

PSCI 3191-001, NATIONAL SECURITY ORGANIZATIONS/POLICYMAKING

Monday, Wednesday, Friday – 4:10 to 5 PM

MUEN E432

Dr. Mike Kanner

Instructor Contact Information

Telephone – none

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Communication Policies

The only way to contact me is by e-mail. My usual response time is 8 to 12 hours (although it may just be an acknowledgment). If you do not hear from me within 24 hours, contact the political science office (303 492-7871) and ask them to call me.

Instructor Biography

I have been a lecturer and instructor in political science and international affairs since 2001 and have taught most international relations subjects from security to economics. 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, where I focused on political psychology and its effect on foreign policy decision making.

Before joining academia, I served in the US Army, including assignments as operations officer and analyst from brigade to theater army level in the United States, Latin American and Europe. I also spent a short time as a contract employee for SAIC, a think tank doing work for the Defense Department. My activity as an analyst included studies on expert decision-making, low-intensity conflict, and preventive diplomacy.

Course Description (from course 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. Prerequisite PSCI 1101.

Objectives

1. Understand the history behind and the context in which national security policy is made.
2. Identify the major institutional players, their powers, and roles within the domestic political environment.
3. Describe the different means of implementing security policy.
4. Examine future security challenges.

Overview

There is a reading assigned for each day except when there is an exam. These should be read in advance of the class. The reading comes from either the textbook or an article you will need to access on Canvas. Articles on Canvas are linked to the day in which they will be discussed.

Classes will start with administrative announcements (if there are any) and some foreign policy-related news. There will then be a short discussion of the news. After that, I will give a short talk on the day's readings. These talks are not summaries. They will highlight sections of the readings and add historical and theoretical aspects to the readings. During these talks and after, you are expected to contribute with questions and comments. I will sometimes interrupt my talk to ask opinions or to prompt a discussion.

Required Texts

There are two texts required for this class. They are available from the University bookstore. 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. 2nd Edition*. Washington, DC: Georgetown Press

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

Student Responsibilities

Your first responsibility is to show up.

Readings and course notes are only part of the course. Additional material will be presented in the lectures. The most benefit will come from participating in the class discussions.

Be prepared to participate.

Discussion and the exchange of ideas are part of an intellectual journey. You will be asked to offer and defend positions about the topics we are discussing. I believe that the only way to sharpen an argument is to grind away at it; you can expect me to criticize your position.

Because this is not typical in many classes, I am offering these warnings.

- Your defense should be based on theory or history. Arguments built on beliefs or a moral argument are subjective and assume a universality of views that may only result from cultural hegemony.
- If you are not prepared to question your fundamental beliefs about the world and people, this is not the class for you.
- Do NOT take it personally. I have been known to criticize positions with which I agreed.
- *Ad Hominem* attacks will not be tolerated. That means criticisms should be based on counter-arguments or counterfactuals and not the status of the individual making the argument. Violators will be warned. Persistent violators will be asked not to attend class.

Be on time.

Late arrivals disrupt the class. I also consider lateness a sign of disrespect to other students because it says that your convenience is more important than their desire to learn.

Keep up with the news.

To paraphrase Shakespeare, 'There are more things in heaven and earth than show up in your newsfeed.' There are new threats and changes to the security world every day. You should be familiar with these changes.

There are several sources for news. I recommend a mix of domestic and international news. Here are some of my recommendations.

- The Hill - <https://thehill.com/> - The Hill's focus is on what is going on in Washington, D.C. It is free to subscribe 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. 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. You can go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.

Grading

Your final grade will be based on how many points you accrue and this grading scale.

Because Canvas uses a default grading scheme, there may be a difference between the final grade and what is listed. 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		

Grades are based on a 100-point scale. Points are based on these activities.

Module Exams	
	2 at 25 points
	50 points
	Final exam
	40 points
Attendance	10 points
Total	100 points

Module Exams. There will be three exams including the final exam.

- The first two will be in-class, closed-book exams. The first two will consist of seven questions (one paragraph essay) from which students will select five.
- The final will consist of ten questions of which students will choose eight.

These questions are mostly drawn from the in-class discussion questions and will require some synthesis of the subjects discussed since the last exam. A review sheet for each exam will be published at least one week prior to the exam.

Attendance. Much of the course takes place in the classroom, so attendance is a significant part of the course. Absences will only be excused based on illness, incarceration, religious observation, work/sports/ROTC commitments or family emergencies. Documentation for your absence may be required.

Course Schedule

Module 1. Introduction

Objective - Understand the history behind and the context in which national security policy is made.

1. August 23 – Introduction
 - a. Learning Objective
 - i. Identify the course requirements and expectations.
 - ii. Recognize the organizational challenges in national security.
 - b. Reading Assignment
 - i. Syllabus
 - ii. *National Security Enterprise: Introduction*
2. August 25
 - a. Learning Objective – Review international relations concepts concerning national security
 - b. Reading Assignment – *American National Security*, Ch. 1
3. August 27
 - a. Learning Objective – Describe the American security traditions.
 - b. Reading Assignment – *American National Security*, Ch. 2
4. August 30
 - a. Learning Objective – Describe the background and factors leading to the rise of the security establishment.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 1
5. September 1
 - a. Learning Objective
 - i. Review history of the rise of security organizations
 - ii. Identify the factors that will influence security strategy.
 - b. Reading Assignment – *American National Security*, Ch. 3
6. September 3
 - a. Learning Objective – Examine the organization of the National Security Council.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 2

September 6 – Labor Day (No Class)

Module 2. Institutions.

Objective – Identify the major institutional players, their powers, and roles within the domestic political environment.

1. September 8
 - a. Learning Objective – Discuss presidential dominance in security policy.

- b. Reading Assignment – *American National Security*, Ch. 4
- 2. September 10
 - a. Learning Objective – Identify congress's role as a security institution.
 - b. Reading Assignment – *American National Security*, Ch. 5
- 3. September 13
 - a. Learning Objective – Understand Congress's role in national security.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 13
- 4. September 15
 - a. Learning Objective – Review the growth of domestic security.
 - b. Reading Assignment – *American National Security*, Ch. 6
- 5. September 17
 - a. Learning Objective – Examine the politics of homeland security.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 12
- 6. September 20
 - a. Learning Objective – Discuss the role of intelligence.
 - b. Reading Assignment – *American National Security*, Ch. 7
- 7. September 22
 - a. Learning Objective – Explore economic factors in allocating resources to national security/defense.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 9
- 8. September 24
 - a. Learning Objective – Outline the security decision process.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 10
- 9. September 27
 - a. Learning Objective
 - i. Determine how the agencies support national security.
 - ii. Review key concepts for the midterm.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 11

September 29 – Midterm Exam (review sheet to be published)

- 10. October 1
 - a. Learning Objective – Examine the influence of the military and its motivation in security policy.
 - b. Reading Assignment – *American National Security*, Ch. 8
- 11. October 4
 - a. Learning Objective – Describe the civilian bureaucracy within Defense Department.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 6
- 12. October 6
 - a. Learning Objective – Explore economic factors in allocating resources to national security/defense.
 - b. Reading Assignment – *American National Security*, Ch. 9
- 13. October 8
 - a. Learning Objective – Examine the role of OMB in defense and security spending.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 3
- 14. October 11

- a. Learning Objective – Examine the role of special interests on national security.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 15
15. October 13
- a. Learning Objective – Explore the role of think tanks on national security.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 16
16. October 15
- a. Learning Objective – Identify the role of media in security.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 17

Module 3. Ways and Means.

Objectives – Describe the different means of implementing a security policy.

1. October 18
 - a. Learning Objective – Investigate the use of soft power in the security arena.
 - b. Reading Assignment – *American National Security*, Ch. 11
2. October 20
 - a. Learning Objective – Discuss the role of the State Department in security policy.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 4
3. October 22
 - a. Learning Objective – Explore the connection between economics and security issues.
 - b. Reading Assignment – *American National Security*, Ch. 12
4. October 25
 - a. Learning Objective – Recognize Treasury Department's role in security issues.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 8
5. October 27
 - a. Learning Objective
 - i. Understand the role and problems of USAID.
 - ii. Review key concepts for the midterm.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 5

October 29 – Midterm Exam (review sheet to be published)

Module 4. Future Security.

Objective – Examine future security challenges.

1. November 1
 - a. Learning Objective – Examine the role of the military as an instrument.
 - b. Reading Assignment – *American National Security*, Ch. 13
2. November 3
 - a. Learning Objective – Identify the differences between civilian and military cultures.
 - b. Reading Assignment – *National Security Enterprise*, Ch. 7
3. November 5
 - a. Learning Objective – Examine current and future conventional threats.
 - b. Reading Assignment – *American National Security*, Ch. 14
4. November 8

- a. Learning Objective – Identify the different organizational cultures within the military.
- b. Reading Assignment – *American National Security*, Ch. 15
5. November 10
 - a. Learning Objective – Review operations other than war.
 - b. Reading Assignment – *American National Security*, Ch. 16
6. November 12
 - a. Learning Objective – Question the role of nuclear weapons.
 - b. Reading Assignment – *American National Security*, Ch. 17
7. November 15
 - a. Learning Objective – Point out US security issues in East Asia.
 - b. Reading Assignment – *American National Security*, Ch. 18
8. November 17
 - a. Learning Objective – Identify security concerns within South Asia.
 - b. Reading Assignment – *American National Security*, Ch. 19
9. November 19
 - a. Learning Objective – Examine US strategic interests in the Middle East.
 - b. Reading Assignment – *American National Security*, Ch. 20

November 22-26, Fall Break/Thanksgiving Break

10. November 29
 - a. Learning Objective – Review US security interests in Africa.
 - b. Reading Assignment – *American National Security*, Ch. 21
11. December 1
 - a. Learning Objective – Summarize security concerns about Russia.
 - b. Reading Assignment – *American National Security*, Ch. 22
12. December 3
 - a. Learning Objective – Review US security interests in Europe.
 - b. Reading Assignment – *American National Security*, Ch. 23
13. December 6
 - a. Learning Objective – Identify security issues with Latin America.
 - b. Reading Assignment – *American National Security*, Ch. 24
14. December 8
 - a. Learning Objective
 - i. Recognize the future threats to the US.
 - ii. Review key concepts for the final.
 - b. Reading Assignment – *American National Security*, Ch. 25

Dec. 15, 1:30 to 4 PM – Final Exam (review sheet to be published)

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 policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

REQUIREMENTS FOR COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, e-mail me at michael.kanner@colorado.edu that you are unable to attend classes and for how long you believe you will be absent.

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 based on documented disabilities

in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

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, e-mail me at michael.kanner@colorado.edu and tell me what classes you will be missing.

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