# INR 4114 - AMERICAN SECURITY POLICY

**Section:** 0W60

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Location:**
**Modality:** WW
**Credit Hours:** 3.00

## Course Description

INR 4114 COS-POL SCI 3(3,0)American Security Policy: PR: ENC 1102 or POS 2041 or C.I. 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. Occasionally

## Overview

Nations confront the necessity for conducting their foreign policies across a broad spectrum of issues by involving a variety of instruments. National security at the most general level means protecting the United States against all foreseeable threats not just military The spectrum of security threats ranges from economic coercion, cyber war to weapons of mass destruction (WMD) including biological, chemical and nuclear, and climate change. The latter is considered a real problem by the military in terms of

generating future conflicts among states for scarce resources such as water and imparting operations. Environmental security had become an official concern of the Department of Defense (DoD) for more than a decade predating the Obama administration. Recent severe weather events have reinforced DoD's focus on climate change - changes in the Arctic are opening up regions of the world formerly inaccessible or at least difficult to enter during the winter season. Changes in the ice formations impacts the U.S. Navy given that some ports suffer from excessive flooding, impacting readiness.

A military, a major tool available in all states but Costa Rica is itself changing; an institution organized to inflict violence on behalf of the state across a wide diversity of contexts ranging from internal defense to nuclear holocaust. However, militaries due to their tight organizational cohesion and discipline have also been found by many states to be very useful for other purposes. Thus, militaries are employed for a wide range of purposes; some far removed from the context of war such as conducting humanitarian operations or completing social and economic improvements within the society itself also known as military operations other than war (MOOTW), see http://www.au.af.mil/au/awc/awcgate/pub1/appendix_e.pdf . One historical example is West Point in its original configuration – the academy produced most of the engineers who built the dams and railroads that assisted the United States grown economically and geographically. That was a deliberate decision by the academy's founders including President Thomas Jefferson who saw the possibilities of an institution that would meet both civilian and military needs.

In this course, we will explore these issues within the context of the United States. American security policy is a direct reflection of the desires and needs of the specific society it protects, a fact which makes it different from those goals sought by other societies but at the same time very similar. The differences relate to the individual societies and the values they represent. Because of its enormous coercive power, important issues exist regarding

who controls the military and their likely obedience to the lawful authority. For many societies, the military becomes an independent political actor fully capable and willing to intervene in national politics. Military coups are part of the national politics such as in Turkey where the military previously intervened to protect what they saw as the secular nature of the state but failed in 2016 or in Egypt where the military intervened in July 2013.

American traditions, however, emphasize civilian control over the military, an issue that becomes more complicated as military technologies become more exotic, expensive and powerful. The separation between the military and the society it defends can prove to be a source of national weakness if the gap grows too wide. For example, General Douglas MacArthur was ordered to return to the United States from Korea in 1951 by President Harry Truman in a test of the civilian leadership's capacity to require obedience. There were some who argued General MacArthur should resist what they saw a "temporary political authority," temporary or not, in the American context obedience to a lawful order was the expectation which MacArthur fulfilled despite those calls for deliberate disobedience. MacArthur willingness to comply became an essential part of American military and political tradition unlike a number of states which fear possible military intervention into national politics and their refusal to obey civilian government directives. The same issues arose during the Trump administration - military officers found some proposed orders to be outside the military's role - a conflict that never rose to a crisis but episodes occurred when the military may have been ordered to intervene in domestic politics in support of a particular presidential candidate. https://www.cnn.com/2021/06/24/politics/bender-book-trump-milley-protests/index.html

As an instrument of American security policy, the American military has to adapt to changing domestic and international contexts, which either accentuate or depreciate the military's value within the society. Historically, American society has been very hostile to the military; seeing military

service as a burden sometimes necessary but not the expected or desired norm. In our discussions, we will trace out the changes encountered by the military over the past century, a period during which the United States entered fully onto the world stage despite strong desires to remain aloof from such entanglements (i.e., isolationism).

This meant for example that the United States military did not shrink down to insignificance as it had after every previous war up until World War II. The Soviet threats was considered of such importance that the American military after WWII was rapidly expanded to first fight the Korea War starting in 1950 and then contend with the Soviet threat globally. With the Cold War's end in 1991, the military fully entered into a period of dramatic change in which the Soviet Union disappeared and the United States ascended to the status of the world's dominant military power.

This unipolar status was more tenuous than one might expect given the concurrent possibility of an ongoing Revolution in Military Affairs (RMA). The outcome of a RMA is by definition difficult to predict because the effect can be to destroy the technological dominance of the existing militaries. The United States is attempting to navigate between the shoals of excessive reliance upon obsolete technologies and the fantasies of super weapons that do not in fact work and may leave the United States more vulnerable than previously. That voyage takes us into the twenty first century and the brave new world of space operations and cyber war. American security policy has entered a period of dramatic change in which old road markers are gone and the new are not yet in place. The threats are more diverse than ever as globalization takes form.

## Financial Aid Assignment:

There is a Financial Aid Assignment that all students receiving financial aid must complete in a timely manner in order to verify their attendance in the course, go to the Assignments to locate that requirement. Failure to

complete this assignment could lead to you being required to immediately repay loans or not receive your financial aid. This is a federal requirement being enforced at UCF through Financial Aid.

## Readings:

There is no textbook is required for this course; instead, you are expected to access the web links in the modules and those provided in web links section of the website. Given the power of the web to allow access to additional materials, we will use sources off the web although some may come as articles in journals which are available through the UCF Library website through online journals. Expected readings and assignments are denoted in the modules.

### Student Learning Outcomes

After successful completion of this course, students will be able to:

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### Course Materials and Resources

**course readings included in each module.**

### Course Assessment and Grading Procedure

2 exams, 3 assignments,

### Assignment Schedule

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Module 2 - "The military intervention in Iraq in 2003 fit the criteria...' | Discussion | 0 |
| | Module 5: Are we in a Revolution in Military Affairs? | Discussion | 0 |
| | Module 7: How realistic is ballistic missile defense? | Discussion | 0 |
| | Module 9: Cyber war requires government control of the Internet within the US | Discussion | 0 |
| 8/26 | verification of enrollment | Assignment | 1 |
| 9/4 | Introductory Assignment | Assignment | 50 |
| 9/14 | course project proposal | Assignment | 100 |
| 9/18 | Assignment 1 | Assignment | 100 |
| 10/9 | First Exam | Quiz | 200 |
| 10/26 | Assignment 2 | Assignment | 100 |
| 11/5 | Course Project | Assignment | 300 |
| 12/4 | 2nd Exam | Quiz | 200 |

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 90-100% |
| | |
| | |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

### Makeup Work Policy

### Missed/Late Assignments

### Attendance

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs

faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit

assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu

- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide

can also be found online here.

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and thee threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

| Week | Topic |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

| Week | Topic |
|---|---|
| 5 | |
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