

<b>Political Science 352</b> <b>Fall 2020</b> <b>A&amp;C S149</b> <b>MWF 12:40-1:40</b> <b>Credit Hours: 3.0</b>	<b>Department of Political Science</b> <b>Email: <a href="mailto:jasinskm@uwosh.edu">jasinskm@uwosh.edu</a></b> <b>Professor Michael Jasinski</b> <b>Sage 4624</b> <b>Office Hours: Thursdays 11-2</b>
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### **The Politics of National Security**

*Or*

*“You may fly over a land forever; you may bomb it, atomize it, pulverize it and wipe it clean of life—but if you desire to defend it, protect it and keep it for civilization, you must do this on the ground, the way the Roman legions did, by putting your young men in the mud. ”*

--T.R. Fehrenbach.

#### **Course Description:**

The purpose of the course is to develop an understanding of the issues and controversies surrounding US national security policy, with particular emphasis on the US military as a tool of US foreign policy.

#### **Political Science Essential Learning Outcomes**

##### **Understand and apply theory frameworks**

- *Political Science students should be able to*
- recognize normative and ethical components of politics
- understand theoretical foundations of politics in the different subfields
- recognize the value of theories for making sense of the past and present
- apply theoretical arguments and concepts in the service of explanation or prediction of political phenomena

##### **Understand and apply history as a lens of inquiry**

- *Political Science students should be able to*
- use history as a framework for understanding contemporary politics
- understand that discerning historical patterns and their disruption are critical parts of the discipline

#### **Office hours - Office Hours (MS Teams)**

The Political Science Department uses Microsoft Teams (MS Teams) for holding office hours.

This system is available to all UWO students. Faculty will be available during the hours noted on your syllabus. When logging into MS Teams, look closely at the status symbols for your instructor. A green dot by the professor's icon (which may be their picture or their initials) means they are available. A red dot means they are busy.

Generally, you are able to join office hour meetings and talk openly in the forum or use the chat function freely. At times, your instructor may be in a private meeting with a student during office hours, and will mark my availability as "busy" (a red dot).

We hope that using MS Teams for office hours for all of our courses will help students become more accustomed to virtual office hours during the pandemic. The main point to remember is that we are available to you. Please use our office hours freely and often. We are here to help. Many faculty are also happy to set up meetings outside of my office hours if students have conflicts with the posted times.

**Expectations for Academic Honesty:** A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone's words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here: <https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

**Note:** If substantive changes are made in course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available.

**Disclosure statement:** "Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>."

**Statement of reasonable accommodation for student with disabilities**

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

**Grievance Policy:** The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at [kruegerj@uwosh.edu](mailto:kruegerj@uwosh.edu). Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

**Note to Political Science Majors:** Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. Political Science 245 is a prerequisite for the senior capstone, Political analysis (401), and cannot be taken concurrently. If you are currently a political science major or if you think you will be one of our majors in the future, it is important that you save your graded coursework from this class. If you have questions, please see me or any faculty member after class.

**Course Delivery Method:** this is a “high-flexibility” in-person class format, designed to reduce virus exposure to the maximum extent possible while preserving the ability to conduct in-class sessions. In practical terms it means the following:

--Monday and Wednesday class sessions will be held on-line, using Collaborate Ultra. The lecture/discussion will take place in real time, but will also be recorded for future access. It will be accompanied by Powerpoint slides.

--The Friday session will be actually in person, in class. Since we are a relatively small class, I highly encourage you to attend, even though attendance is not mandatory in order to accommodate possible health issues and other individual concerns. That lecture/discussion will also take place on Collaborate Ultra and will be recorded, for access by people who cannot attend the class for health reasons or due to being on quarantine. Wearing of masks in class is absolutely mandatory, unfortunately. I recommend paper or light cloth masks that allow you to speak with relatively low discomfort while wearing them. If you have medical or psychological issues related to mask wearing (and I completely empathize with you on that score if you do), you are better off not coming to class—the course is designed in such a way that you can fully participate in it and complete it even without setting foot in class at all.

Once the semester progresses and by some miracle the pandemic recedes (not very likely but we’re all keeping our fingers crossed), we might go to three in-class sessions per week, but even then the online, asynchronous option will remain, because the mask requirement and quarantines will remain in place as precautions.

**Texts:** No textbooks are used in this course. All readings will be found on Canvas

### **Assessing the Student Learning Outcomes:**

--**Weekly Responses.** Starting with week 2, each week’s slides will contain a number of discussion questions that would have ordinarily been part of the class discussion, and which will now be moved to Canvas.

The requirement here is to write 250-word responses for **four** of the discussion questions **for each week**. Submit them to the relevant dropbox under Assignments on Canvas.

Each response is graded on a three-point scale (1-3). These points will be earned as follows:

- Actually provides a sound, logical, evidence-supported answer to the question.
- Cites relevant readings, including readings for that week or other weeks. No reading may be cited more than in two responses per week. As an alternative, you may cite outside sources that you have located through your own research.
- Is of proper length.

Meeting each of the three above gets you 1 point, for a total of three per 250-word essay. I will provide written feedback on Canvas to each of your answers.

Collectively, they will amount to 70% of the final course grade.

--**Research Project:** This project, which will take the form of a research paper with minimum length of 15 (fifteen) double-spaced pages, counts for 30% of your course grade (the initial submission, due at the end of Week 11, is worth 5%, and the final submission is worth 25%). The paper will include a properly formatted bibliography chiefly utilizing sources other than ones listed on the syllabus. While course readings may be referenced in the writing of your paper, they are not to constitute more than 25% of sources used.

Your topic is the National Security Strategy of a US Administration of your choice in the post-Civil War era. A complete, A-grade paper, will have all of the following components:

- Description of national security threat(s) the administration is seeking to address, domestic and foreign.
- The role of the armed forces in addressing that threat, including the type of forces deemed required.
- The role of the intelligence community
- Presence or absence of allies, and their motivations for supporting/not supporting the US.
- Domestic policies in furtherance of the national security strategy
- Assessment of the strategy's effectiveness/success, including reasons for success or failure. Which of the above proved the weak link? Which of the above was more than up to the task?
- Last but not least: Discussion of relevance to the current US national security...predicament. What are we doing better? Worse? Lessons to be drawn from past mistakes or triumphs?

### **Research Paper Grading Criteria:**

Each paper will be evaluated according to the following:

- Introduction that establishes what the topic of your paper is, and its importance to understanding international conflict.

- A clear hypothesis which explains the argument you are making in the paper.
- Extensive empirical evidence backing up your hypothesis.
- Supporting your assertions and evidence with bibliography and citations.
- Proper grammar, syntax, spelling.

Each of these categories will receive a mark of 1 (inadequate), 2 (adequate), or 3 (outstanding). A paper which scores nothing but 1s will receive a comprehensive grade of F (40%), a paper with nothing but 2s will receive a comprehensive grade of C- (70%), and a paper with nothing but 3s will receive a comprehensive grade of A (100%).

**Grade Scale:** Final course grades will be assigned as follows: A: 92 and higher. A-: 90-91; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-71; D: 60-69; F: 0-59.

**Week 1: *"All Politics are Local"***

**Week 2: *"Against all enemies, foreign and domestic"***

Leffler, "National Security"  
 Sorensen, "Rethinking National Security"  
 Glaser, "How Oil Influences US National Security"  
 Gilpin, "Hegemonic War and International Change"

**Week 3: *"If the President does it, it is not illegal"***

Fisher, "The War Power: No Check and No Balance"  
 Leffler, "The American Conception of National Security and the Beginnings of Cold War"  
 Doyle, "The US National Security Strategy: Policy, Processes, Problems"  
 Nelson, "President Truman and the Evolution of the National Security Council"  
 Ambrose, "Berlin, NATO, and NSC 68"  
 Yingling, "A Failure in Generalship"

**Week 4: *Whoever makes a pact with these means of violence—and every politician does—is exposed to its specific consequences."***

Art, "Four Uses of Force"  
 Lee, "Early American Ways of War: A New Reconnaissance, 1600-1815"  
 Tarlton, "A Note on the "Mercantilistic Imperialism" of Alfred Thayer Mahan"  
 Cordesman, "The Strategic Impact and Military Effectiveness of the Air and Missile Campaign"  
 Warner and Asch, "The Record and Prospects of the All-Volunteer Military in the United States"  
 Perri, "The Evolution of Military Conscription in the United States"  
 Felicetti, "Posse Comitatus"

**Week 5: *"It's a slam-dunk"***

Dulles, "The Central Intelligence Agency"  
 Moses, "The Clandestine Service of the Central Intelligence Agency"  
 Betts, "Analysis, War, and Decision"

McConnell, "Overhauling Intelligence"  
Newmann, "Reorganizing for National Security and Homeland Security"  
Jervis, "Hypotheses on Misperception"

**Week 6: *"Peace, commerce with all nations, entangling alliances with none"***

Finkelstein, "The United Nations: Then and Now"  
Walt, "Alliances: Balancing and Bandwagoning"  
Cordesman, "NATO"  
Hoehn and Hartung, "The NATO That Once Was"  
Cha, "Powerplay"

**Week 7: *"America is not at war. The Marine Corps is at war. America is at the mall"***

Biddle and Long, "Democracy and Military Effectiveness"  
Kohn, "Social History of the American Soldier"  
Gelpi and Feaver, "Speak Softly and Carry a Big Stick? Veterans in the Political Elite and the American Use of Force"  
Feaver and Kohn, "The Gap"  
Moskos, "Racial Integration in the Armed Forces"  
Stanley, "College Education and the Midcentury GI Bills"  
Reddick, "The Negro Policy of the United States Army, 1777-1945"

**Week 8: *"I am become Death, the Destroyer of Worlds"***

Waltz, "Nuclear Myths and Political Realities"  
Betts, "A Nuclear Golden Age? The Balance before Parity"  
Haas, "Reassessing Lessons from the ABM Treaty"  
Lieber, "The Rise of US Nuclear Primacy"  
DeBlois et al. "Space Weapons: Crossing the U.S. Rubicon"

**Week 9: *"Very little is known about the War of 1812 because the Americans lost it"***

"What hath God wrought"  
Goodman, "The Origins of War of 1812"  
Stagg, "James Madison and the Malcontents"  
Shulman, "The Navalist Reinterpretation of the War of 1812"  
Horsman, "On to Canada"

**Week 10: *"War is hell"***

Weigley, "Armies and Societies"  
Urwin, "Abraham Lincoln as War President"  
Symonds, "Lincoln and the Strategy of the Union"  
Anderson, "The Naval Strategy of the Civil War"  
Grant, "Military Strategy of the Civil War"

**Week 11: *"The world must be safe for democracy"***

Throntveit, "The Fable of Wilson's Fourteen Points"

Baker, "Why We Went to War"

Faulkner, "Disappearing Doughboys"

Decker, "Progressive Era and the World War I Draft"

Chatfield, "World War I and the Liberal Pacifist in the United States"

**Week 12: *I fear all we have done is to awaken a sleeping giant and fill him with a terrible resolve.*"**

Cole, "American Entry into World War II"

Ikenberry, "Rethinking the Origins of American Hegemony"

Dallek, "Franklin Roosevelt as World Leader"

Weigley, "Eisenhower's Lieutenants" Chapter 1: The American Army; Chapter 2: Weapons and Divisions.

Jacobs, "Strategic Bombing and American National Strategy, 1941-1943"

Bernstein "Roosevelt, Truman, and the Atomic Bomb, 1941-1945: A Reinterpretation"

**Week 13: *"...pay any price, bear any burden..."***

Fleming, "Vietnam and After"

Herring, "American Strategy in Vietnam: The Postwar Debate"

Herring, "Vietnam Remembered"

Hoffmann et al. "Vietnam Reappraised"

Lunch and Sperlich, "American Public Opinion and the War in Vietnam"

**Week 14: *"Tell me how this ends"***

Barnett, "The Pentagon's New Map"

Spiro, "The New Sovereignists"

Aylwin, "Changing the Army for Counterinsurgency Operations"

Ahmed, "Pentagon study declares American empire is collapsing"