100% = A; 87-91.9% AB; 82-86.9% B; 77-81.9% BC; 72-76.9% C; 67-71.9% D; 0-66.9% F

Grading Summary

Classroom Participation	25%
Examination #1	15%
Examination #2	25%
Examination #3	<u>35%</u>
Total	100%

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations For Students With Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record is confidential and protected under FERPA.

Diversity & Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. It's also arguably a source of national security strength for the United States. As a class, we value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinions enrich the university community. In PS 343, we commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

Appendix: HH 104 Course Schedule & Assignments

Note: Students should complete the assigned reading *before* each class session.

Note: The class meeting and assignment schedule is subject to change, especially in light of dynamic, real-world events. Be alert for future modifications promulgated on the Canvas weekly pages or transmitted via email.

Course text: Snow, Donald M. National Security. 7th edition. New York and London: Routledge, 2019. (SNOW)

Please note that PS 343 requires the 7th edition of this book—previous editions do not pertain to the course.

In addition, the instructor will provide supplementary reading materials for most class sessions. The supplementary materials will be available on the PS 343 Canvas site.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
1 Part I	21 Jan (Tue)	Course Introduction	None
	23 Jan (Thu)	What <u>is</u> National Security?	<ul style="list-style-type: none"> ● SNOW Chapter 1 ● Handout (see Canvas)
2	28 Jan (Tue)	National Interest, Power, and Risk	<ul style="list-style-type: none"> ● SNOW Chapter 2 ● Handout (see Canvas)
	30 Jan (Thu)	Theoretical Approaches National Security	<ul style="list-style-type: none"> ● Handouts (see Canvas)
3	4 Feb (Tue)	From Colony to Global Balancer, 1754-1945	<ul style="list-style-type: none"> ● SNOW Chapter 3 ● Handout (see Canvas)
	6 Feb (Thu)	From Global Balancer to Global Arbiter, 1945-1991	<ul style="list-style-type: none"> ● SNOW Chapter 4 ● Handout (see Canvas)
4	11 Feb (Tue)	U.S. National Security Since 1991	<ul style="list-style-type: none"> ● SNOW Chapter 5 ● Handout (see Canvas)
	13 Feb (Thu)	Examination #1	None
5 Part II	18 Feb (Tue)	U.S. National Security: the Constitutional Framework	<ul style="list-style-type: none"> ● Handout (see Canvas)
	20 Feb (Thu)	The Policy Process	<ul style="list-style-type: none"> ● SNOW Chapter 6 ● Handout (see Canvas)
6	25 Feb (Tue)	The Military Instrument	<ul style="list-style-type: none"> ● Handout (see Canvas)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
	27 Feb (Thu)	Intelligence and National Security	• Handout (see Canvas)
7	3 Mar (Tue)	The Public's Role	• Handout (see Canvas)
	5 Mar (Thu)	Civil-Military Relations	• Handout (see Canvas)
8	10 Mar (Tue)	Guest Speaker: Dr. Richard H. Kohn	• Handout (see Canvas)
	12 Mar (Thu)	Examination #2	None
9 Part III	17 Mar (Tue)	Break	None
	19 Mar (Thu)	Break	None
10	24 Mar (Tue)	National Security and Domestic Gridlock	• SNOW Chapter 7 • Handout (see Canvas)
	26 Mar (Thu)	Nuclear Weapons and Non-proliferation	• Handouts (see Canvas)
11	31 Mar (Tue)	The Force Structure Debate	• SNOW Chapter 8 • Handout (see Canvas)
	1 Apr (Thu)	The Quandary of Asymmetric Warfare	• SNOW Chapter 9 • Handout (see Canvas)
12	7 Apr (Tue)	The Longest War	• SNOW Chapter 10 • Handout (see Canvas)
	9 Apr (Thu)	Conflict in the Developing World	• SNOW Chapter 11 • Handout (see Canvas)
13	14 Apr (Tue)	MOTW—Military Operations other than War	• SNOW Chapter 12 • Handout (see Canvas)
	16 Apr (Thu)	The Peer Conflict Revival	• Handouts (see Canvas)
14	21 Apr (Tue)	Emerging Threats, New Domains	• SNOW Chapter 13 • Handout (see Canvas)
	23 Apr (Thu)	The Final Frontier: National Security and Outer Space	• Handouts (see Canvas)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>
14	28 Apr (Tue)	Future Shock: National Security for the Coming Century	<ul style="list-style-type: none"> • SNOW Chapter 14 • Handout (see Canvas)
	30 Apr (Thu)	Course Wrap-up & Review Session	None
Exam Week	5 May (Tue)	Examination #3 (Final Exam) 2:45pm-4:45pm, Location TBD	None