

PLCY 430: Analysis of U.S. National Security Policy

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Office hours: Tues/Wed, 2:00-3:00 & by appt.
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Class: Tues/Thurs, 12:30pm-1:45pm
Global Center 1009

DESCRIPTION: This course provides an overview of U.S. national security policy. Students will explore contemporary threats to U.S. national security and learn about foreign policy tools, approaches, and strategies for managing these threats. Emphasis will be placed on assessing national security threats and evaluating the potential (and actual) effectiveness, costs, and consequences of policy options. This course provides an introduction to several current debates in U.S. national security through readings, case studies, debates, and in-class discussions. Topics include: strategic intelligence, nuclear weapons, military intervention, terrorism and counter-insurgency. Case studies will include: ISIS, Afghanistan, the West Africa Ebola Outbreak, Russia in Ukraine, North Korea, and Iran.

LEARNING OBJECTIVES: Students will learn key concepts, themes, and opposing arguments on a number of U.S. national security challenges. This class is less about memorizing facts, than it is an opportunity to learn about national security policies, how to assess them, and how to think about potential responses to national security challenges.

Upon completing this course, students should be able to demonstrate:

- Substantive knowledge of contemporary threats to U.S. national security;
- Critical thinking about the complex dynamics of national security challenges;
- An ability to evaluate competing approaches to foreign policy;
- An understanding of the challenges of designing and implementing policy responses;
- An ability to construct well-reasoned and factually supported arguments and to express these assessments verbally and in writing.

COURSE WEBSITE: Assignments, readings, links to resources, announcements, and your grades can all be accessed on Sakai. You will need regular access to the internet to successfully complete this course. Please ensure you receive my emails – either through your UNC email account or by having your UNC emails forwarded to an account you check regularly.

REQUIREMENTS: Final grades will be determined as follows:

10%	Classroom Participation/Discussion
30%	Team Project
15%	Position Paper
10%	Responses to Debates
15%	Mid Term Exam
20%	Final Exam

LECTURE: Attendance in lecture is expected. Consistent failure to attend class or to be in class on time will negatively affect your grade. Much of the material covered in lecture and discussions will not be in the readings. If you must miss a class, you should notify me in advance, if possible, and it will be your responsibility to find out what you missed from a classmate, and if you have further questions, you can meet with me during office hours. I expect students to be in class on-time and ready to participate; if you arrive when class is scheduled to start, you are late.

ASSIGNED READING: There are no assigned books for this class. Readings for this course can be found on the course Sakai page. You are expected to complete the readings prior to the class for which they are assigned, as they will enable you to actively participate in the discussion. Outside of class, you should expect to spend roughly 5-8 hours reading, taking notes on the readings, preparing class assignments, and reviewing your notes from lecture each week.

I encourage you to read about international affairs regularly. Sources with good international coverage include: *The New York Times*, *Washington Post*, and the *Economist*. *Foreign Affairs*, *Foreign Policy*, and *International Security* are good academic journals with more substantial coverage of national security and foreign policy topics, and may provide good resources for your papers and debate topics.

CLASS PARTICIPATION/DISCUSSION: You are expected to attend all class sessions and actively participate. You should complete the assigned readings before class. During the debates in which you are an observer, your role is to pose questions that enable you to determine which argument you favor. Your discussion grade will be based on: 1) attendance, 2) participation, and, 3) the quality of your participation. Please come to class on time and prepared to engage in respectful dialogue with your classmates.

I will evaluate your participation according to this scale:

- A: Excellent. Consistently makes insightful contributions that push discussion in fruitful directions
- B: Strong. Participates instructively in discussions on a regular basis.
- C: Adequate. Participates superficially or inconsistently in discussions.
- D: Inadequate. Fails to participate in a meaningful way in discussions or is frequently absent.
- F: Unacceptable. More than three unexcused absences and/or entirely disengaged during class.

TEAM PROJECT: Each team (2-3 students representing one side of an assigned debate topic) must work together to research the assigned debate topic and prepare for the debate in front of the class. Each student will be responsible for participating in team discussions and planning sessions, contributing to research and preparation for the debate, completing an evaluation of team members, and participating in the in-class debate.

Evaluation will be based on the following elements:

Team grade (50% of Team Project grade)

1. A team portfolio consisting of the following due in hard copy the day of your debate:
 - Your team's opening and closing statements (with full citations)
 - Your team's complete annotated bibliography
 - A list of questions to be posed to the other team during the debate
 - A record of all team meetings (date/times/participants/topics discussed/decisions made).
2. The overall quality of your team's in-class debate performance.

Individual grade (50% of Team Project grade)

1. The quality of your personal debate performance.
2. Your evaluations of the members of your group.
3. My assessment of your contribution to the project based on team evaluations and your participation in team discussions and preparation.

POSITION PAPER: Each student will write a 5-page paper taking a position on an assigned topic and providing evidence for that position. You should write both to inform and to persuade. You should demonstrate a solid understanding of the topic, a critical evaluation of credible sources, and a well-argued position. This paper will require significant independent research outside of class. You must demonstrate your research through sourcing. Papers must be properly referenced using the Chicago style, and you

must include a full bibliography (not counted as part of the 5-page requirement). **Plagiarism will not be tolerated in any form.** Your paper is due in hard copy at the beginning of class on the day your topic is debated. Late papers will incur an immediate 10% deduction penalty, and an additional 5% for each day late after the deadline. I will not accept any papers submitted more than 6 days after the deadline.

RESPONSES TO DEBATES: Each student must submit responses to four (4) of the eight debates. These responses must be submitted as an attachment through Sakai no later than 72 hours after the selected debate. Each response should be 1-2 pages in length (no longer!), concisely argued, and thoughtful. You should demonstrate a solid understanding of the topic; clearly articulate which side, in your view, “won” the debate; and, provide factual evidence from the debate to support your position.

MID TERM EXAM: The Mid-Term Exam will cover the themes and concepts of the course and any material covered in the course up until the date of the exam.

FINAL EXAM: The University requires final assessments for all undergraduate courses. This course will have a cumulative final exam at **12:00pm on December 9**. The final exam will cover the themes and concepts of the course and any material covered in the course.

GRADE DEFINITIONS: The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting undergraduate grades. Please note that they are based on performance, not on effort or individual improvement.

A – *Mastery* of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.

B – *Strong performance* demonstrating a high level of attainment for a student at a given stage of development.

C – An *acceptable* performance demonstrating an adequate level of attainment for a student at a given stage of development.

D – A *marginal* performance demonstrating a minimal passing level of attainment for a student at a given stage of development.

F – For whatever reasons, an *unacceptable* performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-70%
D	60-66%
F	< 60%

GRADE APPEALS: I take the evaluation and grading of your assignments seriously. You will usually find numerous comments on your assignments aimed at helping you to understand your grade and improve your performance. I am always happy to discuss with you how your work was evaluated and how you can improve your performance in the course. However, I will not change any grade without a written request. The only exception to this policy is for simple calculation errors. If you feel that an

assignment was graded incorrectly you must submit a written explanation of why you are making the appeal and the specifics of your complaint, along with the test or assignment in question, and officially request that the assignment be re-graded. Please review my comments and the assignment directions before appealing your grade. I will re-evaluate your work and you will receive the new grade, which may be higher, the same, or lower than the original grade. Grade appeals will only be accepted for one week after a test or assignment has been returned to the class. This system is designed to minimize frivolous grade appeals and ensure you have carefully examined and reflected on the quality of your work before initiating a grade appeal.

IMPORTANT FINAL NOTES:

- No laptop computers or tablets are permitted in class, unless you have special permission from the Instructor for learning purposes. Debate teams will be allowed to use laptops on the day of their respective debates.
- Cell phones should be turned off/muted and put away when class begins.
- Students engaging in any activity that could interfere with other students' ability to learn – texting, side conversations, etc. – will be asked to leave class. This policy will be strictly enforced in order to provide the best possible learning environment, encourage active participation by all students, and minimize distractions.
- Students with disabilities who require individualized testing or other accommodations should discuss this with me the first week of class so that appropriate accommodations can be made.
- Students should keep copies of their graded assignments until they receive their final course grade.
- In written work, words written by others should be indicated by quotation marks and all ideas drawn from others should be attributed to their source. If you are unsure about what needs to be cited, please talk with me or ask for assistance from the Writing Center. Plagiarism is a serious offense, which can result in a failing grade in the course and suspension from the University. **I will report all suspected cases of plagiarism and other academic dishonesty to the Honor Court.**
- Email Etiquette: Please feel free to email me to set up an appointment. I will not respond to emails asking what you missed in class. I will not accept papers or other assignments via email, unless I give you specific permission to submit via email. You should address me as Dr. Hazen in your emails, just as you would in person. **Please include the course name (PLCY430) and your last name in the email subject line, and your full name in the body of the email.** I receive numerous emails each day and this will help me to respond to you in a timely fashion.
- If you experience any problems during the semester that could affect your performance in this class, please come see me as soon as possible. I can do more to help you if you let me know what is happening before you miss a test or deadline.
- Assignments: **All submitted written assignments should follow these guidelines:**
 - 12pt font for main text and 10pt font for endnote text;
 - Double-spaced main text and single-spaced endnote text;
 - Chicago (Turabian) style references with notes in endnotes;
 - Page numbers on all pages;
 - Name on first page (or cover sheet);
 - Stapled.

COURSE OUTLINE AND READING ASSIGNMENTS

Session	Date	Topic	Assignment
1	Aug 23	Introduction	Syllabus
2	Aug 25	What is “national security”?	Readings on Sakai
3	Aug 30	Brief History of U.S. National Security Policy	Readings on Sakai
4	Sep 1	Who makes national security policy?	Readings on Sakai
5	Sep 6	Grand Strategy	Readings on Sakai
6	Sep 8	Current U.S. National Security Strategy	Readings on Sakai
7	Sep 13	Power: Military, Economic, Diplomatic	Readings on Sakai
8	Sep 15	Strategic Intelligence	Readings on Sakai
9	Sep 20	U.S. Defense Budget	Readings on Sakai
10	Sep 22	Nuclear Weapons, Strategy and Proliferation	Readings on Sakai
11	Sep 27	Domestic Politics and Security Policy	Readings on Sakai
12	Sep 29	Media and Security Policy	Readings on Sakai
13	Oct 4	Military Intervention	Readings on Sakai
14	Oct 6	Humanitarian Intervention	Readings on Sakai
--	Oct 11	University Day	No class
15	Oct 13	Mid-term Exam	Review for exam
16	Oct 18	Terrorism	Readings on Sakai
--	Oct 20	Fall Break	No class
17	Oct 25	Debate 1: ISIS in Iraq and Syria	Readings on Sakai
18	Oct 27	International Organizations	Readings on Sakai
19	Nov 1	Debate 2: Russia, Ukraine & the Crimea	Readings on Sakai
20	Nov 3	Debate 3: Responding to the next pandemic	Readings on Sakai
21	Nov 8	Debate 4: North Korea	Readings on Sakai
22	Nov 10	Civil-Military Relations	Readings on Sakai
23	Nov 15	Debate 5: Use of Torture	Readings on Sakai
24	Nov 17	Counter-Insurgency	Readings on Sakai
25	Nov 22	Debate 6: Afghanistan	Readings on Sakai
--	Nov 24	Thanksgiving Holiday	No class
26	Nov 29	Debate 7: Use of Drones	Readings on Sakai
27	Dec 1	Debate 8: Iran	Readings on Sakai
28	Dec 6	Last Day of Class – Review	Review
	Dec 9	Final Exam – 12:00-2:00pm	Review for exam

This course syllabus is a general plan for the course. The course outline and assignments may be revised during the course. The most up-to-date syllabus will always be posted on Sakai and I will announce any changes in class.

HONOR CODE:

*The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. **The Honor Code of the university is in effect at all times, and the submission of any work in this course signifies understanding and acceptance of those requirements. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance (<http://instrument.unc.edu>). Never submit work unless you are fully satisfied that you have complied with the requirements of the Honor Code.***

UNC POLICY ADDRESSING DISCRIMINATION AND HARASSMENT:

Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu>.