BOR 6355: National Security Policy

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   By Appointment/Virtual Office Hours Preferred in Online Courses

Course Description/Overview

Overview

If you’ve flown on a commercial airplane since September 11, 2001, then you’ve been exposed to national security policy. In fact, many of us only think of the TSA and their scanning searches when we consider national security. Yet there is much more to the creation and implementation of national security policy than the handful of people we are exposed to in our airports.

This course takes the student through the world of national security policy, from 1648 and the Treaty of Westphalia, which created the modern concept of sovereignty of the nation-state, to the present day threats due directly and indirectly to the instability related to failed and failing nations.

Course Description

From the course catalog:

“This course presents an overview of security policy issues as a fundamental component of foreign policy. The course takes a narrow view of security policy and examines the topic from the direction of securing America’s borders. The course combines historical description of security policy development, comparative analysis and theoretical examination.”

Course Bibliography and Required Readings:


Prerequisites

There are no prerequisites for this course.

Technical skills required for this course

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain minimum requirements to operate Blackboard.

Time spent on this course

Students can expect to spend a minimum of 6 hours per week to complete all the readings and assignments. The lessons themselves take as long as it requires the student to read the materials and watch or listen to media presentations.

Goals, Objectives, and Outcomes

Course Goals

What do you want the students to know and know how to do? Goals should be specific, concise, and convey expectations for this class.

Course Objectives

Objective One: To identify what national security policy is.

Objective Two: To understand the historical influences on our national security policy.

Objective Three: To induce students to think through the processes by which America’s national security policy is created and implemented.

Objective Four: To enhance critical thinking about national security policy topics.

Learning Outcomes

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Describe the process of national security policy creation and implementation.
2. Identify the historic and current threats to our national security.
3. Discuss at length security solutions for threats to the nation.
4. Evaluate the effectiveness of our current national security policy.

Student learning outcomes will be assessed through a combination of written assignments and on-line discussions.
Through the writing assignments, the student is expected to show an understanding of the depth and breadth of the human trafficking problem across the globe, particularly stating how the trafficking problem affects the United States.

A major competency identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the briefing or writing the report. To address this concern, throughout the Homeland Security and Criminal Justice programs students are assigned writing projects of various lengths and complexities. Effective writing and critical thinking skills are necessary for a graduating student to succeed in the workplace and future employment.

Several writing exercises are assigned throughout the semester to measure the student's ability to critically analyze the causes and consequences National Security Policy. To measure the student's comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

### Grading Policies

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion Board Posts</td>
<td>30%</td>
<td>Weekly</td>
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<tr>
<td>Writing Assignment #1</td>
<td>30%</td>
<td>Saturday, Week 4</td>
</tr>
<tr>
<td>Writing Assignment #2</td>
<td>40%</td>
<td>Wednesday, Week 8</td>
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### Grades

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.

### Class Discussions

Each week there will be a discussion topic posted. Students are expected to critically think about the presented topic and apply what they've learned to that topic. These discussions will account for 30% of the course grade. Each student will make an initial, robust posting of 250 words or more that addresses the topic. Students will also offer critical but respectful responses to the postings of two or more other students. The intent is to establish a discussion between students over the proposed topic. Discussion board posts will
be graded using the discussion rubric. All discussions and responses are due by 11:59pm CST on Saturday of each week.

Engage in honest and forthright discussion, backing your position with proper references. There are no “correct” answers in the discussion area. Stating your position on an issue without providing a reference to source materials to back up your position is simply your opinion. Such opinions are not appropriate in an academic course setting.

**Writing Assignments**

This course employs two individual written assignments. The written assignments account for 70% of the course grade. The written assignments are relevant to the topics and reading assignments preceding them. Each written assignment must be completed within the specified time period (between two and four weeks). Each written assignment must comply with the CMS or APA elements of style: double spaced, 1" margins, and with appropriate grammar and spelling and writing mechanics. Citations must be provided and a Reference page is required. A minimum of seven (7) references must be included. Font must be size 12, New Times Roman or Courier only. The papers must be submitted electronically in Word or pdf format only. Late assignments will result in a deduction of 10 points per day.


**Uploading Assignments**

A video that describes how to upload assignments in Blackboard can be viewed by clicking this link: [Uploading Blackboard Assignments - video](#)

A printable version of these instructions can be viewed by clicking this link: [Uploading Blackboard Assignments - PDF](#)

**Warning**

Any PLAGIARISM will not be tolerated and can result in the failure of a course and dismissal from the University.

**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](#)
[Writing Assignment Rubric](#)

**Final Exam**

This course does not require a final examination, as such, but does require a submitted final paper. This project will be due Wednesday of Week 8.
Course Organization:

**Lesson 1:** The course begins with an introduction to national security policy. Related to national security policy is determining the nation’s national security interests, which can vary over time, and from administration to administration. The lesson continues with an introduction to the groups making up the National Security Community, how they interact, both formally and informally, and to whom they are accountable.

**Lesson 2:** This lesson will introduce the student to the differences between making national security policy and implementing national security strategy. This lesson also introduces the student to the relationship between national policy, the American interagency process, the military force structure, and domestic priorities.

**Lesson 3:** This lesson describes the importance of post-invasion planning and the significance of assigning less value (and time) to post-invasion than pre-invasion planning. Specifically, the lesson looks at Operation Promote Liberty and the consequences of the (relative) lack of post-invasion planning.

**Lesson 4:** Lesson Four introduces the student to the constitutional foundations of the American political system and the difficulty of maintaining the checks and balances between the executive and legislative branches during times of war.

**Note:** The first paper is due on Sunday night by 11:59 pm CST of Week 4.

**Lesson 5:** This lesson details how the Chairman of the Joint Chiefs of Staff develops the National Strategic Plan to integrate defense policy for the President, the Secretary of Defense, and the Secretaries of both the Department of Defense and State. It also introduces the student to the historical influences of the Cold War on the 2001 Quadrennial Defense Report and how that changed shortly after the events of September 11, 2001.

**Lesson 6:** This lesson looks at the changes in the national defense strategy immediately following the 9/11 attacks, and whether or not the resulting structure was adequate in terms of the national natural disasters in the decade following 9/11.

**Lesson 7:** Intelligence has been used in all wars, throughout all history. This lesson looks at the importance of using intelligence in the development of policy related to national security. It also introduces the student to how the combined threats of international crime, failing and failed states, and international terrorism relate to our national security strategy and policy, particularly after 9/11.

**Lesson 8:** This week’s lesson looks at the different theories of international relations, and their relationship to the national defense strategy. The final paper is due on Wednesday by 11:59pm CST on Week 8.

**Administration**

**Communication**

Students are expected to participate regularly through the course discussion forum. Students may receive occasional emails from the course instructor and are expected to respond promptly. Asynchronous communication (i.e. face-to-face or "real-time" communication is not required for this course, however your professor is available for phone conversation, chat sessions, or video conferencing via Blackboard Collaborate during the published office hours, or during other times with prior arrangement.
Communication Etiquette

You are encouraged to use the Blackboard Messages system instead of email to communicate with your instructor. In the course, click the Message menu button on the left side of the page, then click the Create Messages button. Responses from your professor will also be through the Messages system.

In the academic environment, emails and Blackboard messages are considered to be a formal means of communicating. Expect that your messages will receive a reply within 24 to 48 hours. The following guidelines represent good etiquette:

If you must use email, use only your ASU student account to e-mail your professor

Messages should be somewhat formal and it should be understood that they may become a permanent record.

Use the subject line to summarize your content question or issue.

Include a salutation (e.g. Dear Dr. Smith)

Messages should be succinct, with no uncommon abbreviations. Messages should not use fancy, colorful, or special characters or fonts.

At the end of your message, include your full name

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

Late Work

Late work will result in a deduction of 10 points per day. No late work will be accepted after the third day an assignment or discussion is late.

Incompletes

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes a "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.
Add/Drop dates

Students may add this course up to the last Friday of the first week of class.

Students may drop this course up to the 6th day of the class or the last drop date as specified by the University Administration.

University Policies

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

The Student Life Office 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 contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

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.