



“Media and the Politics of National Security”

Semester:	Spring 2021	Instructor:	Alan Carroll
Schedule:	Wednesdays, 6:30 pm — 9:00 pm	Email:	ac2046@georgetown.edu
Office Hours:	By appointment	Phone:	(734) 645-0598
Room:	REMOTE // VIRTUAL		

I. Course Overview¹

Course Description

This course will examine the interaction between the politics, policy, and “the press” and US national security to will provide students the opportunity to study recurrent themes in political debates around national security in the United States, the role of public opinion and media in shaping decisions, policy formation and implementation (and as a tool of US security policy), and how new media affects the national security of the United States. The first half of the course (weeks 1–6 approx.) will focus primarily on the political institutions and processes around national defense, foreign, and intelligence policy. The second half of the course (weeks 7-13 approx.) will examine evolution in media, its impact on both the political process and national security.

The course will frequently consider and reconsider tension and conflict between constitutional, civic, and ethical responsibilities in relation to political ideology and personal ambition and questions of journalistic integrity and professional obligations versus artistic license.

Course Learning Objectives

Portions of each class will be dedicated to instructor-led class discussions. Students are expected to hypothesize and argue their own analysis of the discussion topics, citing assigned and non-assigned sources. Student discussions and assignments will center on the following themes:

- What conflict exists between a journalist’s duty to report and their civic responsibility when they report information which could damage national security? How are such decisions made? Who makes them?
- When does civilian (legislative and/or political) oversight damage oversight damage national security? Is it ever justifiable to subvert oversight in the name of national security?
- To what extent (and how) can changes in public opinion and media forecast or force changes in US national security policy?
- How have technological advancements (and changes in media creation and consumption) changed the national security landscape? How have they made traditional intelligence collection and statecraft more difficult or easier?
- What is the “politicization” of intelligence? How does it affect policymaking?
- What how are departments and agencies such as the Departments of State, Homeland Security, and Defense, and the Intelligence Community, depicted and perceived by the public?

¹- Politics and national security is a dynamic field, and this course will work to incorporate relevant real-world events and issues as they arise. Therefore, changes to the course plan outlined in this syllabus may be made from time to time, and will be communicated by the instructor.

Course Expectations:

Students are **NOT** expected to have an extensive background in course subject matter. However, students are expected to be informed about relevant current events by routinely reading major daily news sources.

Students should also regularly refer to, and become familiar with the leading scholarly journals in the field, and other respected sources of information.

II. Course Requirements

Students are required to complete a research paper of 10-12 pages, typed, with double spacing on a topic approved by the instructor. This paper is worth 30% of the student's final grade. Another 40% of the final grade is based on the student's in-class presentation. 1-2 page analysis on definitions of terrorism is worth 10%. The remaining 20% is based on attendance and participation during class sessions. Your attendance and class participation are important.

Assignments:

#1: Issue Summary (10 Points)

Due in week 3, students submit a two-to-three page paper summarizing one or more key concepts which are introduced in lesson 1, using real world examples.

#2: Presentation on Security in Media (40 points)

Students will develop a 15 minute presentation in the second half of the course. Students will have the option of two deliverables: A) analyzing representation of approved course themes in art throughout either a specific genre or over time, OR B) analyzing a present or historical debate around national security policy in a political context. DUE WEEK XIII.

Whether choosing A or B, the presentation will include:

- A clearly identified theme (ie. critical policy question or decision)
- A detailed description of how this theme appears in their context and an analysis of why
- An assessment of the outcome of this policy debate or the impact of this representation.

Each briefing should be original work. Therefore, though slides may be used, a recycled briefing from a student's day job or another environment should not be used. Students will select a topic for this briefing no later than WEEK VII. All presentation topics must be approved by Instructor.

A 4-6 page written analysis will complement your presentation.

GRADING:



Citations are comprehensive, and consistent. Briefing/presentation is well structured and lean. Instructions are clearly followed and extensive research has been done. Effort has been made to incorporate course themes and additional elements.



The presentation/memo can be easily followed, and a combination of the following is apparent; instructions are followed and the required material is covered, you can demonstrate an understanding of the terrorist group and its operations. A specific approach is included for dealing with the terrorist organization. Necessary citations are included and consistent.



The presentation/memo has little structure, and a combination of the following is apparent; you followed the most of the instructions and covered the required material, you can demonstrate an understanding of the terrorist group and its operations. Most necessary citations are included.



There appears to be no organization of the presentation/memo, and the substance of the presentation is flawed. Instructions are not followed, and citations are missing or inconsistent.

3: Research Paper (30 points)

Students will be required to submit an 10-12 page paper examining one of the core themes discussed in the first six weeks of the course. The instructor will provide a list of approved topics – if a student wishes to study an issue not listed they are required to obtain the instructor’s approval. Papers should be focused on how a change or trend in media or politics has impacted foreign policy, defense, or intelligence policymaking or practice (eg. the 24 hours news cycle, the advent of social media, the BRAC, sequestration, etc.) DUE WEEK VII.

4: Participation (20 points)

As noted above, students will be required to participate in class discussions and take part in class, unless excused in advance by the instructor or in cases of emergency. Class dialogue is expected to be respectful. Students will engage in discussion on readings for that week and are strongly encouraged to cite and incorporate additional non-assigned sources. Students will be expected to discuss relevant, current news stories regularly.

Attendance:

If a student is unable to participate during a scheduled class period, they must notify the instructor ahead of class. The Instructor will work with each student to ensure they meet the learning objectives for any/all missing classes. University guidance on unexcused absences will be followed.

Integrity:

Students are responsible for reviewing, understanding, and following Georgetown University’s policies on plagiarism and integrity. Any and all forms of academic dishonesty will be immediately reported to the Georgetown University Associate Dean of Graduate Liberal Studies.

III. Course Materials

Purpose

The course relies on advance reading and viewing to 1) expand student understanding of critical issues; and 2) foster class discussion. These materials are selected to support specific lessons, and assigned reading may change during the length of course. An assigned reading is **NOT** an endorsement of the author(s) or producers, or the viewpoints expressed within. Students are encouraged to critique, question, and challenge assigned readings when appropriate — and to provide their own analysis and additional materials.

Main Text:

This course will heavily reference two texts. Students are expected to obtain reliable access to these works to complete the assigned readings — whether through purchase, lending, or renting:

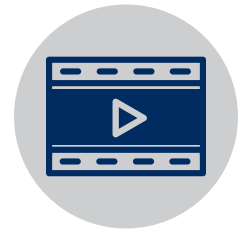


Congress and the Politics of National Security – Edited by David P. Auerswald and Colton C. Campbell – 9781107006867

Necessary Secrets: National Security, the Media, and the Rule of Law – Gabriel Schoenfeld – 9780393339932

Videos:

When possible, and effective, this class uses videos to supplement written material and class discussion. These will primarily be accessible on free online platforms, such as YouTube, or other open-source media sites. Some assigned viewing will require access to popular paid services such as Netflix. If you do **not** have access to these, please let the Instructor know.



Additional Resources:

Each week, the required readings will include ad hoc assignments from various sources. Sometimes, selections from larger texts will be provided by the instructor to support specific lesson.



IV. University Requirements

Accommodations

For Students with a documented disability who requires accommodations or students who believe they may have a disability and want to inquire about accommodations: please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

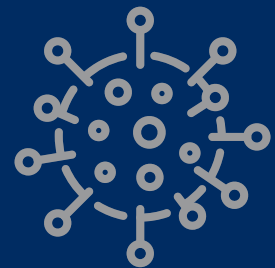
Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed on a short basis as the result of weather or temporary emergency, check your e-mail for a message from the Instructor on how the class will proceed. The class may meet via available video teleconferencing. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up for these alerts on MyAccess.



Ongoing response to the novel coronavirus (COVID-19) pandemic may require that this class plan to meet via online teleconference. Further course-specific changes and details will be communicated to students by the instructor.

This is a fluid situation and may require further adjustments.

Please follow all University-issued guidance relating to this issue and communicate additional needs with the Instructor.

Georgetown Honor System

All students are expected to follow Georgetown's honor code. Students are required to read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and to read the Honor Council Pamphlet, What is Plagiarism?, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

Policy Accommodating Student's Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Instructional Methodology

The predominant means of instruction in this course is a combination of lecture, seminar-style discussion and Socratic Method. The Socratic Method is a form of argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and draw out ideas and underlying assumptions. Students are encouraged to ask questions, voice their opinions and initiate discussions. On occasion, and when appropriate, guest lecturers with unique backgrounds or knowledge of the course's subject matter may be invited to address the class.

V. Course Schedule

Week I (1/27/21): Introduction and Overview

The course will begin with introductions, a review of the syllabus and relevant school/instructor policies. With remaining class time, the class will discuss and define “national security,” “politics,” and “media” as well as other key terms, and will introduce (and debate) the ethical dimensions of these themes. The instructor will provide an overview of the US government departments and agencies responsible for the national security of the United States, with an emphasis on Departments of Defense, State, and Homeland Security, as well as the Intelligence Community.

Required Reading:

- Course Syllabus (provided by instructor before class)
- Master of Arts in Liberal Studies Student Handbook and School wide and University Policies – [Link](#)

Week II (2/3/21): Cold War Themes

Students will review and discuss historical examples of American political debates throughout the Cold War around foreign policy or national defense issues, including President Kennedy and the Missile Gap; the hunt for Communist infiltration (class will view selections from the Smithsonian Documentary “Enemies Within: Joe McCarthy”), and other social/political touchstones of the cold war era.

Required Reading:

- Auerswald and Campbell, Chapter 1
- Domestic Politics and U.S. Foreign Policy: A Study of Cold War Conflict Behavior Will H. Moore, and David J. Lanoue.
- “Who Ever Believed in the ‘Missile Gap?’: John F. Kennedy and the Politics of National Security” Christopher Preble, Presidential Studies Quarterly. – JSTOR

Week III (2/10/21): GWOT/LWOT/IRQAFG/AQ/ISIS/ISIL

In the first half of this session, students will pair up in an in-class exercise. In the second half, the class will view and discuss selections of “Obama at War” and “the Dark Side” (Frontline).

- Auerswald, Cotton Chapter 3: Institutional Challenges Confronting Congress After 9/11 – Mark J. Oleszek and Walter J. Oleszek
- Remarks of President Obama at the National Defense University – [Link](#).
- Jonathan Martin, “In Presidential Campaign, It’s Now Terrorism, Not Taxes,” The New York Times – [Link](#).
- John Allen Paulos, “Who’s Counting: Cheney’s One Percent Doctrine,” ABC New – [Link](#).

Week IV (2/17/21): Campaigns and Elections

NOTE: Guest lecture expected. Students will review and discuss historical examples of national security issues being addressed (used) in political campaigns for elected office, and evaluate the impact of various national security issues on elections over the last 60 years. Students will discuss political campaign ads such as Daisy (1964); the Wolves (2004), and the 3:00 am phone call (2008). In particular students will be expected to support an argument regarding the ethical considerations of political tactics in the context of national security, and answer questions such as “when does highlighting legitimate policy differences become “fearmongering?” and “How can politicians make informed campaign promises when they are inexperienced in the field of national security?” Student groups will be assigned, and topics selected at the end of class for the group presentations due in Week 6.

Required Review:

- Daisy (1964) – [Link](#).
- Wolves (2004) – [Link](#).
- The 3:00 am Phone Call (2008) – [Link](#).

Week V (2/24/21): Congress I (Authorization and Oversight

The Instructor will provide an overview of Congressional authorization oversight as it relates to the intelligence, defense, and homeland security – and alternative models of legislative oversight, and will facilitate class discussion around the “politicization of intelligence” and whether it has an adverse affect on US national security. Students will be expected to provide their analysis of the costs and benefits of the American system of legislative oversight of national security.

In particular, students will be expected to address the dilemma of the President’s constitutional authority as Commander in Chief, and the Congress’ role in representing the people, and the judiciary’s responsibility to interpret the law.

Required Reading:

- UK Parliament Home Affairs Committee 17th Report Annex B – [Link](#).
- “Homeland Confusion” – Aspen Institute – [Link](#).
- Auerswald, Campbell Chapter 6: Congress and Intelligence – Loch K. Johnson

Week VI (3/10/21): Congress II: Budgets and Industry

The Instructor will provide a brief overview of the appropriations and budgeting process in Congress, including the influence of “constituent services.” Students will analyze the role of private industry in national security policy making. Significant class discussion will center around the question of whether national security policy can be fully separated from moneyed interest (with regard to either private industry or “peace dividends”).

Required Reading:

- Eisenhower Farewell Address – [Link](#).
- Dana Priest, “Top Secret America Series” The Washington Post – [Link](#).
- Auerswald and Campbell, Chapter 4. Congress and Defense – Pat Towell

Week VII (3/17/21): Journalism and Traditional Media

NOTE: Guest lecture expected. Lecture will cover the role of journalists and the tension between reporting “news” vs. national security. Student discussion will explore the history of embedded journalists and debate the impact these arrangements had on media coverage of the first and second gulf war.

Required Reading:

- Schoenfeld Chapter 7, “The Patriotic Press?”
- Schoenfeld Chapter 12, “A War on the Press?”

Week VIII (3/24/21): Social Media I (@NSA #secrets)

Students will discuss the ongoing transition from information and intelligence “leaks” to “floods” and the mass disclosure of sensitive data. Specific attention will be paid to the increased role of the “citizen journalist” and “citizen activist.” The class will discuss whether an “unqualified” observer has an obligation to broadcast national security secrets which they believe reveal injustice, or whether their limited insight obliges their silence.

Required Reading:

- Robin Simcox, “Surveillance after Snowden: Effective Espionage in an Age of Transparency,” Henry Jackson Society, May 26, 2015 – [Link](#).
- Schoenfeld, Chapter 10 – “Ellsberg’s Epigones”

Week IX (3/31/21): Social Media II (Practical Ramifications) | Langley in the Limelight

In the first part of this session, the class will review and discuss the series of practical challenges facing policy-makers in the wake of the rise of the Internet and Social media, including the difficulty in recruiting younger professionals accustomed to being “connected,” and the threats to operational security by nearly ubiquitous technology capable of tracking and recording covert or clandestine activity. In the second half of this session, the Instructor will detail the role of various “Entertainment Media Liaison” across Federal departments and agencies, and their role in shaping television and film productions that depict the IC or DOD. Students will discuss and debate whether and when an agency’s own bureaucratic interests weaken its ability to live up to its democratic responsibilities.

Required Reading:

- Max Seddon, “Does This Soldier’s Instagram Account Prove Russia Is Covertly Operating In Ukraine?” Buzzfeed – [Link](#).
- Hon. Jane Harmon, “Disrupting the Intelligence Community” The Wilson Center – [Link](#).
- Caitlin Dewey, “Belgian Intelligence Workers Outed on Facebook, LinkedIn,” The Washington Post – [Link](#).
- Tricia Jenkins, “The CIA in Hollywood” – Provided by Instructor.

Week X (4/7/21): Media as a Tool of Policy

Building on the historical background covered in Week 9, the class will review a history of information campaigns, and public diplomacy from the end of WWII through the second Gulf War. Students will analyze and discuss what makes these efforts successful (or not).

Required Reading:

- TBD

Week XI (4/14/21): Media as Policy (Propaganda)

Instructor will provide an overview of challenges facing US policymakers on the question of adversary propaganda, including ongoing campaigns by Russian state-backed media outlets as well as extremist groups. Student discussion will consider the role of privately held platforms (whether online or off) in preventing the dissemination of propaganda and will debate the obligations patriotic and law-abiding firms have to their country and to their users/customers.

Required Reading:

- Shoenfeld, Chapter 4 – “Clear and Present Danger”

Week XII (4/21/21): The Future

In the final session of class, the instructor will provide a course wrap-up and facilitate class discussion on how trends in American politics, media and globalization will affect US national security in coming decades.

Required Reading:

- TBD

Week XIII (4/28/21): Presentations

This session will be dedicated to student presentations. There will be no assigned readings.

Week XIV (5/5/21): course Wrap Up

NOTE: Guest lecture expected. Grades will distributed and time will be allotted for course surveys.

Required Reading:

- TBD