National Security Policy

I. Objectives

- To understand the basic concepts of Security Studies.
- To understand the evolution of post-World War II American national security policy, especially since 9-11.
- To be acquainted with the primary institutions and processes of American national security policy making.
- To wrestle with the current controversies of American national security policy, including
  - US Options Concerning Grand Strategy Since 9-11
  - Proliferation of WMD
  - US Military Intervention: GWOT and Humanitarian
- To ponder nascent controversies of American national security policy, including
  - The “Clash of Civilizations”
  - Environmental Security and Human Security
  - Nontraditional Military Missions
- Throughout the course, to integrate moral perspectives on American national security policy with secular perspectives thereof.

II. Texts

Required Texts

- Understanding Global Security by Peter Hough, 2008 edition (UGS)
- Combating Weapons of Mass Destruction by Nathan Bush and Daniel Joyner, 2009 (CWMD)
- Intervention by Richard Haass, Brookings, 1999. (INTERV)
- Wielding the Sword While Proclaiming Peace: Moral Perspectives on American Security Policy from LDS Scholars and Professionals, edited by Kerry M. Kartchner and Valerie M. Hudson, David M. Kennedy Center, 2004 (***Purchase at Kennedy Center) (Wielding)

Recommended Texts

- CDI’s Military Almanac, published by the Center for Defense Information

**Required Electronic Reserve Readings:** Other readings will be available in the HBLL on electronic reserve. These are comprised primarily of news articles to be skimmed quickly for relevant information, but they are numerous.

The Department of Political Science has developed a list of objectives for the departmental curriculum; these may be found at [http://learningoutcomes.byu.edu/#college=HC3r2qmK9h2_&department=8XXkoaFRyQ9s&program=DPBhm0sqA1Nc](http://learningoutcomes.byu.edu/#college=HC3r2qmK9h2_&department=8XXkoaFRyQ9s&program=DPBhm0sqA1Nc). The aims of a BYU education can be found here: [http://unicomm.byu.edu/president/aims.aspx](http://unicomm.byu.edu/president/aims.aspx).

**III. Grading**

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See attached assignment sheet for more information on the film log assignment and the policy position paper assignment. Late papers will be penalized. Hudson’s Law of Mercy applies to the tests in this course: if you receive 20 points or more higher on the final exam than the midterm exam, the midterm will only count 22% of your grade, and the final will count 33%. There will be some extra credit opportunities throughout the semester, by attending various approved lectures.

**IV. Class Schedule**

--**Note:** This schedule is tentative and subject to change!!

--**Note:** You are going to read all of QDGW, but we will pace you over the course of the semester. I won’t lecture from this book, but we will definitely be using the information therein to inform our class discussions. And you will be tested on the material in this book—count on it.

--**Note:** Bring your NYT every day. On Tuesday, bring Monday and Tuesday’s NYT; on Thursday, bring Wednesday and Thursday’s NYT. If there’s something good on Friday, I’ll email you through Blackboard. There’ll be NYT test questions.

**A. Introduction and Basic Concepts of Security Studies** (probably three weeks)

SEE: Start on your 10 films; especially the Part A documentaries (see film descriptions on Blackboard)

READ:
1) *Wielding*, Opening Remarks by Kartchner
2) ANS, Chapters 1, 11, 12, 13
3) QDGW: Parts One and Two

B. Evolution of US National Security Policy, including brief review of US institutions and processes involved in national security policy making (probably four weeks)

   **See:** Continue your 10 films, especially the Part B documentaries (see film descriptions on Blackboard)

   **READ:**
   1) *Wielding*, Stradling chapter
   2) ANS, Chapters 3-10
   3) “Status Quo” Section of Electronic Reserve Readings (see Electronic Reserve Bibliography on Blackboard)
   4) QDGW: Parts Three and Four

   **Recommended:**
   1) McMahon’s entire book on the Cold War
   2) “Of Historical Significance” Section of Electronic Reserve Readings (my favorite articles, plucked from the slipstream)
   3) CDI Military Almanac, QDGW Part Seven

C. CURRENT CONTROVERSIES

   PART 1. What Should America’s Grand Strategy Be? (probably two weeks)

   **See:** Continue your 10 films, especially the Part C1 documentaries (see film descriptions on Blackboard)

   **READ:**
   1) *Wielding*: Seeger, old Hudson (Chapter 15), Jensen, Axelgard, Henshaw
   2) ANS, Chapters 2, 14, 15, 26
   3) UGS, Chapter 3
   4) “Grand Strategy” Section of Electronic Reserve Readings
   5) QDGW: Part Five

   **Recommended:**
   1) ANS, 18-24
PART 2. Proliferation of WMD (probably two weeks)

See: Continue your 10 films, especially the Part C2 documentaries
(see film descriptions on Blackboard)

READ:

1) ANS, Chapter 17
2) CWMD, Chapters 2-5, 7-9, 11-14.
3) “WMD Proliferation” Section of Electronic Reserve Readings

Recommended:

4) Rest of CWMD book.

PART 3. US Military Intervention: GWOT and Humanitarian (probably 2 weeks)

See: Continue your 10 films, especially the Part C3 documentaries
(see film descriptions on Blackboard)

READ:

1) INTERV, whole book including Appendices (Enlightened Skimming -- don’t read every word, go for main points!)
2) ANS, Chapter 16
3) Wielding: Hammond, Mattox, Kirkham, Young
4) “Intervention” Section of Electronic Reserve Readings
5) QDGWL Part Six

D. NASCENT CONTROVERSIES

PART 1. Environmental Security and Human Security (probably 3/4 of a week)

READ:

1) ANS, Chapter 25
2) UGS, Chapters 4, 6, 7, 8, 10
3) “Environmental and Human Security” Section of Electronic Reserve Readings
PART 2. The “Clash of Civilizations” (prob. 3/4 of a week)
READ:
1) “Clash of Civilizations” Section of Electronic Reserve Readings

PART 3. Nontraditional Missions for the US Military (probably 1/2 of a week)
READ:
1) “Nontraditional Military Missions” Section of Electronic Reserve Readings

PART E. What is the civic responsibility of a member of the Church towards national security issues? (probably 1/2 week)
READ:
1) *Wielding*: England, Hildreth
3) “Civic Responsibility” Section of Electronic Reserve Readings

FINAL EXAM: The final exam schedule was not available yet; stay tuned.
POLICY POSITION PAPERS: ASSIGNMENT INSTRUCTIONS

Overview
You will write one 10 page policy position paper during the semester, and title page and bibliography do not count in this page length. Ten pages is a minimum, not a maximum. You may certainly write more than 10 pages. You will be divided into several groups, and we will have rotating submissions. Blackboard will have your group assignment and deadlines. You will meet with the TA to have your topic approved—and you will turn in a three page outline of your paper prior to that meeting (when you sign up for an appointment). Several weeks later, you will turn in a final paper to be graded by the professor. Late papers will be penalized.

Purpose
The purpose of this assignment is for you to develop wisdom. Wisdom is the application of good principles to concrete circumstances. All of us could probably articulate defensible principles of action in national security affairs, but most of us cringe at devising a course of policy action in the real world, involving real lives and real complexities. In this assignment, you will advocate a particular policy position for our government, and then you will defend that course of action.

Audience
Your audience is the President of the United States of America. Your paper should have a professional tone, as if you were, say, a member of the National Security Council.

General Format
• Each paper will be at minimum 10 double-spaced pages in length, not counting title page, end notes, or bibliography. Ten pages is a minimum, not a maximum.
• I will accept any generally used style, such as Turabian, Chicago, MLA, APA, etc. Papers not using proper style will be penalized. For in-text citations, I prefer to see author, year, and if a direct quote, page.)
• Late papers will be penalized.
• Plagiarism will not be tolerated.
• Choose one of the policy positions listed below. You may also choose a position not on the list, but you must OK it with the TA or myself first

Body of the Paper
1. Give a short background of the policy issue you have chosen. **Indicate current US policy on the issue.** Indicate whether you believe this policy is sound or needs revision: this is your thesis.

   a. If you believe the policy is sound, you have a special requirement: you must demonstrate that there is great controversy over the soundness of the proposal. That is, please don’t pick a policy like, “We should continue to keep our embassy in Somalia closed until there is more stability,” because there is absolutely no controversy about that policy. Use reason and evidence to demonstrate that the policy is sound, and that the critics are off-base. Statistics, statements by experts and authorities, thoughtful reasoning, comparison with other cases . . . All these and more should be considered as possibilities which might support your point of view. Next, discuss alternative policies which have been raised as superior rivals to the current policy. Using the same types of evidence, show why these alternative policies are not better than the current policy.
   
   b. If you believe current policy is not sound, or at least needs significant revision, use reason and evidence to demonstrate that. Again, statistics, statements by experts and authorities, thoughtful reasoning, comparison with other cases and all other types of reasoning and evidence should be mustered to persuade us of your viewpoint. Next, discuss the arguments raised by defenders of the current policy (and perhaps even other rival policies), and show why those arguments ultimately fail. Give us some detail about the alternative policy you are advocating – how would it work? How would it be funded? What would it require? In other words, show us that the policy you are recommending is feasible and has a likelihood of success.

3. Write a good conclusion that forcefully restates your position, while tying together the main points of your argument.

**Research**

You must do research in order to write a successful paper. You should refer to a **minimum of seven works**, preferably authoritative works, such as those written by scholars, by governments, by IGOs, by credible NGOs, etc. Use excerpts, quotations, and paraphrases from these sources in the body of your paper, and use proper citation style to reference them. You will receive brownie points for using materials from your Readings Bibliography. The International Relations librarian is Brian Champion, and his extension is 2-5862. If you can’t seem to find the source material you need, he can help.

**Pre-Writing Requirement**
To insure papers are of a high quality, you will turn in a three page outline of your paper when you sign up for a meeting with the TA three weeks before your paper is due. Your meeting with the TA will be for 15 minutes to discuss your proposed paper. The TA can help with clarifying your thesis, with developing supporting arguments, and with providing leads to source material that may help you. If you fail to turn in your outline and meet with the TA, your paper will be docked 15 points.

**Grading Criteria**

- Assignment instructions followed
- Coherence
- Quality of reasoning
- Quality and extent of research for evidence
- Specificity of answer
- Policy relevance
- Language, spelling, and style in good order
- Balance (please don’t tell me the Palestinians are butchers and the Israelis are saints; and don’t tell me the Israelis are saints and the Palestinians are butchers! I look for an indication that you understand the nuances and complexities of these types of situations)
- **FEASIBILITY, both physical and political** (please don’t tell me we should invade Iran, because it isn’t going to happen right now — it isn’t physically feasible. Please don’t tell me that the US Congress should open the nation’s doors to unfettered immigration, because unless you have a magic wand, that is simply not politically feasible at this point.) Issues of morality may be issues of political feasibility — please do not argue that we should legalize drugs in the USA, because a) you are at BYU, and that is not a defensible position to take, given Church doctrine, and b) it is not even politically feasible at this point in time in the USA.

**Due Dates**

The class will be divided into several groups, and there will be rotating deadlines. Please check Blackboard for your group assignment.

**Resources**

**The Writing Center.** Located in 4026 JKB, the Writing Center will help you formulate a thesis, will help you work out the bugs in a draft, and other useful services in a 30 minute appointment with one of their Writing Tutors. They also have their handouts online: you can find a handout on “Basic Turabian Format,” which will be useful for you. The College of FHSS also has a Writing Lab; it is on the ground floor of the south side of the JFSB.

**Professor Hudson’s Links.** I have developed a set of internet links that are helpful to students in my classes. You can find it at http://vmrhudson.org/
Feel free to email me any good links that you have uncovered while doing your research, and I’ll put them up on the site. If any of my links don’t work, let me know that, also.

**The International Relations Librarian.** Brian Champion is that librarian (2 5862). In addition to providing one-on-one help, he can alert you to library classes about using various indices and search engines.

**Your Beloved TAs.** Your beloved TAs will not only help you develop your paper, if you so desire, but is prepared to read and comment on drafts of your paper. He/she is also familiar with source material relevant to national security topics.

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**Possible Topics for Your Paper**

**NOTE!!** Most of these are rather broad, and would have to be *narrowed to make a good policy position paper!*

1. An isolationist or quasi-isolationist strategy would be in America’s best interest in the post-Cold War world.
2. Proliferation of WMD cannot be halted, therefore non-proliferation agreements are at best useless and at worst harmful.
3. Environmental issues such as global warming rise to the levels of national security threats and should be approached with renewed vigor.
4. Congress was right not to ratify the Land Mine Treaty Ban.
5. The US should intervene militarily in foreign conflict when the conflict involves gross violations of the human rights of innocent civilians. (Specify case.)
6. The US military should be actively engaged in peace-making, humanitarian missions to forestall the outbreak of conflicts abroad. (Specify case.)
7. We should place some US troops under UN command to help form a Rapid Response Force capable of being dispatched immediately to trouble spots.
8. The current state of Bosnia and Haiti and Iraq show that even “successful” interventions don’t amount to much. The US should change its intervention policies to produce a more effective end state.
9. NATO is kaput, and that’s OK.
10. Heavy investment in BMD is a priority for US defense spending in the PCW
world, despite criticism by the Russians. (Alternate: Obama was wrong/right to
suspend BMD plans in Poland and the Czech Republic.)
11. The US should prevent proliferation of nuclear weapons or other WMD by
preemptive strike if necessary. (Specify case.)
12. The US should not be in the business of peddling conventional arms to
foreign nations.
13. The US should encourage Japan to rearm.
14. We are forcing Turkey and Ukraine into the Russian camp, and this is
lamentable. Policy should be changed to prevent this.
15. US nuclear forces should not dip below about 1500 weapons (or pick your
own number).
16. The US must alleviate disparities in global wealth to prevent a spiraling rise
in global conflict.
17. Our commitment to human rights and our commitment to national security
can sometimes be at odds: when this happens, we must opt to preserve our
national security first. (Specify case.)
18. A Western Hemispheric bloc is preferable from a security standpoint to a
TransAtlantic bloc for the United States.
19. The US should not defend Taiwan militarily if China invades it, even though
we should continue saying that we would.
20. The US should gradually remove troops from Korea.
21. The US should gradually remove troops from Japan.
22. The US should not oppose the creation of a European Defense Force.
23. The US is right to refuse to sign the treaty creating an International Criminal
Court.
24. The US should significantly increase spending to defend the US from a
possible chemical or biological weapons strike within its borders: the
Department of Homeland Security has the right plan, with the right funding, for
this time.
25. Plan Colombia is ill-conceived and not in the best interests of the US.
26. In keeping with our zero tolerance policy towards terrorism and WMD
proliferation to rogue regimes, Iran and North Korea must be dealt with (how?).
27. The new US initiative to bring peace to the Middle East is not likely to work.
(Why, and what would you suggest instead?)
28. The US was right to unilaterally abrogate the ABM Treaty.
29. Just war theory must be modified to accommodate the Bush doctrine of
preemption.
30. Our approach towards military force should be modified to include a force
specifically designed to prevent chaos and provide organization in the wake of
military operations.
31. Our approach to dismantling Al-Qaeda is effective.
32. Post 9-11 surveillance legislation is dangerous, and must be amended to protect the rights of Americans.
33. The MAD approach to deterrence of WMD is not longer credible and needs replacement. The calculus of deterrence vis a vis Iran is not the same as that against the old Soviet Union.
33. Our policy towards Pakistan needs serious revision as soon as possible.
34. The development of “mini-nukes” would be a good policy for the US, and the Obama administration was wrong to curtail this.
35. The new National Intelligence Directorate is a seriously flawed idea.
36. The National Space Policy urging space domination will come back to haunt us.
38. The Bolivarian alternative to the FTAA is undermining security in the Western Hemisphere, and the US must find a way to stop its spread.
39. The Rumsfeldian approach to war is untenable.
40. The surge in Afghanistan is too little, too late, and too short.
41. The US did the right thing in recognizing the election of Lobo in Honduras, even without returning Zelaya to power.
42. The drug wars of Mexico are an under-recognized threat to the United States, and we must adopt a proactive approach to avert disaster.
43. The export of norms of gender equality is important to US national security interests. (Specify case.)
44. We need a new way to deal with “space junk,” before it becomes impossible to keep satellites alive.
45. The new CyberWar czar has not been given the power to safeguard our nations from cyberattacks.

FILM LOG ASSIGNMENT

INSTRUCTIONS: You MUST see a total of 10 films (6 documentaries and 4 Hollywood films) films to fulfill this assignment, which is worth 10% of your grade. Most films will be available for checkout at the LRC, though there are a couple we will show in a special evening film night. Hollywood films with an asterisk will be shown at an evening “film night” for all students/friends/family, or, alternatively, over the cable system. Some films are available through local
video rental stores or online sources like Netflix; the Lee Library owns others. If the library doesn’t own it and you want to see it, you are responsible for finding it

The purpose of the documentaries is to fill in more detail concerning the historical and contemporary backdrop of American national security policy. The purpose of the Hollywood films is to explore how American national security policy over the years has affected the American cultural context in which we all live.

You are free to suggest films to me for inclusion on the following list, but I must approve them before they can count towards this assignment.

YOUR FILM LOG

- You can use a notebook, or you can type computer notes for your film log.
- Make a section for documentaries and a section for Hollywood films.
- For each film you see, write the title of the film and the date you saw it at the top of the page.
- For the documentary films, please list three things you did not know before seeing the film, but learned by seeing it. For the Hollywood films, please write at least one paragraph of at least six sentences recording your reaction to the film.
- FILMS THAT ARE ONLY 30 MINUTES LONG COUNT AS ONE-HALF OF A FILM.
- You will turn your film log in on the day of the midterm examination, and again on the last day of class. ANY SIX FILMS MUST BE SEEN BEFORE THE MIDTERM; ANY FOUR FILMS MUST BE SEEN AFTER THE MIDTERM.
- You will be graded on comprehensiveness of the log, as well as the substance of your remarks.

• Part A Videos:
  Documentaries:  Dawn (from the series War and Peace in the Nuclear Age; HBLL owns)
  Weapon of Choice (“”)
  Hollywood:  Fat Man and Little Boy (HBLL owns)
  Day One (video store?)
  Day After Trinity (HBLL owns)

• Part B Videos:
  Documentaries:  Bigger Bang for the Buck (from the series WPNA; HBLL owns)
Europe Goes Nuclear (WPNA; HBLL owns)
At The Brink (WPNA; HBLL owns)
Atomic Café (We’ll show this in an evening showing)
Radio Bikini (We’ll show in the evening)
The Decision to Drop the Bomb (HBLL owns)
Vietnam: A Television History (HBLL owns)

**Hollywood:** On the Beach (HBLL owns)
   Dr. Strangelove (HBLL owns)
   Failsafe (HBLL owns classic version; you can also see George Clooney version)
   The Missiles of October (HBLL owns)
   Thirteen Days

• **Part C Videos:**

**Part C1 Videos:**

**Documentaries:** The Education of Robert McNamara (WPNA; HBLL owns)
   Haves and Have-Not (WPNA; HBLL owns)
   The Fog of War (I think the HBLL owns this)
   Arms Merchant for the World? (HBLL owns; 30 mins; counts as one-half film)
   Armed and Dangerous (HBLL owns; 30 mins; counts as one-half film)
   Killing Fields: The Legacy of Land Mines (HBLL owns; 30 mins; counts as one-half film)

**Hollywood:** Hunt for Red October (I think HBLL owns)
   K-19
   Crimson Tide (find airplane version)
   Red Dawn
Part C2 Videos: (each of these are 30 minutes)

Documentaries: The UN’s Nuclear Detective (HBLL owns; 30 mins; counts as one-half film)
   Nuclear War Between India and Pakistan? (HBLL owns; 30 mins; counts as one-half film)
   Ridding the World of Chemical Weapons? (HBLL owns; 30 mins; counts as one-half film)
   Atomic Guinea Pigs (HBLL owns)
   Living Under the Cloud: Chernobyl Today (HBLL owns)

Hollywood: Threads (Evening showing)
            Testament (I think HBLL owns)
            The Day After (I think HBLL owns)

Part C3 Videos: (the first three are 30 minutes each)

Documentaries: The UN: Peacekeeping or Warmaking? (HBLL owns; 30 mins; counts as one-half film)
                Conflict, Inc.: Selling the Arts of War (HBLL owns; 30 mins; counts as one-half film)
                Rebuilding in the Wake of War (HBLL owns; 30 mins; counts as one-half film)
                One Step Forward (WPNA; HBLL owns)
                Visions of Star Wars (1 & 2) (HBLL owns)
                The Man Who Made the Supergun (HBLL owns)
                Spy Machines (HBLL owns)

Hollywood: By Dawn’s Early Light (Evening showing)
UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS

Plagiarism:
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification. Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU=s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access:
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified
documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.