IAFF 6162.DE5 Security Policy Analysis

Spring 2023

Instructor: Prof. Paul D Williams
Email: pauldw@gwu.edu
Class Dates: 23 Jan. – 3 May 2023
Lectures: Online videos/asynchronous
Plenary Sessions (Virtual): Monday, 5.45–6.45pm [+Room B16, 1957 E Street]
Discussion Sections: Monday 7.10-8.00pm or 8.10-9.00pm
Virtual Office Hours: By appointment.
Credits: 3.0 **CRN** 64168

COURSE OVERVIEW

This is a core course for students in the Elliott School's Security Policy Studies (SPS) M.A. program. It is designed to help students analyze, assess, and make astute judgments about contemporary security policies. Policies are statements of intent or commitments to act made by governments and other actors; they involve decisions about the priorities and values to pursue as well as the resources and tools that will be devoted to that enterprise. Every policy decision could have been made differently. The course examines how social scientific concepts, methods and analytic techniques are used to identify and prioritize security threats, risks, and challenges, and develop effective responses to them. During the course, students will analyze:

- how security policies are formulated, including how policy options are developed and how to choose between them;
- how data and research influences security policy, or not;
- how policies are implemented, including how to identify and evaluate the effectiveness of different policy tools; and
- frameworks for thinking about the ethical dimensions of security policies.

The course surveys these issues across nine important dimensions of security policy concerning strategy, military power, nuclear stability, armed conflict, gender dynamics, political instability, political economy, environmental change, and cyberspace. It also introduces students to some important techniques for conducting security policy analysis, including net assessment, systems analysis and operations research, nuclear stability analysis, conflict analysis, scorecard diplomacy, counterfactual analysis, forecasting, network analysis, scenario analysis, and temporal network analysis. The course ends by discussing how some of these techniques could be useful for designing a Global Capstone project (IAFF 6898/6899, https://elliott.gwu.edu/global-capstone).

COURSE LEARNING OUTCOMES

After completing this course, students will be:

1. able to understand and explain how research and data are used in the security policy processes of key actors in contemporary world politics;

2. able to engage in informed judgment and analysis of security policies as they relate to key actors and issues in contemporary world politics;
3. able to apply relevant social science concepts, methods and techniques to understand contemporary security challenges and conduct security policy analysis;
4. familiar with social science concepts, methods and techniques suitable for designing and conducting the Elliott School's Global Capstone project (IAFF 6898/6899).

METHODS OF INSTRUCTION

Each week's course session involves several methods of instruction: 1) lecture videos, 2) readings, 3) a live plenary session, and 4) a live Discussion Group session. This core course model enables every SPS student to engage with the same foundational material while developing strong connections with their cohort. The purpose is to provide opportunities for active learning and skills development, which will support you in achieving the course learning objectives.

- **Asynchronous Lectures:** Each weekly session contains c.55 mins of lecture videos recorded for specific topics. Watching these videos will provide the background and perspectives needed to complete the course assignments and activities successfully. You are encouraged to pause the lecture/interview videos to read or review linked objects, which are intended to enhance learning on the topic. You may start and stop the videos and return to previous videos as often as you wish.

- **Asynchronous Readings:** Required readings are assigned for each weekly session. They have been carefully selected to provide you with the grounding needed to participate in course activities and successfully complete assignments. Read each document closely unless stated otherwise. All documents are posted on Blackboard (view or download) or linked to the internet.

- **Synchronous Plenary Sessions**: Prof. Williams will discuss that week's lecture videos and answer student questions about them or host a guest speaker. They will be held on **Mondays from 5.45-6.45pm** Eastern Time. Sessions will start promptly in **Zoom**, accessible through the course Blackboard. These sessions will be recorded and posted to the Blackboard Weekly Session in a timely manner.
  - o **Room B16** in 1957 E Street is reserved for SPS students on **Mondays 5.10-7.00pm** if you need a quiet space to participate in our plenaries.

- **Synchronous Discussion Sections:** You will participate in a synchronous small-group Discussion Section led by an Elliott School Adjunct Instructor, either **Mondays from 7.10-8.00pm or 8.10-9.00pm** Eastern Time. Some Discussion Sections will be online and some in-person. If you cannot attend a session, you must notify your Discussion Section leader in advance via email.

METHODS OF ASSESSMENT

Assignment	Length	Due Date	% of Final Grade

Attendance and Participation	14 sessions	N/A	10%
Policy Memo 1	3 pages single-spaced	Session 6	25%
Policy Memo 2	3 pages single-spaced	Session 8	25%
Policy Research Paper	3,500-4,000 words	May 8, 2023	40%

Total: 100%

Details of these written assessments are available on Blackboard and on pp.16-18 of this syllabus. Attendance and participation will be based on your performance in Discussion Sections, including arriving on time, evidence of absorbing the Required Readings, and making quality contributions to class discussion.

COURSE READING MATERIALS

This course does not require students to purchase a textbook. Nevertheless, it has a substantial weekly workload: lecture videos plus an average of approximately 120 pages of reading. **Required Readings** (articles, book chapters, reports) will be posted on Blackboard and focus on the **Discussion Section** topics. I advise you to watch the asynchronous lecture videos first, then complete the **Required Readings**, which provide the information you need to participate constructively in **Discussion Sections**.

You must also keep current on important developments in security policy. Develop a daily habit of reading high-quality sources of reporting and analysis, such as: the *New York Times*, *Washington Post*, *Financial Times*, *BBC*, *Le Monde*, *The Straits Times*, etc. Other useful, specialized sources for security policy include:
- Monkey Cage (*Washington Post*): https://www.washingtonpost.com/news/monkey-cage/
- Political Violence @ a Glance: http://politicalviolenceataglance.org
- War on the Rocks: https://warontherocks.com
- Defense One: https://www.defenseone.com
- Lawfare: https://www.lawfareblog.com
- The Strategy Bridge: https://thestrategybridge.org

COURSE WORKLOAD / CREDIT HOUR POLICY

Each week, students will spend approximately 2 hours (110 minutes) engaging with lecture materials and plenary sessions, and roughly 1 hour (50 minutes) in a Discussion Section. Homework (reading assignments, paper writing) should take approximately 5 hours per week, on average. Over the course of the semester, students will dedicate approximately 120 hours to this course (8 hours per week for 15 weeks; or 40 hours of work per credit hour).

PART-TIME FACULTY / DISCUSSION SECTION LEADERS

The course's part-time faculty are vital and valuable contributors to this course. They will lead the Discussion Sections and hold regular office hours for individual consultations. Under my guidance, they will grade papers and participation contributions, track section

attendance, and calculate final course grades. <u>Your Discussion Section leader is your first point of contact on all course questions. Copy them on any email you send to me.</u>

Part-Time Faculty	Discussion Sections	Email
Dr Karen Farrell	DE6 and DE7 (online)	karenefarrell@gwu.edu
Margaux Repellin	31 and 34 (in-person)	mrepellin@gwu.edu
Dr Adam Wunische	32 (in-person)	wunische@gwu.edu

TECHNOLOGY REQUIREMENTS

Online students must possess baseline technology skills to participate fully in the course. Please see GW Online (https://online.gwu.edu/technical-requirements-and-support) for further information about recommended configurations and support.
You should be able to:
- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Use the webcam and microphone on your device.
- Use your computer *to* upload recordings and images to your computer.
- Seek technology help by contacting GW Information Technology (https://online.gwu.edu/student-support, 202-994-4948).

If you have any problems with the software in this course, please reference the Technology Help link in the left navigation menu in our course on Blackboard.

NETIQUETTE

Please observe the following rules of netiquette for communicating online:
- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Our course faculty reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose except to vent frustration will also be removed.

COURSE CALENDAR

	Session	Lecture Topic	Live Plenary Session (5.45-6.45pm EST)	Discussion Section Topic (7.10-8pm or 8.10-9pm EST)
Part 1		**Policy Analysis, Methods, Data**		
1	Jan. 23	What's Security Policy Analysis (SPA)?	Prof. Williams Q&A	Introductions, rules, and the purpose of SPA.
2	Jan. 30	Methods for SPA	Prof. Williams Q&A	Mixed methods and how best to end civil wars?
3	Feb. 6	Data for SPA	Prof. Chris Kojm: The Future of Intelligence Failure	Assessing intelligence failure: cases 9/11 and Iraqi WMD.
Part 2		**Dimensions of Security Policy Analysis**		
4	Feb. 13	Strategic Analysis	Prof. Charles Glaser: U.S. and the South China Sea	Measuring the future U.S.-China power balance.
	Feb. 20	President's Day. No Synchronous Sessions		
5	Feb. 27	Military Analysis	Prof. Williams Q&A	Assessing the 2022 U.S. National Defense Strategy.
6	March 6 Memo 1	Nuclear Stability Analysis	Prof. Michael Brown: Nuclear Stability Today	Assessing nuclear stability: U.S.-China and India-Pakistan.
	March 13	Spring Break. No Synchronous Sessions		
7	March 20	Conflict Analysis	Prof. Williams Q&A	Counterfactuals: U.S. policy options in Syria (2013).
8	March 27 Memo 2	Gender Analysis	Prof. Shirley Graham: Feminist foreign policy	The WPS agenda and scorecard diplomacy.
9	April 3	Political Analysis	Prof. Iris Malone: Forecasting Armed Conflict Using A.I.	Forecasting civil wars, mass atrocities, and coups d'état.
10	April 10	Political Economy Analysis	Prof. Rollie Lal: Economics and international security	5G tech in U.S. national security infrastructure.
11	April 17	Environmental Analysis	Prof. Williams Q&A	Responding to climate-related migration.
12	April 24	Cyber Analysis	Prof. Williams Q&A	Responding to the COVID-19 "infodemic."
Part 3		**Research Design and Techniques**		
13	May 1	Research Design	Prof. Samuel Ledermann: The Global Capstone	Designing a Global Capstone project.
14	May 3 (Wed)	Research Techniques	Prof. Williams Q&A	Integrating interviews into research projects.
	May 8	Your research paper is due to your Discussion Section leader.		

Discussion sessions 2-12 are intended to allow students to build on the material covered in the course lectures and apply it to a significant security policy problem. **Required Readings** for these sessions thus build on but do not replicate the material covered in the course lectures. Discussion sessions 13 and 14 are intended to provide some groundwork and guidance for developing an Elliott School Global Capstone project (IAFF 6898/6899, https://elliott.gwu.edu/global-capstone).

Discussion Session 1: Security Policy Analysis

Main topics
- Are you going to be working in "a more contested world"?
- What's the point of security policy analysis?
- What makes research about international security relevant and influential?
- How can scholars and analysts best engage the world of security policy?

Required Readings (46 pages)
Introductory reading: *Global Trends 2040: A More Contested World* (US NIC, March 2021), pp.1-13 (13 pages), https://www.dni.gov/index.php/gt2040-home
Daniel Maliniak et al, "Explaining the Theory-Practice Divide in International Relations: Uncertainty and Access" in D. Maliniak et al (eds.), *Bridging the Theory-Practice Divide in International Relations* (Georgetown UP, 2020), pp.1-26 (26 pages).
Frank Gavin, "The Gap Has Been Bridged!" *Texas National Security Review*, 5:4 (2022), https://tnsr.org/2022/11/the-gap-has-been-bridged/ (7 pages)

Discussion Session 2: Using Mixed Methods – How Best to End Civil Wars?

Main topics
- How *do* civil wars end?
- How *should* civil wars end?
- What are the most effective tools available to external actors to end civil wars?
- What type of information can best help external policymakers end civil wars?

Required Readings: General (32 pages)
Jessica Blankshain and Andrew Stigler, "Applying Method to Madness: A User's Guide to Causal Inference in Policy Analysis," *Texas National Security Review*, 3:3 (2020): 77-89 (14 pages).
Kai Thaler, "Mixed Methods Research in the Study of Political and Social Violence and Conflict," *Journal of Mixed Methods Research*, 11:1 (2017): 59-76 (18 pages).

Required Readings: Ending civil wars (102 pages)
Monica Toft, "Ending Civil Wars: A Case for Rebel Victory," *International Security*, 34:4 (2010): 7-36 (30 pages).
Laurie Nathan and Monica Toft, "Correspondence," *International Security*, 36:1 (2011): 202-10 (9 pages).

Charles Call, *Why Peace Fails: The causes and prevention of civil war recurrence* (Georgetown UP, 2012), pp.50-67 (18 pages).

Lise Howard and Alexandra Stark, "How civil wars end: The international system, norms, and the role of external actors," *International Security*, 42:3 (2017/18): 127-71 (45 pages).

Discussion Session 3: Data for Security Policy Analysis – Assessing Intelligence Failure

Main topics
- To what extent do policymakers and intelligence analysts have different priorities?
- In what ways can intelligence fail?
- Can policy succeed when intelligence fails?
- To what extent was there a failure of U.S. intelligence over 9/11?
- To what extent was there a failure of U.S. intelligence over WMD in Iraq?

Required Readings: Intelligence and Policy (73 pages)
Joshua Rovner, *Fixing Facts: National Security and the Politics of Intelligence* (Cornell UP, 2011), pp.1-17 (17 pages).

Robert Jervis, "Why Intelligence and Policymakers Clash," *Political Science Quarterly*, 125:2 (2010): 185-204 (20 pages).

Jennifer Sims, *Decision Advantage: Intelligence in International Politics from the Spanish Armada to Cyberwar* (Oxford UP, 2022), ch.13 pp.405-440 (36 pages).

Required Readings: Case Studies: Read One (21 or 50 pages)
Stephen Marrin, "The 9/11 Terrorist Attack: A Failure of Policy Not Strategic Intelligence Analysis," *Intelligence & National Security*, 26:2-3 (2011): 182-202 (21 pages).
Or
Robert Jervis, "Reports, politics, and intelligence failures: the case of Iraq," *Journal of Strategic Studies*, 29:1 (2006): 3-52 (50 pages).

Required Reading: Looking Forward (12 pages)
Amy Zegart and Michael Morell, "Spies, Lies, and Algorithms: Why U.S. Intelligence Agencies Must Adapt or Fail," *Foreign Affairs*, 98:3 (2019): 85-96. (12 pages)

Discussion Session 4: Strategic Analysis – Measuring the U.S.-China Power Balance

Main topics
- What is the best way to measure "national power"? And "future national power"?
- What is the best way to measure the U.S.-China power balance?
- Which state will be most powerful in 2030, 2050, 2100?
- What does this mean for developing U.S. grand strategy and national security policies?

Required Readings: General (46 pages)

Gregory Treverton and Seth Jones, *Measuring National Power* (RAND, 2005), pp.1-8 (8 pages), https://www.rand.org/content/dam/rand/pubs/conf_proceedings/2005/RAND_CF215.pdf

Michael Beckley, "The Power of Nations," *International* Security, 43:2 (2018): 7-44 (38 pages). You might also want to watch this interview with Beckley, 7.5mins https://www.youtube.com/watch?v=Ip-i_m8aqEQ

Required Readings: U.S.-China (117 pages)

Michael Beckley, *Unrivaled* (Cornell UP, 2018), Introduction (pp.1-9) & chapters 5-6 (pp.98-154) (57 pages).

Rush Doshi, *The Long Game: China's Grand Strategy to Displace American Order* (Oxford UP, 2021), chapters 11 and 12 (pp.261-96) (36 pages).

Minghao Zhao, "Is a New Cold War Inevitable? Chinese Perspectives on US–China Strategic Competition," *Chinese Journal of International Politics*, 12:3 (2019): 371-94 (24 pages).

Discussion Session 5: Military Analysis – Assessing the U.S. National Defense Strategy (2022)

Main topics

- What's the strategy in the 2022 National Defense Strategy?
- Is the concept of "integrated deterrence" the right way to think about U.S. national defense strategy? How can the Department of Defense implement it?
- What does it mean to see China as the U.S. military's "pacing challenge"?
- What are the financial implications of the 2022 National Defense Strategy?

Required Readings: U.S. Military Preparedness (101 pages)

Michael O'Hanlon, *Defense 101* (Cornell UP, 2021), chapter 1, pp.44-84 (41 pages).

Jim Mitre, "A Eulogy for the Two War Construct," *The Washington Quarterly*, 41:4 (2019): 7-30 (24 pages).

Eugene Gholz and Harvey Sapolsky, "The defense innovation machine: Why the U.S. will remain on the cutting edge," *Journal of Strategic Studies*, 44:6 (2021): 854-872 (19 pages).

David Barno and Nora Bensahel, *Adaptation Under Fire: How Militaries Change in Wartime* (Oxford UP, 2020), pp.231-247 (17 pages).

Required Readings: 2022 U.S. National Defense Strategy (29 pages)

National Defense Strategy of the USA (U.S. Dept. of Defense, Unclassified summary, 2022), pp.1-23 (23 pages), https://www.defense.gov/National-Defense-Strategy/

Justin Logan and Benjamin Friedman, "The Case for Getting Rid of the National Security Strategy," *War on the Rocks*, 4 November 2022, (6 pages) https://warontherocks.com/2022/11/the-case-for-getting-rid-of-the-national-security-strategy/

Finally, explore the *Defense Futures Simulator*. This tool allows users to see how various defense strategies and choices would alter the U.S. Defense Department budget: https://www.csis.org/programs/international-security-program/defense-budget-analysis/defense-futures-simulator

Discussion Session 6: Nuclear Stability Analysis – Assessing the U.S.-China and India-Pakistan Nuclear Balance

Main topics
- What are the most important sources of nuclear stability in these relationships?
- What are the most important sources of nuclear instability in these relationships?
- What are the most likely crisis scenarios for each relationship?

Required Readings: General (93 pages)
Dakota Rudesill, "MIRVs Matter," *Stanford Journal of International Law* 54:1 (2018): read pp.83-103, skim the rest (21 pages).
Olga Oliker, "Moscow's Nuclear Enigma," *Foreign Affairs* 97:6 (2018): 52-57 (6 pages).
Caitlin Talmadge, "Beijing's Nuclear Option," *Foreign Affairs* 97:6 (2018): 44-50 (7 pages). See also the correspondence in issue 98:1 (2019).
Vince Manzo and John Warden, "After Nuclear First Use, What?" *Survival* 60:3 (2018): 133-56 (24 pages).
Greg Thielmann and David Logan, *The Complex and Increasingly Dangerous Nuclear Weapons Geometry of Asia*, Arms Control Association (July 2016) (13 pages).
Richard Speier et al, *Hypersonic Missile Proliferation* (RAND Corporation, 2017): Summary, Chapters 1-2 (22 pages).

Required Readings: Case Studies – Read on **one** of the following:

1. India-Pakistan Nuclear Stability Issues (32 pages)
Ian Hall, "The Requirements of Nuclear Stability in South Asia," *Nonproliferation Review* 21:3-4 (2014): 355-68 (14 pages).
Debak Das, "A Changed Status Quo: Key Dynamics in the India-Pakistan Nuclear Relationship," *Texas National Security Review* (October 2019) (5 pages).
Sameer Lalwani and Emily Tallo, "Drivers, Decisions, Dilemmas: Understanding the Kashmir Crisis and Its Implications," *War on the Rocks* (February 20, 2019) (13 pages).

2. U.S.-China Nuclear Stability Issues (40 pages)
Caitlin Talmadge, "Would China Go Nuclear?" *International Security* 41:4 (2017): read pp.50-64, 90-92; skim the rest (18 pages).
Fiona Cunningham, "Cooperation under Asymmetry? The Future of US-China Nuclear Relations," *The Washington Quarterly*, 44:2 (2021), pp.159-180 (22 pages).

Discussion Session 7: Conflict Analysis – Counterfactual U.S. Policy Options for Syria's Civil War (2013)

<u>Main topics</u>
- It's July 2013, how should the United States respond to the civil war in Syria?
- Assess the pros/cons of the following potential U.S. military options:
    - Air strikes against selected targets.
    - No-fly zone(s) – over all or part of Syria.
    - Safe areas / buffer zone(s) – established in part(s) of Syria.
    - Multinational peacekeeping / stabilization force – for all or part of Syria.
    - No military options: only diplomacy and economic sanctions.

<u>Required Readings: General (25 pages)</u>
Jack Levy, "Counterfactuals, Causal Inference, and Historical Analysis," *Security Studies*, 24:3 (2015): 378-402.

<u>Required Readings: U.S. and Syria (69 pages)</u>
Lawrence Woocher, "Missed Opportunities for Prevention? A Study of U.S. Policy and Atrocities in Syria since 2011 – Summary of Findings" (USHMM Aug. 2017) (5 pages). The full study is here: http://nymag.com/intelligencer/2017/09/here-is-the-holocaust-museum-syria-report.html
Gen. Martin Dempsey, Chairman of the Joint Chiefs of Staff letter to Senate Committee on Armed Services, July 19, 2013, (3 pages), https://www.globalsecurity.org/military/library/report/2013/dempsey-syria-sasc-letter-130719.pdf
Anthony Cordesman, "US Options in Syria," CSIS, July 26, 2013, (13 pages) https://www.csis.org/analysis/us-options-syria-dempsey-letter
Karl Mueller et al, *Airpower Options for Syria* (RAND, 2013) (18 pages), https://www.rand.org/pubs/research_reports/RR446.html
Stefano Reccia, "The Paradox of Safe Areas in Ethnic Civil wars," *Global Responsibility to Protect*, 10:3 (2018): 362-86 (25 pages).
"Q&A: Safe Zones and the Armed Conflict in Syria," *Human Rights Watch*, March 16, 2017 (3 pages), https://www.hrw.org/news/2017/03/16/q-safe-zones-and-armed-conflict-syria
Dominic Tierney, "The Hidden Danger of Safe Zones in Syria," *The Atlantic*, Nov. 10, 2015 (2 pages), https://www.theatlantic.com/international/archive/2015/11/safe-zone-syria-conflict/415134/

Discussion Session 8: Gender Analysis – Implementing the WPS Agenda via Scorecard Diplomacy.

<u>Main topics</u>
- Why do men get a better deal than women in most human societies?
- What is the best way to measure progress in implementing the WPS agenda?
- What is the best way to measure gender mainstreaming in security institutions?
- What are the main advantages and disadvantages of "scorecard diplomacy"?

<u>Required Readings: General (61 pages)</u>

Valerie M. Hudson et al, *The First Political Order: How Sex Shapes Governance and National Security Worldwide* (Columbia UP, 2020), Introduction, pp.1-8 (8 pages).

Roudabeh Kishi and Louise Olsson, *How does political violence target women?* (PRIO GPS Policy Brief 02/2019) (4 pages), https://www.prio.org/Publications/Publication/?x=12109

Women, Peace and Security Index 2019-2020 (PRIO/GIWPS, 2019), pp.1-8, 11-28, and Appendix 1 (pp.65-68) (30 pages), https://giwps.georgetown.edu/resource/wps-index-2019-20/

Report of the Secretary-General, *Women, Peace and Security* (UN doc. S/2010/498, 28 Sept. 2010), https://undocs.org/en/S/2010/498
- Discussion of the indicators: paras 111-24 (3 pages).
- 26 Global Indicators, Annex (pp.33-48) (16 pages).

Required Readings: Scorecard Diplomacy (60 pages)

Chantal de Jonge Oudraat et al, *The 1325 Scorecard: Preliminary Findings* [NATO] (WIIS, 2014), pp.2, 4-11 (9 pages). https://wiisglobal.org/wp-content/uploads/2014/03/UNSCR-1325-Scorecard-Final-Report.pdf

"UN Security Council P5 WPS Scorecard," *PeaceWomen*, (1 page) https://www.peacewomen.org/scorecards

Security Council Scorecard on Women, Peace and Security: Lessons Learned from 2010-2016 (WILPF, 2017), (25 pages), https://www.peacewomen.org/sites/default/files/Scorecard_WPS.pdf

Chantal de Jonge Oudraat and Soraya Kamali-Nafar, *The WIIS Gender Scorecard: Washington, DC Think Tanks–2018* (WIIS Policy Brief, 2018) (9 pages), https://www.wiisglobal.org/programs/gender-scorecard-initiative/wiis-gender-scorecard-washington-dc-think-tanks-2018/

Chantal de Jonge Oudraat, Kayla McGill, Zi Xue, *The WIIS Gender Scorecard: Think Tanks and Journals Spotlight on the Nuclear Security Community* (WIIS Policy Brief, 2020), (16 pages) https://www.wiisglobal.org/programs/gender-scorecard-initiative/the-wiis-gender-scorecard-think-tanks-and-journals-spotlight-on-the-nuclear-security-community/

Discussion Session 9: Political Analysis – Forecasting Political Instability (civil wars, mass atrocities, and coups d'état)

Main topics
- What types of political instability should be the focus of security policy forecasting?
- What are the best indicators of future political instability? Do they differ for civil wars, mass atrocities, and coups d'état?
- How useful are forecasts about political instability?
- How should policymakers respond to forecasts of political instability?

Required Readings (68 + 19 pages)

Peter Scoblic and Philip Tetlock, "A Better Crystal Ball: The right way to think about the future," *Foreign Affairs*, 99:6 (2020): 10-18 (9 pages).

Jack Goldstone et al, "A Global Forecasting Model of Political Instability," *American Journal of Political Science*, 54:1 (2010): 190-208 (19 pages).

Drew Bowlsby et al, "The Future is a Moving Target: Predicting political instability," *British Journal of Political Science*, 50 (2020): 1405–1417 (13 pages).

Lars-Erik Cederman and Nils Weidmann, "Predicting Armed Conflict: Time to adjust our expectations?" *Science*, 355:6324 (2017): 474-6 (3 pages).

Håvard Hegre et al, "Forecasting in Peace Research," *Journal of Peace Research*, 54:2 (2017): 113–24 (12 pages).

Michael Horowitz et al, *Keeping Score: A New Approach to Geopolitical Forecasting* (Perry World House, Feb. 2021), [Read the full report but skim pp.12-19] (22 pages). https://global.upenn.edu/perryworldhouse/news/keeping-score-new-approach-geopolitical-forecasting

Please also skim-read this article: Iris Malone, "Recurrent neural networks for conflict forecasting," *International Interactions*, 48:4 (2022): 614-632 (19 pages).

Discussion Session 10: Political Economy Analysis – 5G Technology, Huawei, and U.S. Critical National Security Infrastructure

Main topics
- When do economic sanctions work?
- When should the U.S. impose economic sanctions?
- Why did the U.S. government refuse to integrate Huawei 5G technology into its critical national security infrastructure?
- Were sanctions imposed against Huawei in 2019 good U.S. national security policy?
- What policy should the U.S. adopt towards its allies and security partners on this issue?

Required Readings: General (59 pages)
Henry Farrell and Abraham Newman, "Weaponized Interdependence: How Global Economic Networks Shape State Coercion," *International Security* 44:1 (2019): 42-79 (38 pages).

Daniel Drezner, "The United States of Sanctions," *Foreign Affairs*, 100:5 (2021): 142-54 (13 pages).

CNAS Task Force, *Maintaining America's Coercive Economic Strength* (CNAS, March 2019) (8 pages).

Required Readings: The Huawei Controversy (82 pages)
Fifth-Generation (5G) Telecommunications Technologies: Issues for Congress (Congressional Research Service Report, Jan. 30, 2019), (29 pages), https://fas.org/sgp/crs/misc/R45485.pdf

David Sacks, "China's Huawei is Winning the 5G Race," *Council on Foreign Relations blog*, 29 March 2021 (3 pages), https://www.cfr.org/blog/china-huawei-5g

Thomas Donahue, "The Worst possible Day: U.S. Telecommunications and Huawei," *Prism*, 8:3 (2019): 15-35. (21 pages),

https://ndupress.ndu.edu/Portals/68/Documents/prism/prism_8-3/prism_8-3_Donahue_14-35.pdf

Christopher Ashley Ford, "Huawei and its Siblings, the Chinese Tech Giants," remarks Sept. 11, 2019, (6 pages) https://2017-2021.state.gov/huawei-and-its-siblings-the-chinese-tech-giants-national-security-and-foreign-policy-implications/index.html

Elsa Kania, *Securing Our 5G Future: The Competitive Challenge and Considerations for U.S. Policy* (CNAS, November 2019), (20 pages), https://www.cnas.org/publications/reports/securing-our-5g-future

Discussion Session 11: Environmental Analysis – Responding to Climate-related Migration

Main topics
- What are likely to be the main security implications of climate-related migration through 2050?
- Is the concept of "climate refugees" useful for making policy on this issue?
- What are the best ways to mitigate climate-related migration?
- How should international organizations and governments respond to climate-related migration?

Required Readings (121 pages)

IPCC, *Climate Change 2021: The Physical Science Basis: Summary for Policymakers* (WMO/UNEP, Aug. 2021), (28 pages), https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM_final.pdf

Abrahm Lustgarten, "The Great Climate Migration," *New York Times Magazine*, 23 July 2020, (10 pages) https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html

Report on the Impact of Climate Change on Migration (The White House, Oct. 2021), pp.4-11 (8 pages), https://www.whitehouse.gov/wp-content/uploads/2021/10/Report-on-the-Impact-of-Climate-Change-on-Migration.pdf

Gregory White, ""Climate Refugees"—A Useful Concept?" *Global Environmental Politics*, 19:4 (2019): 133-8 (6 pages).

Lauren Nishimura, "Climate Change Migrants: Impediments to a Protection Framework and the Need to Incorporate Migration into Climate Change Adaptation Strategies," *International Journal of Refugee Law*, 27:1 (2015): 107-34 (28 pages).

Ingrid Boas et al, "Climate Migration Myths," *Nature Climate Change*, 9 (2019): 901-903 (3 pages).

Kanta Rigaud et al, *Groundswell: Preparing for Internal Climate Migration* (World Bank, 2018), Overview + chapters 1 and 2 (38 pages), https://openknowledge.worldbank.org/handle/10986/29461

Discussion Session 12: Cyber Analysis – Propaganda in Cyberspace: Responding to the COVID-19 "infodemic"

Main topics
- What is the best way to measure national cyber power? What about military cyber power?
- Are we all combatants in the ongoing "LikeWar"?
- What's the relationship between politics and pathogens?
- What are the main sources of COVID-19 rumors, misinformation, and disinformation?
- What is the best way to respond to the COVID-19 "infodemic"?

Required Readings: Power in Cyberspace (55 pages)
IISS, *Cyber Capabilities and National Power: A Net Assessment* (IISS, 2021), pp. 1-13 and 171-174 (18 pages).
IISS, "Military Cyber Capabilities," *The Military Balance 2022* (Routledge, 2022), pp.507-510 (4 pages).
P.W. Singer and Emmerson Brooking, *LikeWar: The Weaponization of Social Media* (Houghton Mifflin Harcourt, 2018), pp.148-80 (33 pages).

Required Readings: Propaganda in Cyberspace: The COVID-19 "infodemic" (88 pages)
Adam Roberts, "Pandemics and Politics," *Survival*, 62:5 (2020): 7-40 (34 pages).
Samikshya Siwakoti et al, *Localized Misinformation in a Global Pandemic* (ESOC Princeton University, 2021), pp.2-9, 60-65 (14 pages).
Kate Starbird et al. "Misinformation, Crisis, and Public Health—Reviewing the Literature V1.0," Social Science Research Council, MediaWell. June 25, 2020 (12 pages), https://mediawell.ssrc.org/literature-reviews/misinformation-crisis-and-public-health
Gordon Pennycook et al, "Fighting COVID-19 Misinformation on Social Media: Experimental Evidence for a Scalable Accuracy-Nudge Intervention," *Psychological Science*, 31:7 (2020): 770-780 (11 pages).
Saiful Islam et al, "COVID-19–Related Infodemic and Its Impact on Public Health: A Global Social Media Analysis," *American Journal of Tropical Medecine and Hygiene*, 103:4 (2020): 1621-1629 (9 pages).
Joanne Miller, "Do COVID-19 Conspiracy Theory Beliefs Form a Monological Belief System?" *Canadian Journal of Political Science*, 53:2 (2020): 319-326 (8 pages).

Discussion Session 13: Research Design – Designing a Global Capstone Project

Main Topics
- What makes a good research design in the social sciences?
- How can I generate important (and answerable) research questions?
- How can I use case studies effectively in my research (including structured focused comparisons)?
- What are the likely practical limitations of my research project?

Required Readings (54 pages)
Gary King et al., *Designing Social Inquiry* (Princeton UP, 2nd edition, 2021), chapter 1 (pp.1-32) (32 pages).

Alexander George and Andrew Bennet, *Case Studies and Theory Development in the Social Sciences* (MIT Press, 2004), chapter 3 "The Method of Structured, Focused Comparison," pp.67-72 and chapter 4 "Designing Case Study Research," pp.73-88 (22 pages).

Exemplars of research design (68 pages)
Stephen Biddle, *Military Power* (Princeton UP, 2004), pp.1-13, 190-208 (33 pages).
Dara Cohen, *Rape During Civil War* (Cornell UP, 2016), pp.1-16, 191-208 (35 pages).

Discussion Session 14: Research Techniques – Integrating Interviews into Research Projects

Main topics
- Elliott School Global Capstone projects could use various research techniques, including interviews, focus groups, surveys, experiments, and Red-Teaming. How can you integrate these techniques to answer your research question(s)?
- How might you use interviews to support a hypothetical Global Capstone research project? Think about whom to interview, what to interview them about, how to interview them, and how to interpret the subsequent information.

Required Readings (139 pages)
Elisabeth Wood, "Field Methods" in Charles Boix and Susan Stokes (eds.), *The Oxford Handbook of Comparative Politics* (Oxford UP, 2007), pp.123-46 (24 pages).
Lee Ann Fujii, *Interviewing in Social Science Research* (Routledge, 2018), chapter 3 "Selecting, Finding & Approaching Interviewees" and chapter 4 "Strategies for Conducting Interviews" (pp.35-72) (38 pages).
David Morgan and Kim Hoffman, "Focus Groups" in Uwe Flick (ed.), *The Sage Handbook of Qualitative Data Collection* (Sage, 2018), pp. 250-63 (14 pages).
Micah Zenko, *Red Team: How to succeed by thinking like the enemy* (Basic Books, 2015), Introduction (pp.ix-xxxi) and chapter 1 (pp.1-24) (47 pages).
Susan D. Hyde, "Experiments in International Relations: Lab, Survey, and Field," *Annual Review of Political Science*, (2015): 403-24 (16 pages).

Here are two examples of how surveys might be used in security policy analysis:
Paul C. Avey et al, "Does social science inform foreign policy? Evidence from a survey of US national security, trade, and development officials," *International Studies Quarterly*, (15 July 2021), https://doi.org/10.1093/isq/sqab057
Preventive Priorities Survey 2021 (Council on Foreign Relations, 2021), https://www.cfr.org/report/conflicts-watch-2021

COURSE WRITTEN ASSIGNMENTS

Memo 1: Policy Critique (25% of course grade)

Write a memo critiquing a major contemporary security policy document from China, NATO, **or** the United States. Your goal is to analyze and assess the persuasiveness of the arguments and evidence in the document.

Select **one** of the following documents to critique:
- *China's National Defense Strategy in the New Era* (2019), http://eng.mod.gov.cn/news/2019-07/24/content_4846443.htm
- *NATO 2022 Strategic Concept* (2022), https://www.nato.int/strategic-concept/
- *National Defense Strategy of the USA* (U.S. Dept. of Defense, Unclassified summary, 2022), pp.1-23, https://www.defense.gov/National-Defense-Strategy/

Your memo should be no more than three (3), 12-point typed, single-spaced, pages in length (approximately 1,200-1,400 words). If the memo exceeds three pages, the grade will be reduced.

Your memo should include:

- An Executive Summary (max. ¼ of a page). I suggest you write this last.
- A summary of the document's key conclusions and arguments (approx. ¾ of a page).
- Your assessment of whether those conclusions and arguments are persuasive (approx. 1 ½ pages).
- Your suggested revisions to improve the document (approx. ½ a page).

Start the first page as follows:
To: The leading security advisor for China, NATO, or the United States
From: Your GWID, IAFF 6162, Spring 2023
Date: Submission Date
Subject: Title your memo to reflect your central conclusions

In this assignment, you are being assessed on your ability to write a concise, logical and persuasive critique of a policy document. Footnotes should be kept to an absolute minimum and there is no need for a bibliography. Any footnotes should use the Chicago Manual Style Citation Quick Guide, available here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Submit your memo by Session 6, March 6 via Blackboard assignment for your Discussion Section, by 5:00pm EST. (Blackboard will check for plagiarism. Its database includes papers submitted in previous GW courses.)

Memo 2: Strategic Assessment (25% of course grade)

Write a policy memo on **one** of the following topics:
- Assess whether China or the United States will be the world's most powerful state in 2030.
- Assess the current level of nuclear stability in **either** the U.S.-China **or** India-Pakistan relationship.
- Provide a net assessment of competition between the U.S. and China; the EU and Russia; **or** India and Pakistan.

Your memo should be no more than three (3), 12-point typed, single-spaced, pages in length (approximately 1,200-1,400 words). If the memo exceeds three pages, the grade will be reduced.

Your memo should include an Executive Summary (max. ¼ of a page). I suggest you write this last. Organize and structure the content of the memo as you see fit. I would, however, recommend the use of sub-headings where appropriate.

Start the first page as follows:
To: Jake Sullivan, National Security Advisor to the U.S. President
From: Your GWID, IAFF 6162, Spring 2023
Date: Submission Date
Subject: Title your memo to reflect your central conclusions

In this assignment, you are being assessed on your ability to write a concise, logical and persuasive assessment of a strategic competition. Footnotes should be kept to an absolute minimum and there is no need for a bibliography. Any footnotes should use the Chicago Manual Style Citation Quick Guide, available here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Submit your memo by <mark>Session 8, March 27</mark> via Blackboard assignment for your Discussion Section, by 5:00pm EST. (Blackboard will check for plagiarism. Its database includes papers submitted in previous GW courses.)

Policy Research Paper (40% of course grade)

Analyze a contemporary security policy challenge using both qualitative and quantitative data. Your goal is to demonstrate a sophisticated understanding of complex policy challenges and the ability to develop persuasive policy recommendations for relevant actors.

Choose **one** of these assignments:

1. Explain the best way to end civil wars. Apply your answer to two ongoing civil wars.

2. Develop and apply a gender mainstreaming scorecard for a country **or** security institution of your choice.

3. Pretend it is July 2013 and you are the U.S. National Security Advisor providing the President with policy options on the Syrian war. Use counterfactual analysis to present the President with three alternative policy options for responding to the war in Syria. These could include airstrikes, a no-fly zone, the deployment of ground troops, a safe-zone, or non-military options such as economic or diplomatic sanctions. Recommend one of them as the best option and explain why.

4. Develop a forecast to demonstrate which three countries worldwide will be most at risk of experiencing a major new episode of political instability by the end of 2023. For the purposes of this paper, "major political instability" involves the country experiencing either a civil war **or** mass atrocities, **or** a coup d'état.

5. Provide a comparative assessment of two tools of economic coercion. Choose from comprehensive sanctions, arms embargoes, targeted sanctions, **or** tariffs.

6. Develop a policy for **either** the United Nations **or** the United States to mitigate the main security implications of climate-related migration through 2050.

7. Briefly summarize the extent and nature of COVID-19 disinformation campaigns that influenced domestic political discourse in the United States. Then develop a strategy to reduce their impact and the effects of disinformation campaigns in future pandemics.

Your paper should be double-spaced and 15-pages in length (give or take 1 page), including all footnotes. Use standard (12-point) font and standard (1-inch) margins. Chicago Manual-style footnotes are preferred. If used correctly, Chicago footnotes do not require an additional Bibliography The Chicago Manual Style Citation Quick Guide is available here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Submit your paper via Blackboard assignment for your Discussion Section, by 5:00pm EST on Monday, May 8, 2023. (Blackboard will check for plagiarism. Its database includes papers submitted in previous GW courses.)

Interpreting Grades
A   (94-100)   Excellent, substantive command of material and well-written.
A-   (90-93)   Excellent, with minor substantive or writing issues.
B+   (87-89)   Very Good, with limited substantive or writing issues.
B   (84-86)   Good, with some substantive or writing issues.
B-   (80-83)   Fair, with numerous substantive or writing issues.
C+   (77-79)   Satisfactory but poor command of substance or writing issues.

C	(74-76)	Poor, with numerous substantive or writing issues.
C-	(70-73)	Very poor, with numerous substantive or writing issues.
F		Failure, with profound substantive or writing issues.

Late Papers

Late papers will be penalized one-third of the grade per working day (from A to A-, from A- to B+, etc.). Save and print your work regularly as you write. Problems with technology are not an acceptable reason for late work.

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract.

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin.

Grade Protests: Grades are not negotiable. If you believe that a paper has been graded in error or if you have a question about your final course grade, proceed as follows:
- Submit your appeal via email to your Section Leader (along with relevant paper or papers). Your Section Leader will reply via email.
- If you still believe that a grading error has been made, you can appeal to me. Submit your paper(s), your initial appeal, and your Section Leader's response.
- An appeal can result in one of three outcomes: a higher grade, no grade change, or a lower grade (if additional flaws are found in a paper). Decisions will be conveyed via email.

Medical Emergencies: If you have a medical emergency that prevents you from attending class or completing a paper on time, a medical professional must confirm this in writing. We will make accommodations for students who have verified medical emergencies.

Missed and Late Assignments: If you do not hand in a paper, you will receive a failing grade for that component of the course. If you do not hand in a paper on time, that paper's grade will be marked down for every working day it is late. (We will make accommodations for religious holidays and verified medical emergencies.)

UNIVERSITY POLICIES AND PROCEDURES

Academic Integrity: Academic honesty is paramount in the academic world. Academic dishonesty is not tolerated, and it is punished severely. At GW, 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." You are expected to know and follow the GW Code of Academic Integrity: http://studentconduct.gwu.edu/code-academic-integrity

One form of academic dishonesty is plagiarism: using someone else's words or ideas without giving proper credit via quotation marks and/or a citation. If you have a question about the proper way to use and cite sources, check with your Section Leader or me.

If you plagiarize or cheat on any assignment in this course, the penalty will be severe—probably a failing grade for that component of the course, and perhaps a failing grade for the course. I might refer academic dishonesty cases to the GW Office of Academic Integrity. Students have been suspended and even expelled for academic dishonesty.

Religious Holidays: Notify your Section Leader via email during the first week of the semester of your intention to be absent from class on day(s) of religious observance. Students may miss class without penalty on these days. We will also make reasonable accommodations with respect to paper deadlines.

Support for Students with Disabilities: GW's Disability Support Services (DSS) office registers, coordinates, and provides accommodations and other services for students who may need accommodations due to a disability or a temporary impairment (an injury or illness, for example). For more information on DSS services, see: https://disabilitysupport.gwu.edu/

Counseling and Psychological Services (202-994-5300): GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information see https://healthcenter.gwu.edu/counseling-and-psychological-services.

Campus Closings and Safety: In cases of incoming weather (snow, for example) and a possible cancellation of classes, check the GW website for updates. If a weather emergency develops (a tornado, for example), the class should shelter in place, if possible. If an evacuation is necessary (in case of a fire, for example), follow the

evacuation procedures for the building you are in. If an alarm is sounded for an active shooter, the latest guidance from the FBI, the Department of Homeland Security, and other law enforcement agencies is "run, hide, fight." As one source puts it: "Run if you can; hide if you can't run; and fight if all else fails."

To Report an Emergency or Suspicious Activity: Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Evacuation: An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building. Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC: Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert: GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information: Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories (http://CampusAdvisories.gwu.edu) or by calling the GW Information Line at 202-994-5050.