UNIVERSITY OF CENTRAL FLORIDA

Department of Political Science, College of Sciences
4297 Andromeda Loop N.
Orlando, FL 32816

INR 4114: American Security Policy
COURSE SYLLABUS

Instructor:	Mr. Peter Dowling	Term:	Fall 2017
Office Phone:	407-823-3491	Class Meeting Days:	Mondays
E-Mail:	Webcourse Mail	Class Meeting Hours:	6 – 8:50 p.m.
Website:	N/A	Class Location:	MSB 0406
Office Hours:	Mondays from 5-6 p.m. and after class (in classroom)	Course Credits:	3 Credit Hours

I. University Course Catalog Description

Study of the evolution of American security policy since World War II, including consideration of the social and political costs involved and means of control.

II. Course Overview

Security is the most basic service that a state can provide to its citizens. It is also the most fundamentally important contributor to a state's power and the realization of its interests.

The term "national security" first came into use in the United States after World War II. What began as a purely military concept has necessarily evolved to encompass a wide range of factors on a global scale, including the country's economic, humanitarian, and environmental interests. This evolution was hastened and magnified by the difficult lessons learned from the Vietnam War and applied in places like Afghanistan in the 1980s, which contributed to the fall of the Soviet Union in 1991 and the rise of the United States as the unilateral global power, though some would argue that the Cold War only experienced a thaw and that U.S.-Russian relations have come under a new deep freeze in recent years.

The current U.S.-led Global War on Terrorism, now the longest war in U.S. history, has become a protracted effort to adapt security strategies to new threats like biological terrorism, cyberattacks, and climate change to secure its interests both at home and abroad. The U.S. Department of Homeland Security was created as a result of the terrorist attacks on September 11, 2001 to oversee and coordinate domestic security efforts that had been

previously administered by multiple government agencies and military branches. This streamlined approach has created its own challenges in the context of 21st-century policy making and governance.

Abroad, U.S. wars in Afghanistan and Iraq and confrontations with major powers in Asia have led to new security challenges and potential vulnerabilities. Terrorist organizations like Hamas, Hezbollah, and the Islamic State in Iraq and Syria (ISIS) continue to capitalize on regional opportunities and threaten U.S. interests in the Middle East. Long-term implications and results from the nuclear agreement reached with Iran in 2015 are still unclear. Relationships with allies like Saudi Arabia and Israel ebb and flow with the changing of U.S. Presidential administrations.

China and Russia are competing economically and militarily in the Middle East and beyond, posing multi-tier U.S. security challenges that often involve third-party states or other allies in what is beginning to show the qualities of a new Cold War. North Korea is an unpredictable threat to its neighboring U.S. allies, and could one day possess the means to threaten the U.S. homeland with nuclear attack. The Middle East and Asia have long been trouble areas for U.S. policymakers, and will likely continue to be thorns in their sides for decades to come.

The understanding of American security policy is as important and relevant as ever. Understanding the past is critical to making sense of the present and gaining key insight into the future. This course attempts to offer students some historical context for how U.S. leaders approach security today, offering lessons learned through past triumphs and failures as ways for policymakers to better approach future challenges to American security.

III. Course Objectives

At the conclusion of this course, students will have:

- Acquired a general understanding of the historical foundations, present context and future considerations for American security policy as an arena for human activities.
- Developed useful academic/industry skills in the following areas: critical thinking, interpreting research, reading comprehension, short-essay writing, and verbal communication.

IV. Course Prerequisites

ENC 1102 – Composition II ***OR*** POS 2041 – National American Government
****Recommended**** INR 2002 – Introduction to International Relations

V. Required Texts and Materials

Clarke, Richard A. *Against All Enemies: Inside America's War on Terror*. New York: Free Press, 2004.

McNamara, Robert S., and Brian VanDeMark. *In Retrospect: The Tragedy and Lessons of Vietnam*. New York: Vintage Books, 1996.

Snow, Donald M. *National Security*. 6th ed. New York: Routledge, 2017.

VI. Supplementary Texts and Materials

In addition to weekly reading assignments from the textbook, students will be responsible for staying up to date on current events affecting American security policy. These combined readings will form the basis for our weekly classroom discussions and exams. There are many free news sources available that cover current events, and students should strive to find fair and balanced coverage. This can be challenging in the contemporary media environment, so students are encouraged to follow current events through multiple channels. Here are a few source suggestions (not requirements):

1. Internet: The yahoo.com news section – a news aggregator that pulls in coverage from numerous outlets and perspectives.
2. Radio: National Public Radio (NPR) news programs, particularly Morning Edition in the morning and All Things Considered in the late afternoon. NPR can be found on the local FM dial at 90.7.
3. Television: ABC World News Tonight with David Muir – Every Day from 6:30 – 7:00 p.m. EST.

VII. Basis for Final Grade

Assessment	Percent of Final Grade
Group Discussions	10%
Two Blue Book Exams (Best Grade)	25%
Two Book Reviews (Best Grade)	25%
• Book Review 1: *In Retrospect: The Tragedy and Lessons of Vietnam* • Book Review 2: *Against All Enemies: Inside America's War on Terror*	
Policy Briefing	20%
Final Comprehensive Exam	20%
Total	**100%**

- **Group Discussions (10%)**
  Each class lecture will feature discussion topics and questions throughout the class period. Students will be divided into groups each class to negotiate responses and support them with relevant facts and theories. Responses will be submitted in writing to the instructor on notebook paper with each group member's name at the end of each class, as well as verbally argued and defended in class. Each student's lowest group discussion grade will be dropped at the end of the course – this is designed to account for unforeseen problems that might arise and keep students from attending class once.

- **Exams 1 and 2 (25%)**
  Exams 1 and 2 will cover required readings from Snow's *National Security* and current events discussed in class leading up to a particular exam's assigned date to be taken. Students must show up for each exam with their own Blue/Green Books. Points are distributed based on how accurate, thorough and concise each answer is given. Up to 20 points can be taken for grammatical/spelling errors. **Students' final grades will only be affected by the best grade earned from each of the two exams, and students who are satisfied with their grades on Exam 1 are not required to attend class to take Exam 2 (but must still participate in class discussions, as all material will be covered by the Final Comprehensive Exam).**

  Exams 1 and 2 will consist of:
  - Five Identifiers (10 Pts. each): Students are responsible for identifying five of seven given people, places or things by answering the relevant "Who? What? Where? When?" and most importantly, "Why?" questions in one short paragraph per identifier.
  - Two Short Answers (25 Pts. each): Students are responsible for answering two of three given questions with short, concise responses, typically no more than two-to-three paragraphs each.

- **Book Reviews 1 and 2 (25%)**
  A book review is a three-to-five-page (approx. 750 – 1,250-word) essay written in the third person that critically evaluates a book's key points, strengths and weaknesses. A book review is not a book report. It takes into account

the author's background, argument and style, the historical context in which he/she wrote the book, other key players and their ideas, and standout quotes and ideas that best reflect the author's takeaway lessons.

In the end, this is YOUR evaluation of the author's work. Do not simply inform, but build upon your initial summary and background of the text (approximately the first half of your review) by appraising a few of the author's key points that stuck out for you. Discuss any major themes or new concepts introduced by the book, and whether or not you found them logical or appealing. Feel free to compare the book with similar works written by the same or different authors (encouraged, but not required), and be sure to cite all sources (including the book being reviewed) in **MLA style** on your works cited page.

Each book review is graded on a 100-point scale. Points are given based on how thorough and concise the review has been written according to the criteria described above. Up to 20 points can be taken for grammatical/spelling errors. Five points will be taken for every 50 words written beyond the 1,250-word review limit (49 words or below written beyond the 1,250-word limit will not incur a grading penalty). **Students' final grades will only be affected by the best grade earned from each of the two book reviews, and students who are satisfied with their grades on Book Review 1 are not required to submit Book Review 2 (but must still read both books, as all material will be covered by the Final Comprehensive Exam).**

Book reviews may be structured, but are not restricted, to the following outline (**IMPORTANT**: ALL sections must be written in the **THIRD PERSON**):

- Cover Page (Identifies the title, student's name, course name, and date)
- Introduction (1-2 Paragraphs):
    - Identify the title, author, and publisher of the book.
    - Put the book into context: discuss relevant background information and earlier works by the author, the general problem(s) addressed by the book, and whether the author is qualified or not to address it.
    - Your thesis: Did you find this book useful or not?
- Body (Several Paragraphs)
    - Summarize the important points of the book, using paraphrases and quotations for emphasis.
    - Evaluate the book based on the strength of the author's approach to those important points (evidence provided, outside perspectives offered, relevance of the author's background to reaching certain conclusions, etc.)
    - Your reaction(s) to the book: Was it informative? Entertaining? Boring? What did you agree/disagree with and why? What new possibilities did the book explore, and what did it leave out? Did it affect your views on American security policy, and how? If not, why?
- Conclusion (1-2 Paragraphs):
    - Remind the reader of your thesis, again addressing the question: Did you find this book useful or not?
    - Summarize your evaluation(s) from the body of your review: What is your final judgment of the book's style, format, contents, and historical value? Does the author achieve his/her purpose(s)?
    - Address the critical "Why?" question for your thesis by offering a personal critique of the book: Has it challenged you intellectually, presenting you with new material that increased your knowledge and raised new questions? Or did it fall short in some way?
    - Would you recommend this book to others? Why or why not?

- **Policy Briefing (20%)**

  This is an assignment, some of which will be prepared during class time, in which the course instructor, acting as the National Security Advisor, has requested policy briefings from his subject matter experts (students) on relevant issues affecting U.S. national security.

  Students are responsible for printing and handing in their final, one-paragraph issue proposals to the instructor by **Week Six (Monday, Oct. 2, 2017)** of class. Students are encouraged to submit their proposals earlier than Week Seven, and have the option to change and resubmit their selected issues until that week's class meeting. Proposals should address the relevant "Who? What? Where? When?" and most importantly, "Why?" questions in one short paragraph (same as exam identifiers). A full letter grade will be deducted from a student's Policy Briefing for each subsequent week that the student fails to print and submit his/her final, one-paragraph issue proposal to the instructor in class.

  Policy briefings will be created as Power Point slideshows to be **electronically submitted by class time on Monday, Nov. 20**. They should be structured as follows:

  - Introductory Slide – Including the student's name, course title, and date submitted
  - Statement of Issue – Threat and risk assessment (what are other subject matter experts saying and/or recommending?)
  - Policy Options – At least three, with advantages and disadvantages of each based on current U.S. defense capabilities
  - Policy Recommendation and Rationale – The critical "Why?" factor
  - Works Cited – Multiple news sources required for fair and balanced coverage of the issue

  Students may find it relevant to connect with a chapter(s) from Snow's *National Security* in any one or all of their policy briefing sections, and should incorporate other sources as well to support their policy options and strengthen the policy recommendation. Briefing sections need not be confined to one Power Point slide each, but students should always keep the audience in mind and aim to be as thorough and concise as possible. Creativity and relevant images are welcomed and encouraged in Power Point presentations, but students should be careful not to overindulge in what could become a distraction to the policy briefing itself.

- **Final Comprehensive Exam (20%)**

  The final exam will be a cumulative exam covering required readings from Snow's *National Security*, current events discussed in class over the course of the semester, videos shown in class, and the two book reviews. Blue/Green Books are NOT required for the final exam, which will consist of:

  - Ten matching questions (4 Pts. each)
  - Thirty multiple choice questions (2 Pts. each)

Grade Dissemination

Graded exams and book reviews in this course will be returned as they are graded with instructor commentary so that students can see their progress and make future improvements as needed. If there are any questions regarding the instructor's approach to grading an assignment, students are encouraged to speak with the instructor BEFORE that particular assignment is due.

All grades are final. Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, official UCF excuse, or one that is sufficiently verifiable, compelling, significant and unexpected. Late-comers on exam days arriving after the first exam is submitted must do a make-up exam, the structure and formatting of which is up to the instructor. Book reviews and policy briefs turned in late will be assessed a full letter-

grade penalty for every day that it is late. Book reviews and policy briefs will not be accepted if overdue by more than five days. Students can access your scores at any time using the Grades section of Webcourses@ucf.edu.

Grading Scale (%)	
90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D
0 - 59	F

VIII. Financial Aid Activity Requirement: Syllabus Quiz

In order for students' financial aid to not be delayed for this course, an online syllabus quiz must be submitted by **midnight on Friday, Aug. 25**. Financial Aid Activity reports are pulled only on Saturdays, so completion of the syllabus quiz during week one will result in a week two distribution of financial aid. Week two completion of the syllabus quiz results in a week three distribution of financial aid, and so on and so forth.

IX. Course Policies: Technology and Media

Email Policy

Students may email comments or questions to the instructor through course mail at Webcourses@ucf.edu. All communication between student and instructor and between student and student should be respectful and professional. Students should also be respectful of the instructor's time and recognize that emails sent late at night or during the weekends may not receive a quick response.

It is the student's responsibility to check the "course mail" tool frequently. You must also create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university. Under university policy, the instructor is prohibited from communicating official information about student performance except through Knight's email (the email system is free).

Smartphone and Laptop Usage

Students should recall from earlier in this syllabus that five percent of their participation grade "is earned by regularly taking part in class discussions, that is, commenting on topics and asking or answering questions." Laptops and smartphones may be useful for the discussion of current events from multiple news sources in real time. However, if the instructor feels that the students' smartphones and laptops are interfering with class discussions, he reserves the right to ask for all smartphones and laptops to be put away at any time.

X. Course Policies: Student Expectations

Accessibility Access

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

Diversity and Inclusion
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Turnitin.com
For the two book reviews and policy briefing in this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format the day they are due in printed form in class. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

XI. Important Dates to Remember

All the dates and assignments are tentative, and can be changed at the discretion of the professor.

First Day	**Mon, Aug. 21, 2017**
Drop/Swap Deadline:	Thurs, Aug. 24, 2017
Financial Aid Activity Requirement Due:	**Fri, Aug. 25, 2017**
Add Deadline:	Fri, Aug. 25, 2017
Labor Day (No Class):	Mon, Sept. 4, 2017
Book Review 1 Due:	**Mon, Oct. 2, 2017**
Issue Proposal Deadline:	**Mon, Oct. 2, 2017**
Exam 1:	**Mon, Oct. 9, 2017**
Withdrawal Deadline:	Mon, Oct. 30, 2017
Book Review 2 Due:	**Mon, Nov. 6, 2017**

Exam 2:	**Mon, Nov. 13, 2017**
Policy Briefing Due:	**Mon, Nov. 20, 2017**
Thanksgiving:	Thurs, Nov. 23, 2017
Final Exam:	**Mon, Dec. 4, 2017 from 7 – 9:50 p.m.**

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Fall 2017 Schedule (14 Class Meetings) * Note: The Schedule is subject to revision, however unlikely that may be.

Date	Finish This Assignment Before Class	Topics to be Discussed in Class
8/21	• First day of class; no assignment is due	• Introduction and Syllabus Overview
8/28	• **Financial Aid Activity Requirement Due By Midnight of Previous Friday, Aug. 25 (Electronic Submission)** • Read chapters 1 and 2 in Snow's *National Security* (pp. 2 – 56) • Begin reading McNamara's *In Retrospect: The Tragedy and Lessons of Vietnam*	• Book Review format and MLA citations • Threats and Risk • Levels of Interest • The Realist Paradigm • Concepts of Power
9/4	**Holiday (No Class)**	**N/A**
9/11	• Read chapters 3 and 4 in Snow's *National Security* (pp. 57 – 106) • Be prepared to discuss the significance and impact of September 11, 2001	• Early American Progress • American Military Foundations • Rise of the Professional Soldier • The Cold War • Contemporary U.S.-Russian Relations • In-class video and discussion*: The Man Who Knew*, PBS Frontline (1 hr. 26 min.)
9/18	• Read chapters 5 and 6 in Snow's *National Security* (pp. 107 – 162)	• The Post-Cold War Environment • U.S. in the Developing World • The American Hyperpower • 9/11 and the Global War on Terror • Domestic Politics • U.S. Government and National Security
9/25	• Read Chapters 7 and 8 in Snow's National Security (pp. 163 – 219)	• Domestic Hyper-Partisanship • Defense Budgeting • The Nuclear Age • Nuclear Proliferation

		• Weapons of Mass Destruction • Conventional and Unconventional Forces
10/2	• **Book Review 1 Due (Printed In-Class and Electronic Submissions)**: McNamara's *In Retrospect: The Tragedy and Lessons of Vietnam* • **Issue Proposals for Policy Briefs Due (Printed In-Class Submission)**	• Exam 1 Study Guide Distribution • In-class video and discussion: *The Fog of War*, directed by Errol Morris and starring Robert McNamara (1 hr. 47 min.)
10/9	• **Exam 1 (Students to Provide Blue/Green Books)**: Chapters 1 – 8 in Snow's *National Security* and current events discussed in class from 8/21 – 10/9 • Begin reading Clarke's *Against All Enemies: Inside America's War on Terror*	**Exam 1** (No lecture or discussion)
10/16	• Read chapters 9 and 10 in Snow's *National Security* (pp. 220 – 282)	• Symmetrical and Asymmetrical Warfare • Mobile-Guerrilla Warfare • Cost Tolerance • U.S. Foreign Intervention • Clash of Cultures • Terrorism, Antiterrorism and Counterterrorism • The U.S. War in Afghanistan • The U.S. War in Iraq
10/23	• Read Chapters 11 and 12 in Snow's *National Security* (pp. 283 – 342)	• Violence in the Developing World • Roots of U.S.- Middle Eastern Involvement • The Islamic State • The Syrian Conflict • Peacekeeping • Peace Imposition and Enforcement • U.S. Foreign Development • State Building • Humanitarian Intervention
10/30	• Read Chapters 13 and 14 in Snow's *National Security* (pp. 343 – 398)	• Change as a Constant • Border Security • Natural Resources Security • Environmental Security • Cyber Security • Challenges Ahead • Critical History • Revisiting Hyper-Partisanship • Today's American Security Policy Analyst

11/6	• **Book Review 2 Due (Printed In-Class and Electronic Submissions)**: Clarke's *Against All Enemies: Inside America's War on Terror*	• Exam 2 Study Guide Distribution • Class video and discussion: *The Unknown Known*, directed by Errol Morris and starring Donald Rumsfeld (1 hr. 42 min.)
11/13	• **Exam 2 (Students to Provide Green/Blue Books)**: Chapters 9 – 14 in Snow's *National Security* and current events discussed in class from 10/9 – 11/6	**Exam 2** (No lecture or discussion)
11/20	• **Policy Briefing Due (Electronic Submission)**	• Guest Lecturer (TBD)
11/27	• Final Exam Discussion and Review	• Final Exam Study Guide distribution and review session
12/4	• **Final Comprehensive Exam (No Green/Blue Books Required):** Chapters 1 – 14 in Snow's *National Security*, current events discussed in class from 8/21 – 11/27, in-class videos, book reviews, and guest lecture	**Final Exam: 7:00 – 9:50 p.m.**