

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Legislative Affairs

Spring 2016

Congress and Defense Policy

LGAF 6270.LH

WEDNESDAYS, 6-8pm

Hall of States

BASIC INFORMATION AND RESOURCES

(as of Jan. 2016)

Peter Cairns (Adjunct Professor)

Contact Information

Phone Number: (910) 391-5548

Email Address: pcairns@gwmail.gwu.edu

Communication

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

Blackboard Site

A Blackboard course site has been set up for this course. 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 will be 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://www.gwu.edu/~ntegrity/code.html>.

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://library.gwu.edu/about/facilities/disability-support>.

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

Each student is expected to attend all classes. Please coordinate in advance with the Professor if any absences or late arrivals are anticipated.

Technology Policy

The use of computers and tablet devices are encouraged for students to effectively engage with the material, refer to readings, and take notes during class. They should not be used to check email, sports, shop, and/or otherwise surf the internet. If technological devices are found to be a distraction to the user or those around them, the professor reserves the right to prohibit their use in the classroom.

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.

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. Cairns 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 effectively “get to the point” so a decision-maker/boss will quickly 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 #2** and as directed by the professor), select students will provide a one page, concise single-spaced issue 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%):
 - 3-5 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 15-20 pages. Double-spaced, Times New Roman, 12-font, standard 1" margins. NO MORE than 20 pages total (not including the bibliography).
- 5) Grading: The professor will grade all work using a standard rubric (grading sheet), which we will discuss 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 may be penalized for late submission of assignment(s).

Required Readings - Please purchase the following book for class:

- **American National Security.** Jordan, Amos A., William J. Taylor, Michael J. Meese, Suzanne C. Nielsen. 2009. Sixth edition. The Johns Hopkins University Press.

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 instructor 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 instructor will supplement each session with current articles or readings.

SESSION 1 (Jan 12) 6-7:30pm	INTRODUCTION - Overview of the course & discussion of graded requirements.
SESSION 2 (Jan 20) 6:30-8pm	ROOTS OF U.S. DEFENSE POLICY MAKING <u>READING:</u> - American National Security (ANS): Chapter 2 (Traditional American Approaches to National Security)
SESSION 3 (Jan 27) 6:30-8pm	EVOLUTION OF AMERICAN DEFENSE POLICY <u>READING:</u> - ANS: Chapter 3 (The Evolution of American National Security Policy)
SESSION 4 (Feb 3) 6:30-8pm	DETERMINING DEFENSE POLICY – WHO PARTICIPATES AND HOW? - PRESIDENT **PAPER TOPIC DUE** <u>READING:</u> - ANS: Chapter 4 (Presidential Leadership and the Executive Branch)
SESSION 5 (Feb 10) 6-8pm *Class will be held in Rayburn 2212 (plan accordingly)	DETERMINING DEFENSE POLICY – WHO PARTICIPATES AND HOW? - CONGRESS <u>READING:</u> - ANS: Chapter 5 (The Role of Congress)
SESSION 6	THE MILITARY’S TOOLS FOR INFLUENCING THE DEFENSE POLICY PROCESS

<p>(Feb 17) 6:30-8pm</p>	<p><u>READING:</u> - ANS Chapter 8 (The Role of the Military in the Policy Process)</p>
<p>SESSION 7 (Feb 24) 6:30-8pm</p>	<p>THE ARMY OPERATING CONCEPT – WIN IN A COMPLEX WORLD</p> <p>**PAPER OUTLINE DUE**</p> <p><u>READING:</u> - Provided by professor</p>
<p>SESSION 8 (Mar 2) 6:30-8pm</p>	<p>AUTHORIZING THE USE OF MILITARY FORCE</p> <p><u>READINGS:</u> - S.J. Res. 23 (AUMF) http://www.gpo.gov/fdsys/pkg/BILLS-107sires23enr/pdf/BILLS-107sires23enr.pdf - “Calls Grow to Revamp Antiterror Statute” http://www.bostonglobe.com/news/nation/2013/02/11/debate-grows-over-need-reauthorize-war-terror/Z5zKrfc5dE4jRGIZKqAbCJ/story.html - Senate Armed Services Committee Hearing: http://www.armed-services.senate.gov/hearings/oversight-the-law-of-armed-conflict-the-use-of-military-force-and-the-2001-authorization-for-use-of-military-force</p> <p>For the hearing, focus on the opening statements from Senators Levin and Inhofe. Also, Senator Graham’s Q&A at the one hour mark.</p>
<p>SESSION 9 (Mar 9) 6:30-8pm</p> <p><i>*no class on Mar 16th due to GWU spring break</i></p>	<p>ENDURING DEFENSE POLICY ISSUES: Missile Defense</p> <p><u>READINGS:</u> - ANS: Chapter 17 (Nuclear Policy) - Other readings determined prior to class</p>
<p>SESSION 10 (Mar 23) 6-8pm</p> <p>*Class will be held at the Pentagon (plan accordingly)</p>	<p>RECENT DEFENSE POLICY ISSUES: Empowerment and the Joint Chiefs of Staff & changes to the Goldwater Nichols Act</p> <p><u>READINGS:</u> - CSIS Products TBD - Senate Armed Services Committee hearing/transcript http://armed-services.senate.gov/Transcripts/2011/11%20November/11-73%20-%2011-10-11.pdf http://www.senate.gov/fplayers/jw57/urlMP4Player.cfm?fn=armed111011&st=1100&dur=9620</p> <p>For the hearing, pay close attention to the segments beginning at: - minute 66, the Chief of the National Guard Bureau provides opening comments and addresses a few key points.</p>

	<ul style="list-style-type: none"> - 100:24, SEN Brown’s comments - 127:09, SEN Graham providing perhaps the most energized comments and position.
<p>SESSION 11 (Mar 30) 6:30-8pm</p>	<p>“NEW” or POST 9/11 SECURITY CONCERNS AND RETHINKING U.S. DEFENSE POLICY</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - ANS: Chapter 16 (Irregular Challenges, Military Intervention, & Counterinsurgency)
<p>SESSION 12 (Apr 6) 6:30-8pm</p>	<p>OTHER FACETS OF DEFENSE POLICY - Putting the pieces together...</p> <p><u>READING:</u></p> <ul style="list-style-type: none"> - ANS: Chapter 10 (National Security Decision Making)
<p>SESSION 13 (Apr 13) 6:30-8pm</p>	<p>STATUS OF THE DEFENSE BUDGET (Where are we? Where are we going?)</p> <p>**FINAL PAPER DUE**</p> <p><u>READING:</u> To be determined prior to class</p>
<p>SESSION 14 (Apr 20) 6-7pm</p>	<p>IN CONCLUSION</p> <p><u>READING:</u> To be determined prior to class</p>

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