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 familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

ISSA 6301: Grand Strategy, Intelligence Analysis, and Rationality

Course Description/Overview

ISSA 6301 employs a Clausewitzian approach (in reference to Carl von Clausewitz, the great Prussian theorist and practitioner of war) to explore the interactions between intelligence analysis, context, culture, and rationality (the ways in which different individuals and groups think), and the ways in which understanding those interactions can help intelligence professionals determine and counter an enemy's grand strategy. While the focus is on the grand-strategic level, students will also see how these interrelationships influence intelligence analysis and its effectiveness at the military-strategic, operational, and tactical levels.

This course uses the US as its primary example to examine grand strategy development, processes and implementation. This is not to ignore other countries or say the US is the most capable country in developing and implementing an appropriate grand strategy. However, because the US has such a broad approach to attaining strategic objectives and engages with so many other policy actors worldwide, it serves as an appropriate model of study for this course.

Course Textbooks/Daily Knowledge

Required Texts:


Course Objectives/Learning Outcome

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

1. Understand the complexity involved in developing, implementing and executing strategy.
2. Comprehend how intelligence and strategy are intertwined.
3. Comprehend the idea of national power and how it can be used to achieve strategic goals.
4. Understand how national policies are developed in pursuit of national strategy.
5. Understand different mechanisms and influences involved in the national decision making process.
6. Be able to differentiate and connect the strategic, operational, and tactical levels of strategy execution.

Grading Policies

A Note on Grades: This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>30%</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>First Essay</td>
<td>30%</td>
<td>5-7 page essay. Due Sunday at the end of Week 5 before 11:59 PM Central Time.</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>12-14 page essay. Due Wednesday at the end of Week 8 before 11:59 PM Central Time.</td>
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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

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 your complete understanding of the
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.

- 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.

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.

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.

These are also where I will announce the discussion question for the week. While there may be 4 to 6 discussion questions listed per week in the discussion area, I will include in the weekly announcement the details regarding which one we as a class will be addressing that week. In mastering the material, a student should feel comfortable addressing any and all of these 4 to 6 questions, but as a class, we will focus in on and discuss just one, and do it in depth together.

September 27 - Last day to drop a class or withdraw from the 1st 8-week Session of Fall 2019.

Course Organization/Course Bibliography and Required Readings:

Course Organization: 2 Sections

Section I: Foundation—Tools, Processes, and Mechanisms of Grand Strategy, Intelligence and Rationality; Lessons 1-4

Section II: Application—Grand Strategy, Intelligence and Rationality in Execution; Lessons 5-8

Section I The Foundation
Lesson 1: Grand Strategy and the Instruments of Power

Lesson Objectives:

1. Introduce the course and cover course requirements, syllabus and policies.
2. Identify the components of grand strategy
3. Comprehend the different theoretical approaches to strategy and how they link strategy and warfare.
4. Understand how the different instruments of power are used to achieve strategic goals.
5. Understand the interrelationship between the instruments of power and the dynamics of how they can be used in conjunction with one another.
6. Comprehend the idea of national power and how it can be defined.

Required Readings:


Lesson 2: Why Strategy is Complex: An Imperfect Pursuit

Lesson Objectives:

1. Comprehend the differing definitions of strategy.
2. Understand the challenges associated with developing, defining and pursuing strategy.
3. Understand the concept of non-linearity and how it applies to strategy and its development.

Required Readings:

Lesson 3: Why Strategy is Complex—How Governments Behave and Make Decisions

Lesson Objectives:

1. Identify the different organizations and actors involved in formulating and implementing government decisions.
2. Understand the different methods governments use to make decisions.
3. Comprehend the different motivations and influences for government actions.

Required Readings:


Lesson 4: Grand Strategy and Intelligence: The Feeder and Feedback

Lesson Objectives:

1. Comprehend the role of intelligence in the development of grand strategy.
2. Understand how information and intelligence are used in strategy development.
3. Comprehend the need for critical thinking within the strategy making process.

Required Readings:

Section II Application

Lesson 5: The Spectrum of Conflict: Big War—Conventional and Nuclear War

Lesson Objectives:
1. Comprehend how nuclear weapons change strategic decision making
2. Understand the concept of deterrence and its applicability to national strategies
3. Understand how conventional forces are used today to achieve strategic goals.
4. Identify the different domains of conflict and how they can be leveraged to further strategic interests

Required Readings:

Lesson 6: The Spectrum of Conflict: Small War—Low Intensity Conflict, Insurgencies, Terrorism

Lesson Objectives:
1. Comprehend the security environment described by Barnett and Huntington and the impact on US strategy.
2. Understand the defining terminology for the current security environment such as 4th Generation Warfare, asymmetric means, irregular warfare, terrorism and insurgency.
3. Apply strategic concepts to the ‘small-war’ portion of the spectrum of conflict.

Required Readings:
Lesson 7: Grand Strategy Assessment: The US in Iraq

Lesson Objectives:

1. Understand the application of grand strategy to the US effort in Iraq
2. Comprehend how Iraq presented a complex challenge to US strategic planners and policy makers.
3. Assess US effectiveness in pursuing and meeting strategic objectives in Iraq.
4. Understand the policy-intelligence process as it related to the decision for war.

Required Readings:

3. Watch Colin Powell's speech to the UN (Part 1)
   "The Iraq War: Strategic Overreach by America—and
Lesson 8: US Grand Strategy in the Future: Pax Americana

Lesson Objectives:

1. Assess the strategic challenges facing the US in the future.
2. Understand the term Pax Americana and evaluate the validity of the US supremacy argument.

Required Readings:


Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

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. According to the Student Handbook, plagiarism is explained as:

1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one's own and/or failing to properly cite direct, paraphrased or summarized materials.

2. Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student. [http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php](http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php)

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.