1 Contact Information

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Also available by appointment

2 Course Description and Objectives

The term “National Security” is used quite frequently in the media and political discourse. Rarely, however, do those that use the term and those that hear the term stop to think what it actually means. In this class, we will think about what constitutes national security and how a country goes about obtaining it. We will look at the use of hard and soft power instruments in pursuit of national security goals. To that end, we will discuss what the word “security” means, what a country’s security interests might be, the means available to protect those interests, and a number of policy areas in which we apply these ideas to U.S. national security.

One of the shortcomings (in general) of the political science discipline is the lack of “hands-on” experience in courses. Students sit through lectures without the opportunity to apply what they have heard. The structure of this class does not follow the traditional mold. Instead, you will be engaged through a variety of methods. One cannot succeed in this class without being willing to engage the material, fellow students, and the instructor. One of the objectives of this class is to prepare you for situations that you might experience in any number of circumstances in the professional world, whether in the public or private sector.

In addition, it is my hope that when you leave this class, you will have a better grasp of what national security analysis involves and what solutions are available to national security problems. You should feel confident in using and understanding terminology used in media and government reports relating to national security issues. To achieve these goals, you need to be familiar with basic terminology in international relations and American politics. This is not a history class, but we will discuss some aspects of the history of national security policy. You cannot discuss national security problems and solutions without knowing the environment in which these problems and solutions arose.

3 Required Texts


A word on the textbooks. The only one that will be available at the BYU Bookstore is the Sarkesian et al. book. All of the others can be found much cheaper online than in a bookstore (e.g. Amazon, Half.com). Except for the Sarkesian et al. book, we will not need the other books until at least the second week of the semester. This should give you some time to order them online. Please notify me as soon as possible if you have trouble obtaining the textbooks. We will also be reading articles from newspapers and journals throughout the semester. I will provide the articles that are not available through library resources. I expect that you will read the material assigned before you come to class.

4 Recommended Texts


If you aspire to become involved in national security policy in any form (or even if your involvement will be limited to thought and commentary among friends and colleagues), you need to recognize that there are multiple ways for your religious perspective to inform the challenges and solutions in the national security arena. Fortunately for you, there is a long tradition of such practitioners and scholars. This book, which is available for purchase in the Kennedy Center, will help you think about these issues. I hesitate to make it recommended for fear that you will not take advantage of it wisdom. However, the choice is yours. I will not test you on it.

5 Grading Components

1. Midterm Exam (25%) - The midterm exam will cover material from the first 7 weeks of the semester and will consist of both multiple choice and short answer questions. Questions will be drawn from readings, lectures, discussions, and the Morning Brief.

2. Final Exam (35%) - The final is cumulative, covering the material from the entire semester. It will contain multiple choice questions only. Questions will be drawn from readings, lectures, discussions, and the Morning Brief.

3. Group Analysis Assignments (30%) - After the first part of the semester in which we discuss concepts and issues in National Security policy, we will gain some practical experience in applying these concepts to a number of current issues facing the United States. These assignments will require research, coordination, cooperation, and a number of other skills to successfully complete. More details will be forthcoming about these assignments later on in the semester.
4. Film Log (10%) - I will send out a supplement sheet that contains information regarding the film log. In short, I am requiring you to see a number of documentaries over the course of the semester. Your log (either in electronic or hard copy form) will be due on December 8, 2011.

6 Course Policies

6.1 Grading Scale

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6.2 An Important Note on Attendance

I want you to pay special attention to the fact that I do not require attendance. This is not because I do not think attendance is important. Rather, this is because I feel that attendance is a choice that you make each day (similar to the one a person makes when they go to their job each day). While there is no grading component directly based on attendance, you should note the make-up policy below.

6.3 The Morning Brief

Enrolling in a class like this and not keeping up with current events is similar to purchasing a GPS system for your car but never updating the maps. For this reason, we will dedicate a small portion of each day (perhaps 5-10 minutes) to a short discussion of relevant news items. These items will show up on tests. You can keep up with these items (and I recommend that you do) by going to the Foreign Policy website (www.foreignpolicy.com) and clicking on the ‘Login’ link at the top. Following the instructions to register (it’s free) and check the “Morning Brief” box in the ‘Newsletter’ section. You should begin receiving an e-mail every morning in which someone has conveniently compiled important news stories from around the world. I draw test questions from these news articles (and will occasionally bring up an article in class that wasn’t included in the Morning Brief). If you have any questions, please let me know.

6.4 Extra Credit Policy

I will not offer any extra credit opportunities.
6.5 Make-up Work

Unexcused absences for individual or group exercises and tests cannot be made up. If you notify me prior to the absence and provide documentation, make-up may be considered. Documentation must show an unavoidable reason you cannot be in class (vacation, trips, weddings, etc. do not qualify as unavoidable). Notifying me after an exam or other assignment (save for a documented medical emergency) is not acceptable. It is your responsibility to follow-up with me regarding absences.

6.6 Classroom Conduct

The classroom is a place of learning and exploration of ideas. The amount of learning we take away from the classroom each day will depend on the individual contribution we make to the classroom atmosphere. In that sense, learning is defined both by what we bring into the classroom and by how we act once we are in the classroom. We will be challenged by new ideas and viewpoints that differ from our own. During this exchange of ideas, it is improper to malign or treat your classmates as stupid based on their statements, political views, appearance, or any other characteristics. I expect the same courtesy shown towards me. I reserve the right to lower your participation grade if you choose to conduct yourself in an improper manner (i.e. yelling, swearing, threats, etc.).

6.7 Syllabus Change Policy

The syllabus and schedule are subject to change. I may add/remove readings as we get closer to an assigned topic. I will give prior notification via e-mail and, when possible, in-class.

6.8 Academic Honor Policy

Academic dishonesty is a serious academic offense indeed. Specific examples of academic dishonesty include cheating on exams or plagiarism. Without diminishing the academic seriousness of the offense, I wish to convey to you that the academic seriousness is far less important to me than the impact that such offenses have on your character and good name. Academic penalties for academic dishonesty can result in your expulsion from the university. Whether or not such a penalty is the result, the personal consequences of academic dishonest are much higher. Do all that you can to avoid having to deal with either academic or personal consequences by taking appropriate preparatory actions.

Often, violations of academic honor come about because of poor planning, laziness, lack of knowledge, or something else that is within your control. I hold you completely responsible for educating yourself regarding plagiarism. Assure that everything you write is your own original

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1If you have a reason to disagree with a classmate, “You must be dumb if you believe that” or “I maybe thought that in the third grade” would not be good ways to express your disagreement. Rolling eyes, loud sighs, and other such actions are likewise inappropriate.
work. In instances where you need to reference other works to support your ideas, cite them. If you use someone else’s data, cite them. If you are uncertain whether or not something needs to be cited, cite it and ask me later about it.²

6.9 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 Opportunities Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

6.10 Students with Disabilities

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 University Accessibility Center (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 UAC 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 Opportunity Office at 422-5895, D-282 ASB.

7 Course Schedule

Please review the reading schedule closely. As you plan your semester, in addition to noting due dates, also note that the reading load varies across classes. If you feel that the reading load for a particular day was light, please read the assigned reading twice. I have intentionally left the number of pages that I expect you to read on certain days small if the reading is a bit more difficult. If the reading load for one day is heavy, you might not have the opportunity to read it twice before class. All the readings should be accessible online (Google or the HBLL website) or in the textbooks. If you are not familiar with finding articles using library resources, please come see me.

Week 1

²Details about Academic Honesty (and more detailed descriptions of plagiarism) are found at http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/HonorCode.php.
**Wednesday, January 4** Introduction the Course and Discipline

- Scott Jaschik, “Who Really Failed?” *Inside Higher Ed*

**Week 2**

**Monday, January 9** Security Interests

- Sarkesian, Williams, and Cimbala. Chapter 1.

**Wednesday, January 11** Tools for Enhancing National Security


**Week 3**

**Monday, January 16** No Class - Martin Luther King Jr. Holiday

- No assigned reading

**Wednesday, January 18** The United States National Security Establishment: The President & The National Security Council

- Sarkesian, Williams, and Cimbala. Chapter 4.

**Week 4**

**Monday, January 23** The United States National Security Establishment: The President & Congress

- Sarkesian, Williams, and Cimbala. Chapter 10.
Wednesday, January 25 Separation of Powers and National Security (Guest Instructor: Eric Jensen)

- TBA

Week 5
Monday, January 30 The United States National Security Establishment: The Intelligence Community

- Sarkesian, Williams, and Cimbala. Chapter 8.

Wednesday, February 1 The United States National Security Establishment: The Military

- Sarkesian, Williams, and Cimbala. Chapter 6.

Week 6
Monday, February 6 The United States National Security Establishment: The Military

- Sarkesian, Williams, and Cimbala. Chapter 7.

Wednesday, February 8 Early U.S. National Security Policy, Part I


Week 7
Monday, February 13 Early U.S. National Security Policy, Part II


Wednesday, February 15 U.S National Security Policy, Bush & Obama Administrations


**Week 8**

**Monday, February 20** No Class - President’s Day Holiday

• No assigned reading

**Tuesday, February 21** Grand Strategy

• Feaver, Peter. 2009. “What is Grand Strategy and Why Do We Need It?” Blog post at *shadow.foreignpolicy.com.*


**Wednesday, February 22** Midterm

• No assigned reading

**Week 9**

**Monday, February 27** Faith and National Security

• Alma 43

• Doctrine and Covenants 98:33-48


• Identify the one passage or section of scripture that you think should most inform national security policy

**Wednesday, February 29** Current National Security Challenges, Part I
• Sarkesian, Williams, and Cimbala. Chapters 12.
• Anderson, Bruce. 2010. “We Not Only Have a Right to Use Torture. We Have a Duty.” *The Independent*.

**Week 10**

**Monday, March 5** Current National Security Challenges, Part II

• Sarkesian, Williams, and Cimbala. Chapters 13.

**Wednesday, March 7** Introduction: Military Intervention


**Week 11**

**Monday, March 12** Introduction: Military Intervention


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4Make sure you only read the pages assigned, not the whole article.
Wednesday, March 14 Briefing Day: Military Intervention

- No assigned reading

Week 12

Monday, March 19 Briefing Day: Military Intervention

- No assigned reading

Wednesday, March 21 Introduction: WMD Proliferation


Week 13

Monday, March 26 Introduction: WMD Proliferation


Wednesday, March 28 Briefing Day: WMD Proliferation

- No assigned reading

Week 14

Monday, April 2 Introduction: Terrorism
• Crenshaw, Martha. 2001. “Counterterrorism Policy and the Political Process.” 

• Daniel Finkelstein, “Terrorism: let’s do the maths.” *Times Online*.


**Monday, April 4** Introduction: Terrorism


**Week 15**

**Monday, April 9** The War on Terrorism and the Law (Guest Instructor: Eric Jensen)

• TBA

**Wednesday, April 11** Briefing Day: Terrorism

• No assigned reading

**Week 16**

**Saturday, April 14** Final Exam

• 2:30 - 5:30pm