

PS 343: Theories of International Security—*The Theory and Practice of U.S. National Security Affairs in a Complex and Changing World*

Spring Semester 2022

3 Credits

1. Course Information

A. Syllabus Appendices.

- A. PS 343 Course Schedule & Assignments
- B. PS 343 Assessment & Grading Standards
- C. Course Policies
- D. Course Designations and Attributes
- E. Reading/Media Journal Assignment

B. Instructor Information.

Professor Scott Mobley, Ph.D.

Office: Room 201A, North Hall

Office phone: (608) 262-0614

E-mail: mobley@wisc.edu (Email is the best way to reach me.)

Class Sessions: The course meets on Tuesdays and Thursdays from 11:00am to 12:15pm, unless otherwise announced. Normally we will meet face-to-face in Room 107 of the Psychology Building, 1202 W Johnson St. PS 343 does not accommodate hybrid delivery (i.e. in-person and remote instruction offered simultaneously). However, the instructor may designate an occasional class session to meet virtually (example: when we host a virtual guest speaker). Virtual sessions will be hosted with the Zoom video conference app, accessed through the course Canvas site.

Canvas Course URL: <https://canvas.wisc.edu/courses/290112>

Student Office Hours: I keep Tuesday afternoons clear for student office hours, from 1:30-2:30pm.¹ Click [here](#) to sign up for an office hours appointment. Although I welcome walk-ins, students signing up in advance for office hours appointments will receive priority. I am also happy to meet at times outside Tuesday afternoons, including some evenings. For the time being, we will meet *virtually* for office hours, via Zoom.

C. Teaching Assistant Information.

Dylan Helmenstine

Master of Public Affairs Student

E-mail: dhelmenstine@wisc.edu

Office hours: see Canvas

Laura Felone

Ph.D. Student, Department of Political Science

Email: felone@wisc.edu

Office hours: see Canvas

¹ Note: All times denoted in this syllabus utilize the U.S. Central Time Zone (CT).

D. Textbook & Other Course Materials.

Course Textbook:

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.

2. Course Overview

A. Course Modality

Instructional Mode: In-person, Synchronous (SIS code: WO; CDR code: T)

B. Course Description

PS 343 will cover 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 with three units:

Unit One: *Foundations and Fundamentals* (Weeks 1-5). In the first unit we will examine the foundations and fundamentals of national security studies: basic concepts and vocabulary; major theoretical traditions; historical context; the constitutional framework; and considerations emanating from domestic politics and the international security environment—important elements which together shape U.S. national security decision-making and actions today.

Unit Two: *Players, Processes, & Practices* (Weeks 6-10). The next unit will consider the institutional processes and practices that translate the constitutional framework into action. We will examine how the various branches of government interact with the military and the wider public to forge real-world national security policy and strategy. This unit focuses further on the roles played by key actors in the national security process, including: the President, the National Security Council, cabinet officials, military leadership and rank & file, the intelligence agencies, the U.S. Congress, the Media, interest groups, and others.

Unit Three: *A World of Challenges* (Weeks 11-15). In the final unit we will study how the United States exercises national security policy and strategy to accomplish its goals. To that end, we will analyze a sampling of historical and current-day challenges confronting the nation. These challenges may focus upon geographic regions, the global domain, and/or embrace newer transnational domains, such as nuclear, space, cyber, and environmental security.

C. Course Designations and Attributes

Requisites: Sophomore standing.

Breadth: Social Science

Level: Intermediate

L&S Credit: Counts as Liberal Arts and Science credit. The course is not repeatable for credit.

See Appendix D for a full listing of Course Designations and Attributes.

D. Course Learning Outcomes

1. Clarify and utilize national security knowledge. Develop and apply a critical understanding of national security affairs and your role in the process and practice of national security policy and strategy-making, whether as a citizen or a future national leader.
2. Deconstruct national security policy & strategy. Explain how core ideas, key concepts, and historical experiences shape U.S. national security policy, including:
 - a. National culture—the core assumptions, values, beliefs, and experiences that have forged U.S. national security processes and practices from the Republic's early days to the present;
 - 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;
 - f. The international political-economic-social environment; and
 - g. Issues of equity and inclusion.
3. Reflect upon & adjudge national security issues. 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.
4. Build national security policy arguments/construct policy proposals. Demonstrate *critical inquiry* skills: develop incisive questions, retrieve and interpret information, construct compelling evidence-based arguments, and communicate ideas effectively in writing and orally. Formulate alternatives for action that address contemporary national security issues and support them with persuasive arguments.

E. 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 lectures with learning activities designed to deepen your understanding of important concepts and content. Thus, attending class sessions is necessary for receiving full learning benefit from the course.

While I will try to accommodate diverse learning styles whenever practical, student involvement in classroom activities and discussion remains essential to learning in this course. Preparation for each session through familiarity with the assigned reading is a key to success—both for engaging in class

and for successfully completing the concept quizzes and essay assignments. Please see section 3 below for detailed information and advice on class preparation and journaling in PS 343.

Credit for classroom learning activities can only be awarded to students who attend the class sessions. I realize that life may sometimes intervene and preclude attending PS 343 on a given day (illness, family emergency, etc.). Consequently, students have the option to not attend a limited number of class session with no grade penalty. Please see Section 3 below for detailed information on classroom learning, daily attendance, and course engagement activities.

The diversity we all bring to class is a valuable resource, strength, and benefit. *I aim to ensure that students from all backgrounds and perspectives are well served by PS 343 and that students' learning needs are addressed both in and out of class. I endeavor to present course materials and activities that respect and advance diversity and inclusiveness, including gender, race, ethnicity, sexuality, disability, age, socioeconomic status, culture, ideas, and viewpoints. This is an ongoing process that involves you. I invite your suggestions—please share with me your ideas for improving the effectiveness of learning in our course, both for you personally and for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know in advance so that we can plan accordingly.* Please see Appendix C for additional information and guidance regarding Diversity & Inclusion and Religious Observances.

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

3. Course Requirements and Assessments.

A. Class Preparation and Daily Journal Assignments. Preparing for PS 343 class sessions entails actively reading, listening to, or watching the assigned material/media, taking good notes as you read/listen/view, and submitting a journal entry that reflects on the ideas and information presented. You should plan on devoting about two hours to preparing for each class session. Expect 60-70 pages of reading per week (and/or equivalent audio/video media), sometimes more, sometimes less.

The assigned readings will generally align with the daily topics and provide a context for classroom discussion. 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.

To enhance your class preparation and promote meaningful discussion during classroom sessions, each student must submit a journal post covering the assigned readings and media for a given class session. Each post should comprise 1-2 paragraphs (no more 200 words) responding to *both* of the following prompts:

1. What idea or concept presented in the assigned readings and media was new to you or especially interesting? Which author(s) presented this idea or concept? Why do you find this idea/concept so compelling?

2. What specific idea(s) in the assigned readings or media did you find unclear, confusing, or “muddy?” (If you found no points of confusion/muddiness, so state.)

For class sessions that feature a guest speaker, instead of responding to prompts 1. and 2. above you should submit *three substantive questions* for the speaker to answer during Q&A.

Over the course of the semester, each student must submit **14 journal posts** by 9am on the associated class days to earn maximum credit for the journaling assignment. See Appendix E for detailed instructions and assessment criteria for the Daily Journal assignments. Appendix B explains how the journal posts contribute to your final course grade.

B. Classroom Learning & Course Engagement Activities. Deep engagement with course content, the instructor, and classmates is a fundamental precept of learning in PS 343. Accordingly, most class sessions emphasize collaborative discourse. *Be prepared to participate in the classroom activities and discussions.* Ask questions, be curious, share your ideas and interpretations! Please prepare to access the assigned reading during each class session, whether hard copy or electronic, etc. Appropriate use of electronic devices (laptops, mobile devices, etc.) is permitted and required in the PS 343 classroom—Appendix C details course policies for using electronics in class.

During the semester, students must submit **22 Learning & Engagement Activities** to earn maximum credit. See Appendix E for detailed instructions and assessment criteria for the Learning & Engagement Activities. Appendix B explains how these activities contribute to your final course grade. The learning & engagement activities include:

1. Classroom Learning Activities/Focus Questions. During each class session I will provide a Focus Question to help you synthesize your learning from the day’s content and discussion. The daily focus question requires students to submit short responses electronically (2-3 sentences) during or immediately following the class session. I will provide time during most sessions for you to write your responses in class. Please note that by submitting your response to the daily focus question, you certify that they attended the associated class session—students not attending class that day should not submit a focus question response.
2. Course Engagement Activities. In addition to the daily focus questions, students may earn credit by completing various course engagement activities. These include: a syllabus quiz, student information card, a welcome conversation with the course instructor, course feedback surveys, and other activities. I will provide specific guidance in class and in Canvas the various course engagement activities, ahead of their due dates.
3. Rotating Notetakers. During each class session I will assign one student and one alternate to take notes in a provided Google.doc. These notes will be made available to all class members after the class session (and instructor review). The daily notes have proven especially valuable to students missing class due to prolonged illness or other COVID-19 related impacts. *Students serving as notetakers and chat moderators with due diligence will earn full classroom learning credit for the day and need not submit a focus question response.* I will post the notetaker assignments in Canvas before each class session. As a courtesy, if you are unable to attend class on a day when you are the assigned notetaker, contact me *before* the session convenes so I can make other arrangements. We will rotate the notetaker

responsibilities throughout the semester. If you wish to opt out of the notetaker rotation, please contact me at earliest opportunity.

C. Concept Quizzes. Six concept quizzes will be administered during the semester. These quizzes assess how well students understand and apply important concepts introduced in the course. Normally the quizzes will include a single, randomly selected prompt requiring a short answer (4-6 sentences). The concept quizzes align with course units (generally two quizzes per unit) and will be administered via Canvas. Quizzes that meet basic specifications (i.e. earn 3.0 or more points) will receive one credit toward the final course grade. Quizzes not meeting basic specifications will receive zero credit. Students earning zero credit may arrange to retake a concept quiz by contacting me in a timely manner. I will provide detailed instructions, specification information, and an assessment rubric at least one week prior to each quiz's due date.

D. Critical Inquiry Projects

1. Policy Brief. Each student will research and write a policy brief to be submitted during Week 5 of the course. This assignment gives students an opportunity to demonstrate mastery of course learning outcomes 1-4. Students will build upon the standard three-part persuasive essay format by crafting a concise briefing paper (700-1,000 words) addressing a national security issue. The issue brief assignment will be administered via Canvas; I will provide detailed instructions several weeks prior to the due date. Briefs that meet basic specifications (i.e. assess at 3.0 or more points) will earn one credit toward the final course grade (see section 4. Grading below). Briefs receiving less than 3.0 specification points may be revised and submitted for reassessment. Students choosing to rework their briefs must discuss their revision plans with the instructor or teaching assistant before revising and resubmitting the assignment.
2. Op-Ed Article. Each student will research and write an op-ed article, to be submitted during Week 10 of the course. This assignment gives students an opportunity to demonstrate mastery of course learning outcomes 1-4. Students will build upon the standard three-part persuasive essay format by crafting a succinct opinion piece (500-800 words) responding to a national security issue. The op-ed assignment will be administered via Canvas; I will provide detailed instructions several weeks prior to the due date. Articles that meet basic specifications (i.e. assess at 3.0 or more points) will earn one credit toward the final course grade (see section 4. Grading below). Op-ed articles receiving less than 3.0 specification points may be revised and submitted for reassessment. Students choosing to rework their op-ed articles must discuss their revision plans with the instructor or teaching assistant before revising and resubmitting the assignment.
3. Final Response Essay. Each student will write and submit a short Response Essay during final exam week, per instructions provided by the instructor. The response essay assignment will be administered via Canvas; I will provide detailed instructions several weeks prior to the due date. Essays that meet basic specifications (i.e. assess at 3.0 or more points) will earn one credit toward the final course grade (see section 4. Grading below). Students

will not have an opportunity to revise and resubmit this assignment, as it is due at the end of the semester.

4. Assessments & Grading.

See Appendix B for a full tabulation of the course mastery/assessment standards.

The assessment/grading process in PS 343 evaluates whether a student's work and classroom contributions meet certain specifications. Simply stated, specifications are requirements, usually expressed as rubrics, that actualize the course learning outcomes. If a student's work meets or exceeds all the basic assignment specifications, it earns a credit toward the final course grade. Conversely, if a student's work doesn't meet all the basic specifications, it will receive no credit for the assignment.

Journal entries and Learning & Engagement Activities assess using a $\sqrt{\sqrt{+}/\sqrt{-}}$ scale. Concept quizzes and Critical Inquiry projects (i.e. the Op Ed piece, Policy Memo, and Response Essay) utilize a 4.0-point scale. For most assignments, students meeting basic specifications will receive a rating of " $\sqrt{\sqrt{-}}$ " or 3.0 points, as applicable. Submissions that exceed basic specifications may earn higher ratings. Basic specifications may include on-time submission, properly following the assignment instructions, addressing all aspects of the assignment prompts, and written work expressed with reasonable clarity and coherence. Some assignments may include additional specifications. *To earn credit toward the final course grade, an assignment must assess at or above a " $\sqrt{\sqrt{-}}$ " or 3.0 specification rating (depending on the assessment system used for the assignment).*

The final course grade derives from the number of credits earned by the student. Refer to Appendix B for the full requirements to achieve a final course grade at various levels. To qualify for a given level of mastery and grade, the student must achieve *all* requirements for that level. a student earning 12 journal credits, 18 engagement activity credits, 5 of 6 quiz credits 3 of 3 critical inquiry credits would earn an overall course grade of "B."

To obtain *any* credit, a student must carefully read the directions and requirements for each assignment. Please keep in mind that not obtaining credit for even a low-stakes assessment entails a cost, even if it comprises only a fraction of the total course grade.

Please contact Professor Mobley if you have any questions on the PS 343 grading process.

5. PS 343 Course Schedule & Assignments.

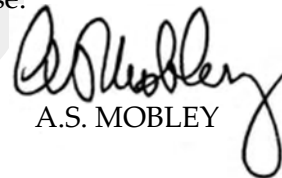
See Appendix A.

6. Course Policies.

See Appendix C.

7. How to Succeed in PS 343.

- Do your *own* work. Academic and personal integrity are critical to your success in the course and in life.
- Complete all course assignments, both reading and written; submit coursework on time.
- Attend all class meetings.
 - Arrive at the classroom early, fully prepared to participate and take notes when class begins.
 - Contribute substantively to learning activities, whether in the physical classroom or online
- Take notes—in class and while reading.
- Don't hesitate to utilize campus resources, as your personal situation may warrant:
[University Health Services](#)
[Undergraduate Academic Advising and Career Services](#)
[Office of the Registrar](#)
[Office of Student Financial Aid](#)
[Dean of Students Office](#)
- Finally, and most importantly: *communicate early and often with the instructor*. Please do not hesitate to contact me or a teaching assistant if you find yourself struggling, do not understand expectations, or need clarification on any aspect of this course.



A.S. MOBLEY

Appendix A
PS 343 Course Schedule & Assignments

Note: Students should complete the assigned reading, media, and deliverables *before* each class session.

Note: The class meeting and assignment schedule is subject to change, especially considering dynamic, real-world events. Be alert for future modifications promulgated on the Canvas weekly pages or transmitted via email. All times denoted in this schedule utilize the U.S. Central Time Zone (CT).

Note: All supplementary reading assignments are available in the weekly modules on the course Canvas site. Reading assignments provided as .pdf documents reflect the pagination of the *original* publication, not the page numbers assigned by the .pdf document.

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|-------------|-----------------|--|--|---|
| 1 Unit I | 25 Jan (Tue) | Course Introduction | <ul style="list-style-type: none"> • Course Syllabus | <ul style="list-style-type: none"> • None. |
| | 27 Jan (Thu) | What is National Security? | <ul style="list-style-type: none"> • Snow, Chapter 1 (21 pages) • <i>National Security: Some Essential Concepts</i>, 2022 (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| 2 | 1 Feb (Tue) | National Interest, Power, & Risk | <ul style="list-style-type: none"> • Snow, Chapter 2 (25 pages) • “National Security: Long-Range Emerging Threats Facing the United States” by the U.S. Government Accounting Office, 2018. Read “Highlights,” pp. 3-4 (2 pages) • The Interim National Security Strategic Guidance by Kathleen J. McGinnis (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 3 Feb (Thu) | Theoretical Approaches to National Security | <ul style="list-style-type: none"> • “One World, Rival Theories” by Jack Snyder. (11 pages) • <i>U.S. Role in the World: Background and Issues for Congress</i> by Ronald O'Rourke & Michael Moodie, 2020. Read “Background/U.S. Role in the World: Four Key Elements,” pp. 1-5. (5 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit and Syllabus Quiz and Student Information Card by 11:59pm on Fri 4 Feb. |
| 3 | 8 Feb (Tue) | The Evolution of U.S. National Security, 1754-1945 | <ul style="list-style-type: none"> • Snow, Chapter 3 (21 pages) • <i>Instances of Use of United States Armed Forces Abroad, 1798-2020</i> by Barbara Salazar Torreon & Sofia Plagakis, 2020. (47 pages—read for familiarization) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|--------------|--------------|---|--|--|
| | 10 Feb (Thu) | The Evolution of U.S. National Security, 1945-1991 | <ul style="list-style-type: none"> • Snow, Chapter 4 (21 pages) • “<u>Putin calls America's bluff on Ukraine</u>” by Damon Linker, 2022 (4 pages) • “<u>Take On America's Five Key National Security Challenges</u>” by Kori Schake, 2021. Read from the start through “Rebalance an Over-Militarized Foreign Policy” (7 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Concept Quiz #1 (covering weeks 1-2) by 11:59pm Fri 11 Feb. |
| 4 | 15 Feb (Tue) | The Evolution of U.S. National Security, 1991-Present | <ul style="list-style-type: none"> • Snow, Chapter 5 (21 pages) • “<u>China is building up its military. What are its goals?</u>” from <i>The Week</i>, 2021 (4 pages) • “<u>Take On America's Five Key National Security Challenges</u>” by Kori Schake, 2021. Read from “Handling China” through to the end of the article. (6 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 17 Feb (Thu) | The Roots of U.S. Strategic Culture | <ul style="list-style-type: none"> • “Strategic Culture” by Jeffrey S. Landis & Daryll Howlett, 2016. (14 pages) • “America’s Winning Culture: A Road to Ruin in the 21st Century” by Rich Milburn, 2020. (5 pages) • “<u>National Security in an Age of Insurrection</u>” by Jon Bateman, 2021 (7 pages) • Review: <i>National Security: Some Essential Concepts</i>, 2022. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Policy Brief assignment between 18-25 Feb. |
| 5 Unit II | 22 Feb (Tue) | The U.S. Military: An Overview | <ul style="list-style-type: none"> • <i>Defense Primers</i> (Compiled) by various authors. (33 pages) • <i>Demographics of the U.S. Military</i>, Council on Foreign Relations, 2020. (Approx. 6 pages) • <i>U.S. Military Rank Insignia</i>, U.S. Department of Defense, 2021. (Approx. 3 pages) • Additional Background: <i>Our Forces</i> (DOD Website) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Policy Brief assignment between 18-25 Feb. |
| | 24 Feb (Thu) | NO CLASS | <ul style="list-style-type: none"> • This time is reserved for working on the Policy Brief assignment. | <ul style="list-style-type: none"> • Submit Policy Brief assignment between 18-25 Feb. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|-------------|--------------|---|--|--|
| 6 | 1 Mar (Tue) | The Constitutional Framework for U.S. National Security | <ul style="list-style-type: none"> • “The Constitution and National Security: The Intent of the Framers” by Richard H. Kohn, 1991. (27 pages) • <i>The Declaration of Independence & the Constitution of the United States</i>. (47 pages—read for familiarization) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 3 Mar (Thu) | The Interagency Process | <ul style="list-style-type: none"> • Snow, Chapter 6; read pp. 126-138. (12 pages) • “Legal Authorities” by John T. Fishel, 2017. (9 pages) • <i>President’s Constitutional Authority with regard to the Armed Forces</i> by Jennifer K. Elsea, 2020. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Concept Quiz #2 (covering weeks 3-5) by 11:59pm on Fri 4 Mar. |
| 7 | 8 Mar (Tue) | The U.S. Congress & National Security | <ul style="list-style-type: none"> • Snow, Chapter 6; read "The Congress," pp. 138-142 and "The Sequester," pp. 148-150. (6 pages) • <i>Congress’s Constitutional Authority with regard to the Armed Forces</i> by Jennifer K. Elsea, 2020. (2 pages) • <i>Future Years Defense Program</i> by Brendan W. McGarry & Heidi M. Peters, 2020. (2 pages) • <i>Planning, Programming, Budgeting and Execution (PPBE) Process</i> by Brendan W. McGarry, 2020. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 10 Mar (Thu) | The Guns & Butter Debate | <ul style="list-style-type: none"> • Snow, Chapter 7 (24 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Complete Welcome Interview with Prof. Mobley by Fri 11 Mar. |
| 8 | 15 Mar (Tue) | Spring Break | None. | <ul style="list-style-type: none"> • None. |
| | 17 Mar (Thu) | Spring Break | None. | <ul style="list-style-type: none"> • None. |
| 9 | 22 Mar (Tue) | Civil-Military Relations | <ul style="list-style-type: none"> • “A Primer on US Civil–Military Relations for National Security Practitioners” by Jessica D. Blankshain, 2020. (24 pages) • “<i>The Military and Democracy</i>,” podcast with Jeremi Suri & Aaron O’Connell, 2018. (34 minutes) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|----------------|--------------|--|---|---|
| | 24 Mar (Thu) | Guest Speaker: Risa Brooks | <ul style="list-style-type: none"> • “Paradoxes of Professionalism: Rethinking Civil-Military Relations in the United States” by Risa Brooks, 2020. (38 pages) | <ul style="list-style-type: none"> • Journal: submit 3 questions for our speaker by 9am today. • Submit Concept Quiz #3 (covering weeks 6-7) by 11:59pm on Fri 25 Mar. |
| 10 | 29 Mar (Tue) | Force Structure Dilemmas | <ul style="list-style-type: none"> • Snow, Chapter 8 (24 pages) • <i>Geography, Strategy, and U.S. Force Design</i> by Ronald O'Rourke, 2020. (2 pages) • “Has the United States Lost the Ability to Fight a Major War?” by Steven Metz, 2015. (6 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Op-ed Article between 24-31 Mar. |
| | 31 Mar (Thu) | NO CLASS | <ul style="list-style-type: none"> • This time is reserved for working on the Op-ed article assignment. | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Op-ed Article between 24-31 Mar. |
| 11 Unit III | 5 Apr (Tue) | Geopolitics, Peer Competition, & U.S. Defense Strategy | <ul style="list-style-type: none"> • <i>U.S. Role in the World: Background and Issues for Congress</i> by Ronald O'Rourke & Michael Moodie, 2021. Read “Issues for Congress,” & Appendices A and B, pp. 5-20. (14 pages) • <i>Renewed Great Power Competition: Implications for Defense</i> by Ronald O'Rourke, 2021. Read “Introduction,” “Background,” and “Issues for Congress,” pp 1-14, 17-19. (16 pages) • “Defense Strategy and the Iron Triangle of Painful Trade-offs,” Katherine H. Hicks, 2017. (4 pages) • Review: <i>National Security: Some Essential Concepts</i>, 2021. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|-------------|-----------------|--|---|---|
| | 7 Apr (Thu) | Alliances & Partners: The Pros & Cons | <ul style="list-style-type: none"> • “Military Power” by Michael J. Meese, Suzanne C. Nielsen, & Rachel M. Sondheimer, 2018, Read “Alliances and Military Power,” pp. 327-330. (3 pages) • “The Competitive Advantages and Risks of Alliances” by Kathleen J. McInnis, 2019. (11 pages) • <i>The Role of Allies and Partners in U.S. Military Strategy and Operations</i> by Christine Wormuth, 2020. (3 pages) • “Questionable Alliances: Why America Needs to Reexamine Its International Relationships” Doug Bando, 2019. (4 pages). | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Concept Quiz #4 (covering weeks 9-10) by 11:59pm on Fri 8 Apr. |
| 12 | 12 Apr (Tue) | Intelligence Dilemmas | <ul style="list-style-type: none"> • “The Intelligence Establishment” by Sam C. Sarkesian, et. al., 2013. (18 pages) • “At a Crossroads, Part II: No More Shadows: the Future of Intelligence Oversight in Congress” by Tommy Ross, 2018. (12 pages) • <i>The Director of National Intelligence (DNI)</i> by Michael E. DeVine, 2019. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 14 Apr (Thu) | Guest Speaker: Brett Van Ess? | <ul style="list-style-type: none"> • TBD | <ul style="list-style-type: none"> • Journal: submit 3 questions for our speaker by 9am today. |
| 13 | 19 Apr (Tue) | Nuclear Dilemmas | <ul style="list-style-type: none"> • Snow, Chapter 8. Read “Nuclear Forces and Deterrence,” pp. 181-190. (9 pages) • <i>Strategic Nuclear Forces</i> by Amy F. Woolf, 2020. (2 pages) • <i>Status of U.S.-Russian Nuclear Arms Control Talks</i> by Amy F. Woolf, 2020. (2 pages) • <i>U.S. Withdrawal from the INF Treaty: What’s Next?</i> by Amy F. Woolf, 2020. (2 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|-------------|--------------|--|---|---|
| | 21 Apr (Thu) | Emerging Technologies & National Security | <ul style="list-style-type: none"> • <i>Emerging Military Technologies</i> by Kelley M. Saylor, 2020. (31 pages) • <i>National Strategy for Critical and Emerging Technologies</i> by the National Security Council, 2020. (approx. 7 pages) • Video: “How It Works: Quantum Computing,” IBM Think Academy, 2017. • “Russia Plans New Hypersonic Missile Test Amid Arms Race with U.S., China,” <i>Newsweek</i>, 2021. (1 page) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit Concept Quiz #5 (covering weeks 11-12) by 11:59pm on Fri 22 Apr. |
| 14 | 26 Apr (Tue) | China & Russia: Symmetrical Challenges | <ul style="list-style-type: none"> • <i>Renewed Great Power Competition: Implications for Defense</i> by Ronald O'Rourke, 2021. Read Appendix A. (7 pages) • <i>Annual Threat Assessment of the U.S. Intelligence Community</i> from the Office of the Director of National Intelligence, 2021. Read “China's Push for Global Power” and “Russian Provocative Actions” pp. 6-11. (6 pages) • <i>By Other Means Part I: Campaigning in the Gray Zone</i> by Kathleen Hicks, et. al., 2019. Read “Introduction,” pp. 2-4 and “Challenge,” pp. 6-10, through the sections on China and Russia. (7 pages) • <i>The Dark Art of Political Warfare: A Primer</i> by Hal Brands, 2020. (7 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| | 28 Apr (Thu) | DWICs & Terrorism: Asymmetrical Challenges | <ul style="list-style-type: none"> • Snow, Chapter 10, pp. 238-249 (11 pages) • Snow, Chapter 11 (28 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |
| 15 | 3 May (Tue) | Cyber & Information Security | <ul style="list-style-type: none"> • Snow, Chapter 13. Read the chapter introduction pp. 328-329 (2 pages) and “Cyber Security” pp. 346-351 (5 pages) • “The Rise of Cyberpower” by John B. Sheldon, 2016. (15 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. |

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Reading & Media Assignments</u> | <u>Deliverables</u> |
|----------------|----------------|--|---|---|
| | 5 May (Thu) | Climate Change, Resource Scarcity, and National Security | <ul style="list-style-type: none"> • Snow, Chapter 13. Read “Natural Resource Security and Environmental Security,” pp. 337-346. (9 pages) • “Grand Strategy in the Age of Climate Change” by Charlotte Hulme. (10 pages) • <i>Climate Change: Multiplying Threats to National Security</i> from the Scripps Institution of Oceanography, University of California–San Diego. (13 pages) | <ul style="list-style-type: none"> • Submit journal post by 9am today. • Submit quiz retakes & critical inquiry projects by 5 May. |
| Finals Week | 10 May | | <ul style="list-style-type: none"> • 12:25PM - 2:25PM | <ul style="list-style-type: none"> • Submit Concept Quiz #6 (covering weeks 13-15) and the Response Essay assignment by 11:59pm today. |

Appendix B
PS 343 Assessment & Grading Standards

| Expert Mastery | | Basic Mastery | | Progressing | Insufficient Progress | | |
|--|---|--|---|--|--|---|--|
| "A" equivalent | "AB" equivalent | "B" equivalent | "BC" equivalent | "C" equivalent | "D" equivalent | "F" equivalent | |
| Submit 14 journal posts earning "√" or "√+." | Meets or exceeds all "B" criteria <u>and</u> meets all but one criterion for "A" equivalence. | Submit 12 journal posts earning "√" or "√+." | Meets or exceeds all "C" criteria <u>and</u> meets all but one criterion for "B" equivalence. | Submit 9 journal posts earning "√" or "√+." | Submit 7 journal posts earning "√" or "√+." | Does not meet criteria for "D" equivalence. | |
| Submit 22 Learning & Engagement Activities, earning "√." | | Submit 19 Learning & Engagement Activities, earning "√." | | Submit 16 Learning & Engagement Activities, earning "√." | | | Submit 14 Learning & Engagement Activities, earning "√." |
| Complete 6 of 6 Concept Quizzes w/Basic Mastery (3.0) or higher. | | Complete 5 of 6 Concept Quizzes w/Basic Mastery (3.0) or higher. | | Complete 4 of 6 Concept Quizzes w/Basic Mastery (3.0) or higher. | | | Complete 4 of 6 Concept Quizzes w/Basic Mastery (3.0) or higher. |
| Complete 3 of 3 Critical Inquiry projects w/Basic Mastery (3.0) or higher. | | Complete 3 of 3 Critical Inquiry projects w/Basic Mastery (3.0) or higher. | | Complete 3 of 3 Critical Inquiry projects w/Basic Mastery (3.0) or higher. | Complete 2 of 3 Critical Inquiry projects w/Basic Mastery (3.0) or higher. | | |

Journal entries and Learning & Engagement Activities assess using a √/√+/√- scale. Concept Quizzes and Critical Inquiry projects (i.e. the Policy Brief, Op-Ed article, and Final Response Essay) utilize a 4.0-point scale. For most assignments, students meeting basic specifications (i.e. demonstrate "Basic Mastery") will receive a rating of "√" or 3.0 points, as applicable. Submissions that exceed basic specifications may earn higher ratings. Basic specifications may include on-time submission, properly following the assignment instructions, addressing all aspects of the assignment prompts, and written work expressed with reasonable clarity and coherence. Some assignments may include additional specifications. To earn credit toward the final course grade, assignments must assess at "√" or 3.0 specification ratings or higher (as applicable).

The final course grade derives from the number of credits earned by the student. To qualify for a given level of mastery and grade, the student must achieve all requirements for that level. For example, a student earning 12 journal credits, 18 engagement activity credits, 5 of 6 quiz credits 3 of 3 critical inquiry credits would earn an overall course grade of "B."

Student Assessment Tracking Worksheet

| | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Reading Journal Credits (posts earning √ or √+) | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Learning & Engagement Activity Credits (activities earning √) | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 |
| | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | |
| Concept Quiz Credits (quizzes earning 3.0 or higher) | 6 | 5 | 4 | 3 | 2 | 1 | | | | | | | | |
| Critical Inquiry Project (projects earning 3.0 or higher) | 3 | 2 | 1 | | | | | | | | | | | |

How to Earn Credits:

Journal Credits: One journal credit earned for each submission meeting basic requirements (assessed at “√” or “√+”). For more information on earning journal credits, see Appendix E in the course syllabus.

Learning & Engagement Activity Credits: Students earn credit for Classroom Learning & Course Engagement (L&E) by completing the daily Focus Question, Syllabus Quiz, Welcome Conversation with the instructor, course feedback surveys, Notetaker duties, and other activities (assessed at “√”). For more information on L&E credits, see Appendix E in the course syllabus.

Concept Quizzes: One credit earned for each concept quiz meeting basic requirements (assessed at 3.0 specification points or higher). For more information on concept quiz credits, see section 3 in the course syllabus.

Critical Inquiry Projects: One credit earned for each project (i.e. the Op-Ed article, Policy Memo, and Response Essay) meeting basic requirements (assessed at 3.0 specification points or higher). For more information on critical inquiry project, see section 3 in the course syllabus.

Appendix C Course Policies

- Diversity & Inclusion.** [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison, Wisconsin, and the nation. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.
- Academic Calendar & Religious Observances.** State law mandates that any student with a conflict between an academic requirement and any religious observance (see [calendar](#)) must be given an alternative for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict. Accordingly, please contact me within the first two weeks of class (i.e. by September 23) regarding specific days or dates on which you require accommodation for religious observances. Early notification will facilitate our ability to plan in advance. University policy establishes two additional considerations regarding accommodation for religious observances:
 - Assignment make-ups may be scheduled by the instructor before or after the regularly scheduled requirements.
 - The instructor may set reasonable limits on the total number of days claimed by any one student
- 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. Please visit the university's [Undergraduate Guide](#) for detailed information on your academic integrity responsibilities. Click [here](#) for helpful information on what constitutes plagiarism and best practices for avoiding it. **Violations of UW-Madison academic integrity policies in PS 343 may result in failure of the assignment or the course.**
- Course Policies Pertaining to the COVID-19 Pandemic.** Your health and safety are my paramount concern and I expect everyone involved in PS 343 to act responsibly, with due consideration for each other. Accordingly, we will follow all UW-Madison policies designed to mitigate the effects of COVID-19. Students failing to comply with these policies will be marked with an unexcused absence for the day. A student who repeatedly fails to comply may be referred to the Office of Student Conduct and Community Standards and may be subject to disciplinary action under the non-academic misconduct policy. Please consult the University's [COVID-19 Response](#) website for current health and safety guidance.

5. **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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

6. **Course Evaluations.** Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool: [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. In addition to the AEFIS survey at the end of the semester, I will also invite you to provide feedback through course surveys during the middle and closing weeks of the semester.

7. **Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement.** The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure, and protection of student data.

For more information on student privacy rights (FERPA) at UW-Madison, please consult the [Undergraduate Guide](#).

8. **Privacy of Student Records and the Usage of Audio Recorded Lectures.** See information about [privacy of student records and the usage of audio-recorded lectures](#). Lecture materials

and recordings for PS 343 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [[Regent Policy Document 4-1](#)] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

9. **Electronics in the Classroom.** Use of electronic devices (laptops, mobile devices, etc.) is permitted and required in the PS 343 classroom. Please utilize your devices responsibly, with respect for your classmates. This means that during course sessions, you may take notes, access assigned reading and media, consult relevant reference material, and complete electronic in-class assignments. You may not check email, chat or tweet, check social media, visit e-commerce sites, or engage in any other activities not related to your coursework. Students failing to comply with these policies may receive grade penalties.

Appendix D
Course Designations and Attributes

Requisites: Sophomore standing.

Breadth: Social Science

Level: Intermediate

L&S Credit: Counts as Liberal Arts and Science credit. The course is 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.

This course provides [substantive student-instructor interaction](#) via the following means:

1. Providing direct instruction.
2. Assessing and/or providing feedback on a student coursework.
3. Providing information or responding to questions about course content and/or competencies.
4. Facilitating group discussions regarding course content and/or competencies.
5. Other approved instructional activities.

This course provides [regular student-instructor interaction](#) via the following means:

1. Providing opportunities for substantive interaction with each student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.
2. Monitoring each student's academic engagement and success, thus ensuring that the instructor can promptly and proactively engaging in substantive interaction with the student as needed or upon request by the student.

Appendix E
Journal Assignments & Engagement Activities

Reading and Media Journals

Prior to most class meetings, students must submit a journal post covering the readings and media assigned for the session. I designed the reading and media journal assignment to help prepare you for engagement, discussion, and activities in class. Journaling encourages you to comprehend, analyze, and synthesize key ideas from the course readings and media assigned for the class session. The assignments also offer opportunity to practice critical thinking and written communication skills. In addition, the journal posts help the instructor to develop a sense for how well you are engaging the material and keeping up with the reading and media assignments.

A. Instructions & Prompts. Each journal entry should respond to *both* of the following prompts:

1. What idea or concept presented in the assigned readings and media was new to you or especially interesting? Which author(s) presented this idea or concept? Why do you find this idea/concept so compelling?
2. What specific idea(s) in the assigned readings or media did you find unclear, confusing, or “muddy?” (If you found no points of confusion/muddiness, so state.)

For class sessions that feature a guest speaker, instead of responding to prompts 1 and 2 above you should submit *three substantive questions* for the speaker to answer during Q&A. You need not offer responses to these questions—they are intended for the guest lecturer to answer!

B. Assignment Requirements and Writing Quality. Students must submit **14 journal posts** meeting assignment standards before the semester’s final class session (see rubric below). You may select the individual class sessions for which to submit your posts—no more than one post per class session. Journaling assignments may not be submitted after their due date and posts not meeting minimum standards may not be revised and resubmitted for a higher grade—except as extraordinary circumstances may warrant (e.g. prolonged illness) and with instructor permission.

Your journal posts should reflect deep, critical thinking, yet be concise: 100-200 words (i.e. 1-2 paragraphs). **No submission should exceed 200 words.** Brevity is an important life skill to master, thus the journaling assignment offers practice in crafting compelling yet concise analyses. Journal posts addressing multiple readings and/or media assigned for the class session will receive consideration for a $\sqrt{+}$ if they otherwise meet minimum standards (see rubric below).

Your journal is a “working” document. As such, it need not demonstrate the high level of writing refinement expected in a formal essay or research paper. However, your journal entries should exhibit a readable style organized in paragraphs, with sentences that are complete, coherent, and relatively free of errors in grammar and spelling.

C. When to Submit Journal Posts. Submit your journal posts in Canvas any time before **9am on the day of the associated class session**. Late posts will earn no credit. Journal entries posted on or before the submission time will be assessed per the rubric below.

D. How to Post Journal Entries. Navigate to the “Modules” or “Schedule” link in Canvas. On the Modules page, scroll down to the Week & Day for which you wish to post your journal entry. On the Daily page, click “journal post” in the Deliverables line—your personal journal page will open.

Review the assignment instructions and scroll down to the “Reply” text box. Type or paste your journal post into the text box and click the red “Post Reply” button. You’re done! **IMPORTANT:** Title your journal entry as “**Journal Post for PS 343 Class Session on [DATE].**”

E. How to Cite Sources in Journal Entries. Since Canvas does not support citation numbering, simply put the author's name and page number in parenthesis after the sentence you wish to cite. Example: (Snow, 35). Include a bibliographic listing (using Chicago Manual of Style format) for any “outside” source cited in the journal post (i.e. sources other than assigned course materials).

F. Journal Specifications and Assessment. Journal entries will be assessed per the following rubric. Each post assessed as “√” or “√+” earn one journal credit toward the final course grade (see section 4. Grading below and Appendix B).

| Advanced Mastery (√+) | Basic Mastery (√) | Needs Work (√-) |
|---|---|--|
| <p>The submission engages <u>multiple</u> reading and media pieces assigned for the day.</p> <p>The journal submission meets the “√” criteria and demonstrates notable depth, synthesis, analysis, nuance, creativity, and/or eloquence.</p> <p>The submission may link ideas from the day’s assigned reading and media to other course content (readings, media, or lectures), class discussions, personal experiences, and/or current events.</p> <p><i>This journal submission earns one journal credit toward the final course grade.</i></p> | <p>The submission engages at least <u>one</u> of the readings or media pieces assigned for the day.</p> <p>The journal submission meets basic specifications: (1) on-time posting to Canvas, (2) post clearly labeled with class session date, (3) entry addresses all assignment prompts, (4) entry meets all assignment requirements and writing quality criteria, and (5) citation and bibliographic information properly provided, as applicable.</p> <p><i>This journal submission earns one journal credit toward the final course grade.</i></p> | <p>The journal submission cannot be assessed as “√” or “√+,” as it does not meet all the criteria specified for these ratings.</p> <p><i>This journal submission does not earn credit toward the final course grade.</i></p> |

Questions on the Reading & Media Journals? Please contact Professor Mobley or a teaching assistant well ahead of the assigned deadline for this assignment.

Classroom Learning & Course Engagement Activities

Over the course of the semester, students must submit **22 Classroom Learning & Course Engagement (L&E) Activities** to earn maximum credit. Appendix B explains how these activities contribute to your final course grade. The engagement activities are outlined as follows:

A. Classroom Learning Activities & Focus Questions. Students may earn up to one L&E credit per class meeting by attending the session and participating in the scheduled activities.

During most class sessions I will provide a Focus Question to help you synthesize your learning from the day’s content and discussion. The daily focus question requires students to submit short responses electronically (2-3 sentences), in a Google.doc provided by the instructor. I will schedule time during most sessions for you to submit your responses in class. Please note that by submitting your response to the daily focus question, you certify that they attended the associated class session—*students not attending class that day should not submit a focus question response.*

Basic specifications to receive credit (“√”) for the focus question activity:

1. Demonstrate an honest effort to engage the ideas and topics covered in class.

2. The writing style in your response should be reasonably comprehensible and coherent (i.e. “working” standards).
3. Submit your daily response within 45 minutes of class adjourning (i.e. by 1pm). Most class session will offer dedicated time to complete focus question responses.

On days when the session schedule does not allow sufficient time for students complete a focus question during class, I will provide alternative means for earning L&E credit.

B. Course Engagement Activities. In addition to the daily focus questions, students may earn credit by completing various course engagement activities. I will provide specific guidance in class and in Canvas the various course engagement activities, ahead of their due dates. Course Engagement activities include:

1. Syllabus Quiz. Each student must complete a syllabus quiz within ten days following our initial class session, i.e. by **11:59 pm on Friday, 4 February**. The syllabus quiz is available in Canvas. Timely completion of the quiz earns one L&E credit.
2. Student Information Card. I ask each student to submit a student information survey to me via Canvas. The survey requests basic information about you (name, major, anticipated graduation date, career intentions, course goals, etc.). This information will remain confidential (instructor and TA eyes only). To earn engagement credit, please upload your student information survey your Reading & Media Journal in Canvas **at least 24 hours before your Welcome Conversation** (see #3 below) and in any case not later than **11:59 pm on Friday, 4 February**.
3. Welcome Conversation with Professor Mobley (Optional). Each student may meet with me early in the semester for an informal conversation about course goals, learning style, and other topics of interest. *The Welcome Conversation is optional.* However, students completing the Conversation by **Friday 11 March** will earn one L&E credit towards their final grade in the course. To facilitate scheduling for these meetings, I will offer expanded office hours during the first few weeks of class. Plan on a 15-minute meeting. To schedule your interview, please sign up on the [Student Office Hours Appointment sheet](#).
4. Feedback Surveys. Periodically during the semester, I will ask you to complete surveys soliciting your feedback on various aspects of PS 343. I will use your comments to enhance your learning experience during the semester and to improve future versions of the course.
5. Other Activities. I may promulgate other engagement activities from time to time during the semester.