

# **BOR6355:**

## **National Security Policy**

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**Office Hours:**

**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:**

Bartholomees, J. Boone, Jr., (Ed.), (2010). *U.S. Army War College Guide to National Security Issues, Vol II: National Security Policy and Strategy*, (4th ed.). ISBN: 978-1-907521-51-5.

Available free at:

For the US Army War College Guide to National Security Issues (BOR 6355), it does remain available online completely

<https://ssi.armywarcollege.edu/pdffiles/PUB1110.pdf>

Jordan, A. A., Taylor, W. J., Meese, M. J., & Nielsen, S. C. (2009). *American National Security* (6th ed.). Baltimore, MD: Johns Hopkins University Press. ISBN: 978-0-8018-9153-3.

## **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 the student will require to read the materials and watch or listen to media presentations.

## **Course Objectives and Outcomes**

**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 and critical writing about national security policy topics.

Students have a right to know what instructors are going to expect that they learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course you should be able to

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.

A major need 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 brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

## Grading Policies

This course utilizes two major writing assignments and weekly discussions to measure the student's comprehension of the presented materials. The student should be prepared to devote at least six (6) hours each week on this course.

Assignment	Percent of Grade	Due
Discussion Board Posts	40%	Saturday, Weeks 1-3, 5-7 by 11:59pm
Writing Assignment #1	30%	Sunday, Week 4 by 11:59pm
Writing Assignment #2	30%	Wednesday, Week 8 by 11:59pm

## 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.

## Discussions

This course employs six (6) Discussion assignments. The Discussions account for 40% of the course grade. The professor will post discussion questions each week and you will be required to make at least two responses toward each of the discussions as a minimum. These postings should be made thoughtfully and you should be able to provide evidence for your conclusions through the reading materials or other source documents available to you. You must list your references in APA or CM writing style. Neither the references nor cover page are a part of the word minimum. A source document for your postings on the discussion is not Wikipedia.

Since this is a graduate course, you are expected to think critically of the weekly subject matter and be able to develop the rationale for your opinions as to what is working or not working and be able to provide some evidence for your conclusion(s).

## **Writing Assignments**

This course employs two individual written assignments. The written assignments account for 60% 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 five (5) 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.

For more information on the Publication Manual of the American Psychological Association, 6th ed., please see Tutorial on the Basics of APA style on the following URL:  
<http://www.apastyle.org/manual/index.aspx>,1 or  
<http://owl.english.purdue.edu/owl/resource/717/01/>.

## **Uploading Assignments**

For more information about how to submit a Blackboard assignment, refer to the [Blackboard Help page](#).

## **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:

This is an 8 week course. As such, there is limited time to finish the assigned readings and associated projects. Please keep this in mind as you schedule your work. The assignments are completed in eight modules. Unless otherwise directed, you should complete one module each week.

**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 by 11:59pm CST on Sunday night 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. This lesson introduces the student to the central debate in current U.S. foreign policy in terms of multilateralism vs. unilateralism, and the advantages and disadvantages of both policies.

**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.

### **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 Friday of the first week of class.

Students may drop this course up to the 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 [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](mailto: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.