

POLS 4460  
**NATIONAL SECURITY POLICY**

**Instructor**

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PLEASE USE THIS EMAIL address rather than Canvas to communicate.

**Teaching Assistant**

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**Course Objectives**

*Substantive Objectives:* Examine the security history of the United States and come to know the institutions involved in forging it. Become familiar with the US strategic community and its various roles and competencies.

*Skill Objectives:*

- Read critically and analytically;
- Learn to seek out a diverse set of data before coming to conclusions;
- Be able to consume large volumes of information and draw out themes and important patterns;
- Demonstrate introspective analysis of US policies and practices over time;
- Hone research skills that take advantage of the breadth of data resources at USU;
- See significant improvement in writing skills, including scholarly research and citation styles.

This course is designed to enhance communication skills, both written and oral, relevant to security policy.

**Oral:** Students must come to class prepared to "brief" their assigned readings from the night before. Different students will be selected each day to present insights from the text and will be expected to keep up on current events.

**Written:** Students will complete three timed essay exams and two written papers.

**Required Texts**

Readings will be posted on Canvas.

Suggestion: Max Boot's *Savage Wars of Peace*

Plan ahead for readings necessary to complete course papers.

**Exams**

The two midterms and final (3 exams total) will consist of essay questions. Answers should reflect a strong understanding of both class material and assigned readings. Students will be evaluated on their prioritization of the class material selected for inclusion, the clarity of their arguments, and the quality of evidence supplied, all vital to operating successfully in the security policy field.

**Papers**

Students will submit 2 short analysis papers by the end of the course (see Course Calendar for due dates). Format: 3-4 pages (1.15 spacing, 12 point font), Chicago Manual of Style footnoted citations (style sheet attached to Canvas syllabus).

**First Paper:** Investigate the way in which an historic episode in US security history was a “formative experience” for an institution within our security community. For instance, you might examine the way in which the Vietnam War shaped the formation and ethos of the Special Forces, or how 9/11 spurred the creation of the Department of Homeland Security. How did this event impact upon the institution’s identity? Methods? Sense of mission or values? Perceptions of threat or of an appropriate US role?

**Second Paper:** Your second paper will flip the analysis used in the first paper on its head. In your second paper you will examine how the character and methods of a particular organization shaped the outcome of an historic event in US security history. You might look at the way CIA culture impacted the emergence and early years of US drone policy, or how the culture of USAID has impacted our civic action in Afghanistan.





The first step in your research will be to assemble a thorough “profile” of the internal organizational culture of one of our security organizations – what identity/role does this organization claim for itself? How does it perceive itself as a player within the US security community and world at large? What norms (actions, rules of operation, typical behaviors, preferred methods) does it pursue and believe are effective? What “ends” does it value (quick victory, light footprint, combat glory, diplomatic solutions)? How does it gather and interpret information about the world? The data you seek in order to answer these questions is best gleaned through memoirs of those who have served in the relevant institution, its own website, documentaries, scholarly analysis (including its critics), and historical accounts of this agency’s actions over time.




While conducting this section of your research you will come across a number of historic security episodes in which this organization was involved. Select one of these for in-depth analysis. Demonstrate the ways in which this organization’s culture: its sense of role, preferred methods, values, and worldview impacted its actions and therefore the way events unfolded. Make sure you are providing detailed data on both the organizational culture and the historic event selected.

**Grade Breakdown**

Midterm 1	100
Midterm 2	100
Paper 1	100
Paper 2	100
Final Exam	<u>100</u>
	<b>500</b>

## Course Calendar

Date	Topic & Assignments Due	Readings Due that Day
Aug 29	Introduction	
Aug 31	American Strategic Culture	Colin Gray, "British and American Strategic Cultures" (Canvas)
Sept 5	Early American security history Walter Russell Mead – Four foreign policy narratives	Boot: Preface, Chs. 1 & 2 Themes: US not really isolationist, origins of the Marine Corps, punitive expeditions, the Navy and diplomacy, US global policing mandate came early for the Navy
Sept 7	Philippines & Banana Wars	Boot: Chs. 5, 6, 7
Sept 12	WWI	WWI US Enters the War – Lyons WWI Neiberg American Samurai
Sept 14	WWII	Rhodes, "The Futile Attempt to Avoid A Second World War" Atkinson, "Ten Things Every American Student Should Know about Our Army in WWII"
Sept 19	Library Day	
Sept 21	The Cold War	The Formation of the Bi-Polar World
Sept 26	Review for Midterm	
Sept 28	<b>MIDTERM I</b>	
Oct 3	Cold War: Nuclear Policy	WMD Primer.pdf   WMD – Walton -- The Second Nuclear Age.pdf  
Oct 5	Vietnam	Vietnam – Schandler in Haycock Fog of War (watch on your own)
Oct 10	CIA and Iran	Roger Z. George, "Central Intelligence Agency: The President's Own"
Oct 12	<b>Guest Speaker: Matt Berrett, Assistant Director, CIA (ret.)</b> CIA and US Security Policy Thinking – from Vietnam to today	John Prados
Oct 17		Finishing research and writing for Paper I

Oct 19	FALL BREAK – No class (Attend Friday classes)	
Oct 24	<b>PAPER 1 Due</b> US Cold War alliances NATO	Find, read, and bring to class an article discussing NATO's relevance, US security obligations as a key member of NATO, or current challenges facing the alliance.
Oct 26	Terrorism 9/11	Terrorism and Insurgency
Oct 31	Iraq The Decision to go to War The Presidency and Public Opinion	<i>Warriors and Citizens</i> Ch. 6, "Public Opinion and the Making of Wartime Strategies" The President and the Presidency
Nov 2	<b>MIDTERM 2</b>	
Nov 7	Iraq Media & War	Diamond, "The Media: Witness to the National Security Enterprise"
Nov 9	Afghanistan USAID	USAID Principles for Reconstruction Wilton Park on Winning Hearts and Minds
Nov 14	Terrorism Department of Homeland Security	"The Department of Homeland Security"
Nov 16	Drones	On Canvas: Foreign Affairs Debate: <i>Why Drones Fail</i> <i>Why Drones Work</i>
Nov 21	State Department and Diplomacy	Public Diplomacy -- Military v State Dept  Clinton: Redefining American Diplomacy 
Nov 22-24	THANKSGIVING BREAK	
Nov 28	The Force of choice: SOF as the modern national security tool	SF – Masters of Chaos
Nov 30	<b>PAPER 2 DUE</b> Cyberwarfare Guest Speaker: Dave Winburg National Security Agency (ret.)	Cyberpower -- Sheldon.pdf 
Dec 5	Assessing Future Threats	CIA Threat Assessment 2017
Dec 7	Assessing Future Threats	
Tuesday	<b>FINAL EXAM</b>	Held in our classroom

Dec 12	1:30-3:20	
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**Course Policies:**

Any material presented by guest speakers will be included on exams.  
Tardy assignments will receive a penalty of one half grade for each day late.

**Plagiarism:**

You MUST CITE ideas and information drawn from another source – not just direct quotes. All work submitted in this course will be digitally checked for plagiarism. An act of plagiarism results in an automatic F grade. Please use Chicago Manual of Style. A guide attached to the Canvas version of this syllabus for your reference.

***Chicago-Style Citation Quick Guide***

## Notes and Bibliography: Sample Citations

The following examples illustrate citations using the notes and bibliography system. Examples of notes are followed by shortened versions of citations to the same source. For more details and many more examples, see [chapter 14](#) of *The Chicago Manual of Style*.

### Book

#### One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

#### Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

2. Barnes et al., *Plastics . . .*

#### Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

#### Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

2. García Márquez, *Cholera*, 33.

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

#### Chapter or other part of a book

1. John D. Kelly, "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War," in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

2. Kelly, "Seeing Red," 81–82.

Kelly, John D. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

#### **Chapter of an edited volume originally published elsewhere (as in primary sources)**

1. Quintus Tullius Cicero, "Handbook on Canvassing for the Consulship," in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

2. Cicero, "Canvassing for the Consulship," 35.

Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

#### **Preface, foreword, introduction, or similar part of a book**

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

#### **Book published electronically**

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

3. Austen, *Pride and Prejudice*.

4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

### *Journal article*

#### **Article in a print journal**

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.
2. Weinstein, "Plato's *Republic*," 452–53.

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

#### **Article in an online journal**

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

2. Kossinets and Watts, "Origins of Homophily," 439.

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

### *Article in a newspaper or popular magazine*

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69.



#### 4. Stolberg and Pear, “Wary Centrists.”

Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010.

<http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

#### *Book review*

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review,

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

2. Kamp, “Deconstructing Dinner.”

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

#### *Thesis or dissertation*

1. Mihwa Choi, “Contesting *Imaginares* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

2. Choi, “Contesting *Imaginares*.”

Choi, Mihwa. “Contesting *Imaginares* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008.

#### *Paper presented at a meeting or conference*

1. Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, “Such Stuff as Dreams.”

Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

#### *Website*

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald’s Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009,  
<http://www.google.com/intl/en/privacypolicy.html>.

2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

3. “Google Privacy Policy.”

4. “Toy Safety Facts.”

Google. “Google Privacy Policy.” Last modified March 11, 2009.

<http://www.google.com/intl/en/privacypolicy.html>.

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.

<http://www.mcdonalds.com/corp/about/factsheets.html>.

### *Blog entry or comment*

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add *pseud.* after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, “Double Exports in Five Years?,” *The Becker-Posner Blog*, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

2. Jack, comment on Posner, “Double Exports.”

*Becker-Posner Blog, The.* <http://uchicagolaw.typepad.com/beckerposner/>.

### *E-mail or text message*

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

### *Item in a commercial database*

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. ProQuest (AAT 3300426).