

**Course Syllabus**  
**ISS 301: Survey of U.S. National Security Policy**  
**Spring 2022**

**Meeting Times:** Section 1: M-W, 9:30-10:45 am, Hume Hall, room 110  
Section 2: M-W, 1:00-2:15 pm, Hume Hall, room 112

**Instructor:** Dr. Kevin Riehle, Former Athletic Office, Room 129

**E-mail:** kpriehle@olemiss.edu

**Office Hours:** M-W, 11:00 am-12:00 pm

**Course Description**

This course surveys the key issues and ideas associated with U.S. national security policy from the beginning of the Cold War to the present. It focuses on the challenges and opportunities for American foreign policy and national security in the contemporary era. It will provide students an analytic framework and historical context for understanding contemporary foreign and national security policy. Additionally, it is designed to enhance students' capacity to evaluate competing theories and arguments surrounding debates about U.S. national security policy and prepares students to develop their own policy analysis research, writing, and briefing skills.

**Learning Outcomes**

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

- Define the concepts of foreign policy and national security.
- Understand how the specification of vital interests is a combination of international politics/threats and domestic politics.
- Understand the historical context, evolution, and linkages of national security problems and solutions since the Cold War.
- Explain how U.S. national security thinking and policy have evolved since the Cold War.
- Describe the following terms in relation to U.S. national security:
  - Cold War rivalry
  - Containment
  - Deterrence
  - Domino theory
  - Détente and arms control
  - Post-Soviet unipolarism
  - Human rights linkage
  - Globalism
  - Counterterrorism
  - Great power competition

**Required Texts**

- John Lewis Gaddis, *The Cold War: A New History* (New York: Penguin Press, 2005).
- Raymond Garthoff, *Soviet Leaders and Intelligence: Assessing the American Adversary*

*During the Cold War* (Washington, DC: Georgetown University Press, 2015).

- Timothy J. Lynch, *In the Shadow of the Cold War: American Foreign Policy from George Bush Sr. to Donald Trump* (Cambridge: Cambridge University Press, 2020).
- Other readings and videos as listed under each week's session description.

### Assignments

- Weekly reading reflections. Students will develop three questions each week that address the content of the week's readings. The questions should be analytical and evaluate the student's understanding of the material, not simply questions about facts or events; yes/no questions will **not** be accepted. Appropriate questions address the author's intent, major arguments, evidence to support those arguments, and conclusions. The student will then write a brief essay answer (two to three sentences) to **two** of the questions. Students will post the three questions and accompanying essay answers to the appropriate Blackboard discussion space prior to the first class session each week. Questions should be written in clear, grammatically correct English. Some of the particularly well-crafted questions may appear on the final exam for the course.
- Mid-Term. Students will receive a take-home, open book mid-term exam on 23 February. The exam will consist of four questions, from which the student will choose **two** to answer. Each answer will be 600 to 750 words long (excluding footnotes), double-spaced, and written in clear essay style, with a strong thesis statement, well-documented evidence, and cogent conclusion. The essays should include footnotes showing the sources used, formatted in Chicago style. Students will have one week to write the exam. The completed exam will be posted to Blackboard in Microsoft Word format (not .pdf format) before the beginning of class on 2 March. The exam will be an individual student's work, not to be discussed with other students or faculty members. Indications of collaboration with other students or faculty members will result in the student receiving a zero for the exam.
- Final exam. Students will take a timed, in-class final exam during finals week that covers the course materials and draws from class readings and discussions. The final exam will consist of short-answer essay questions covering common themes from throughout the course and will test the student's understanding of the course learning outcomes.
- Class participation: Students will be graded on their participation in each class session. Students can receive a total of two participation points for each session: one for attendance and one for contributions to class discussions drawn from course readings. Points will be tallied at the end of the semester to calculate class participation grade.

Weekly Reading Reflections	30%
Mid-term exam	30%
Final exam	30%
Class participation	10%

**Grades**

The letter grades assigned are as follows: A, A-, B+, B, B-, C+, C, C-, D and F. Grades are awarded upon completion of the course. Grades are based on the following point calculations:

Grade	Points Range
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	60 - 69
E	Below 60

**Students are expected to attend every class session**

Students should arrive on time for every class session. Class preparation includes completing the required readings prior to the first class session of each week.

**Electronic Devices**

Phones should not distract students in class. Phones can be used for classroom purposes, but should not be used for checking e-mail, unrelated web surfing, or texting. Violation of this concept will result in the entire section losing access to phone usage for the rest of the semester.

**Debate**

Each person comes to any topic with a different background and opinion. Debate and discussion are encouraged; however, all class discussion will be respectful, calm, and in a manner that you would have someone speak to you. Disrespectful treatment or shouting down of fellow students will not be tolerated.

**Blackboard**

Announcements, reading materials, and grades will be posted in Blackboard. Assignments and reading reflections will be posted to Blackboard. Please check the class's site on a regular basis.

**Instructor Flexibility**

To provide the best learning experience possible, the instructor may alter the course schedule or assignments on occasion. If this occurs, the instructor will inform students as expeditiously as possible.

### **Email Communications**

Email is a convenient tool, but it also represents an opportunity to self-inflict significant damage to your personal and organizational reputation. Ensure your emails are professional and clearly written. This is a good habit to acquire now and maintain throughout your professional career.

### **Academic Integrity**

Students are expected to pursue all academic matters in a manner that is beyond reproach. Students who engage in activities deemed unethical will be subject to disciplinary proceedings.

### **Classroom Health Requirements**

- Students are expected to comply with the University's protocols when they are in effect. Currently, a mask requirement is in place for vaccinated and unvaccinated people. As a result, proper mask wearing is required indoors and in the classroom. Current protocols can be found at <https://coronavirus.olemiss.edu/>.
- Students who have a diagnosed health concern that interferes with the wearing of face masks may contact the Student Disabilities Services (SDS) Office to seek a University-approved accommodation. Please contact SDS at <https://sds.olemiss.edu/> for more information.
- If students test positive for COVID-19 at any health care facility, they must contact the Student Health Center at 662-915-7274. University Health Services will coordinate contact tracing to lessen the likelihood of spread.
- Students with COVID-19 should seek medical attention at the Student Health Center and contact their instructor to let them know that they will be missing class due to a health-related issue.
- If you are exposed to someone with COVID-19, you should contact the Student Health Center to get tested three to five days following exposure and follow the guidance recommended by the Health Center. If you are not fully vaccinated, you should follow quarantine protocols found at <https://coronavirus.olemiss.edu/students/>.

### **Non-adherence with Health Requirements**

- Currently, COVID-19 guidelines for the Fall 2021 semester include face masks for vaccinated and unvaccinated people inside University buildings; therefore, students should not be in classroom spaces when they are out of compliance with these guidelines unless they have an accommodation approved by Student Disability Services.
- The University's Academic Conduct and Discipline Policy states that "disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience." Failure to adhere to health requirements during the COVID-19 emergency will be deemed as disruptive to the classroom and will be enforced following the Academic Conduct and Discipline procedures.
- The University of Mississippi has adopted a tiered disciplinary protocol for non-adherence to COVID-19 health requirements. This disciplinary protocol is maintained by the Office of

Conflict Resolution and Student Conduct:  
<https://conflictresolution.olemiss.edu/covidupdates>.

### **Students with Disabilities**

Students who qualify under the Rehabilitation Act of 1973 and the American Disabilities Act of 1990 should contact the Office of Student Disability Services (234 Martindale, 915-7128) to request a reasonable accommodation.

---

### **Week 1; 19 January: Origins of the Cold War**

#### **Discussion questions**

- What is the definition of national security?
- What was the historical basis for the Cold War?
- How did the Pearl Harbor attack and World War II drive U.S. national security decision making after World War II?
- What role did the Igor Gouzenko defection and the Venona Program play in the initiation of the Cold War?

#### **Required readings**

- Garthoff, pp. ix-xviii, 1-16.
  - Gaddis, pp. 1-47.
  - Winston Churchill, "The Sinews of Peace," 5 March 1946,  
<https://winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace/>
- 

### **Week 2; 24, 26 January: Truman and Containment**

#### **Discussion questions**

- How did today's U.S. national security community come to be?
- What was containment?
- How did the Korean War begin?
- What effect did the emergence of nuclear weapons have on the conduct of warfare?
- How did the death of Iosif Stalin change the international security environment?

#### **Required readings**

- Gaddis, pp. 48-65.
- Harry Truman, Address Before a Joint Session of Congress, 12 March 1947,  
[http://avalon.law.yale.edu/20th\\_century/trudoc.asp](http://avalon.law.yale.edu/20th_century/trudoc.asp).

- George Kennan, "Long Telegram," 22 February 1946, <https://digitalarchive.wilsoncenter.org/document/116178.pdf>.
  - White House, "History of the National Security Council, 1947-1997," <https://georgewbush-whitehouse.archives.gov/nsc/history.html>.
- 

### **Week 3; 31 January, 2 February: The 1950s Internal and External Changes**

#### **Discussion questions**

- What was the foundation of the massive retaliation doctrine?
- What was the "missile gap" and how did it affect U.S. military and intelligence thinking?
- What role did Nikita Khrushchev play in the development of U.S. national security policy?
- How did the United States handle the ideological conflict with the communist Soviet Union?

#### **Required readings**

- Garthoff, pp. 17-25.
  - Gaddis, pp. 66-82.
  - Dwight Eisenhower, "The Chance for Peace," Address Delivered Before the American Society of Newspaper Editors, 16 April 1953, <https://www.presidency.ucsb.edu/node/231643>.
- 

### **Week 4; 7, 9 February: JFK--Multiple Crises**

#### **Discussion questions**

- What role did covert action play in U.S. national security decision making?
- What was the flexible response doctrine and how was it a change from the previous administration?
- How did the Kennedy assassination impact U.S. national security thinking?

#### **Required readings**

- Gaddis, pp. 83-118, 156-171.
  - Garthoff, pp. 26-36.
  - John F. Kennedy, American University Speech (on the Nuclear Test Ban Treaty), 10 June 1963, <https://www.jfklibrary.org/archives/other-resources/john-f-kennedy-speeches/american-university-19630610>.
-

## **Week 5; 14, 16 February: Domino Theory in Action--Vietnam the Early Years**

### **Discussion questions**

- What was the “domino theory”?
- What forces led the United States into the Vietnam War?
- How did the “Third World” and the Non-Aligned Movement complicate U.S. national security decision making?

### **Required readings**

- Gaddis, pp. 119-155.
  - Gary R. Hess, “South Vietnam Under Siege, 1961–1965: Kennedy, Johnson, and the Question of Escalation or Disengagement,” in David L. Anderson (ed.), *The Columbia History of the Vietnam War* (New York: Columbia University Press, 2014), pp. 143-167.
  - Richard W. Stewart, “The Chief Historian’s Footnote: Vietnam at 50 Years,” *Army History*, No. 92 (Summer 2014), pp. 54-55.
- 

## **Week 6; 21, 23 February: Intelligence and Security**

### **Take-home Mid-term exam questions distributed to students on 23 February.**

### **Discussion questions**

- How has the United States obtained information to support national security decision making?
- What counterintelligence and security concerns existed during the early and mid-Cold War?
- How did the Soviet Union’s espionage system impact U.S. decision making?
- How did U.S. intelligence collection evolve during the Cold War?

### **Required readings**

- Kevin Riehle, “Early Cold War evolution of British and US defector policy and practice,” *Cold War History*, Vol 19 (2019), No. 3, pp. 343-361.
  - Aaron Bateman, “Technological Wonder and Strategic Vulnerability: Satellite Reconnaissance and American National Security during the Cold War,” *International Journal of Intelligence and Counterintelligence*, Vol. 33 (2020), No. 2, pp. 328-353.
  - John Earl Haynes and Harvey Klehr, *Early Cold War Spies: The Espionage Trials that Shaped American Politics* (Cambridge: Cambridge University Press, 2006), pp. 1-20.
-

## **Week 7; 28 February, 2 March: LBJ--The Great Society vs. Foreign Policy**

**Completed mid-term exam due before class on 2 March.**

### **Discussion questions**

- What role does public opinion and popular protest play in U.S. national security decision making?
- What was Johnson's "credibility gap" and how was it related to national security decision making?
- How did the Yuriy Nosenko defection and the "Monster Plot" affect U.S. intelligence collection toward the Soviet Union in the 1960s?

### **Required readings**

- Garthoff, pp. 37-56.
- Gaddis, pp. 156-171.
- Lyndon B. Johnson, Address at Johns Hopkins University, "Peace Without Conquest," 7 April 1965, <https://www.presidency.ucsb.edu/documents/address-johns-hopkins-university-peace-without-conquest>.
- Hoyt Gimlin, "Credibility Gaps and the Presidency," *Editorial Research Reports*, 7 February 1968 (Vol. I), <http://library.cqpress.com/cqresearcher/cqresrre1968020700>.

---

## **Week 8; 7, 9 March: Coming Apart at Home--Vietnam, Watergate, and Social Change**

### **Discussion questions**

- What role does the U.S. Congress play in national security decision making?
- What was the Prague Spring and how did it lead to the Brezhnev Doctrine?
- Why did the United States recognize the People's Republic of China?
- What was détente?

### **Required readings**

- Gaddis, pp. 171-194.
- Richard Nixon, Televised Speech on "Vietnamization," 3 November 1969, <https://www.presidency.ucsb.edu/node/240027>.
- U.S. Congress, Senate, Select Committee to Study Governmental Operations with Respect to Intelligence Activities United States, *Intelligence Activities and the Rights of Americans*, Book II (Washington, DC: Government Printing Office, 1976), pp. 1-20.

---

**Spring Break: 12-20 March**

---



## **Week 9; 21, 23 March: American Malaise--Post-Nixon America**

### **Discussion questions**

- What consequences did the removal of the U.S. presence from Vietnam have for U.S. national security?
- How did human rights play into U.S. national security?
- What role does morality play in U.S. national security?

### **Required readings**

- Garthoff, pp. 57-94.
  - David F. Schmitz and Vanessa Walker, "Jimmy Carter and the Foreign Policy of Human Rights: The Development of a Post-Cold War Foreign Policy," *Diplomatic History*, Vol. 28, No. 1 (January 2004), pp. 113-143.
  - Jimmy Carter, State of the Union Address before a Joint Session of Congress, 23 January 1980, <http://www.jimmycarterlibrary.gov/documents/speeches/su80jec.phtml>.
- 

## **Week 10; 28, 30 March: Reagan and Foreign Policy in the 1980s**

### **Discussion questions**

- How did Reagan's approach differ from that of his predecessors?
- What was Star Wars and how did it impact the nuclear policy debate?
- How much influence did U.S. national security policy have on the dissolution of the Soviet Union?

### **Required readings**

- Gaddis, pp. 195-236.
  - Lynch, *In the Shadow of the Cold War*, pp. 14-49.
  - Ronald Reagan, Tear Down This Wall, Speech for the Celebrations of the 750th Founding of Berlin, Germany, 12 June 1987, <https://www.historyplace.com/speeches/reagan-tear-down.htm>.
- 

## **Week 11; 4, 6 April: The 1990s--Referendum on the Post-World-War II Years**

### **Discussion questions**

- What was the "peace dividend"?
- How did the U.S. national security community weigh multiple national security priorities simultaneously?
- How did the emergence of instantaneous global communication change U.S. national security?

- How have science and technology advancements impacted U.S. national security?

#### **Required readings**

- Garthoff, pp. 95-101.
- Gaddis, pp. 237-266.
- Lynch, *In the Shadow of the Cold War*, pp. 50-102.
- George H. W. Bush, "End of the Soviet Union," televised speech, 25 December 1991.
- Bill Clinton, Remarks in San Francisco, 26 February 1999, <https://www.mtholyoke.edu/acad/intrel/clintfps.htm>.

---

### **Week 12; 11, 13 April: Post 9/11--A Dangerous New World**

#### **Discussion questions**

- How did the U.S. national security community react to the 11 September 2001 terrorist attacks?
- What strains did fighting two simultaneous wars in Iraq and Afghanistan place on U.S. national security resources?
- Why did the United States respond as it did to the 2008 Russian-Georgian war?
- In what ways might national security and freedom conflict with each other?

#### **Required readings**

- Lynch, *In the Shadow of the Cold War*, pp. 103-161.
- George W. Bush, President Discusses War on Terrorism, 8 November 2001, <https://georgewbush-whitehouse.archives.gov/news/releases/2001/11/text/20011108-13.html>.
- George W. Bush, National Security Strategy of the United States of America, September 2002, <https://2009-2017.state.gov/documents/organization/63562.pdf>.

---

### **Week 13; 18, 20 April: The Obama Era**

#### **Discussion questions**

- What was the "reset" with Russia
- What consequences did setting "red lines" in Syria have on U.S. national security?
- How did the United States react to Russia's annexation of Crimea?
- What was the "pivot to Asia"?

#### **Required readings**

- Lynch, *In the Shadow of the Cold War*, pp. 162-223.

- Barack Obama, Remarks by the President at the New Economic School Graduation, 27 July 2009, <https://obamawhitehouse.archives.gov/the-press-office/remarks-president-new-economic-school-graduation>.
  - Hillary Clinton, "America's Pacific Century: The future of politics will be decided in Asia, not Afghanistan or Iraq, and the United States will be right at the center of the action," *Foreign Policy*, 11 October 2011, p. 56-63.
- 

## **Week 14; 25, 27 April: America First vs. Build Back Better**

### **Discussion questions**

- What is "Great Power Competition"?
- How did Russian covert activities influence the U.S. national security dialogue?
- What role does NATO play in U.S. national security?

### **Required readings**

- Lynch, *In the Shadow of the Cold War*, pp. 224-238.
  - Thomas F. Lynch and Phillip C. Saunders, "Contemporary Great Power Geostrategic Dynamics: Relations and Strategies," in Thomas F. Lynch (ed.), *Strategic Assessment 2020: Into a New Era of Great Power Competition* (Washington, DC: National Defense University Press, 2020), pp. 45-72.
  - Donald J. Trump, *National Security Strategy of the United States of America*, December 2017, <https://trumpwhitehouse.archives.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf>.
  - Joseph R. Biden, Jr., *Interim U.S. National Security Strategic Guidance*, March 2021, <https://www.whitehouse.gov/wp-content/uploads/2021/03/NSC-1v2.pdf>.
- 

### **Final Exam:**

**Section 1:** Wednesday, 4 May 2022, at 8:00 am.

**Section 2:** Wednesday, 4 May 2022, at 12:00 pm.

**Written Assignment Grading Rubric**

	<b>Exemplary (3)</b>	<b>Effective (2)</b>	<b>Developing (1)</b>	<b>Unsatisfactory (0)</b>
<b>Topic and bottom line (20%)</b>	The topic is focused narrowly enough for the scope of this argument. A strong bottom line is located at the beginning of the essay and provides direction for the rest of the essay.	The topic is focused but lacks direction. A bottom line is present but does not establish a clear position.	The topic is too broad for the scope of this assignment. The bottom line is either missing, incomplete, or inconsistent with the topic of the paper.	No bottom line or bottom line has no bearing on topic.
<b>Argumentation and sourcing (70%)</b>	Substantial, logical, and concrete development of ideas based on authoritative sources. Paper flows smoothly from one issue to the next. Demonstrates an understanding of the relationship among material obtained from all sources.	Offers solid reasoning based on valid sources. Contains some appropriate details or examples, but some of the examples do not directly support the bottom line or represent unsupported personal opinion.	Noticeably disjointed. Does not demonstrate an understanding of the relationship among material obtained from sources. Details are too general, not interpreted, irrelevant to thesis, or based mostly on personal opinion.	Assessment does not flow and appears to be created from disparate issues. Uses unauthoritative or irrelevant sources. Offers simplistic, undeveloped, or cryptic support for the ideas.
<b>Mechanics (10%)</b>	Almost entirely free of spelling, punctuation, or grammatical errors.	Minimal spelling, punctuation, or grammar mistakes.	Noticeable spelling, punctuation and grammar mistakes that may confuse the reader but not impede the overall understanding.	Spelling, punctuation, or grammar mistakes sufficient to prevent the reader from following from sentence to sentence.

## Class Participation Grading Rubric

	<b>Exemplary (3)</b>	<b>Effective (2)</b>	<b>Developing (1)</b>	<b>Unsatisfactory (0)</b>
<b>Preparedness (33%)</b>	Student carefully read and understood the readings as evidenced by oral contributions, familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.
<b>Level of engagement (33%)</b>	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic. In group activity, actively participates through respectful engagement with peers.	Contributes to class discussion; Asks questions and responds to direct questions. In group activity, exhibits sincere, but elementary, participation with peers.	Few contributions to class discussions; seldom volunteers but responds to direct questions. In group activity, limited interaction with peers.	Student never participates in class discussion; fails to respond to direct questions. In group activity, demonstrates lack of interest and/or disrespect for others.
<b>Quality of contribution (33%)</b>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. Uses appropriate terminology.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts. Mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow. Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste.