Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

1. You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
2. You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
3. You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
4. You have familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

ISSA 6302 - The Transformational Imperative Reorganizing in a Multi-polar World

Course Description/Overview

This course examines American intelligence and national security policies and planning from World War II to the present. Students examine how ideas and interests shape and transform national security decision making from the White House to the warfighter, and how the complexities of a multi-polar world have affected the traditional policy formulation process. The course will address theory, practice, and processes as they relate to the most important national security topics of the day. Students will debate and explore how ideas and interest work together or in opposition to shape national security policies and priorities. Students will learn how the "war of ideas" has evolved from the Cold War to the global war on terrorism; the influence of the media, social media, and think tanks on intelligence; and how the definition of intelligence and national security has changed.

Purpose of the Course

The study of intelligence and national security operations is an analysis of how the various branches of government work together, and as a check upon each other, how they work to protect and promote American interests at home and abroad. The purpose of this course is to provide you with an overview of national security policy analysis, and specifically to examine how policymaking and intelligence analysis are interacting--or should be doing so--in a very complex and rapidly changing threat environment. Examples of this will run the gamut from nuclear-armed state adversaries, to international criminal organizations, to the effects of climate change and the ensuing imperatives for American assistance in areas hard-hit by this phenomenon. As you progress through this course, you will learn about strategic thought and strategy formulation, develop the ability to assess national security issues and threats, and cultivate an understanding of the political and military institutions involved in the formulation and execution of national security policy through diplomacy, intelligence operations, and military force. The overriding focus, as the course title makes clear, is how grand strategy, policy (the implementation of grand-strategic objectives), and intelligence must work together in new and effective ways as we move into a highly uncertain, nonlinear, and dangerous twenty-first century.

Learning Outcomes

As a result of completing this course, the student will be able to:

1. Demonstrate a working knowledge of the various definitions of national security interests that have been applied during different periods of US history.
2. Identify key agencies within the US and UK Intelligence Communities and their respective missions.
3. Demonstrate awareness of the roles and powers of various actors and organizations in the policymaking and implementation process within the fields of US and UK national security;
4. Demonstrate a clear understanding of the various political, social, economic, military, legal, and ethical goals and values that form the basis of policymaking decisions.
5. Apply our key authors' various frameworks for reform and transformation to 21st century realities in order to determine which elements of each framework/approach are realistic in terms of their implementation and most likely to be effective.
6. Demonstrate an understanding of the context, evolution, risks, and linkages of 21st-century realities; the imperative for transformation; national-security issues, alternatives, and solutions; and the ways in which intelligence contributes.
7. Demonstrate a clear understanding of the imperative for transformation in the policy and intelligence arenas, how US and UK policymakers and their ICs might accomplish this, and what relative levels of success or failure imply for the two allies' national security.
Primary Resources: This course employs four required textbooks and a number of online journal articles and other materials. The textbooks are as follows:


Grading Policies

A Note on Grades: ISSA 6302 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together–to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade. Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>30%</td>
<td>Weekly for weeks 1 - 7. There is no discussion question for week 5. Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
<td>Due not later than Sunday 11:59PM (CST) of Week 5.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Due not later than Wednesday 11:59PM (CST) of Week 8.</td>
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Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 - 100 %
- B = 80 - 89 %
- C = 70 - 79 %
- D = 60 - 69 %
- F = 59 % and below.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric
http://blackboard.angelo.edu/bbcswebdav/pid-1120359-dt-content-rid-110822_4/xid-110822_4

Writing Assignment Rubric
http://blackboard.angelo.edu/bbcswebdav/pid-1120359-dt-content-rid-110823_4/xid-110823_4

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form in discussion threads as well as mid-term and final assignments. You are expected to apply your own observations as necessary when demonstrating grasp of material. Students are expected to write original material in support of discussion and essay requirements associated with this class. Please review the Student Handbook and Student Code of Conduct if you have further questions regarding this.

Due to the nature of this class, there isn’t a minimum required number of words for original or discussion posts, not is there a minimum number of discussion posts.
expected each week. Students are expected to write an original post that addresses the question. Students are expected to write at a graduate level. Students are expected to participate in discussions with their classmates on a range of topics, enough to ensure that their own biases of their studies have not effected their understanding of the learning objectives for the week.

Student Writing Assignments: Each student will have two writing assignments. The first writing assignment will be the Midterm Exam, will be 8-10 pages in length, and due in Week 5. As indicated above, this will be due on the Sunday of Week 5.

The second writing assignment, the Final Exam, will be 12-15 pages in length, and due in week 8. As stated above, this will be due on the Wednesday of Week 8.

Guidance Concerning Writing Assignments:
In this course, students will adhere to the Chicago Manual of Style, 16th Edition, for all of the writing. This includes the original posts and discussions posts, and the midterm and final papers. For more information on the use of the CMS, please see the Purdue Online Writing Lab (https://owl.english.purdue.edu/owl/resource/717/01)/.

Announcements:
Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

Some thoughts on late work:
Don’t be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTOV - latest time information is of value. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.

Primary posts are due by 1159 CST on Fridays, and response postings are due by 1159 CST on Sunday, after which time no participation is possible.

Things that will / will not make this class go better
TOR Project (https://www.torproject.org/) and / or TAILS (https://tails.boum.org/)
CIA Reading Room (https://www.cia.gov/library/readingroom/)
US Department of State, Office of the Historian (https://history.state.gov/)
(https://history.state.gov/historicaldocuments/ebooks)
Evernote (https://evernote.com/)
Inoreader (https://www.inoreader.com/)
(https://itunes.apple.com/app/inoreader/id892355414)
Last Week Tonight with John Oliver (https://www.youtube.com/user/LastWeekTonight)
Reuters (http://www.reuters.com/)
The Times of India (http://timesofindia.indiatimes.com/)
The Economist (http://www.economist.com/)
Al Jazeera (http://america.aljazeera.com/)
Malaysiakini (http://www.malaysiakini.com/)
BBC (http://www.bbc.com/)
The Director of National Intelligence (https://www.dni.gov)
National Security Agency (NSA) (https://www.nsa.gov/resources/)
Presidential libraries (via National Archives) (https://www.archives.gov/presidential-libraries)
The Pentagon Papers (https://www.archives.gov/research/pentagon-papers)
YouTube Channel: LBJ Library (https://www.youtube.com/user/TheLBJLibrary)
Oral histories - LBJ Administration (http://www.lbjlibrary.net/collections/oral-histories/)
The Miller Center, Univ of Virginia (https://millercenter.org/the-presidency)
National Security Archives at George Washington University (http://nsarchive.gwu.edu/)
FBI Reading Room: The Vault (https://vault.fbi.gov/reading-room-index)
DIA Reading Room (http://www.dia.mil/FOIA/FOIA-Electronic-Reading-Room/)
Our three main books are all rather hearty reads. If you're looking for tools to use or techniques to apply in reading these, I would recommend the SQ3R technique, first developed in the 1940's and put forth by Francis Robinson in his book, Effective Study. And as much as I love ASU, Worcester Polytechnic Institute has a great collection of study skills handouts (https://www.wpi.edu/offices/arc/studys476.html) that includes some great SQ3R tools, specifically focused on how to better read textbooks. They're good tools.

I would give you links directly to the tools, I would want to go look at the whole of the page. See what I'm doing here? SQ3R is fantastic, and this page has great resources on it, but this page has a bunch of other great resources, too.

Course Organization

Lesson 1 - The Changing Problem of National Security
Grand Strategy, Policy, and Intelligence in the Twenty-First Century

- Define key terms: intelligence analysis, and policy analysis.
- Select between a set of working definitions for intelligence, formulate their own definition, and defend the content of their definition.
- Be able to differentiate between intelligence and policy.
- Comprehend and be able to discuss the nature of change.
- Identify contemporary drivers of change regarding national security policy.
- Understand how changes occur in the national-security arena, in the abstract and in practice.
- Define and be able to discuss the Realist and Liberal paradigms for explaining the international system.
- Define sovereignty and specify how it is a vital part of the Realist paradigm and, by extension, the Western nation-state system.
- Discuss some of the different approaches Realists and Liberals take to the use of intelligence and military power.
- Define "Neoconservatism" and specify the key values that characterize it.

Lesson 2 The Changing Problem of National Security and The Realist Paradigm

- Discuss the nature of change.
- Identify contemporary drivers of change regarding national security policy.
- Understand how changes occur in the national-security arena, in the abstract and in practice.
- List and define sources of resistance to change and how to deal with them.
- Describe the different reactions to any change in an organization.
- Define "Neoconservatism" and specify the key values that characterize it.
- Begin to discern the major elements of the intelligence-policy paradigm shift that is now underway.

Lesson 3 The Policy-Intelligence Arena Conflict, Coexistence, and the Challenge of Reform

- Discuss Pillar's assertion that politicians scapegoated intelligence, to include how they did so.
- Discern and be able to discuss Pillar's arguments regarding the 9/11 Commission Report and what he sees as the ineffective and misguided reforms the commission recommended, and which became law in the IRTPA.
- Explore and be able to explain Pillar's assertion that the 9/11 Commission's reforms, as implemented in the IRTPA, cannot work.
- Discuss the degree to which Pillar's arguments are on target, misguided in their own right, and/or tainted by his own biases and emotions.
- Examine and be able to discuss where and how the IRTPA appears to have worked despite Pillar's assertions to the contrary, and what the evidence is that it continues to do so, at least in certain respects.
- Discuss Omand's assertions about the importance of resilience and civic harmony in any kind of effective policy-intelligence approach to securing the state in the 21st century.
- Discern and discuss why Omand focuses his argumentation so heavily on the citizenry and the absolute requirement that all policy and intelligence efforts be focused first and foremost on their safety and prosperity.
- Discuss where and how Pillar and Omand overlap in their arguments and where they differ.
- Understand and discuss how the very different articles you read this week on the IC's anticipation of and reporting on the rise of ISIS drive home the often deep and perhaps unbridgeable divides between policy and intelligence.
Lesson 4 Working Toward Transformation The Challenge of the New

Discuss the kinds of transformation that Pillar and Omand call for in their works.
Make reasoned judgments about which elements of the transformation Omand and Pillar discuss are achievable.
Comprehend and discuss how the different structures of the US and UK intelligence communities may drive transformation in each country.
Discuss how and to what degree the Americans and British should implement one another's organizational, procedural, and operational reforms as they appear to be emerging at this point.
Discuss how intelligence transformation, if properly implemented, might result in a paradigm shift within the policy-intelligence relationship, and what that new paradigm might be.

With Rolington's overview of the 21st-century security situation in mind (and remembering that he is British--context matters!), discern the most important challenges facing the policy-intelligence operations and reform efforts.
Using Pillar's and Omand's works as analytical lenses through which to view Rolington's work, do you consider their own approaches to be sound in light of what Rolington tells us (and them) about 21st-century threats?

Lesson 5 The Domestic Environment Resilience, Civic Harmony, Ethics, and Adaptation

Discuss Omand's views regarding resilience, civic harmony, and adaptation, and why these are such important parts of any effort to defeat 21st-century threats.
Discern the central role of ethical and legal aspect of the policy-intelligence effort and the way in which they factor into (or should factor into) the reform and larger transformation of the US and UK intelligence communities.
Discuss why Omand makes these factors (resilience, civic harmony, adaptation, and ethics/legality) so central to his larger argument about the need for transformation. What is he telling us about the need for an engaged public?
Based on Omand's discussion of these key topics, what do the US and UK governments need to do in order to improve public support for and engagement with the policy-intelligence process? What should they not do?
Understand how the additional readings on the London bombings relate to and reinforce Omand's larger arguments.

Lesson 6 Moving Further Into the Future One Approach To the Challenge

Define and characterize the range of threats that Rolington discusses in his book; discern which are the most important for US and UK national security.
Understand and discuss the opportunities Rolington sees for the UK and US to deal with the complex threats we face in the new century. Relate these to current and potential future reform and transformation efforts.
Understand and discuss the contextual and cultural factors that drive our enemies to attack us, but which can and should also give us insights into how best to defeat them.
Comprehend and be able to elaborate on Rolington's key arguments and their merits as a means for policy-intelligence transformation. How will flattening organizational hierarchies and providing much greater interconnectivity across all aspects of the intelligence effort (policy, military, business, and law-enforcement)--"hyperconnectivity" to use on term now in vogue--speed the flow of information to the people who need it, and put the information to immediate use within the context of effective plans and operations that relate directly to grand-strategy and policy objectives?
Compare and contrast Rolington's, Pillar's, and Omand's major arguments and recommendations regarding policy-intelligence transformation.
Assess which of the three authors' approaches is the most realistic and convincing for the US and the UK, recognizing that they may or may not be the same for each country.
Discern and be able to discuss the key points raised in the Clapper-Stewart testimony to Congress, which brings many of Rolington's concerns, ideas, and proposed reforms into sharp focus. Consider how Rolington, Pillar, and Omand might approach these various concerns, individually and in the aggregate, and how--and to what degree--their approaches might overlap.

Lesson 7 The Military Dimension of Transformation Dealing with Asymmetrical Warfare and Its Unresolved Dilemmas

Define and describe symmetrical and asymmetrical forms of warfare.
Describe the history and evolution of asymmetrical warfare, and the challenges it presents to nation-states such as the US and UK.
Explain why insurgencies are so difficult to counter.
Discuss the current efforts against ISIS and why they do not appear to be working.
Referring to this week's readings (in particular the short articles on various armed conflicts and crises around the world), discuss why reform and transformation are so important for the US and UK policy-intelligence communities.

Lesson 8 Taking Stock Policy, Intelligence, and Transformation In the New Century
Compare and contrast Rolington's, Pillar's, and Omand's major arguments and recommendations regarding policy-intelligence transformation. Consider Drew's and Snow's strategic-level views and insights as you do so.
Assess which of the three authors' approaches is the most realistic and convincing for the US and the UK, recognizing that they may or may not be the same for each country.
Determine how US and UK policy and intelligence personnel can benefit from the selective adoption and adaptation of one another's organizational, structural, contextual, and operational processes.

Office Hours/Contacting the Instructor
See the Instructor Information section for contact information.

Academic Integrity Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Accommodations for Disability
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.
Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.