

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Fall 2019

Aug 29-Dec 5

Congress and Defense Policy

LGAF 6270.LH

THURSDAYS, 6-8pm

Hall of States

BASIC INFORMATION AND RESOURCES

(as of Aug 2019)

Kim Fischetti (Adjunct Professor)

Contact Information

Phone Number: (703) 447-1470

Email Address: kfischetti@gwu.edu

Communication

Students may contact me via email at any time, or call after 6pm (weekdays). Email is the preferred method, and I will respond as soon as possible.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community are presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <http://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience an emergency during class time, we will try to stay at the class location until we hear that we may move about safely. If we have to leave the classroom, we will meet in the Hall of States lobby in order to account for everyone and to make certain everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status:

<http://www.campusadvisories.gwu.edu/>.

Attendance Policy

To the extent possible, students are expected to attend all classes. Acknowledging that life and work events will occur and occasionally conflict with classes, students are expected to coordinate in advance with the Professor if any absences or late arrivals are anticipated. Be sure to obtain my confirmation for an absence, and I will do my best to be responsive. The Professor will then determine if there is any additional work necessary to make up for the missed time in class.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Steven Billet
Director, Legislative Affairs Program
sbillet@gwu.edu | 202-994-1149

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

OVERALL PROGRAM AND COURSE OBJECTIVES

Overall Legislative Affairs Program Objectives

Upon completion of the Master's degree in Legislative Affairs, students will:

1. Gain both theoretical and practical knowledge related to the U.S. Congress, general issues in the legislative arena, and how to effectively advance legislation;
2. Hone their oral and written communication skills in both theoretical and technical aspects of legislative affairs;
3. Be able to conduct cutting-edge research and engage in effective problem solving by learning critical thinking skills;
4. Learn how to work effectively with others, the value of collaborative work, and will understand ethical issues involved in the legislative arena.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

CONGRESS & DEFENSE POLICY - Course Description and Objectives

This course will help you explore who determines policy for the defense of the United States of America, and how those decisions are made. More importantly, we will identify how you might participate in the process that generates our nation's defense policy. Through a dynamic mix of in-class

discussions, relevant readings and guest speakers, students will study, review, and discuss current defense policies and issues facing our nation today. Dates for guest speakers and field trips will depend on the schedules of the guests, and will be announced by Prof. Fischetti prior to class.

The course will also:

- Examine the various tools Congress may utilize to shape defense policy.
- Investigate how individuals and agencies attempt to influence defense policy.
- Review current and relevant defense policy debates or issues affecting defense policy.

Learning Objectives - By the end of the course, students will:

- 1) Be able to identify the key players and agencies participating in the generation and execution of defense policy.
- 2) Understand and explain the tools Congress may utilize to shape and influence defense policy. Nestled within this objective is the awareness of how the individual student might directly engage in this process at increasing levels.
- 3) Sharpen individual value as a political scientist by reading, comprehending, and concisely synthesizing complex and sensitive topics. Students will polish the ability to “get to the point” effectively and efficiently so a decision-maker/boss can learn to rely on the student’s insight and well-informed recommendations. Students will demonstrate this via the issue papers & briefings.

COURSE REQUIREMENTS, EVALUATION AND GRADING

Your final grade in this class will be determined by the following:

- 1) Class Participation (10%):
 - a. This should be a given in a graduate level course. Show up having already read and interacted with the assigned material.
 - b. Be prepared to discuss the readings and be called upon to apply the concepts to real-world current situations.
- 2) Issue Papers/Oral Briefing (40%):
 - a. Due prior to the beginning of class (beginning with **session #4** and as directed by the Professor), select students will provide a one-page, concise, and single-spaced “white paper” that presents the key issue(s) in the assigned readings and applies the concepts to a current topic.
 - b. Issue Papers should include (20%):
 - Background: Provide a brief background section to set the scene for the session’s material.
 - Discussion/Analysis: Identify key points and any relevant issues the reading(s) discusses. What were the key arguments or points/positions for the material? Offer your analysis...does it make sense, did the authors/agencies support their points? Why is this information important? Draw your own comparisons to current examples when possible.
 - Conclusion: Why do these key points matter...or not? What are the key take-aways? What does it all mean to a current topic today?
 - c. Oral Briefings should include (20%):
 - 5 minute “Elevator Pitch” of your issue paper to the Professor before class begins.
 - Succinctly describe the topic, explain its relevance, and apply it to a current topic of your choosing.
 - Be prepared for interruptions during the briefing and questions afterwards.
- 3) Defense Policy Paper Outline (10%):

- a. Due prior to **Session #7**. NO MORE THAN FOUR PAGES TOTAL (three for the actual outline, one for listing the sources you plan to utilize). Double-spaced, Times New Roman, 12-font, standard 1” margins.
 - b. Your outline should highlight the following:
 - Thesis or main argument: Clearly state the thesis or main point of your paper.
 - Themes or sections: Present the supporting facts or arguments that you plan to include in the body of your paper, along with a short description of each. Ensure they relate to your thesis/main argument.
 - Counter-arguments: Offer plausible counter-arguments to your thesis/main argument. Briefly highlight the counter-point, how it interacts with your thesis, and maybe where you will conduct your research.
 - Sources: list the sources you plan to utilize... yes, you may add/subtract later on.
- 4) Defense Policy Paper (40%):
- a. Potential topics will be discussed in class and approved by the professor.
 - b. Topics due by **session #4**, outline by **session #7**, final paper on **session #13**.
 - c. Paper length should be 10-15 pages. Double-spaced, Times New Roman, 12-font, standard 1” margins. NO MORE than 15 pages total (not including the bibliography).
- 5) Grading: The professor will grade all work using a standard rubric (grading sheet), which will be discussed in class. All students will have a clear idea as to the specific requirements and acceptable performance standards in order to work towards clearly indicated goals.

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B- 80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you will be penalized for late submission of assignment(s).

Required Readings – All required readings for this course can be found online. In many cases, I will upload them to Blackboard for ease of access.

Other Sources We Will Utilize

- Websites: we will examine current issues as indicated per lesson.
- National newspapers: The Washington Post, NY Times, Wall Street Journal, etc...

Tentative Course Calendar*

*The Professor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

**As necessary, the Professor will supplement each session with current articles or readings.

<p>SESSION 1 August 30, 2019 6-8pm</p>	<p style="text-align: center;">INTRODUCTION & COURSE OVERVIEW</p> <ul style="list-style-type: none"> - Overview of the course & discussion of graded requirements. - Discussion: Who’s on first? Constitutional roles of Congress and the President
<p>SESSION 2 Sept 5, 2019 NO CLASS—TDY OCONUS</p>	<p style="text-align: center;">ROOTS OF U.S. DEFENSE POLICY MAKING</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - JSTOR: Introduction: Congress and Civil-Military Relations,” Auerswald, Campbell - WATCH: (link is on Blackboard) “Secretary Mattis on American Policy and Values” - And “National Security Forum: Civilian-Military Relations...” <p><u>ASSIGNMENT:</u> Blackboard discussion question</p>
<p>SESSION 3 Sept 12, 2019 ONLINE CLASS</p>	<p style="text-align: center;">EVOLUTION OF AMERICAN DEFENSE POLICY</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - “National Security Interests” (Blackboard) - “Defense Primer: Legal Authorities for the Use of Military Forces,” 12/7/16 <p><u>ONLINE CLASS:</u> https://us.bbcollab.com/guest/ed03909298444678a3b676ea9b73c3ca <u>Call-in: 571-392-7650 PIN: 105 489 4486</u></p>
<p>SESSION 4 Sept 19, 2019 6:30-8:00pm</p>	<p style="text-align: center;">DETERMINING DEFENSE POLICY – WHO PARTICIPATES AND HOW? - PRESIDENT</p> <p style="text-align: center;">**PAPER TOPIC DUE**</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - The Constitution of the United States - National Security Strategy, December 2017 - National Defense Strategy - National Military Strategy - CRS Report: “The National Security Council: An Organizational Assessment” (RL30840) by Richard Best, 2011.
<p>SESSION 5 Sept 26, 2019 <u>6:30-8:00pm</u></p>	<p style="text-align: center;">THE MILITARY’S TOOLS FOR INFLUENCING THE DEFENSE POLICY PROCESS</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - Strategic Studies Quarterly <ol style="list-style-type: none"> 1. The Irony of American Civil-Military Relations 2. Best Military Advice 3. Military Officers: Political without Partisanship 4. Beyond the Resignation Debate: A New Framework for Civil-Military Dialogue <p><u>WATCH:</u> “A Conversation with Chairman Dunford....”</p>
<p>SESSION 6 Oct 3, 2019</p>	<p style="text-align: center;">DETERMINING DEFENSE POLICY – WHO PARTICIPATES AND HOW? - CONGRESS</p>

<p>6:30-8:00pm</p>	<p>READING:</p> <ul style="list-style-type: none"> - JSTOR: Policy Disputes as a Source of Administrative Controls: Congressional Micromanagement of the Department of Defense,” Kenneth Mayer - JSTOR: “Congress and the Politics of Defense and Foreign Policy Making: Big Barriers to Balance,” Charles Cushman - “Defense primer: Congress’s Constitutional Authority with Regard to the Armed Forces,” Congressional Research Service (CRS) - Mac Thornberry, Preserving Primacy - John McCain, Restoring American Power - John McCain, Letter to the Secretary of Defense (Oct 27th, 2017) <p>WATCH: “A Conversation on Defense Policy with Seth Moulton...”</p>
<p>SESSION 7 Oct 10, 2019 6:30-8:00pm</p>	<p style="text-align: center;">THE DEFENSE BUDGET</p> <p style="text-align: center;">**PAPER OUTLINE DUE**</p> <p>READING:</p> <ul style="list-style-type: none"> - JSTOR: “Federal Budget Policy and Defense Strategy,” Dennis Ippolito - “Defense Primer: The NDAA Process,” CRS, 11/28/16 - “Defense Primer: Defense Appropriations Process,” CRS, 11/23/16 - “Defense Divided: Overcoming the Challenges of Overseas Contingency Operations,” Heeley and Wheeler - John McCain FY19 NDAA (just flip through it) - https://www.congress.gov/115/bills/hr5515/BILLS-115hr5515enr.pdf - https://docs.house.gov/meetings/AS/AS00/20180412/108075/HHRG-115-AS00-Wstate-MattisJ-20180412.pdf <p>WATCH: “2017 Defense Policy Bill...”</p>
<p>SESSION 8 Oct 17, 2019 6:30-8:00pm</p>	<p>ENDURING DEFENSE POLICY ISSUES: Continuing Resolutions, Dereliction of Duty?</p> <p>READING:</p> <ul style="list-style-type: none"> - http://www.pewresearch.org/fact-tank/2018/01/16/congress-has-long-struggled-to-pass-spending-bills-on-time/ - “Defense Spending Under an Interim Continuing Resolution: In Brief,” CRS, 2/23/18
<p>SESSION 9 Oct 24, 2019 6:30-8:00pm</p>	<p style="text-align: center;">AUTHORIZING THE USE OF MILITARY FORCE</p> <p>READINGS:</p> <ul style="list-style-type: none"> - S.J. Res. 23 (AUMF) http://www.gpo.gov/fdsys/pkg/BILLS-107sjres23enr/pdf/BILLS-107sjres23enr.pdf - View SFRC Hearing: AUMF (2 Nov, 2017) https://www.foreign.senate.gov/hearings/the-authorizations-for-the-use-of-military-force-administration-perspective_103017 <p>Pay particular attention to Sen Murphy’ questions beginning at 1:35:00 and Sen Kaine's interchange at 2:24:00.</p>

<p>SESSION 10 Oct 31, 2019 6:30-8:00pm</p>	<p style="text-align: center;">RECENT DEFENSE POLICY ISSUES: Russia, Russia, Russia</p> <p><u>READINGS:</u></p> <ul style="list-style-type: none"> - John McCain FY19 NDAA, section 1248 https://www.congress.gov/115/crpt/hrpt874/CRPT-115hrpt874.pdf - https://www.armed-services.senate.gov/hearings/18-03-08-united-states-european-command (skim through the 2 hour hearing and take note of the kinds of questions being asked) - ANS: Chapter 22 (Russia)
<p>SESSION 11 Nov 7, 2019 6:30-8:00pm</p>	<p style="text-align: center;">RECENT DEFENSE POLICY ISSUES: Turkey and the Politics of the F-35</p> <p><u>READINGS:</u> TBD</p>
<p>SESSION 12 Nov 14, 2019 6:30-8:00pm</p>	<p style="text-align: center;">RECENT DEFENSE POLICY ISSUES: Space Force</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - https://www.washingtonpost.com/business/economy/pence-details-plan-for-creation-of-space-force-in-what-would-be-the-sixth-branch-of-the-military/2018/08/09/0b40b8d0-9bdc-11e8-8d5e-c6c594024954_story.html?noredirect=on&utm_term=.9bf991f8eabb
<p>SESSION 13 Nov 21, 2019 6:30-8:00pm **NO CLASS NOV 28. THANKSGIVING BREAK**</p>	<p style="text-align: center;">RECENT DEFENSE POLICY ISSUES: “Pet Projects” Impact of Members’ Special Interests...Who benefits?</p> <p style="text-align: center;">**FINAL PAPER DUE**</p> <p><u>READING:</u> JSTOR “Defense and the Two Congresses: Parochialism Balance,” Chuck Cushman</p>
<p>SESSION 14 Dec 5, 2019 7:00-8:00pm</p>	<p style="text-align: center;">IN CONCLUSION - Putting the pieces together...</p> <p><u>READING:</u> TBD</p>

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.