

**Professor Mark J.C. Crescenzi**

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**Class:**

M/W 3:00-4:15  
112 Murphy

**Office hours:**

Mondays 10:00-11:30,  
Wednesdays 9:30-11:00  
or by appointment

***Course Description***

This course introduces the basic issues surrounding national security policy. The primary focus is on policy issues related to the use of force between and within countries. The goal of the course is to provide you with the analytical tools and factual knowledge that you will need to identify and assess current and future threats to national security. This is not a course solely on U.S. national security, but much of the material deals with the specific problems of the United States. Students are encouraged to apply what you learn in this course to the security concerns of other nations in the international system.

The course presupposes some basic familiarity with international politics as taught at the level of Poli 150 (86). The emphasis is on developing your analytical capacity to examine and assess the problems that exist in current defense policy. The ability to memorize factual material is taken for granted, but it is not the primary goal of the course. To excel in this course, you must demonstrate the ability to integrate theory and facts by applying analytical concepts to security puzzles in the international arena. In short: think, be creative, and be ambitious.

This course will also take advantage of the web as an instructional and research technology. Some of the readings are accessible only via the web, and students are encouraged to use information technology tools in their assignments. If you are not familiar with the web tools such as Blackboard, you need to become familiar with this technology as soon as possible.

***Course Materials Required for Purchase:***

Bolt, Coletta & Shackelford, *American Defense Policy* (8<sup>th</sup> edition) 2005. Johns Hopkins  
Brigette L. Nacos, *Terrorism and Counterterrorism* (2<sup>nd</sup> edition) 2008. Penguin Academics/Pearson  
Richard Preston, *The Demon in the Freezer*. 2002. Random House  
The U.S. Army & Marine Corps, *Counterinsurgency Field Manual*, 2007. University of Chicago  
Jack Snyder, *Myths of Empire: Domestic Politics and International Ambition*. 1991. Cornell

***Course Assessment***

Class Participation:	10%
Group Project:	30%
Midterm:	30%
Final:	30%

## *Class Participation*

The class meetings for this course will be conducted using a mix of lectures, instructor-led discussion, and student presentations. **You are expected to keep informed on current events in world politics**, as we will constantly integrate them into the course. I will periodically post discussion questions and links to news stories prior to class on the course web site. Students should feel free to ask questions and debate (considerately) the answers. The participation grade evaluation will be based on the quantity **and** quality of comments and questions and a demonstration of knowledge of the course material. Attendance *per se* will not be evaluated; however, if you are not in class you cannot participate.

*Laptops* are welcomed in class, but only for class-related use (e.g. taking notes, viewing Power Point slides, searching the internet for course related activities). Please refrain from any computer activity not directly related to the class, as it presents a significant distraction for you and your neighbors. There may also be times in class when I ask everyone to close their laptops to facilitate discussion.

## *Group Project*

Your goal in this project is to identify, explain, and assess a current national security puzzle in world politics. Assume that you are a team of scholars that have been brought together to provide expert analysis on a national security problem in order to help policy makers chart a course of action. In short, you need to generate a comprehensive but efficient report so that policy makers can make educated decisions.

Such puzzles often have what we can refer to as "rival solutions." While your puzzle will most likely involve behavior between states (or one state and a non-state actor such as a terrorist group), solutions may be anchored to processes at the global, interstate, and national levels of analysis.

After you have identified a puzzle and advanced a set of plausible explanations, you must then turn to the task of evaluating the set of rival solutions. Specifically, you must compare and contrast the relative plausibility of each solution with the others you have advanced. This process of evaluation will be based on empirical evidence that you have gathered during the semester, not your own opinion.

### *Research*

To complete the project **you will need to conduct library research**. Library sources include relevant books, professional journal articles, policy magazines, major newspapers, and original government documents. See the Reference desk in the Davis Library for assistance. A bibliography must be included with each assignment. The bibliography is not counted as a part of the project length requirement. Internet sources can be used to compliment your research, providing you include the appropriate URLs in your bibliography, but non-internet sources are required. Students must also make an effort to demonstrate that internet sources are credible.

Note: it is expected that this project represents original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior approval of all instructors involved.

### *Group Project Contract Due Feb. 6*

Groups must be formed quickly, with a maximum of four students per group. Each group will develop a contract specifying the expectations, code of conduct, and enforcement mechanisms that will structure your group interaction and project development. This is your chance to make sure everyone in your group

understands the need for an active role in the project. You may structure individual participation any way you choose, but be aware that everyone is required to adhere to the spirit and the specifics of the contract. This contract must also address the circumstances under which a member of the group can be expelled. NOTE: students that find themselves expelled from a group will have the sole responsibility of finding another group to join.

*Installment #1 (Proposal: Identifying The Puzzle and Evaluating Rival Explanations) Due March 24*

In this stage of the project you will address the following three questions: (1) What is your puzzle? (2) Why does this behavior constitute a puzzle? and (3) Why is this an issue that requires serious consideration and policy action? Remember that you are interested in identifying a puzzle emerging from a current event, or series of events, in world politics.

As noted earlier, social scientists often identify policy solutions. After establishing your puzzle, identify a set of rival solutions. Discuss the specifics of each policy solution as well as the plausible and implausible aspects of each solution. Include a bibliography containing no fewer than 8 sources with this assignment. Expected length, excluding the bibliography: **25-30 pages**. This installment will count for 10% of your course grade

*Installment #2 (Analysis and Completed Project) Due April 25*

This final version of your project integrates installment #1 wherever you believe necessary and in response to my comments. Your next task is to expand upon and then compare and contrast the rival solutions. Why is one solution more convincing than another? On what evidence do you base your evaluation? What solution, or set of solutions, is superior in explaining/answering your puzzle? You should also add a short conclusion that sums up your analysis. Your project should be cleansed of all spelling and grammatical errors, and you should include a bibliography of no less than 12 sources. Expected length, excluding the bibliography: **30-40 pages**. This installment will count for 10% of your course grade. NOTE: you must also turn in your graded copy of installment #1 when you turn in this assignment.

*Presentations*

Each group will present its report to the class and field questions. These presentations will allow you to introduce your topic to the rest of the class, and it is also the time to get feedback from the other students if you are stuck. Keep the presentation short (20 minutes), and don't be afraid to tap into the knowledge of your fellow classmates. The use of visual aids is strongly recommended. The presentation will count for 10% of your course grade.

*Assessment & Details:*

**Failure to turn in an installment on its due date without prior contact with the instructor will result in a zero for that portion of the grade. However, you are still required to turn in and proceed with the rest of the assignment.**

The final project will be at minimum 30 pages in length. You are expected to submit project installments in computer printed form, using 1 inch margins and a standard font (12 point font, double spaced) for any written content. Groups are encouraged to develop multi-media and/or web publishable projects, and those who do so may turn in assignments in electronic format or a mix of electronic and printed materials.

You will be graded not only for the depth of your ideas, reasoning, and evidence, but also for your presentation

(this includes the basics: spelling, punctuation, organization, grammar, but it also includes the effective use of technology to enhance the report and improve on your ability to communicate your ideas). You are required to resubmit all previous assignments each time a new assignment is due. Toward this end, you will keep a "semester folder" in which all the material you have submitted, and any comments issued by me, will be stored.

### *Exams*

Both the midterm and the final exams will be in-class exams with short-essay and essay formats. Performance will be assessed by your ability to provide complete factual answers as well as to analyze the facts, cite examples, and argue your position convincingly. A list of possible questions will precede each exam. As such, expectations will be high. Only answers that exceed these expectations will be evaluated as excellent.

The final exam will be cumulative. **Missing either exam will result in a score of zero.** Makeup exams will not be provided without proper documentation, and if at all possible the student must notify the instructor of the conflict *before* the scheduled exam takes place.

This semester we will employ the *SecureExam* technology for the midterm and final exams. This means that you will be taking your exams on your laptops. If your laptop battery does not hold a charge for 75 minutes, buy a new battery or bring an extension cord/surge protector to class on exam day. If you do not have a laptop that runs the Windows XP Pro or Vista operating system, you may use blue books instead.

“The Honor Code is in effect in this class and all others at the University. I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <http://instrument.unc.edu>. If you have questions, it is your responsibility to ask me about the Code’s application. All exams, written work, and other projects must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work.”<sup>1</sup>

### *Grading*

In general, I subscribe to the official grading rubric provided by the university (see also <http://www.unc.edu/faculty/faccoun/reports/R2001GradingStandardsAddendum.htm>):

- |                                    |                              |
|------------------------------------|------------------------------|
| A - Highest level of achievement   | D - Marginal performance     |
| B - Strong performance             | F - Unacceptable performance |
| C - Totally acceptable performance |                              |

Thus, an assignment or exam that is essentially correct but is neither strong nor extraordinary will receive a grade in the range of a C. For B grades I require assignments and exams to be comprehensively satisfactory, not just essentially correct, and I reserve A grades for truly outstanding work that goes beyond the requirements.<sup>2</sup> Substantive challenges to grades on projects and the midterm may be submitted to me in writing, with the provision that I reserve the right to regrade an entire assignment or exam.

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<sup>1</sup> From an August 21, 2003 Memo from Robert Shelton, Provost and Judith Wegner, Chair of the Faculty

<sup>2</sup> Note that a grade ranging between 90%-94% is an A-, with a full A reserved for 94%-100%. 80-84%=B-, 84-87%=B, 87-90%=B+; 70-74%=C-, 74-77%=C, 77-80%=C+; 60%-70%=D; 0%-60%=F

## *Course Calendar*

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
1/9	Introduction to the Course	
1/14	Foundations: Historical Context	ADP: Foreword, Ch. 1
1/16	Domestic and Global Context	ADP: Ch. 2-3
1/21	MLK Holiday	No readings or class
1/23	Foundations II: Power	Nye, "Soft Power" <i>Foreign Policy</i> 1990 Nye, "Limits of American Power" <i>Political Science Quarterly</i> 2002 ADP: Ch. 8
1/28	The Legal Basis for Defense	ADP: Ch. 4
1/30	US Process & Organization	ADP: Ch. 5 (up to p.158), Ch. 6
2/4	Civil-Military Issues	ADP Ch. 10
2/6	Conventional Forces	ADP Ch. 11 <b>Project Contract Due</b>
2/11	Foundations III: Deterrence	Zagare, "Rationality and Defense" <i>World Politics</i> 1990
2/13	Deterrence and Missile Defense	Quackenbush, "National Missile Defense and Deterrence" <i>Political Research Quarterly</i> 2006
2/18	Nuclear Policy	ADP Ch. 12
2/20	Deterrence: The Stakes	Cuban Missile Crisis: 40 Years Later: ( <a href="http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/">http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/</a> ) Chronology, The Subs of October, Analysis (All)
2/25	The Fog of War	Historical Context Summaries: (See Blackboard Site for links)
2/27	<b>MIDTERM</b>	

3/3	Overexpansion: Theory	Snyder, Ch. 1-2
3/5	Overexpansion in History	Snyder, Ch.3, 6, 7
3/10-12	Spring Break	No Class or Readings
3/17	Terrorism	Nacos, Ch. 1-4
3/19	Terrorism: Sources of Mobilization	Nacos, Ch.5-8
3/24	Anti- and Counterterrorism	Nacos, Ch. 10-12 <b>Project Installment #1 Due</b>
3/26	Biological and Chemical Weapons	Preston, all*
3/31	Insurgency & Counterinsurgency	Field Manual, Ch. 1
4/2	Counterinsurgency Policy and Practice	Field Manual, Ch. 4 & 5
4/7	Ethics and Leadership: What is the burden?	Field Manual, Ch. 7 Levinson, "The Debate on Torture" Hoffman, "A Nasty Business"
4/9	Frontline: On Torture	
4/14	Group Presentations	
4/16	Group Presentations	
4/21	No Class	
4/23	Group Presentations	Last Class
4/25	<b>Project Installment #2 Due</b>	Due before 4:00pm
5/5	<b>FINAL EXAM</b>	4:00pm to 7:00pm