

THE ROBERTSON SCHOOL OF GOVERNMENT

National Security Affairs

GOV 679

PROFESSOR:

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“Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and success of liberty.”

John F. Kennedy

Inaugural Address, 20 January 1961

COURSE DESCRIPTION AND PURPOSE:

With the recent release of the 2006 Quadrennial Defense Review (QDR) and coincidentally, the first one published since the 9/11 attack, it is clear that the United States is actively engaged in revamping its national security policy to be able to meet the ongoing threat caused by terrorism (specifically Al Qaeda) to U.S. national and global interests. This transformation will take place on many fronts and levels. While the QDR sets out parameters for national security policy, there are many more variables that go into making such policy in a republic such as the United States. National security policy also deals with risk and national politics. Not only does the country have to deal with a near-term threat such as terrorism, but it also has to have a national security policy that is flexible and affordable enough to consider the possibility of a rising peer competitor such as the People’s Republic of China or a regional threat such as Iran or North Korea. Can the US national security structure continue to be prepared for all possible contingencies? Or is a re-prioritization in order? Since 9/11, the United States has focused most of its internal and external political energies toward finding and destroying the perpetrators of the most heinous attack on American soil in history and simultaneously coming up with plans to improve its own internal security. Future national security policy will need to question just how the country ought to go about doing this and then demonstrate a coherent plan for providing the right forces at the right time to accomplish this particular mission without forgetting the world-wide interests of the United States as a whole.

The purpose of this course is to help students understand just how national security policy gets developed and implemented in the United States. Further, we will explore various policy choices and examine why certain choices get made and others do not. This course is designed to broaden individual understanding of the ever changing nature of national security policy, national risk, and global security politics. Further, the course will also cover grand strategy, the present-day US domestic and international political agendas, national budgetary constraints on policymaking and our present external security

response to asymmetric warfare, low-intensity and high-intensity conflicts, and force planning on a national scale. We will begin by studying the most recent QDR and then immediately go into perspectives on grand strategy, national interests and strategic uncertainties. We will explore how the various competing grand strategic views can impact national security policy. Finally, we will focus on world regional security issues that are directly impacting U.S. national security policy today and into the future. This course will emphasize student understanding of the evolving issue of national security policy and make some projections as to its future direction.

CONNECTION TO PROGRAM OF STUDY:

This course is designed to train leaders to help develop the divine foundations of US national security policy and national defense. The foundations and concepts of the course will help formulate national and international policies based on justice and peace, the safeguarding of basic human rights and the balancing national security policy with national interests and homeland defense.

COURSE GOALS:

1. To acquaint students with more of the theoretical foundations of US national security policy.
2. To understand the Quadrennial Defense Review (QDR) and its role in formulating national security strategy and policy and how it interrelates to national domestic issues and budgetary concerns.
3. To understand worldwide U.S. national security interests in present and future terms.
4. To understand the role of the Secretary of Defense and National Security Advisor to the President (NSA) in formulating and implementing national security policy.
5. To understand present and future U.S. national security policy as it relates to the continuing Global War on Terror (GWOT).
6. To enhance each student's ability to understand how U.S. national security policy deals with present and future risk.

LEARNING OBJECTIVES:

At the conclusion of this course, students should have a thorough understanding of the theoretical basis for how U.S. national security is formulated and implemented. Further, students will be able to understand the roles of Department of Defense, the National Security Council, the Intelligence Community and other

key federal agencies that are directly engaged in security policy formulation and implementation. Finally, students will be able to understand and adequately analyze worldwide regional security issues and how they can or may affect present and future U.S. national security policy.

REQUIRED TEXTS:

Title: *The World is Flat*
Author: Thomas Friedman
Publisher: Prentice Hall
ISBN: 0130494135
Edition: Sept. 2002
This is a required book.

Title: *Power, Terror, Peace and War*
Author: Walter Russell Mead
Publisher: A.A. Knopf
ISBN: I-4000-4237-2
Edition: 2004
This is a required book.

Title: Selected Readings
Author: To be provided by the instructor

COURSE REQUIREMENTS:

- A. Read the assigned reading and participate in classroom discussion.
- B. All students will be required to submit a single major research paper (a minimum of 12 pages of text). This paper must be submitted to the professor no later than **7 August 2006** and will constitute 80 percent of your final grade. This paper will ask students to embrace a particular grand strategy concept and then logically provide the means (force planning) for just how you might be able to implement your selected national security strategy (keeping in mind potential political and budgetary constraints that may arise now or in the future). All Oxford students must have read the Mead book prior to reporting for the first day of class.
- C. Students will also be graded on their classroom participation levels. This will constitute 20 percent of your final grade.
- D. All written assignments and out of class questions or comments can be emailed to (cneimeyer@regent.edu) with the subject line GOV 679. For example, GOV 679, John Doe, Research Paper, etc.

- E. All email attachments must be submitted as a Word document and please ensure that you place your name on the first page of your attached document.

GRADING:

Students will be evaluated on the basis of:

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|---|-----|
| A. The quality of your research paper | 80% |
| B. The quality and level of activity in the classroom | 20% |

Grading Scale

94-100	A
90-93	A-
87-89	B+
82-86	B
80-81	B-
76-79	C+
72-75	C
70-71	C-
65-69	D
Below 65	F

GENERAL INFORMATION:

- A. Academic Honesty: Students at Regent University shall abide by the highest standards of academic integrity. Cheating and plagiarism cannot be tolerated and are contrary to the mission of the University and the tenants of Christianity. Transgressions shall be investigated by the professor and appropriate punitive action taken (including expulsion from the course) if found culpable of such offenses.
- B. Classroom Decorum: Students at Regent University are expected to treat each other and their opinions with mutual respect and Christian civility at all times. Failure to do so could result in expulsion from the class by the professor.
- C. Incomplete Grades: An incomplete grade (I) may be given only for legitimate and extenuating circumstances due to illness or emergencies and shall be given only upon approval by the professor. For further details, please refer to current school wide regulations found in the on line catalog regarding the awarding of incomplete grades.
- D. Student Feedback: At the end of the course, students will be invited to submit written comments to the teacher regarding the conduct and content of the course. These comments are designed to assist the teacher in being a more effective classroom instructor and to be able to adjust the course to better suit

the needs of the student – especially concerning course organization and text selection.

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