

PSCI 3191-581, NATIONAL SECURITY ORGANIZATIONS AND POLICYMAKING

January 23 to May 4, 2023

Online

#### INSTRUCTOR CONTACT INFORMATION

Instructor – Michael D Kanner

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Office - KTCH 128

Office hours – Monday, Wednesday, and Friday, 10:30 to 11:30 AM (or by appointment)

#### COMMUNICATION POLICIES

Email is the best means of contacting me. I usually answer within 12 hours. If I have not responded in 24 hours, please call the Political Science office (303-492-7871) and have them contact me.

#### Instructor Biography

I have been teaching political science and international affairs since 2001. My bachelor's degree was in science from the US Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder, focusing on political psychology and its effect on foreign policy decision-making.

Before joining academia, I served in the US Army, including assignments as an operations officer from brigade to theater army level in the United States, Latin America, and Europe. In addition, I was a contributor to the Low-Intensity Conflict Study Group and a counterterrorism officer for JTF Bravo, Honduras. I also spent a short time as a contract employee for SAIC, a think tank working for the Defense Department.

My publications include studies on expert decision-making and preventive diplomacy for the Defense Department and academic articles on prospect theory. In addition, I have published several short stories dealing with World War 1.

#### COURSE DESCRIPTION

##### From Catalog

Analyzes how the American governmental and political system is structured to define, select, and implement national security policies. Examines roles of the president, Congress, bureaucracy, interest groups, and other actors.



Reading assignments from the textbook.

Study questions that, along with the week's learning objective, should guide your reading.

A recorded lecture which augments the readings, focuses on critical aspects and provides historical examples and context to the lesson.

An online discussion question that replaces classroom discussions. These discussions include your postings, other students' comments, and my reactions and comments.

There is a quiz at the end of each module. The quizzes measure your fulfillment of the module and weekly objectives. These are discussed in the GRADING CRITERIA section of the syllabus.

I recommend you have a mix of domestic and international news. Here are some of my suggestions. These are the ones that I subscribe to and do not constitute any endorsement.

The Hill - <https://thehill.com/> - The Hill focuses on what is going on in Washington, DC. It is free to subscribe to, and you can select specific newsletters (<http://www.email.thehill.com/thehillreg/thehillreg/pref.action>).

The Economist Magazine. In my opinion, this is the best international news magazine. In addition, they have a discounted student subscription ([Special student rate - Subscribe to The Economist](#)).

The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. Go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.

The New York Times. You also have access to the New York Times through the library. Information on how to activate this account is at <https://libguides.colorado.edu/databaseguide/newyorktimes/home>.

War on the Rocks - <https://warontherocks.com/>. This is a platform for the analysis of current security issues. It has a daily newsletter of analysis and an array of podcasts. In addition, I will often post links to articles from this site that I think are relevant to the course.

## REQUIRED TEXTS

There are two textbooks for this course. They are available from the University Bookstore (<https://www.cubookstore.com/my-courses>). If you get them from another source (e.g., Amazon), ensure that you have the correct edition. These will not be read in sequence so pay attention to the schedule of assigned readings.

George, Roger Z., and Harvey Rishikof. 2017. *The National Security Enterprise: Navigating the Labyrinth. 2<sup>nd</sup> Edition*. Washington, DC: Georgetown Press

Meese, Michael J, Suzanne C. Nielsen, and Rachel M. Sondheimer. 2018. *American National Security, 7<sup>th</sup> Edition*. Baltimore, MD: John Hopkins University Press.

The textbooks are available through the CU Bookstore in hard copy and the Bookstore's "Day 1 Digital Access" program. If you buy it somewhere else (e.g., Amazon), ensure you have the correct edition.

#### Day 1 Digital Access

To keep the cost of your course materials *as low as possible* and access to those materials *as convenient as possible*, we have collaborated with the CU Book

Module 2. Quiz	25 points
Module 3. Quiz	30 points
Discussion Questions	20 points <i>There are 14 discussions, so you only need to post on 10 for full credit. Additional posts will count as extra credit.</i>
Total	100 points

Your final grade will be based on how many points you accrue and this grading scale. I will post your final grade on CANVAS before posting it to the Registrar's office.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Module Quizzes

These should be taken at the end of each module. Module quizzes consist of several short-paragraph essays related to the module's critical questions (look at the DISCUSSION and study questions for hints). These paragraphs should be between 150 to 200 words each.

Discussions on CANVAS are instead of classroom discussions. Your posts should be about 100 words and not be researched essays. Comments on other students' posts should be about 50 words. You should post your thoughts on the questions and the comments of other students and myself.

Just as you need to be on time for classes, you should participate in the discussions on time. After the due date, discussions will be locked, so additional postings are not possible. At this point, they will be read-only.

Grades for each post will be allocated based on these criteria.

1 point – Your post is relevant to the question and discusses key components of the question.

½ point – There is an example to support your posting.

½ point – You make a substantive comment on another student's posting referring to the other student's comments.

If your initial posting is irrelevant, I will ask you to reconsider your argument and example in my reply.

If you notice, you can miss some of the discussions and still get 20 points for participation; however, since CANVAS totals all the points, responding to more than the minimum number of discussions will count as extra credit.

## COURSE SCHEDULE

### Module 1. Political Context

Objective: Describe the influence that history and context have on security policy.

#### 1. Week 1. The American Way

##### a. Learning Objective

Identify the elements of the American security culture

##### b. Reading Assignment

i. *American National Security* – Chapters 2 and 3

##### c. Study Questions

i. How has public opinion influenced security policy?

ii. What are the moral components of security policy?

iii. What is idealism, and how has it influenced security policy?

iv. How have the international context, domestic politics and technological change affected security policy development?

##### d. Lecture – Week 1 - The American Way.mp4

##### e. Discussion

2.





- d. Lecture – Week 5 - Intelligence.mp4
  - e. Discussion Question
    - i. Besides technical issues, such as encryption, what do you think is the biggest problem in gathering and analyzing information in the 21<sup>st</sup> Century? Is this helped or hurt by having so many intelligence agencies?
    - ii. The question will be open until February 24, 11:59 PM.
6. Week 6. Diplomacy
- a. Learning Objective

Point out how diplomacy supports national security.
  - b. Reading Assignment
    - i. *American National Security* – Chapter 11
    - ii. *National Security Enterprise* – Chapter 4
  - c. Study Questions
    - i. What is the purpose of diplomacy?
    - ii. What are the different types of diplomacy?
    - iii. How do you define information power?
    - iv. What are some of the ways the US exercises information power?
    - v. What are the elements of the State Department's organizational culture?
    - vi. How has its organizational culture limited its role in security policy?
    - vii. What other factors limit the role of the State Department in security policy?
  - d. Lecture – Week 6. Diplomacy.mp4
  - e. Discussion Question
    - i. Since diplomacy is cheaper and more acceptable than military power, why do you think there is not more emphasis on diplomacy and the State Department in security policy? How might this be fixed?
    - ii. The question will be open until March 3, 11:59 PM.







- vii. What are US interests in the Mideast? In Sub-Saharan Africa?
- viii. What factors affect stability in each region? (Mideast and Sub-Saharan Africa have different issues.)
- ix. How does the Cold War still affect politics in Africa?
- d. Lecture – Week 13. Post-Colonial World.mp4
- e. Discussion Question
  - i. What are the security problems shared by these regions? Should they be the concern of the United States? Why or why not?
  - ii. The question will be open until April 28, 11:59 PM.

14.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you." Some people in the class may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are not to be used.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. However, in some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group, and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may work best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done. (Source: [The Core Rules of Netiquette](#))

#### Late Work.

##### *Discussions.*

Postings for discussions must be done before the end of the availability dates (see each week in the schedule). These are closed to submission and become read-only after that. There are seven discussions. You only need five to earn the maximum number of points.

##### *Quizzes.*

Quizzes can be taken at any time during the semester. If you cannot take the quizzes during this time, your only option is to request an Incomplete. Requests for reconsideration will require supporting documents (e.g., letters from a medical professional).

#### Illness.

You should consult your advisor about your options if your health does not allow you to participate after the withdrawal date. Unfortunately, the only option that I can provide is an Incomplete. You will need to request the Incomplete with supporting documentation (e.g., letters from a medical professional).

#### Extra Credit.

As mentioned, the only extra credit is posting on more than five discussions.

Incompletes.

A grade of Incomplete is not a substitute for poor planning. They will only be granted based on a request on the student's part supported by documentation.

Policies (as established by the Vice Provost for Undergraduate Education)

SYLLABUS STATEMENTS

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for COVID-19

require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations



Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

#### RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email the instructor at [Michael.kanner@colorado.edu](mailto:Michael.kanner@colorado.edu) about the days you will miss.

See the [campus policy regarding religious observances](#) for full details.