

GOV 312L

Fall 2024



Course Information

Instructional Mode: Face-to-face

Meeting Times: Mon/Wed/Fri 11:00 AM - 12:00 PM

Meeting Location: PAR 1

Unique Number: 37190

Instructor

Julie Phillips

Email: julianne.phillips@austin.utexas.edu

Office Hours and Location

Office Location: MEZ 3.316

Office Hours:

- Monday 12:00 - 1:00 pm (MEZ)
- Tuesday 12:00 - 1:00 pm (Zoom only)
- Wednesday 12:00 - 1:00 pm (MEZ)

If none of these times work for you, please email me to set up an appointment at an alternate time. Sufficient notice is required.

Welcome Message

Welcome to GOV 312L, US Security Policy!

This course is designed to provide you with a broad introduction to policy pertaining to the security of the United States, particularly the use of military force. Traditionally, this area has focused on how states use or threaten to use violence to preserve their sovereignty and resolve political conflicts with other states. We will begin with an overview of the U.S. experience in international conflict. Next, we will consider the causes of war and peace, including the evolving U.S. position in the world order. We will conclude with a section on the challenges posed by modern conflict and its transformation from traditional forms, including discussions of immigration, climate issues, and terrorism.

Drawing on a variety of theoretical approaches, we will explore such questions as: Why do states go to war? What role do institutions play in processes of war and peace? Does terrorism provide a unique challenge to sovereign states? What might the future of conflict look like?

Overview of the Class

Class Meetings and Attendance

Classes will be held in-person. I will make class recordings available via Lectures Online for **one week** after each class, as a courtesy. Recordings will **not** be available while exams are open. I reserve the right to revoke this policy and share recordings only for University-sanctioned events, religious holy days (with prior notice), and documented emergencies (via Student Emergency Services) if attendance becomes a widespread problem.

Attendance is not mandatory, with the exception of exam days. However, some class days will offer activities for bonus points, which **cannot** be made up afterward.

If you have constraints preventing you from attending class reliably, please get in touch with me as soon as possible. I also strongly suggest you get in touch with me if you find yourself getting behind in your classwork due to external circumstances (for instance, you or a close family member becomes ill, your housing situation suddenly changes, etc.) so we can figure out how to continue successfully in the class. Homework and exams may draw on both reading and lectures, so skipping class will negatively affect your ability to earn a good grade in the course.

All instructions, assignments, rubrics, and essential information will be on the Canvas website at <https://utexas.instructure.com/courses/1398127>. Check this site regularly and use it to keep track of the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced. I will do my best to ensure that you receive the changes with as much advanced notice as possible.

Classroom Expectations - Having an Academic Discussion

This course tackles difficult questions of war, peace, and national politics. Students will encounter opinions they disagree with - possibly even ideas they find offensive or disturbing. Some students may have had personal experiences relevant to the course material - such as service with the armed forces, or life in a conflict zone - which introduces a personal and emotional element into the discussion. How do we, as scholars, students, future policymakers, and human beings, carry out a discussion of ideas we may find wrong, immoral, offensive, or personally disturbing?

This classroom will abide by the University of Chicago's Statement on Freedom of Expression. "It is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive...The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose." The full Statement is available here:

<http://provost.uchicago.edu/FOECommitteeReport.pdf>.

Any and every idea is welcome in the classroom - but it must be expressed respectfully. If you disagree with an idea, say so, and explain why - but be respectful. If you think an idea is offensive or immoral, say so - but respect everyone's right to disagree with you and to believe and express such ideas. In the classroom - as in life - you have no reasonable expectation of not being offended, and no title to others' validation of your opinions. Coping with disagreeable ideas with respect and maturity is an important job skill, a key trait of professionalism, and an important part of every human relationship.

Names and Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided to the instructor with each student's legal name. I will gladly honor your request to address you by an alternate name and/orpronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records

- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar's office, reference [this guide](#).
- For additional guidelines on changing your name on various campus systems, see the Resources page under UT Resources [here](#).

Schedule

Week 1: Introduction to US Security Policy, Historical Overview: The US in Conflict (Pt. 1)

8/26, 8/28, 8/30

- Edwards, Paul N. "How To Read a Book, v5.0." University of Michigan School of Information. <http://pne.people.si.umich.edu/PDF/howtoread.pdf>.

Week 2: Historical Overview: The US in Conflict (Pt. 2)

9/2 Labor Day - No Class

9/4, 9/6

- Gaddis, John Lewis. 1992. "International Relations Theory and the End of the Cold War." *International Security* 17(3): 5-58.

Week 3: U.S. Hegemony and the Maintenance of Peace *, Information Literacy

9/9, 9/11, **9/13**

- Ikenberry, G. John. 2009. "Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order." *Perspectives on Politics* 7(1): 71-87.

Week 4: International Institutions: Authority and Legitimacy *

9/16, 9/18, 9/20

- Voeten, Erik. 2005. "The Political Origins of the UN Security Council's Ability to Legitimize the Use of Force." *International Organization* 59(3):527-557.
- Autesserre, Severine. 2019. "The Crisis of Peacekeeping: Why the UN Can't End Wars." *Foreign Affairs* 98(1): 101-118.

Week 5: Causes of War *

9/23, 9/25, 9/27

- Dan Reiter. 2003 "Exploring the Bargaining Model of War." *Perspectives on Politics* 1:1 27-43.10

Week 6: Civil Wars and US Intervention *

9/30, 10/2, 10/4

- Golan-Vilella, Robert. 2014. "A Tale of Two AUMFs." *The National Interest* 133: 59-66.
- Fazal, Tanisha. 2018. "Go Your Own Way: Why Rising Separatism Might Lead to More Conflict." *Foreign Affairs* 97(4): 113-123.

Week 7: First Simulation, First Exam

10/7: Exam Review

10/9: Exam 1 (in class)

10/11: First Simulation (in class)

Week 8: Terrorism and Counter-terrorism *

10/14, 10/16, 10/18

- Kydd, Andrew, and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security*, 31 (Summer): 49-80.
- Byman, Daniel. July/August 2019. "The Threat from Within." *The National Interest*. 52-60.11

Week 9: Nuclear Weapons *

10/21, 10/23, 10/25

- Powell, Robert. 2003. "Nuclear Deterrence Theory, Nuclear Proliferation, and National Missile Defense." *International Security* 27(4): 86-118.
- Sherman, Wendy R. 2018. "How We Got the Iran Deal: And Why We'll Miss It." *Foreign Affairs* 97(5): 186-198.

Week 10: Technology and Security *

10/28, 10/30, 11/1

- Scharre, Paul. 2019. "Killer Apps: The Real Dangers of an AI Arms Race." *Foreign Affairs* 98(3): 135-144.
- Chesney, Robert, and Danielle Citron. 2019. "Deepfakes and the New Disinformation War: The Coming Age of Post-Truth Geopolitics." *Foreign Affairs* 98(1): 147-155.

Week 11: Climate Policy *

11/4, 11/6, 11/8

- Busby, Joshua W. 2008. "Who Cares About the Weather? Climate Change and U.S. National Security." *Security Studies* 17: 468-504.

Week 12: Migration and Immigration *

11/11, 11/13, 11/15

- Reading TBD

Week 13: Topic TBD

11/18, 11/20, 11/22

11/25 - 11/29: Fall Break, No Classes

Week 14: Second Exam

12/2: Exam Review

12/4: Exam 2

12/6: Class wrap-up

Week 15: Second Simulation

12/9: Second Simulation (in class)

Pre-Requisites for the Course

May be paired with Government 310L to satisfy the legislative Core requirement for government.

Learning Outcomes

At the conclusion of this course, students will be able to:

- take in information about how the US interacts with the world, interpret it in historical context using theoretical frameworks, and draw their own informed conclusions about its meaning and implications.

Core Courses

American and Texas Government

This course may be used to fulfill three hours of the American and Texas government component of the university Core Curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, personal responsibility, and social responsibility.

For students in GOV 312L/P:GOV 312L/P will complete the Core Government requirement if paired with GOV 310L. If you are taking this course to pair with any government coursework NOT designated on your audit as GOV 310L, check this link

https://ugs.utexas.edu/sites/default/files/file_downloads/GOVPostcardFall2022.pdf to see acceptable combinations of UT and transfer courses. If you are unsure, check with your advisor or core.audit@austin.utexas.edu to ensure you are in the correct course.

Grading Policy

Exams

Missed exams can be excused and made up after the fact in cases of illness and personal emergency, but only with proper documentation. Please see the Student Emergency Services' list of critical and emergency situations for a list of what does and does not constitute an emergency: <https://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php>

I do not give exams ahead of their scheduled dates. Exams missed due to a university sponsored event or religious holiday may be excused and made up, provided that the student informs me of the absence at least two weeks in advance. Vacation (e.g. leaving early for semester break) and social engagements will not be excused. Check the exam schedule before making travel plans. There are no exceptions.

Late Work

Assignments will not be accepted late. Again, the only exception is for legitimate emergencies with proper documentation. Please refer to the Student Emergency Services' list of critical and emergency situations (above) for a list of what does and does not constitute an emergency. If you find yourself in one of these situations and it is affecting your work in the class, please get in touch with me to discuss it as soon as possible, as it is in everyone's best interests for us to arrange accommodations sooner rather than later in the semester.

Grade Cutoffs and Appeals

Grade appeals must be initiated by your written explanation of why the decisions behind the assignment of your grade should be revisited. You will have one week after an assignment has been handed back to submit this written explanation. After that period, all grades will be final and any discussion that we might have will be restricted to how you can do better on the next assignment. Once you have submitted your written request, I will decide whether to regrade your entire assignment. In the event that your assignment is regraded, the revised grade may be higher or lower than the original, and the revised grade will be final.

Cutoffs between letter grades will be strictly observed according to guidelines listed below.
Note: these cutoffs are already taking rounding into account, and so there will be no additional rounding up

Grade	Cutoff
A	92.5%
A-	89.5%
B+	86.5%
B	82.5%

Grade	Cutoff
B-	79.5%
C+	76.5%
C	72.5%
C-	69.5%
D+	66.5%
D	62.5%
D-	59.5%
F	< 59.5%

Overview of all Major Course Requirements and Assignments

Assignments

1. First Exam: In-class

2. Second Exam: In-class

3. Response Papers (400 – 500 words each)

On nine of our weeks (noted with an asterisk in the course schedule), I will post a response paper prompt. You may choose any two of these during the semester. They are due by 11:59 pm CDT on the Sunday of the week following that topic. (For instance, if you are writing on nuclear weapons, which are covered in Week 9 beginning on Monday, October 21 and ending on Friday, October 25, then your paper would be due on Sunday, November 2.) You do not need to let me know ahead of time which papers you plan to write, but I will not accept them after the deadline, so make sure to plan your schedule accordingly. A full description of the assignment, including a grading rubric, will be posted on Canvas.

4. Homework and quizzes

Homework assignments will be a regular part of this class. I will drop the lowest grade from this group with no questions asked. If events arise that cause you to miss more than two of these assignments, I strongly recommend you get in touch with me, as this is often a sign that there are extenuating circumstances that may be affecting your academic performance. I would much rather work with you during the semester to help you succeed than discover after the fact that there was an issue that could have been addressed through communication.

5. Freewriting

Each lecture will include a prompt on the material, which can be answered in a short

(roughly five to ten minute) writing session, called Freewriting assignments. Freewriting assignments will be posted at the beginning of each class, and we will take time to do them during that class. All Freewriting assignments for the week will be due at the end of day (11:59 pm CDT) that same Sunday. These will be graded on a scale of 0 to 2, with "0" meaning no credit (i.e. no submission), "1" meaning partial credit, and "2" meaning full credit. They are meant to help you refresh your memories and reflect on the material , as well as provide me with another way to assess how the class is going. Note that these are a separate requirement from the "homework" category. I will drop the lowest three grades in this category during the semester (i.e. one week's worth) with no questions asked, and again strongly suggest that missing more than two or three of them warrants a conversation to touch base and see how you're doing. These are a valuable way for me to assess how you're doing, and for you to get consistent, low-stakes practice thinking and writing about how the concept we're discussing apply to the real world.

6. Simulations

During the semester, we will conduct two in-person simulation exercises, noted on the class schedule. Participation in these simulations is entirely optional. Each simulation will be followed up with a debriefing and write-up, during which you will be provided with a short analysis prompt to be completed. Participation in a simulation and completion of the subsequent analysis will earn you up to 10 extra credit points on a response paper, which is the equivalent of a full point on your final average. You must participate in the simulation activity itself to earn credit for the analysis. Attendance will be taken. If you have a legitimate reason preventing you from attending a simulation and still want to earn extra credit, you must inform me at least one week ahead of time in order to be provided with an alternate way to earn this credit.

Assignment	Due Date	Percent of Grades
First Exam	In-class, 10/9	25%
Second Exam	In-class, 12/4	25%
Response Papers (2)	Within 1 week of end of discussion, by 11:59 pm CDT	20% (10% each)
Homework	As assigned	20%
Freewriting	Sundays by 11:59 pm CDT	10%

Required Course Materials

No Required Purchased Materials

Recommended Course Materials

There are no required textbooks for this course.

Most required readings are in the form of journal articles and are available through the University library's website. We will cover use and navigation of this website during class. Articles not accessible through the UT library will have links or PDFs available on our class's Canvas page.

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Final Exam Date and Time

We do not have an exam during the University's final exam period this semester. Both exams will be during our scheduled class time.

Notice of Academic Accommodations from Disability and Access (D&A)

The university is committed to creating an accessible learning environment consistent with university policy and federal and state law. Please let your instructors know if you experience any barriers to learning so they can work with you to ensure you have equal opportunity to participate fully in your courses.

If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A).

Please refer to the [D&A website](#) for more information. If you are already registered with D&A, please deliver your Accommodation Letter to your instructors as early as possible in the semester so you can discuss together your approved accommodations and needs in your courses.

University Policies and Resources for Students Canvas Page

This Canvas [page](#) is a supplement to all UT syllabi and contains University policies and resources that you can refer to as you engage with and navigate your courses and the university.

Title IX Reporting and Support Disclosure

The Title IX Office uses information provided in reports to reach out to individuals in need, provide them with support and resources, and discuss options available to them related to a formal grievance process. For students, examples of support include academic accommodations, safety support, and connection with other campus and community resources.

Texas Education Code, Section 51.252 requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this nature (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about an incident of this nature, please be aware that I will be required to report this information.

Graduate teaching and research assistants are also designated as [mandatory reporters](#) and are required to report [behaviors that are considered sexual misconduct](#), including the types of misconduct described above.

Pregnant and parenting students, faculty and staff are also eligible to receive support and resources from the [Title IX Office](#). Support and resources may include supportive measures, medically necessary periods of leave, and leaves of absence. Case managers from the Title IX Office connect with students, faculty, and staff to provide one-on-one, individualized support. If

you would like to speak with a case manager for support, please email:
supportandresources@austin.utexas.edu.

For more information about reporting options and resources, please visit the [Title IX](#) website, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

Academic Integrity Expectations

Academic integrity is foundational to scholarly work. Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension, or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the [Student Conduct and Academic Integrity](#) website.

I reserve the right to check submitted work using plagiarism detection software. **All suspected violations of the university's academic integrity of conduct guidelines will be referred to the Dean of Students.** If you have questions about whether a particular action constitutes academic misconduct, you should always feel free to check with me.

Artificial Intelligence (AI) Policy

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a **limited** basis. You will be informed as to the assignments for which AI may be utilized.

AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. **Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity.**

If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Counseling and Mental Health Center (CMHC)

We all benefit from support during times of struggle. Remember, you are not alone. If you are experiencing signs of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other issues affecting your well-being, we encourage you to contact the Counseling and Mental Health Center. The center is conveniently located on campus and provides a wide range of mental health services to all UT students. These services include support through assessment and referral, group and individual counseling, psychiatry, crisis services, and access to valuable well-being resources. In addition, CARE Counselors available within each academic school and college understand the unique concerns of their respective students and offer tailored assistance. Also, TimelyCare is a virtual mental health platform offering 24/7 support, scheduled counseling, psychiatric services, health coaching and self-care content. For more information, visit the [CMHC website](#).

University Health Services (UHS)

Your physical health and well-being are a priority. University Health Services is the on-campus medical facility providing medical care and patient education to UT students. Services offered include general medicine, specialty clinics including the gynecology clinic, sports medicine, nutrition services, allergy, immunization and travel health, physical therapy, urgent care, a 24/7 nurse advice line; STI screening; and lab, x-ray, and ultrasound services. For additional information, visit the [UHS website](#) or call 512-471-4955.

Sanger Learning Center (SLC)

Did you know that over one-third of UT undergraduate students use the Sanger Learning Center yearly to strengthen their academic performance? All students can take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, public speaking, and tutoring for more than 70 courses in over 15 subject areas. For more information, please visit the [SLC website](#) (JES A332).

Dean of Students - Student Emergency Services (SES)

Our staff help students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or

mental health concern, or academic difficulty due to crisis/emergency, and your instructor requires confirmation of your absence, we can help. We will document your situation and notify your instructors.

Visit the [SES website](#) to learn more, or call 512-471-5017 to speak with our staff.

Behavior Concerns and Advice Line (BCAL)

If you have concerns about the safety or behavior of fellow students, TAs, professors, or anyone at UT Austin, BCAL (the Behavior Concerns Advice Line) can help. Anyone can call BCAL (512-232-5050) 24/7 to share a concern about a UT person, or to get advice on how to talk with the person about your concern. More information and an online report form are available on the [BCAL website](#). Callers can remain anonymous, and confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

UT Outpost and Student Emergency Fund

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to visit UT Outpost for support. [UT Outpost](#), is the free on-campus food pantry and career closet for all currently enrolled UT students. Any student in need is encouraged to visit UT Outpost (2609 University Avenue, 3.108) for free groceries, personal care items, and gently-used professional clothing for interviews, internships, or other needs. To learn more, visit the [UT Outpost website](#).

The Student Emergency fund exists to provide financial support when a verified emergency has impacted a student's health, safety, or wellbeing. An emergency is an urgent, sudden, and serious event that necessitates immediate action to remedy harm to life, health, or property. To learn more about eligibility or apply, visit the [Student Emergency Fund website](#).

Campus Safety

The following items are recommendations regarding emergency evacuation from the [Office of Emergency Management](#), 512-232-2114:

- Students should sign up for Campus Emergency Text Alerts at the Office of Emergency Management.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit the [Office of Emergency Management](#).

Carrying of Handguns on Campus

Texas' Open Carry law expressly allows a licensed person to carry a concealed handgun on the campus of an institution of higher education such as UT Austin, but it does not allow handguns to be openly carried on campus. Information about Campus Carry can be found at this [link](#). Students should be aware of the following university policies:

- Students who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.