Course Description

This course explores the changing nature of American policy with Russia and the looming new Cold War. The course will explore history of U.S.-Soviet relations, especially the evolution of the Cold War. The post-Cold War policy of both countries will be investigated with particular attention to the changing economic, political and military dynamics of each country and implications for U.S. policy. (Course Description from SFA Catalog.)

Program Learning Outcomes

This course addresses the following NISS program learning Outcomes:

1. Theoretical Application - Apply theories of intelligence collection and policy analysis
2. Interagency Operations - Students will demonstrate understanding of different interagency responses and interagency cooperation.
3. Policy Evaluation: Students will be able to differentiate current challenges confronting US national security and evaluate disparate policy option.

Course Student Learning Outcomes

This course is designed to:

1. Give Students a working understanding of US Foreign Policy
2. Introduce historical and political background of the Russian Federation and its neighboring states.
3. Use and improve analytical methodologies to examine potential intelligence targets.
4. Enhance student intelligence writing and analysis skills
5. Prepare students for the comprehensive examination.
Course Expectations

Students will conduct themselves professionally. They will do so by:

- Being prepared with each week’s readings.
- Participating in weekly discussions in a professional manner.
- Turning in all written work on time and to the best of their ability.
- Responding to professor feedback on written work and working to improve.
- Working independently, but asking for help when needed.

Students can expect Professor Willardson to do the following:

- Be prepared to answer questions and help with any assignment during office hours (which includes appointments via videoconference or in-person).
- Be an example of what is expected in terms of knowledge and professionalism.
- Encourage students to do their best work.
- Provide clear expectations for assignments.
- Provide timely feedback on assignments.

Required Text(s)

All texts from this course are available online through our library subscriptions to various journals and from openly accessible websites. Most readings are also provided as pdf files in the Course Readings folder. I highly recommend that you download all files as pdfs to keep with this syllabus and all other work from this class so that you have access to these materials when the course is over.

Suggested Text

This is a suggested text for the program. Each student needs to learn to write and brief in order to become an intelligence professional. This book will help you to develop some skills to help you do that better.


Grading

The course will be graded as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Discussions</td>
<td>Ongoing</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Response Papers</td>
<td>Nearly Weekly</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Book Proposal</td>
<td>27 Mar</td>
<td>5%</td>
<td>25</td>
</tr>
<tr>
<td>Comprehensive Exam Question</td>
<td>17 Apr</td>
<td>5%</td>
<td>25</td>
</tr>
<tr>
<td>Book Report</td>
<td>12 December (5:00 p.m.)</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>15 December (12:00 p.m.)</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>100%</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

A short description of each assignment is found below. All written assignments will be turned in electronically on Brightspace (D2L). Total points earned are divided by 500 for a percent.
Grades are assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent work. Attention to detail. As expected of a graduate student.</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>Acceptable work. Lack of attention to detail. Below expectations.</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
<td>Unacceptable work. This is a graduate level D-/F. Speak with me immediately</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
<td>Completely unacceptable graduate work. Must discuss with professor. Danger of failing program.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.9%</td>
<td>See above.</td>
</tr>
</tbody>
</table>

Assignment and Expectations

Participation (Graded Discussions)

Every module will have a graded discussion as part of the module’s assignments and activities. These discussions are meant to get you as students to think about the readings and the course in interesting ways. Students are expected to post at least twice each week in the graded discussions. The first post should come by Wednesday afternoon (17:00) and the second post by Sunday at 23:59. At least one of the posts is substantive (as described below) while other post(s) may be interactive and responsive to each other. Substantive posts will be graded on the following:

- Post addresses the question posed in the thread and uses evidence from assigned readings
- Post asks a related question to the one proposed by Dr. Willardson and uses the week’s assigned texts as the basis for the question.
- Posts are clearly written

These discussions are meant to help you to apply the readings to new situations and to think outside the box. However, to do that effectively, you need to know what is inside the box. Therefore, posts that do not clearly draw on insights from the readings will be heavily penalized.

Expectations for discussions

The discussions are interactive and social. Written conversations are more difficult because tone and intent are harder to judge. Discussion should be professional. While we may (and should) have differing perspectives and approaches, we respect each other. This leads to 2 general discussion principles:

1. Assume that your classmates and professor are engaging in good faith arguments and are not being deliberately combative.
2. Be careful of your own tone so that (1) above is true.

I reserve the right to remove offensive posts. You will receive one private warning if your tone strays from professionalism. After that I will dock points for discussions.

Keeping the tone professional is much easier to do when your comments are based on insights from the readings and logical arguments that derive from them rather than on opinion and emotion.

Response Papers

Nearly all of the modules have a short (750-1000 word) response paper. These papers are deliberately short to teach you the skill of writing concisely. Academic writing often rewards length. Intelligence writing favors
brevity. Each response paper has a prompt and a length given. I grade each of these papers holistically (no specific rubric), but focus on the following elements:

1. Does the paper answer the question asked?
2. Does it use evidence from the week’s readings?
3. Does it show original thinking and analysis?
4. Does it meet the length guidelines?
5. Is it professionally formatted and does it use proper citations?

I provide a checklist for each writing assignment in its specific description in the Brightspace Module each week. To meet expectations, make sure that you have used that checklist before turning in your response paper.

Book Proposal
The book proposal is part of the final Book Report that will be due at the end of the course (May 8). You will read a book that provides more insight into US foreign policy in Russia. That book can be about US foreign policy explicitly, or it can be about one of the key events that has affected US policy toward Russia. Some examples of those events include (but are not limited to): NATO policy in Kosovo (1999), Orange Revolution (Ukraine), Georgia War (2008), Crimean Annexation (2014), Syrian intervention, etc.

In the book proposal you will identify the book that you are going to read (or have read). You will also make a brief argument about why it is relevant to US policy toward Russia.

Comp Question
One of the learning outcomes for this course is to help you as students prepare for the comprehensive exam which is a required component of the MA. In Module 11 in lieu of a response memo, you will be given a prompt that will simulate a potential comprehensive exam question that could be asked about the course. It will ask you to draw on your knowledge or all the readings in the course to make a coherent argument about US foreign policy toward Russia.

You will be expected to make an argument, drawing on the readings from this course as evidence. You will be expected to use proper citation on this question since it will be open book and untimed (unlike the comprehensive exam).

Book Report
The book report is a combination of a summary of the main arguments from the book you read and an original argument about how this book helped you to understand US policy toward Russia better. More details about the format of this report are found in the Module 12 content tab in Brightspace.

Project Proposal
The final project proposal is somewhat of a combination of the book proposal and the comprehensive exam question. You will identify an area of US-Russian relations that you would like to understand better. Using the book you have read and the readings from the course, you will make an argument about why US foreign policy is useful, neutral, or harmful. The proposal is making an argument about what you think and how you intend to do further research to confirm and/or disconfirm your argument. You will outline potential further readings and the type of information you need to strengthen (or to weaken) your argument. More details about the format of this proposal are found in the Module 12 content tab in Brightspace.

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1. This program uses APSA citations. Make sure you download and read the APSA style guide and use it correctly in your papers.
# Course Schedule

All module writing assignments (briefs) are due by 11:59 p.m. on Sunday evening. Each module’s graded discussion is due for final post by that same time. All times in course are Central Time (US).

<table>
<thead>
<tr>
<th>Module</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Writing</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>28 Aug</td>
<td>Introduction</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>4 Sep</td>
<td>Foreign Policy Background I</td>
<td>Response Memo</td>
<td>10 Sep</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>11 Sep</td>
<td>Foreign Policy Background II</td>
<td>Response Memo</td>
<td>17 Sep</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>18 Sep</td>
<td>US-Russia Relations and Cold War</td>
<td>Reading Memo</td>
<td>24 Sep</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>2 Oct</td>
<td>Russia in the 1990s</td>
<td>Response Memo</td>
<td>1 Oct</td>
</tr>
<tr>
<td>6</td>
<td>Mon</td>
<td>9 Oct</td>
<td>US Policy in the New Millennium</td>
<td>Response Memo</td>
<td>15 Oct</td>
</tr>
<tr>
<td>7</td>
<td>Mon</td>
<td>16 Oct</td>
<td>US Views of Russia in 2000s</td>
<td>Response Memo</td>
<td>22 Oct</td>
</tr>
<tr>
<td>8</td>
<td>Mon</td>
<td>23 Oct</td>
<td>Crisis and War</td>
<td>Response Memo</td>
<td>29 Oct</td>
</tr>
<tr>
<td>9</td>
<td>Mon</td>
<td>30 Oct</td>
<td>Russian Views</td>
<td>Book Proposal</td>
<td>5 Nov</td>
</tr>
<tr>
<td>10</td>
<td>Mon</td>
<td>13 Nov</td>
<td>US Response</td>
<td>Response Memo</td>
<td>19 Nov</td>
</tr>
<tr>
<td></td>
<td>Mon</td>
<td>20 Nov</td>
<td><strong>THANKSGIVING BREAK</strong></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mon</td>
<td>27 Nov</td>
<td>Thinking about Russia Analysis</td>
<td>Comp Question</td>
<td>3 Dec</td>
</tr>
<tr>
<td>12</td>
<td>Mon</td>
<td>4 Dec</td>
<td>Final Projects</td>
<td>Multiple</td>
<td>See Below</td>
</tr>
</tbody>
</table>

- Book Report: Due Tuesday, December 12, 2023 at 17:00.
- Final Project Proposal: Due Friday, December 15, 2023 at 12:00 p.m.

# Policies

## Attendance

This is an online course that is designed to be asynchronous. You are expected to log on and participate in discussion multiple (at least 2) times per week and to keep up with the readings and written assignment. Your presence in discussion and your completion of written assignments constitutes attendance. **You must complete all assignments to pass the course.** If you are having trouble meeting deadlines, you must speak with me as soon as possible. *Simply not turning in assignments will result in an F for the course.*

## Academic Expectations

I expect that all work you do in class will be your own and will conform to the student code of conduct. You will write your own answers and own papers. This means that I do not accept the use of AI tools as part of your writing process. **The use of those tools in my class will constitute a violation of the code of conduct.**

The reason I have for this is that I believe that the only real thing you can learn in university education is how to think, process information, and report information. If you let an AI do any part of that process, you are outsourcing the one thing you will bring to the table in an environment where information is plentiful, but knowledge, wisdom, and reason are scarce. Don’t cheat yourself during this phase when you are developing the skill that cannot be replaced by these technologies.
University Policies

Please follow this link to a document with university policies for academic integrity, disability services, etc.

Link to University Policies

Reading Schedule

This section corresponds to the modules in the content portion of D2L. Links to readings will be posted in each module. The numbers in brackets [ ] represent the number of pages of reading in that piece. I include pages so that you can plan your readings each week. You should read each week’s readings no later than Tuesday of the week so that you can respond to discussion threads and write good response papers.

Module 1 - Introduction

Poast Twitter Thread (2019) [10]
Diamond (2008) CIA and the Culture of Failure [35]

Total Pages: 60

Module 2 - Foreign Policy Background I


Total Pages: 105

Module 3 - Foreign Policy Background II


Total Pages: 83

Module 4 - US-Russia Relations and Cold War

The United States, the Soviet Union, and the End of World War II. State Department History. [3]


Total Pages: 127

Module 5 - Russia in the 1990s


Total Pages: 113

Module 6 - US Policy in the New Millennium


Total Pages: 121

Module 7 - US Views of Russia in 2000s


Total Pages: 128

Module 8 - Crisis and War


**Total Pages: 103**

**Module 9 - Russian Views**

Russian Military Doctrine. 2010. [43]
Lavrov, Sergei I. 2016. “Russia’s Foreign Policy in a Historical Perspective.” Russia in Global Affairs Paper [9]

**Total Pages: 141**

**Module 10 - US Response**


**Total Pages: 53**

**Module 11 - Thinking about Russia Analysis**


**Total Pages: 15**

**Module 12 - Final Projects**

Students will do independent reading and re-reading during this module.