INTA 3111 / INTA 6111

US DEFENSE POLICY /
US FOREIGN SECURITY STRATEGY

Spring 2020

Dr. Margaret E. Kosal
Sam Nunn School of International Affairs

3 credits
9:30 – 10:15AM Tu/Th
Habersham 136

Office hours: TBD
& by appointment
Habersham 303
nerdgirl@gatech.edu

Course Description
This seminar will explore the structures, strategies, and major objectives of national security policy in the 21st century. We will examine institutions, people, processes that constitute and challenges that confront American national security/foreign policy makers and the many factors that influence the defense policies that emerge. The focus will be on the US Department of Defense, with some attention to key institutions such as the White House,
Congress, State Department, IC, allies, and international organizations. Students will make decisions as a group; prepare and brief topics based on those group decisions; collaboratively develop a policy memo/white paper representing governmental entities (just like in the US Government) making recommendations related to current or future challenges; and participate in a National Security Council (NSC) simulation.

**Learning Outcomes**

1) *Problem Solving in International Affairs:* Students will be able to use their knowledge of international affairs in a practical problem-solving way to address issues of immediate international concern.

For this course, that includes

1. Demonstrate how the department of defense enterprise contributes to US foreign and national security policymaking process,
2. Understand the role of military and associated institutions in historical and current international security situations,
3. Demonstrate a working knowledge of the role of the military, the Department of Defense, the broader national security community, allies, institutions, and technology in addressing security challenges, threats, and opportunities facing the United States,
4. Analyze the factors, events, and changing nature of the threat that influence United States national security policy,
5. Understand how technology influences national security and consider how future developments in this realm may affect the military, national security, and the broader process.

2) **Effective Communication Skills:** Students will be able to express their arguments clearly and effectively both in written reports and in their oral presentations.

3) *USG BOR Social Science General Education:* Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

**Class Requirements**

1) Individual Significant to US National Security Essay & Discussion (15%)
2) Agency, Institution, or Legal Entity Significant to US National Security Essay & Discussion (15%)
3) Class Presentation (20%)
4) Collaborative Policy Proposal (25%)
5) National Security Council Simulation (15%)
6) Self-Assessment and Final Evaluation (10%)
Individual Significant to US National Security Essay & Discussion

1) Prepare a 1000-1500 word essay detailing
   a. Brief bio
   b. Role and impact
   c. Why you chose that person
   d. Yes, you need references - minimum 5, excluding Wikipedia
2) Submit electronically NLT 8:30AM 30 January. Email directly to MEK with cc to class list serv.
3) Be prepared to talk about your person in class.

Agency, Institution, or Legal Entity Significant to US National Security Essay & Discussion

1) Prepare a 1000-1500 word essay detailing
   a. Brief history
   b. Role and impact
   c. Why you chose that agency, institution, or entity
   d. Yes, you need references - minimum 5, excluding Wikipedia
2) Submit electronically NLT 8:30AM 10 March. Email directly to MEK with cc to class list serv.
3) Be prepared to talk about your selected topic in class.

Class Presentation

Once during the semester you will present (duration TBD) on a class topic from the syllabus and lead discussion. Additional guidance will be distributed in class.

Collaborative Policy Proposal & NSC Simulation

These will be done in groups of 3-4, working together. [The final number will be dependent on final enrollment in class.] Students may assume roles representing national defense concerns (e.g., DoD); foreign policy interests (e.g., State Dept), the intelligence community (e.g., CIA, DNI), or other as discussed. Together each group will choose a topic related to the course and generate policy recommendations. The deliverables will be (1) an individually-crafted 1 to 2-page policy info memo written from your perspective and (2) a jointly-crafted 5-6 page white paper reconciling the positions and recommending actions. Further guidance will be distributed in class

Each group will be responsible for preparing a PowerPoint brief and presenting their policy proposal.

Collaborative policy memo groups, departmental representation, and proposed topic in the form of a 50-100 word abstract/proposal due electronically to MEK NLT 1200, Friday 14 February. Will be presented in class on Tuesday, 18 February.

Collaborative policy proposal individual info memo & joint reconciled white paper is due NLT 1200, Monday 13 April and will be presented in class on Monday 14 & 16 April as part of the National Security Council Simulation.
Grade Change Policy

Appeals for grade changes should be reasonable both in argument and submission time, i.e., within two weeks of return. Specific detailed information on grade change will be distributed upon return of assignments.

Late Assignment Policy

Generally, late assignments without documented excuse as outlined in Georgia Tech official policy will not be accepted. Major exception: as noted in the syllabus. If you have a scheduling conflict, please contact me before the assignment is due.

Attendance and Participation

You are expected to make reasonable efforts to attend all classes and participate actively. I recognize that both anticipated and unanticipated events may overlap with the regularly scheduled class. I reserve the right to make attendance a portion of the grade if it is a problem.

Arriving Late and Departing Early

While I recognize that both anticipated and unanticipated events may overlap with the regularly scheduled class, if you have an ongoing conflict that occurs at the same time as this class, perhaps you should reconsider. Repeated tardiness reflects poorly on you and can disrupt the entire class. If you ask to depart my class early for another event, you are communicating what is your priority. I reserve the right to make attendance a portion of the grade and penalize for lateness if it is a reoccurring problem.

Electronic Devices

They are allowed. My right to rescind is reserved. The use of electronic devices can hinder learning and impact your grade, see e.g., “Checking phones in lectures can cost students half a grade in exams” and primary data included therein, https://phys.org/news/2018-07-students-grade-exams.html. The other problem is rudeness or the unintended perception of rudeness, which is especially bad when/if we have guest speakers. Unfortunately this has been a problem in the past on multiple occasions, so it now gets a section in the syllabus.

Communication Polices

The most efficient way to contact me is via email. My normal response time is less than 6 hours. If I haven’t responded within 24 hours, please resend the request to me.

This course will have a dedicated email list that will serve as the primary means of distribution for announcements and sharing of class briefs.
Course Materials

Two texts are required:


If you’re not already subscribed & *reading* them regularly, recommend subscribing to at least a couple of these news sources:

1. The Cipher Brief, [https://www.thecipherbrief.com/](https://www.thecipherbrief.com/)
2. Foreign Policy, Morning Brief and Security Brief, [https://foreignpolicy.com/newsletters/](https://foreignpolicy.com/newsletters/)
3. Defense News
   - Early Bird Brief, [https://www.defensenews.com/ebb/](https://www.defensenews.com/ebb/)
   - Breaking Defense, [https://breakingdefense.com/subscribe/](https://breakingdefense.com/subscribe/)
   - And/or other specialty briefs, [https://link.defensenews.com/join/5ba/sign-up](https://link.defensenews.com/join/5ba/sign-up)
5. Inside Defense, [https://insidedefense.com/content/about-inside-defense](https://insidedefense.com/content/about-inside-defense)
7. NATO Newsletters, [https://www.nato.int/cps/en/natohq/e-mail_distribution.htm](https://www.nato.int/cps/en/natohq/e-mail_distribution.htm)
9. Senate Armed Services (SASC), [https://www.armed-services.senate.gov/](https://www.armed-services.senate.gov/)

Optional readings:

Accommodations for Students With Disabilities

Per Georgia Tech policy: if you have a significant disability, special arrangements will be made to accommodate documented needs (through the ADAPTS office). Please contact me after class or at your earliest convenience.

Academic Integrity

For all assignments, materials, and exams, you are expected to maintain the highest academic integrity.

Per the Georgia Tech Honor Code, plagiarism is an act of academic misconduct. The Georgia Tech Honor Code specifies: “Plagiarism’ is the act of appropriating the literary composition of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one’s own mind. It involves the deliberate use of any outside source without proper acknowledgment.”

Plagiarism ranges from the blatant – purchasing a term paper or copying on an exam – to the subtle – failing to credit another author with the flow of ideas in an argument. Simply changing a few words from the writings of other authors does not alter the fact that you are essentially quoting from them. Paraphrasing of this sort, where you use the words of another almost verbatim without acknowledging your source, is the most common form of plagiarism among undergraduate students and academics. When you state another author’s viewpoint, theory, or hypothesis – especially when it is original or not generally accepted – you must also include a reference to the originator. In general citations are unnecessary when the information is considered common knowledge or a matter of widespread agreement or controversy.

For more information on the Georgia Tech Honor Code, please see http://www.honor.gatech.edu.

In short: just don’t cheat.

This is one instance when asking forgiveness rather than permission is *not* a good strategy.
THE SYLLABUS IS DYNAMIC AND IS LIKELY TO BE UPDATED THROUGHOUT THE SEMESTER.

Course Calendar and Content

WEEK 1
7 January: Class intro: introduction, framing the course, expectations, assignments, schedule
Clausewitz, Sun Tzu, Thucydides, & why humans war
What are US National Security Interests?

Reading
  https://www.govinfo.gov/content/pkg/STATUTE-87/pdf/STATUTE-87-Pg555.pdf

9 January:

Watch
– The Fog of War: Eleven Lessons from the Life of Robert S. McNamara, 2003,
  https://www.youtube.com/watch?v=nU1bzm-BW0o

Readings
– Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 1
– James Dunnigan, How to Make War, Chapters 1 & 12

WEEK 2
14 & 16 January: Strategy, Law, and Authorities

Readings
– Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 2
- Army G2, The Future Operational Environment (for the [Presidential] Transition Team), 25 November 2016 (will be distributed in class)

Optional/further readings

**WEEK 3**

**21 & 23 January:** Structures, History, and Budgets

**Readings**
- Sapolsky, Gholz, & Talmadge, *US Defense Politics*, Chapters 3-7
- James Dunnigan, *How to Make War*, Chapters 13, 15-17
WEEK 4
28 January: Ethics and Laws of Armed Conflict/Laws of War
Readings
− TBD
30 January: Individual Significant to US National Security Essay & Discussion

WEEK 5
4 February: Guest speaker
6 February: Guest speaker

WEEK 6
11 February: Congress, HASC, SASC
Reading
− Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 9
13 February: Presidents and the National Security Council
Reading
− Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 10

WEEK 7
18 February: Present Collaborative Policy Proposal Topics and Groups

20 February: Intelligence, inside and outside of DoD
Readings
− James Dunnigan, How to Make War, Chapter 11
− Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 11

WEEK 8
25 February: Technology & Defense Policy
Readings
− Sapolsky, Gholz, & Talmadge, US Defense Politics, Chapter 8


27 February: CBRN

Readings

- James Dunnigan, How to Make War, Chapter 20

Optional Readings


**WEEK 9**

**3 & 5 March:** Land Domain

**Readings**

- James Dunnigan, *How to Make War*, Chapters 2-6

**WEEK 10**

**10 March:** Agency, Institution, or Legal Entity Significant to US National Security Essay & Discussion
12 March: *Flex/Catch-up Day*

**WEEK 11**

17-19 March: *SPRING BREAK*

**WEEK 12**

24 March: Sea Domain

*Reading*

26 March: Air Domain

*Reading*
- James Dunnigan, *How to Make War*, Chapters 7, 8, & 27

**WEEK 13**

31 March: Space & Electronic Warfare

*Reading*
- James Dunnigan, *How to Make War*, Chapters 18 & 19

2 April: Special Operations, DA, UW, & Civil Affairs

*Reading*
- James Dunnigan, *How to Make War*, Chapter 22

**WEEK 14**

7 April: Allies & NATO

*Readings*
- *TBD*

9 April: Rest of the World

*Reading*
- James Dunnigan, *How to Make War*, Chapters 28 & 29

**WEEK 15**

14 & 16 April: NSC Simulation
WEEK 16
21 April: Wrap up & final thoughts

Self-Assessment and Final Evaluation due final exam period

No Final Exam

One Last Thought
Collaboration, sharing ideas, etc.

“Talk about your ideas. Help your colleagues work out their problems. Pay attention to what other people are doing, and see if you can learn something, or if you can contribute.

“Other than the mundane goal of getting your degree, you are in school to push back the frontiers of knowledge. You do this by generating and exploring new ideas. There is no way that you will ever be able to explore all of the ideas that you generate, but some of those ideas that you discard might be just what some of your colleagues are looking for.

“Human nature tends to make us want to hoard our own ideas. You have to fight against that. Human nature also tends to make us treat other people’s ideas with disrespect. The closer the idea to our own area of research, the more likely some part of our brain will try to find fault with it. Fight against that even harder.

“You will find many people in academia who give in to the dark side. These Stealth Researchers never discuss what they are working on, except in vague and deceptive terms. They are experts at finding fault with the work of their colleagues. The Stealth Researcher writes papers that make very grand claims, but you can never quite figure out what they’ve accomplished and what they haven’t. He is a master at omitting the key detail of the design or process that would enable others to follow his work. The Stealth Researcher is a knowledge diode, a roach motel for information. He has replaced the fundamental goal of discovery and publication with the twin evils of ego and empire.

“Be open about what you are working on. Be honest about what you’ve done, and even more honest about what you haven’t. Don’t ever hide an idea for fear that someone will steal it, even if you are talking to a Stealth Researcher. With patience, maybe we can cure them.”

Prof Kristofer S.J. Pister, Electrical Engineering and Computer Science, UC Berkeley