

GOV 312L, US Security Policy
38490
Spring 2021

Class Meets:

Lectures to be posted on Canvas in “Modules” on Mondays, Wednesdays, and Fridays

Lectures may be viewed at any time – there is no “live” component to this class, except two optional simulations and possibly optional exam reviews, as noted in the schedule

Instructor: Julianne Phillips

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No Canvas messages, please

Office Hours (online):

Monday 1:30 pm – 3:00 pm

Thursday 1:30 pm – 3:00 pm

and by appointment (sufficient notice required)

Course Description

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? What ethical considerations are involved in preserving U.S. security?

Pre-requisites for the course:

- None

Course Requirements

Required 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 on the first day of class. Articles not accessible through the UT library will have links or PDFs available on our class's Canvas page.

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.

Viewing Lectures

Lectures will be posted on Canvas under "Modules" at 9 am Mondays, Wednesdays, and Fridays, and will remain available through the semester. You are not required to log in during any particular "class time" to view them, but I will expect that you've finished each one

by the time the next one is posted. If you have constraints preventing you from accessing them 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 viewing 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. Homeworks and exams may draw on both reading *and* lectures, so skipping videos will negatively affect your ability to earn a good grade in the course.

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 spring break or semester break) and social engagements will not be excused. Check the exam schedule before making travel plans, because, again, I do not give makeup exams in advance. There are no exceptions. In this particular course format, since exams are take-home and can be taken within a three-day window, the bar for excuses that would permit a makeup exam is quite high.

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.

Assignments

1. First Exam: Take-home

- Short essay(s), to be distributed on March 10 and returned by March 12

2. Second Exam: Take-home

- Short essay(s), to be distributed May 5 and returned by May 7

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 10 beginning on Monday, March 29 and ending on Friday, April 2, then your paper would be due on Sunday, April 11.) 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 for the week will be posted on Monday morning, and will be due by 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” (i.e. on Zoom) simulation exercises, noted on the class schedule. Participation in these simulations is entirely optional, and I will hold multiple sessions for each to try to accommodate as many schedules as possible. 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 Grade
First Exam	Distributed March 10, due by 11:59 pm CDT March 12	25%
Second Exam	Distributed May 5, due by 11:59 pm CDT on May 7	25%
Response Papers (2)	Within 1 week of end of discussion, by 11:59 pm CDT	20% (10% each)
Homework and Quizzes	As assigned	20%
Freewriting	Sundays by 11:59 pm CDT	10%

Grading for this Course

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

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

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, gender variance, 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 or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action. I reserve the right to check submitted work using plagiarism detection software. **All violations of the university's academic integrity or conduct guidelines will be referred to the Dean of Students with a recommended penalty of a failing grade in the course.**

You are responsible for understanding UT's Academic Honesty and the University Honor Code, which can be found here: <http://deanofstudents.utexas.edu/conduct>

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

For Q drop and Pass/Fail FAQs specific to Fall 2020 and Spring 2021, follow the link about halfway down this page:

<https://onestop.utexas.edu/registration-and-degree-planning/registering-for-classes/add-drop-a-course/>

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:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If you have accommodations that have been approved by SSD, if there are circumstances that make our learning environment and activities difficult, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns.

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>.

Occupants of buildings on The University of Texas at Austin campus are required to 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Course Outline

All instructions, assignments, rubrics, and essential information will be on the Canvas website at <https://utexas.instructure.com>. 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.

Week 1: Introduction to US Security Policy

Jan. 19

- 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

Jan. 25

- 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 *

Feb. 1

- Ikenberry, G. John. 2009. "Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order." *Perspectives on Politics* 7(1): 71-87.
- Allison, Graham. 2018. "The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom." *Foreign Affairs* 97(4): 124-133.

Week 4: International Institutions: Authority and Legitimacy *

Feb. 8

- 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 *

Feb. 15

- Dan Reiter. 2003 "Exploring the Bargaining Model of War." *Perspectives on Politics* 1:1 27-43.

Week 6: Civil Wars and US Intervention *

Feb. 22

- 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: Ethics in the US Use of Force *

Mar. 1

- Crawford, Neta. 2003. "Just War Theory and the U.S. Counterterror War." *Perspectives on Politics* 1(1): 5-25.
- Kreps, Sarah, and Micah Zenko. 2014. "The Next Drone Wars: Preparing for Proliferation." *Foreign Affairs* 93(2): 68-79.
- Exam review session(s) – to be scheduled

Week 8: First Simulation, First Exam

Mar. 8

- First simulation – to be scheduled
- First simulation debriefing
- Mar. 10: First exam distributed
- Mar. 12: First exam due

Spring Break (no classes)

Mar. 15

Week 9: Terrorism and Counter-terrorism *

Mar. 22

- 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.

Week 10: Nuclear Weapons *

Mar. 29

- 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 11: Technology and Security *

Apr. 5

- 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 12: Climate Policy *

Apr. 12

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

Week 13: Migration and Immigration

Apr. 19

- Howard, R.T. January/February 2018. “Migration Wars.” *The National Interest* 53-62.

Week 14: TBD

Apr. 26

- Exam review session(s) – to be scheduled

Week 15: Second Simulation, Second Exam

May 3

- Second simulation sessions – to be scheduled
- Second simulation debriefing & class wrap-up
- May 5: Second exam distributed
- May 7: Second exam due