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:

• 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).
• You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
• You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
• You have familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

ISSA 6304 – The Practice of U.S. Intelligence and National Security

Course Description/Overview

ISSA 6304 will review in detail the interaction between the United States Intelligence Community (IC) and the national-security process as formulated and implemented by policymakers and their advisors. The course includes several case studies. Other classes you have taken explored the IC structure and successes and failures as well as how the IC interacts with the rest of the government to advise policy makers, specifically in the national security arena. This course requires that you have a solid understanding of the IC and national security apparatus, and that you can put this to work in order to develop a deeper and more nuanced understanding.

"The basic deficiency of the current national security system is that parochial departmental and agency interests, reinforced by Congress, paralyze the interagency cooperation even as the variety, speed, and complexity of emerging security issues prevent the White House from effectively controlling the system."

2008 Project on National Security Reform, Forging a New Shield

ISSA 6304 will consist of two major blocks of instruction. The first will review and analyze the structure and roles of the national security system and its major participants. The second half of the course will review US national-security successes and failures with an emphasis on policymaker-intelligence engagements. Students will examine this dynamic through case studies and then deliver their own analysis and recommendations regarding these crucial events in US history.

The reading material consists of one textbook and a series of published journal articles and government documents interspersed with lectures and interviews found on-line or provided with the instruction. ISSA 6304 is meant to be highly interactive and open to divergent perspectives and analysis, taking into account the course material and the backgrounds and experiences of the instructor and students. Current events could, and will, shape the weekly discussions.
Course Objectives/Learning Outcomes

Objectives: ISSA 6304 is designed to encourage critical thinking, effective written communication, and promote analytical discussions among the students using different sources of material provided in various formats. The role of the IC in shaping policy decisions is perhaps more critical than ever despite some policymakers’ tendencies to cherry-pick, downplay, or even ignore parts or all of the analyses they receive from the Intelligence Community. The challenges are equally serious on the intelligence side as politicization and bias threaten to and have on occasion influenced the content of analytical products and recommendations. Shifting international alliances, economic turmoil, and the still-relevant threat of terrorism and conventional warfare further complicate the formation and implementation of effective national security policy. By reviewing current organizational structures and analyzing historical case studies, students will be postured to have a thorough understanding of the ongoing national-security challenges and will be able to analyze problem areas and provide sound recommendations. The study of the national-security system, the policy-making process, and the Intelligence Community’s (IC) contributions is timely, relevant, and integral to students interested in national security and the IC. At the end of this course, students will be able to:

1. Debate the ambiguity of the term “national security” and provide recommendations to clarify the definition, taking into account the myriad threats confronting the nation and the multitude of parties that play critical roles in addressing and mitigating those threats.
2. Describe the US national security system including the role of the National Security Council, National Security Advisor, Department of State, and the Executive and Legislative branches of the federal government.
3. Describe the President’s role in establishing national-security structure and processes, and provide examples of where it was and was not effective.
4. Analyze how the US government uses the IC to help form, shape, and influence national security—or fails to do so.
5. Apply course instruction, research, and personal backgrounds and experiences to review critically the case studies and provide recommendations on where improvements could have been made.

Outcomes: Upon completion of this course, students will be able to:

1. Describe the US national security structure and each agency’s role within that structure.
2. Analyze the US Intelligence Communities contributions to the national security mission using the case studies provided.
3. Apply requisite research skills to explain emerging national security crises and articulate potential US strategy and policy responses.
4. Identify successes and failures in US national security policy history.
5. Develop recommended courses of action which may have prevented policy and intelligence failures.
6. Explain how the US national security structure has evolved over the years in response to different threats, actors, and administrations.

Course Bibliography and Required Readings:


Additional readings available electronically in each of your lessons.

**Excellent Library Addition**

If you are looking to build a library on national security and the intelligence community, the following is recommended:

Grading Policies

A Note on Grades:
This course employs writing assignments and weekly discussions to measure student learning. Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms. 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, nor is there a minimum number of discussion posts expected each week. This course simply does not function that way.

- 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 use appropriate source materials in support of their examples, evidence and details, such as primary source materials or peer-reviewed article and journals. For more on this, please see the Porter Henderson Library Research Tools webpage, http://www.angelo.edu/services/library/handouts/
- 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 affected their understanding of the learning objectives for the week.

Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>35%</td>
<td>Weekly when no essay is assigned. Primary postings are due no later than 11:59 p.m. Central Time on Fridays. Responses are due no later than 11:59 p.m. Central Time on Sundays.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>Due at 8:00 AM Central Time on Monday of Lesson 5. See Lesson 4 for detailed instructions.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Due at 9:00 PM on the Wednesday of Lesson 8. See Lesson 8 for detailed instructions.</td>
</tr>
</tbody>
</table>

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 assignments. There are two rubrics. Click the link to download the PDF document:

- Discussion Rubric [Link]
Writing Assignment Rubric [Link]

For a writing style, students will adhere to the standard published in The Chicago Manual of Style (17th edition). [Updated 21 October 2019]

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 %
- F = 69% and below.

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 LTIOV - latest time information is of value. Late work will not be accepted. 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.

November 22 - Last day to drop a class or withdraw from the Second 8-week Session of Fall 2019.

Course Organization:

Lesson 1: National Security and the Role of the Executive Branch

Lesson one includes the icebreaker with the instructor and students introducing themselves and explaining their backgrounds and experiences while also articulating their motivations and goals for taking the course. The instructor will also explain course expectations, to include participation, course assignments, and due dates. Lesson one introduces the students to the foundations of national security, including definitions, structures, and Executive Branch responsibilities.

Lesson 2: National Security and the Role of the Legislative Branch

Lesson two reviews Congress's role in national security. While the President and the Executive Branch are the major drivers of national security policy and execution, Congress does have a powerful legislative and oversight role. However, many scholars and observers claim Congress has relinquished this role and has unnecessarily (and some say dangerously) ceded its responsibilities to the Executive Branch. This lesson reviews the Congressional roles and will provide historical examples for review. Students will have the opportunity to analyze these case studies and provide informed opinions citing scholarly research.

Lesson 3: The Intelligence Community and the Dangers of Failure

Lesson three highlights an interesting contributor to the national security process, the US Intelligence Community (USIC or, sometimes, just IC). Other courses and lessons dive into the makeup and processes of the IC. This lesson will review how the IC contributes to national security policy-making and will review case studies to help the student gain a better understanding and appreciation of the challenges, limitations, and successes intelligence professionals experience every day.

Lesson 4: Intelligence Community and the Need for Change

Lesson four involves reviewing what normally gets short shrift in government and media circles — IC successes. The objective of this week's lesson is to have the students objectively analyze operational and strategic operations that benefited from IC collection and analysis. There are numerous tactical successes directly aided by IC actions; however, the intent is to view IC operations from a more macro perspective, at the level of policy and military strategy.

Lesson 5: Energy and National Security
Lesson five addresses the fundamental changes brought on by the continuing exploitation of massive American oil and natural-gas finds. While these kinds of events have significant national-security implications even without their incorporation into a clear national strategy, your job is to determine how policymakers can capitalize on this long-term energy advantage to achieve US objectives abroad. Based on available open-source information (intelligence) discussing the potential strategic implications of this recent development, you will discuss how an energy-exporting and perhaps even an energy-independent United States can use these advantages to bring about changes in line with stated national-security objectives.

Lesson 6: The "War on Drugs": Is it Really a National Security Issue?

Lesson six covers the seemingly never-ending controversy over the illicit narcotics policy within the United States. While rarely seen in open press coverage, the U.S. plays a prominent and influential role in the establishment of policy and legislation in other countries and provides significant detection and monitoring intelligence and assets to assist in the interdiction of illicit narcotics worldwide. So, while it may seem quite simple to legalize (or decriminalize) certain drugs within the U.S., any national-level policy or legislative decision would have far-reaching impacts worldwide. The intent of this lesson is to expand student thinking and analysis toward current policy and, if warranted, recommend new policy and enforcement measures as they relate to national security.

Lesson 7: Terrorism: Preventing Mass-Transit Attacks

Lesson seven is designed to prepare you for the final exam by giving you a real-life case scenario and challenging you to ask how you would respond. Since terrorism, by its nature, is an amorphous threat, this scenario gives you a case-specific example instead of reviewing broader US policy and mitigation implications. This lesson also assumes the student has at least a basic understanding of the terrorism threat and U.S. government structures, policies, and processes to address and mitigate the threat.

Lesson 8: International Influences on National Security Policy

Lesson eight is the culmination of ISSA 6304 and provides the student the opportunity to propose recommendations to current U.S. strategies and policies. This course offered a broad spectrum of national security issues to provide students with an understanding of the potential scope of senior advisors and intelligence professionals and how these leaders must be prepared to develop comprehensive and coordinated strategies to protect U.S. interests. While the final assignment deals with crises in Iran, the resolution of the Ukraine - Russia disputes (Crimea, Donetsk, Donbas), and China/North Korea, it is not necessary for the student to be an expert on these issues since the focus of the assignment is to determine the student's understanding of the national security and IC structures and how policy options are formulated.
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.