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 familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide - Alternative Formats 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.

Click this link for a printable version of the syllabus. Sometimes, the shell may have some conflict with a particular assignment. While unavoidable, you should rely on this Syllabus as the guiding document. If confusion occurs, you have the instructor’s number

Course Textbooks/Daily Knowledge
Required Texts:


Daily knowledge websites


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:** ISSA 6301 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. Note that the minimum acceptable participation in the discussions includes an initial (robust) post and two responses to classmates' robust posts. Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>30%</td>
</tr>
<tr>
<td>Occurs in weeks with no written assignment. <strong>Initial posts are due by Thursdays 11:59 PM Central Time with responses to classmates' posts due no later than Sunday 11:59 PM Central Time.</strong> Late submissions will not be accepted for grade unless exigent circumstances occur, and which must be relayed to the instructor by phone preferably and/or email for consideration. Initial post will be at least 300 words long and responses will be a minimum of at least 150 words. Make sure you include a word count score on each and every post in the lower left corner to ensure you meet these goals. Be advised that word counts don't include the references in support of your post.</td>
<td></td>
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<tr>
<td>First Essay</td>
<td>30%</td>
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<td><strong>5-7 page essay. Due Sunday at the end of Week 5 before 11:59 PM Central Time. Late assignments will not be accepted unless previously discussed with the instructor. If discussion leads to late acceptance, the essay will be graded and a daily deduction of 10 points a day will be imposed in addition to your score. Chicago Manual of Style will be used</strong> with footnote, not author-date, used.</td>
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<tr>
<td>Final Essay</td>
<td>40%</td>
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<tr>
<td><strong>12-14 page essay. Due Wednesday at the end of Week 8 before 11:59 PM Central Time. Late assignments will not be accepted unless previously discussed with the instructor. If discussion leads to late acceptance, the essay will be graded and a daily deduction of 10 points a day will be imposed in addition to your score. Chicago Manual of Style will be used</strong> with footnote, not author-date, used.</td>
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**Discussion Forums**

Graduate work demands more of you than undergraduate expectations. As such, weekly participation in the discussion threads is expected and forms a part of the grade. Note that the minimum acceptable participation in the discussions includes an initial and robust post and two responses to classmates by the dates and times above. Grading is based on responses so that if you post an initial comment by the required date and time, you will score at least 50%, one robust response to another classmate’s post is 75% and two responses will score at least a 90% depending on the comprehensive comments made by the deadlines. Responses stating an agreement to another’s post will not be considered strongly in favor of the responder. I
will determine substantive work submitted. Bottom line: on time with substantive responses is your goal. Again, word counts do not include references used to support your post.

**Midterm Paper Assignment**

In a concise, 5-to-7 page paper (excluding cover page and references), discuss grand strategy that is what it is, why it matters, and how it relates to supporting policy efforts. From there, discuss the ways in which strategy, policy, and intelligence interact in the pursuit of national-security aims in the abstract (ideal) sense. (You will discuss how they interact in reality when you write your final paper—for now, we are focusing on concepts.) These are complex issues with competing definitions, views, and arguments. Using the course materials addressed and discussions engaged in through Lesson 4, explain what you think is most important about the strategy-policy-intelligence relationship. Be careful and concise in your use of definitions for strategy, policy, and intelligence, and be sure that your subsequent argumentation is based on the definitions you provide.  

*Due to the instructor at the end of Week 5 (Sunday night by 11:59 P.M.). Late assignments will not be accepted unless previously discussed with the instructor. If discussion leads to late acceptance, the essay will be graded and a daily deduction of 10 points a day will be imposed in addition to your score.*

**Final Paper Assignment**

In a 12-14 page essay (excluding cover page and reference page), discuss grand strategy and its interrelationships with intelligence and rationality (to include patterns of cognition and "worldviews"). In your estimation, what is grand strategy and how can intelligence help to shape it with maximum effect? What are the pitfalls associated with intelligence analysis and rationality, and the traps or blind spots into which they often lead the strategist and the analyst? This paper builds on your knowledge up to this point in the course, so there will be useful insights from it that you can use as baselines for the organization of and argumentation in your final paper. However, the final is much more far-reaching in terms of its focus and what it requires you to do.

Be sure to do the following:

1. Provide your definition of grand strategy.
2. Discuss how the making of grand strategy and intelligence interact.
3. Discuss how the pitfalls associated with rationality can derail the policy and intelligence processes, resulting in muddled and ineffective grand strategy.
4. Use at least one historical example from your readings to make your case.
5. Refer to at least two prominent theorists and their key ideas to make your case.
Be sure not to use any part of your mid-term or forum discussions in this essay as this is self-plagiarism as discussed in the links below on the subject. Any attempt to plagiarize or self-plagiarize will result in a zero for a grade and be referred to the appropriate university office.

Due to the instructor by Wednesday of Week 8 before 11:59 P.M. Late assignments will not be accepted unless previously discussed with the instructor. If discussion leads to late acceptance, the essay will be graded and a daily deduction of 10 points a day will be imposed in addition to your score.

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.

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:

6. B. H. Liddell Hart, Strategy of the Indirect Approach, Chapter XI "Construction" pp. 184-211. [http://archive.org/details/strategyofindire035126mbp](http://archive.org/details/strategyofindire035126mbp) (Download the PDF from this site or Kindle in the View the Book section on the right of the site. In the Chapter Notes you will find a copy of the reading as well.)

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:

5. Richard F. Grimmett, “Foreign Policy Roles of the President and Congress,” http://fpc.state.gov/c4953.htm, June 1, 1999

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

MIDTERM ESSAY DUE AT END OF THIS WEEK (Sunday by 11:59 P.M. Central Time)

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

First Essay
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:

4. Watch Thomas Barnett's 2011 talk to senior military and civilian leaders http://www.youtube.com/watch?v=mDVOPOP0IECk
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) http://www.youtube.com/watch?v=Nt5RZ6ukbNc


Lesson 8: US Grand Strategy in the Future: Pax Americana

FINAL EXAM DUE ON WEDNESDAY by 11:59 P.M. CENTRAL TIME

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:

10. C-Span Video, Discussion of Deepak Lal, *In Praise of Empires: Globalization and Order*. Watch to the 34:50 point. (Entire video is nearly two hours long but very useful, so watch the entire thing if you so decide.)


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**Communication**

**Office Hours/Contacting the Instructor**

I am available anytime at 601-291-5903 or emartinez59@angelo.edu. If I cannot talk when you call, we will find a time that works for both of us.

**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](http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php) and the [ASU Student Handbook](http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php). 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)

So there is no misunderstanding, the Turnitin originality report score is 20% and you will need to learn to paraphrase prior to posting to reach below that goal. I will not accept work submitted in another class or used earlier in this class. Also, any indication of plagiarism may result in a F for the assignment.

**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.