

## **SS483: National Security Seminar**

### **USMA Department of Social Sciences**

#### ***Course Overview:***

The purpose of this course is to improve your ability to analyze the national security choices of the United States. An underlying premise is that it is useful to think strategically about national security. To think strategically means to keep in mind the need to identify and reconcile ends, ways, and means when seeking to advance the national interests of the US. Sound in theory, this approach is hard to implement in practice. This course will introduce you to actors, processes, and issues that influence US national security decisions and give you a greater appreciation for the challenges associated with making and implementing national security policy.

The field of security studies is broad and encompasses elements of many academic disciplines. As you study the material on the SS483 syllabus, you should find your past coursework in several disciplines, to include history, philosophy, economics, and political science, to be relevant. This seminar serves as an opportunity for you to grapple with uncertainty and complex problems using the tools you have acquired throughout the core curriculum as well as in your academic major.

Of necessity, the focus of this course has been narrowed in several ways. First, although insights you develop in SS483 may also apply to the security strategies of other countries, this course focuses on the options and dilemmas facing the United States. Second, given your future as an Army officer who will execute (and in some cases help shape) US national security policy, this course focuses more on military force than economic or diplomatic tools of strategy and more on the Army than the other services. The intent is to provide you with frameworks and perspectives that will assist you in assimilating and evaluating new information well beyond your years at West Point.

In Block I (Strategy) we will explore the foundations of strategy. We will examine both traditional conceptions of strategy as well as more modern perspectives.

In Block II (The U.S. National Security Environment), we will examine central concepts in the U.S. national security environment. These include the strategic setting as well as traditional American approaches to national security and the evolution of policy. We will also examine bureaucracies and the military services during this block.

In Block III (U.S. National Security Policy: Actors and Processes) we will delve deeper into the actors and processes of national security policy with a focus on achieving an understanding of how national security decision making comes together.

Block IV (Ways and Means of National Strategy) will focus on the “how” of national strategy.

Finally, in Block V (National Security in Context) we will place national security into a contemporary context. We will use Block V to apply concepts from throughout the semester to current and future challenges in national security.

**Course Learning Objectives:**

- a. Think critically about the basic principles of strategy and develop a framework for analyzing strategic choices and arguments.
- b. Read critically a wide spectrum of national security literature to understand the international, domestic, and organizational influences and constraints on security choices.
- c. Describe, analyze, and explain key national security actors and processes and their possible effects on national security decisions.
- d. Understand the strengths and limitations of the major diplomatic, informational, economic, and military tools of security policy.
- e. Be able to apply the principles of the course to analyze US strategic choices in particular contexts and to evaluate future challenges.
- f. Communicate clear and effective analysis and arguments about complex national security issues verbally and in-writing.

**Course Requirements**

Event	When	Points
Block I Essay	1 February 2019	100 points
WPR	1 March 2019	200 points
Historical Case Study:		
<i>Topic Proposal</i>	14 February 2019	50 points
<i>Evidence Based Outline</i>	27 March 2019	100 points
<i>Final Paper</i>	8 May 2019	200 points
Discussion Papers (Annex A)	Various	50 points each; 200 points total
Current Event Presentation (Annex B)	Various	50 points
Simulation Participation	Various	20 points
Class Participation	Various	80 points
<b>Total</b>		<b>1000 points</b>

- a. **Assignment Submission.** Unless I explicitly tell you otherwise, all take-home assignments will be **due at 1600 via Blackboard.**
- b. **Block Essay.** At the end of Block 1, you will be required to write a short essay responding to one of the discussion questions I provide you to focus your reading during that block. You will get the Block Essay prompt two weeks before it is due.
- c. **WPR.** There will be a WPR on 1 March 2019 during class. This will assess your understanding of blocks 1 and 2 of the course.
- d. **Historical Case Study:** Your final assignment for this class will be a historical case study to analyze the national security choices of the United States. You will submit a paper proposal, evidence based outline, and a final paper that will assess the effectiveness of a past U.S. strategic choice.
- e. **Discussion Papers:** See Annex A for specific requirements for discussion papers.
- f. **Current Event Presentation:** See Annex B for specific requirements for presentations.

- g. **Simulation Participation:** As part of our final block, National Security in Context, we will conduct a multi-class simulation. You will be required to provide a policy memo in preparation for the simulation. You will also be graded on active participation during this simulation. Additional information will be provided during Lesson 26.
- h. **Class Participation:** Learning requires active involvement by students. Accordingly, we will conduct class in SS483 as a seminar. All students should *Prepare* for class through close and critical reading of the lesson material and *Participate* in the seminar discussions in a way that contributes to a productive and collegial learning environment. Take notes, ask tough questions, and be prepared to challenge the conventional wisdom as you read and during class discussion. While mastering facts is important, demonstrating the ability to think through problems (past, present, or future) in a clear and rigorous manner is even more essential. I encourage you to discuss the course material with each other, me, and other faculty members outside of class whenever possible.

### *Evaluation*

<b>Level of Achievement</b>	<b>Letter Grade</b>	<b>Percentage</b>	<b>Subjective Interpretation</b>
<b>Mastery</b>	A+	97-100	Above standards of writing.
	A	93-96.9	Mastery of concepts.
	A-	90-92.9	Can apply concepts to new situations.
<b>Excellence</b>	B+	87-89.9	Meets standards of writing.
	B	83-86.9	Solid understanding of concepts.
	B-	80-82.9	Strong foundation for future work.
<b>Proficiency</b>	C+	77-79.9	Approaching standards of writing.
	C	73-76.9	Acceptable understanding. Questionable foundation for future work.
<b>Marginal Proficiency</b>	C-	70-72.9	Below standards of writing.
	D	67-69.9	Doubtful understanding. Weak foundation for future work.
<b>Failure</b>	F	<67	Unacceptable standards of writing. Definitely failed to demonstrate understanding of concepts.

## **Teaching Philosophy**

Political science is not a passive experience. No one possesses definitive answers to the questions we ask, so do not expect neatly packaged lectures. Learning is a joint responsibility that I share with you. I expect you to read the assigned material with a critical mind, and to engage in class with the arguments offered by the authors and your peers. This class is designed to facilitate a comfortable, open, and frank exchange of ideas. As such, no one should allow their personal feelings to interfere with the academic pursuit of knowledge and understanding. Ensure that your comments are accurate, demonstrate appropriate restraint, and show respect for the opinions of others. I expect students to critically analyze issues and the national security process from a variety of perspectives. Regardless of where you fall on the spectrum of political affiliations, ideologies, and so forth, you need to be able to accurately, respectfully, and sympathetically articulate the beliefs of others—especially if you do not agree with them. In other words, if you want to criticize someone's position, you must thoroughly understand it first.

This seminar is writing intensive. Writing is an essential tool in your future as a military officer and responsible member of any group, a critical part of studying political science, and an excellent mechanism for active learning. In this course, you will complete several short writing assignments and an iterative research paper that will be focused on communicating ideas through concise and clear writing.

This course is also reading intensive. The objective of an advanced course is to understand and analyze the ideas. To do so, you must engage with the full argument offered in a journal article or book chapter. Learning to efficiently read and analyze complex pieces will better prepare you for future academic and professional activities, and we will develop this ability throughout the semester.

### Course Readings:

You are required to acquire your own copies of these books. All other readings will be posted to the appropriate lesson folder on Blackboard.

#### Required texts:

- **ANS:** Meese, Michael J., Suzanne C. Nielsen, and Rachel M. Sondheimer. *American National Security*, 7<sup>th</sup> ed. Baltimore: The Johns Hopkins University Press, 2018. (ISBN: 978-1421426778)
- **Art of War:** Sun Zi. *The Art of War: Sun Tzi's Military Methods*, Translated by Victor H. Mair. With a foreword by Arthur Waldron. Columbia: Columbia University Press, 2007. (ISBN: 978-0231133838)
- **Bureaucracy:** Wilson, James Q. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York: Basic Books, Inc., 1989. (ISBN: 0-465-00784-8)
- **Duty:** Gates, Robert M. *Duty*. New York: Alfred A. Knopf, 2014. (ISBN-13: 9780307959478)
- **Four Guardians:** Donnithorne, Jeffrey W. *Four Guardians: A Principled Agent View of American Civil-Military Relations*: Baltimore: The Johns Hopkins University Press, 2018. (ISBN: 978-1421425429)
- **On War:** Clausewitz, Carl von. *On War*. Translated and Edited by Michael Howard and Peter Paret, introductory essays by Peter Paret, Michael Howard, and Bernard Brodie, with a commentary by Bernard Brodie. Princeton: Princeton University Press, 1976. (ISBN: 0691018545)
- **USAWC Guide Vol I:** Bartholomees, J. Boone, ed. *U.S. Army War College Guide to National Security Issues, Vol I: Theory of War and Strategy*, 4th Edition. Carlisle Barracks, PA: SSI, USAWC, July 2012. Available at: <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>.
- **USAWC Guide Vol II:** Bartholomees, J. Boone, ed. *U.S. Army War College Guide to National Security Issues, Vol II: National Security Policy and Strategy*, 5th Edition. Carlisle Barracks, PA: SSI, USAWC, July 2012. Available at: <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1110>.

Lesson Number	Lesson Topic	Readings
<b><u>Block 1: Strategy</u></b>		
<b>Block Discussion Questions:</b>		
<ul style="list-style-type: none"> <li>• What is at stake in national security decisions?</li> <li>• What is at stake in the study of war?</li> <li>• What is strategy?</li> <li>• How should we judge strategy?</li> </ul>		
<b>Lesson 1 Day 1: 9 JAN 19</b>	Introduction to National Security Seminar	<ul style="list-style-type: none"> <li>• Read: SS483 Syllabus</li> <li>• Read: <i>On War</i>, “On Danger in War,” “On Physical Effort in War,” “Intelligence in War,” “Friction in War,” 113-123.</li> <li>• Read: <i>On War</i>, “On Military Genius,” 100-112.</li> </ul>
<b>Lesson 2 Day 1: 11 JAN 19</b>	Foundations of Strategy - Clausewitz	<ul style="list-style-type: none"> <li>• Read: <i>On War</i>, Author’s Comment, “On the Genesis of his Early Manuscript on the Theory of War, Written around 1818,” 63.</li> <li>• Read: <i>On War</i>, “Two Notes by the Author on his Plans for Revising <i>On War</i>” (Note of 10 July 1827 and Unfinished Note, Presumably Written in 1830), 69-71.</li> <li>• Read: <i>On War</i>, “What is War?” 75-89.</li> <li>• Read: <i>On War</i>, “Art of War or Science of War?” 148-150.</li> </ul>
<b>Lesson 3 Day 1: 15 JAN 19</b>	Foundations of Strategy - Clausewitz	<ul style="list-style-type: none"> <li>• Read: <i>On War</i>, “Scale of the Military Objective and the Effort to be Made,” 585-586.</li> <li>• Read: <i>On War</i>, “War is an Instrument of Policy,” 605-610.</li> <li>• Read: <i>On War</i>, “The Genesis of <i>On War</i>,” introductory essay by Peter Paret, 3-25.</li> </ul> <p>*** <b>Receive Block 1 Essay Requirement</b> ***</p>
<b>Lesson 4 Day 1: 17 JAN 19</b>	Foundations of Strategy – Sun Tzu	<ul style="list-style-type: none"> <li>• <i>Art of War</i>, “Historical Background,” 23-27.</li> <li>• <i>Art of War</i>, “On the World Stage,” 49-55.</li> <li>• <i>Art of War</i>, Chapters I-VI, 76-99.</li> </ul>
<b>Lesson 5 Day 1: 22 JAN 19</b>	Foundations of Strategy – Sun Tzu	<ul style="list-style-type: none"> <li>• Read: <i>Art of War</i>, Chapters VII-XIII, 100-131</li> </ul>
<b>Lesson 6 Day 1: 24 JAN 19</b>	Foundations of Strategy – Modern Perspectives	<ul style="list-style-type: none"> <li>• <u>Read:</u> USAWC Guide Vo1 I, Chapter 3, “Toward a Theory of Strategy,” 45-51.</li> <li>• Read: USAWC Guide Vol II, Appendix I, “Guidelines for Strategy Formulation,” 413-418.</li> <li>• Read: USAWC Guide Vo1 I, Chapter 5, “Managing Strategic Risk,” 67-77.</li> </ul> <p>***<b>Sign up for Discussion Papers</b> ***</p> <p>***<b>Sign up for Current Event Presentations</b> ***</p>
<b>Lesson 7 Day 1: 28 JAN 19</b>	Review and Critique <i>*Block 1 Essay Due*</i>	<ul style="list-style-type: none"> <li>• Read: <i>Art of War</i>, “Foreword,” XI-XXVII.</li> <li>• Read: USAWC Guide Vo1 I, Chapter 7, “A Theory of Victory,” 91-106.</li> </ul> <p>*** <b>Receive Historical Case Study Requirement</b> ***</p> <p>***<b>Block 1 Essay due NLT 2359, 1 February 2019</b> ***</p>

**Block II: The U.S. National Security Environment**

**Block Discussion Questions:**

- What are the traditional and modern aspects of national security that we should consider?
- How has American national security evolved?
- What are the most important characteristics of the international strategic environment of the United States today?
- What do the different services say and believe about its preferred ends, ways, and means?
- How does that influence the U.S. national security environment?

<p><b>8</b> <b>Day 1:</b> <b>1 FEB 19</b></p>	<p>The Strategic Setting</p>	<ul style="list-style-type: none"> <li>• ANS, Chapter 1, 3-28.</li> <li>• <a href="#">Kotkin, Stephen. "Realist World: The Players Change, but the Game Remains," <i>Foreign Affairs</i> 97, no. 4 (2018): 10-15.</a></li> <li>• <a href="#">Deudney, Daniel, and G. John Ikenberry. "Liberal World: The Resilient Order," <i>Foreign Affairs</i> 97, no. 4 (2018): 16-24.</a></li> <li>• <a href="#">Chua, Amy. "Tribal World: Group Identity is All," <i>Foreign Affairs</i> 97, no. 4 (2018): 16-24.</a></li> <li>• <a href="#">Kevin Drum, "Tech World: Welcome to the Digital Revolution," <i>Foreign Affairs</i> 97, no. 4 (2018): 43-48.</a></li> </ul>
<p><b>9</b> <b>Day 1:</b> <b>4 FEB 19</b></p>	<p>Traditional American Approaches to National Security</p>	<ul style="list-style-type: none"> <li>• ANS, Chapter 2, 29-51.</li> <li>• <a href="#">The White House, <i>The National Security Strategy of the United States of America</i>. Washington, DC: The White House, December 2017, pp. I-II, 1-4.</a></li> </ul>
<p><b>10</b> <b>Day 1:</b> <b>6 FEB 19</b></p>	<p>The Evolution of US National Security Policy</p>	<ul style="list-style-type: none"> <li>• ANS, Chapter 3, 52-89.</li> <li>• <a href="#">Department of Defense, <i>Summary of the 2018 National Defense Strategy of the United States of America: Sharpening the American Military's Competitive Edge</i>.</a></li> </ul>
<p><b>11</b> <b>Day 1:</b> <b>8 FEB 19</b></p>	<p>Bureaucracy and Organizations</p>	<ul style="list-style-type: none"> <li>• <i>Bureaucracy</i>, Chapter 2 "Organization Matters," pp. 14-28.</li> <li>• <i>Bureaucracy</i>, Chapter 10 "Turf," pp. 179-195.</li> </ul>
<p><b>12</b> <b>Day 1:</b> <b>12 FEB 19</b></p>	<p>The Challenge of Change</p>	<ul style="list-style-type: none"> <li>• <i>Bureaucracy</i>, Chapter 11 "Strategies," pp. 196-209, 217.</li> <li>• <i>Bureaucracy</i>, Chapter 12 "Innovation," pp. 218-232.</li> </ul> <p><b>*** <u>Historical Case Study Proposal due 14 February 2019</u></b></p>
<p><b>13</b> <b>Day 1:</b> <b>21 FEB 19</b></p>	<p>The Military Services</p>	<ul style="list-style-type: none"> <li>• <i>Four Guardians</i>, Chapter 1 "Introduction" 1-15.</li> <li>• <i>Four Guardians</i>, Chapter 2 "Thinking Like a Sailor," 39-59.</li> <li>• <i>Four Guardians</i>, Chapter 3 "The Few and the Proud: The Service Culture of the United States Marine Corps," 63 – 81.</li> <li>• <i>Four Guardians</i>, Chapter 5 "Fighting for Air: The Service Culture of the United States Air Force," 105- 127.</li> </ul>

<b>14</b> <b>Day 1:</b> <b>25 FEB 19</b>	The Army and Strategy	<ul style="list-style-type: none"> <li>• <i>Four Guardians</i>, Chapter 4 “Washington’s Own: The Service Culture of the United States Army,”</li> <li>• <a href="#">Secretary Mark Esper and General Mark Milley, “The Army Vision,” 2018.</a></li> <li>• <a href="#">Statement by the Honorable Mark T. Esper, Secretary of the Army, and General Mark A. Milley, Chief of Staff of the Army, Before the Senate Armed Services Committee, April 12, 2018.</a></li> </ul>
<b>15</b> <b>Day 1:</b> <b>1 Mar 19</b>	WPR	<i>Review Blocks 1 and 2 of this course</i>
<b><u>Block 3 : US National Security Policy: Actors and Processes</u></b> <b>Block Discussion Questions:</b> <ul style="list-style-type: none"> <li>• How do the different national security actors fit together in policy making?</li> <li>• How did changes in US foreign policy following World War II influence the restructuring of the national security establishment?</li> <li>• What are the constitutional roles of the President vs. Congress?</li> <li>• What lessons from the post-9/11 reorganization of government can guide similar reorganizations in the future?</li> <li>• Should the U.S. seek to create a more unified national security apparatus? If so, what should it look like?</li> <li>• If you had just joined the policy staff of the NSC, what issues would you most keep in mind?</li> <li>• What are the appropriate roles for the national security advisor? Why? How might those roles evolve?</li> </ul>		
<b>16</b> <b>Day 1:</b> <b>4 MAR 19</b>	Presidential Leadership and the Executive Branch	<ul style="list-style-type: none"> <li>• ANS, Chapter 4, 93-124.</li> </ul>
<b>17</b> <b>Day 1:</b> <b>6 MAR 19</b>	Congress	<ul style="list-style-type: none"> <li>• ANS, Chapter 5, 125-148.</li> </ul>
<b>18</b> <b>Day 1:</b> <b>22 MAR 19</b>	Homeland Security	<ul style="list-style-type: none"> <li>• ANS, Chapter 6, 149-176.</li> <li>• <a href="#">Kirstjen M. Nielsen, “Authorities and Resources Needed to Protect and Secure the United States,” Senate Committee on Homeland Security and Governmental Affairs, May 15, 2018.</a></li> </ul>
<b>19</b> <b>Day 1:</b> <b>26 MAR 19</b>	The Role of the Military in the Policy Process	<ul style="list-style-type: none"> <li>• ANS, Chapter 8, 203-227.</li> <li>• General Martin E. Dempsey, Chairman of the Joint Chiefs of Staff, Letter to the Honorable Carl Levin, Chairman of the</li> </ul>



		Senate Armed Services Committee, 19 July 2013 (to be disseminated). <b>***Case Study Evidence Based Outline due NLT 2359 27 March 2019</b>
<b>20 Day 1: 29 MAR 19</b>	Intelligence and National Security	<ul style="list-style-type: none"> <li>ANS, Chapter 7, 177-202</li> </ul>
<b>21 Day 1: 2 APR 19</b>	Planning, Budgeting, and Management	<ul style="list-style-type: none"> <li>ANS, Chapter 9, 228-245.</li> </ul>
<b>22 9 APR 19 (1235-1350)</b>	Putting the Pieces Together: National Security Decision Making	<ul style="list-style-type: none"> <li>ANS, Chapter 10, 246-268.</li> </ul> <p>Class on <b>9 April (1235-1350)</b>: Mandatory lecture with LTG(R) H.R. McMaster</p>
<b><u>Block 4 : Ways and Means of National Security</u></b>		
<p><b>Block Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>What is the purpose of diplomacy, foreign aid, economic coercion, and military force?</li> <li>What is limited conventional war and how does it contrast with general conventional war?</li> <li>If an irregular challenge does not directly threaten vital US national security interests, should the US respond with military force?</li> <li>What considerations should a policy maker use to determine how to respond to threats?</li> </ul>		
<b>23 Day 1: 12 APR 19</b>	Shaping the International Environment	<ul style="list-style-type: none"> <li>ANS, Chapter 11, 269-287.</li> <li>USAWC Guide Vo1 I, Chapter 13, "Diplomacy as an Instrument of National Power,"173-178.</li> </ul>
<b>24 Day 1: 16 APR 19</b>	Economics	<ul style="list-style-type: none"> <li>ANS, Chapter 12, 288-316.</li> </ul> <p>Historical Case Study Research Updates</p>
<b>25 Day 1: 18 APR 19</b>	Military Power	<ul style="list-style-type: none"> <li>ANS, Chapter 13, 317-340.</li> <li><a href="#">Burt Solomon, "Judging A War," <i>National Journal</i>, 12 June 2009.</a></li> </ul> <p>Historical Case Study Research Updates</p>
<b>26 Day 1: 22 APR 19</b>	Irregular Challenges, Military Intervention, and Counterinsurgency	<ul style="list-style-type: none"> <li>ANS, Chapter 14, 341-364.</li> <li>ANS, Chapter 16, 384-406.</li> </ul> <p>Historical Case Study Research Updates</p>
<b><u>Block 5 : U.S. National Security in Context</u></b>		
<p><b>Block Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>How can we evaluate and analyze US strategic choices?</li> <li>How should we evaluate possible future challenges to US national security?</li> </ul>		

<b>27</b> <b>Day 1:</b> <b>24 APR 19</b>	National Security Policy Case Study II	<ul style="list-style-type: none"> <li>• Duty, “Waging War on the Pentagon,” 115-148.</li> <li>• Duty, “Afghanistan: A House Divided,” 335-386.</li> <li>• Duty, “Reflections,” 566-594.</li> </ul> Historical Case Study Research Updates
<b>28</b> <b>Day 1:</b> <b>29 APR 19</b>	National Security Policy Case Study III	<ul style="list-style-type: none"> <li>• Simulation Day 1</li> </ul> Historical Case Study Research Updates
<b>29</b> <b>Day 1:</b> <b>3 MAY 19</b>	National Security Policy Case Study IV	<ul style="list-style-type: none"> <li>• Simulation Day 2</li> </ul>
<b>30</b> <b>Day 1:</b> <b>8 MAY 19</b>	Looking Ahead	<ul style="list-style-type: none"> <li>• ANS, Chapter 25, 631-654.</li> </ul>

## **Annex A: Discussion Paper**

The purpose of these papers is to encourage a thorough analysis of the readings, enhance note taking skills, and promote informed and active discussion. During each lesson, I will look to cadets who wrote papers for that day to play an especially active role. I will also use the discussion questions submitted by cadets to help guide our seminar sessions.

**On Lesson 7, you will sign up for four lessons for which you must submit discussion papers.**

In addition to the four that are required, you may write additional papers if you desire. Of those you submit, I will count the highest four highest grades.

Discussion paper format will be the following:

**(Cadet Name)**

**Lesson:**

**Topic:**

### **1. Author's (Authors') Central Question(s):**

- Should be phrased as a question.
- Should be a question for each assigned reading.

### **2. Brief Summary of the Argument(s):**

- Should be a brief summary for each assigned reading.
- Approximately a paragraph.

### **3. Analysis and Critique:**

- Here you may address what you see as insightful points in the readings as well as reasons that you might have to be skeptical (logic, evidence, etc). This should be approximately two to three paragraphs.
- If there are multiple articles with competing points of view, this section should synthesize, compare, and contrast the articles.
- This section may also be used to relate the readings for this lesson to other readings or concepts in the course.

### **4. Proposed Discussion Questions for Class:**

- List three.

Discussion papers should be approximately three pages long, double-spaced in Microsoft Word. Document your work IAW the standards set forth in the Dean's *Documentation of Academic Work* being sure to document course texts as well as other sources. **Send the paper to me and to the rest of the cadets in your section electronically NLT 0700 on the day we meet. Each paper will also include a complete coversheet.**

Discussion papers will be worth 50 points each.

## **Annex B: Current Event Report and Presentation**

**On Lesson 6 each student will sign up to give one current event presentation during Blocks II through V of the course.** The written report should be no longer than one page and should answer three questions:

1. What is the headline? (Answer who, what, when, where, and why.)
2. What is the context?
3. What is the event's broader relevance? (With explicit reference to assigned readings, explain how your chosen article relates to the current lesson.)

The presentation should cover these same topics and should be approximately five minutes long. To stimulate interest and aid in the class' comprehension, you should use a photograph, map, or other visual aid. As a presentation medium, PowerPoint is encouraged but not required.

Use good judgment with regard to the definition of "current." If the subject of your article relates to a rapidly changing situation, the article should not be more than 24-48 hours old. However, articles on some topics may still be "current" for several weeks. If you have questions about this, please ask.

**You must send the article you are using to me and to the rest of the class NLT 1600 on the day before we meet. In addition, you are required to turn in your one-page report to me in class in hard copy format.** Document your work IAW the standards set forth in the Dean's *Documentation of Academic Work* to include an appropriate acknowledgment statement. Be sure to document use of course texts.

This requirement is worth 50 points.