


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](#)  [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:

1. Dennis M. Drew and Donald M. Snow, [Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems](#). Air University Press, Nov 2006. Also online typing in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet.
2. Colin S. Gray, *Modern Strategy*. Oxford University Press, 1999. Available in paperback, (This will need to be purchased) ISBN 0198782519
3. John Kingdon, *Agendas, Alternatives, and Public Policies*. Harper Collins College Publishers, New York, 1995. (This will have to be purchased) ISBN 9780205000869
4. [U.S. Army War College Guide to National Security Issues](#), Vol. I: Theory of War and Strategy, 5rd Edition, ed. J. Boone Bartholomees, Jr, US Army War College, Carlisle, PA, June 2012.
5. Von Clausewitz, Carl. [On War](#). Translated by Michael Howard and Peter Paret, Oxford University Press, 1986. Different purchase prices can be found on the internet with expedited shipping

Daily knowledge websites

1. The Economist: <http://www.economist.com/>
2. Reuters: <http://www.reuters.com>
3. The New York Times: <http://www.nytimes.com/>
4. The Christian Science Monitor: <http://www.csmonitor.com/>
5. The Council on Foreign Relations: <http://www.cfr.org/>
6. GlobalSecurity.org: <http://www.globalsecurity.org/>
7. Foreign Policy: <http://www.foreignpolicy.com/>
8. Foreign Affairs: <http://www.foreignaffairs.com/>
9. Foreign Policy Research Institute: <http://www.fpri.org/about/>

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:

Percent of Grade		Due
Discussion Thread participation	30%	Occurs in weeks with no written assignment. 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. 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.
First Essay	30%	5-7 page essay. Due Sunday at the end of Week 5 before 11:59 PM Central Time. <i>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</i> with footnote, not author-date, used.
Final Essay	40%	12-14 page essay. Due Wednesday at the end of Week 8 before 11:59 PM Central Time. <i>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</i> with footnote, not author-date, used.

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:

1. The US Army College Guide to National Security Issues Volume 1: Theory of War and Strategy, 5th Edition, ed. J. Boone Bartholomees, Jr., US Army War College, Carlisle, PA. June, 2012. "A Survey of the Theory of Strategy," Ch. 2, pp. 13-43 <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>

2. Dennis M. Drew and Donald M. Snow, *Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems*. Air University Press (Online at <http://aupress.au.af.mil> or type in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet.), Chapter 3, pp. 31-51.
3. U.S. Army War College Guide to National Security Issues, Vol. I: Theory of War and Strategy, 5th Edition, ed. J. Boone Bartholomees, Jr, US Army War College, Carlisle, PA, June 2012. Section II, "Elements of Power," (Chapters 11-13 and 15-17), pp. 147-178, 193-270. <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>
4. Carl von Clausewitz, *On War*, (Chapter 1), ed. and trans. Michael Howard and Peter Paret (Princeton: Princeton University Press, 1976), pp. 75-89 [pp. 13-31 in Carl von Clausewitz, *On War*, abridged and ed. Beatrice Heuser, (Oxford: Oxford University Press, 2007).] See <http://www.clausewitz.com/readings/OnWar1873/BK1ch01.html>
5. B. H. Liddell Hart, *Strategy of the Indirect Approach*, Chapter XI "Construction" pp. 184-211. <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 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:

1. Colin S. Gray, *Modern Strategy*. Oxford University Press, 1999. Introduction, Chapters 1 and 2, pp. 1-74.
2. Harvey R. Yarger "Towards a Theory of Strategy: Art Lykke and the US Army War College Strategy Model" *The US Army College Guide to National Security Issues Volume 1: Theory of War and Strategy, 5th Edition*, Chapter 3, pp. 45-51, US Army War College, Carlisle, PA. June, 2012. <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>
3. Dennis M. Drew and Donald M. Snow, ***Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems***. Air University Press (Online at <http://aupress.au.af.mil> or type in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet.), Chapter 10, pp. 191-203.
4. David Jablonsky. "Why is Strategy Difficult?" *The US Army College Guide to National Security Issues Volume 1: Theory of War and Strategy, 5th Edition*, Chapter 1, pp. 3-12, US Army War College, Carlisle, PA. June 2012. <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>
5. Colin S. Gray, "Why Strategy is Difficult", *Joint Forces Quarterly*, Summer 1999. <http://www.au.af.mil/au/awc/awcgate/jfq/1434.pdf>
6. Alan Beyerchen, "Clausewitz, Nonlinearity and the Unpredictability of War," *International Security*, 17:3 (Winter, 1992), pp. 59-90. Available through JSTOR in ASU's online library resources at <http://www.jstor.org/stable/2539130>

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:

1. Colin S. Gray, *Modern Strategy*. Oxford University Press, 1999, Chapter 5, pp. 129-151.
2. Dennis M. Drew and Donald M. Snow, *Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems*. Air University Press (Online at <http://aupress.au.af.mil> or type in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet.), 2006, Chapter 5, pp. 77-99.
3. Thucydides, *History of the Peloponnesian War*. Read Chap 3 Congress of the Peloponnesian Confederacy at Lacedaemon. Can be found at <http://classics.mit.edu/Thucydides/pelopwar.html> (download the text version) on the internet or PDF in Lesson Overview--Thucydides, *History of the Peloponnesian War*. Translated by Rex Warner. New York: Penguin Classics, 1954, pp. 72-87.
4. Charles D. Allen and Breana E. Coates, "Strategic Decision Making Paradigms: A Primer for Senior Leaders," US Army War College, Carlisle, PA, July 2009, pp. 1-21. Accessed through the internet at http://www.au.af.mil/au/awc/awcgate/army-usawc/strat_d-m_paradigms.pdf
5. Richard F. Grimmett, "Foreign Policy Roles of the President and Congress," <http://fpc.state.gov/c4953.htm>, June 1, 1999
6. Robert F. Durant and Paul F. Diehl, "Agendas, Alternatives, and Public Policy: Lessons from the U.S. Foreign Policy Arena", *Journal of Public Policy*, Vol. 9, No. 2 (Apr - Jun, 1989), pp. 179-205. Available through JSTOR in ASU's online library resources at <http://www.jstor.org/stable/4007243>
7. Graham T. Allison and Morton H. Halperin, "Bureaucratic Politics: A Paradigm and Some Policy Implications," *World Politics*, Vol 24, Supplement: Theory and Policy in International Relations (Spring, 1972), pp. 40-79. Available on JSTOR through ASU's online library resources at <http://www.jstor.org/stable/2010559>

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:

1. Thomas Fingar, "Intelligence and Grand Strategy," *Orbis*, Vol. 56 no. 1, Winter 2012, pp. 118-134. Found through ASU Library Online Resource at <http://www.sciencedirect.com/easydb.angelo.edu/science/article/pii/S0030438711000883>
2. Nassim Nicholas Taleb, "The Black Swan of Cairo," *Foreign Affairs*, May/June 2011. Found on the internet: <http://www.fooledbyrandomness.com/ForeignAffairs.pdf>
3. Bess J. Puvathingal and Donald A. Hantula, "Revisiting the Psychology of Intelligence Analysis—From Rational Actors to Adaptive Thinkers," *American Psychologist*, April 2012, pp. 199 – 210. Available at EBSCO through ASU Library

at <http://eds.a.ebscohost.com.easydb.angelo.edu/eds/pdfviewer/pdfviewer?vid=1&sid=321c3bb1-85e9-4939-a720-0b53e02de568%40sessionmgr4004&hid=4113>.

4. Steven R. Mann, "Chaos Theory and Strategic Thought," *Parameters*, Autumn 1992, pp. 54-68. Search Google using complete author name and title and then click on either dtic or Strategic Studies Institute pdf versions of document.
5. Kenneth Lieberthal, "The U.S. Intelligence Community and Foreign Policy: Getting Analysis Right," The Brookings Institution, 2009. Found online at <http://www.brookings.edu/research/papers/2009/09/intelligence-community-lieberthal>
6. John Hollister Hedley, "Learning from Intelligence Failures," *International Journal of Intelligence and Counterintelligence*, 18:3, pp. 435-450. Found online www.tandf.co.uk/journals/pdf/top10/UJICdown.pdf
7. William E. Odom, "Intelligence Analysis," *Intelligence and National Security*, Vol.23, No.3, June 2008, pp.316-332. Found online either through the journal at <http://dx.doi.org/10.1080/02684520802121216> or the article <http://www.tandfonline.com/doi/full/10.1080/02684520802121216h>
8. Harry Yarger, "The Strategic Appraisal: The Key to Effective Strategy", *The US Army College Guide to National Security Issues Volume 1: Theory of War and Strategy, 5rd Edition*, Chapter 4, pp. 53-66, US Army War College, Carlisle, PA, June 2012. <http://www.strategicstudiesinstitute.army.mil/pubs/display.cfm?pubID=1109>

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:

1. Colin S. Gray, *Modern Strategy*. Oxford University Press, 1999. Chapters 8, 9, 11, 12 (pp. 206-272 and pp. 297-353).
2. Dennis M. Drew and Donald M. Snow, *Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems*. Air University Press (Online at <http://aupress.au.af.mil> or type in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet), Chapters 9 and 12 (pp. 165-187 and pp. 221-230).
3. Bernard Brodie, "The Anatomy of Deterrence," *World Politics*, Vol. 11, No. 2 (Jan., 1959), pp. 173-191. At <http://www.jstor.org.easydb.angelo.edu/stable/2009527>
4. Thomas C. Schelling, "An Astonishing Sixty Years: The Legacy of Hiroshima." *The American Economic Review* [serial online]. 2006;(4): 929. Available on JSTOR through ASU Library at <http://www.jstor.org.easydb.angelo.edu/stable/10.2307/30034324>

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:

1. Colin S. Gray, *Modern Strategy*. Oxford University Press, 1999, Chapter 10, pp. 273-296.
2. Dennis M. Drew and Donald M. Snow, *Making Twenty-First-Century Strategy: An Introduction to Modern National Security Processes and Problems*. Air University Press (Online at <http://aupress.au.af.mil> or type in Dennis Drew and Donald Snow into Google Search and the PDF is downloadable on the internet), Chapter 8, pp. 131-164.
3. Watch Thomas Barnett's 2005 Ted Talk http://www.ted.com/talks/thomas_barnett_draws_a_new_map_for_peace.html
4. Watch Thomas Barnett's 2011 talk to senior military and civilian leaders <http://www.youtube.com/watch?v=mDVOP0IEEck>
5. Samuel Huntington, S. P. (1993). "The Clash of Civilizations?". *Foreign Affairs*, (3), 22. doi:10.2307/20045621. Available on JSTOR through ASU Online resources at <http://www.jstor.org/easydb.angelo.edu/stable/10.2307/20045621>
6. T.X. Hammes, "Insurgency: Modern Warfare Evolves in a Fourth Generation," Strategic Forum No. 214, National Defense University, Jan 2005. Located at www.au.af.mil/au/awc/awcgate/ndu/sf214.pdf
7. A.J. Echevarria II, "Fourth Generation War and Other Myths," Strategic Studies Institute Monograph, Strategic Studies Institute, US Army War College, Nov 2005. Located at <http://www.strategicstudiesinstitute.army.mil/pdffiles/pub632.pdf>
8. Peter T. Underwood, "Pirates, Vikings and Teutonic Knights," *Armed Groups Studies in National Security, Counterterrorism and Counterinsurgency*, ed., Jeffrey Horwitz, US Naval War College, 2008. Located at <http://www.jeffnorwitz.com/SiteAssets/book-chapters/01%20Pirates.%20Vikings.%20and%20Teutonic%20Knights.pdf>
9. Querine Hanlon, "Globalization and the Transformation of Armed Groups," *Armed Groups Studies in National Security, Counterterrorism and Counterinsurgency*, ed., Jeffrey Horwitz, US Naval War College, 2008. Located at <http://www.jeffnorwitz.com/SiteAssets/book-chapters/09%20Globalization%20and%20the%20Transformation%20of%20Armed%20Groups.pdf>
10. "The Intelligence of Counterterrorism (Chapter 13)," *The Long Shadow of 9/11*, Rand Corporation, 2011. (Download individual copy at <http://www.rand.org/pubs/monographs/MG1107.html>)
11. Jeffrey Michaels, "Agents for Stability or Chaos: Conceptualizing Intelligence 'Relevance' in Counterinsurgency", *Studies in Conflict & Terrorism*. Mar 2011, Vol. 34 Issue 3, pp. 212-227. Available on EBSCO through the ASU Library Online Resource at <http://eds.a.ebscohost.com/easydb.angelo.edu/eds/pdfviewer/pdfviewer?sid=fd0c37a-87cb-4080-bd18-d116ff509c5c%40sessionmgr4005&vid=1&hid=4113>

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:

1. Kenneth Pollack, "Next Stop Baghdad," *Foreign Affairs*, Mar. - Apr., 2002, Vol. 81, Issue 2, pp. 32-47. Available through ASU Online Library Resources at <http://www.jstor.org.easydb.angelo.edu/stable/10.2307/20033082>
2. Jeffrey Record, "The Bush Doctrine and the War with Iraq," 2003, located at <http://strategicstudiesinstitute.army.mil/pubs/parameters/Articles/03spring/record.pdf>
3. Watch Colin Powell's speech to the UN (Part 1) <http://www.youtube.com/watch?v=Nt5RZ6ukbNc>
4. Mark Phythian, "The Perfect Intelligence Failure? US Pre-War Intelligence on Iraqi Weapons of Mass Destruction," *Politics & Policy*. Jun2006, Vol. 34 Issue 2, pp. 400-424. Available through ASU Online Library Resources at <http://onlinelibrary.wiley.com.easydb.angelo.edu/doi/10.1111/j.1747-1346.2006.00019.x/abstract;jsessionid=330780235F3CF628BFD3DBF017B498AF.d02t01>
5. Report of the Select Committee on Prewar Intelligence Assessments About Postwar Iraq, Senate Select Committee on Intelligence. *Read Introduction (pp. 1-35)*. Located at https://fas.org/irp/congress/2004_rpt/ssci_iraq.pdf "The Iraq War: Strategic Overreach by America—and Also al Qaeda," in *The Long Shadow of 9/11*, Rand Corporation, 2011, Chapter 4, pp. 47-54. (Download individual copy at <http://www.rand.org/pubs/monographs/MG1107.html>)
6. Andrew Krepinivich, "How to Win in Iraq," *Foreign Affairs*, September/October 2005, pp. 87-104. (PDF available through ASU Online Library Resources at <http://www.jstor.org.easydb.angelo.edu/stable/10.2307/20031708>)
7. Daniel Byman, Kenneth Pollack, "Things Fall Apart: Containing the Spillover from an Iraqi Civil War," Analysis Paper No. 11, Jan 2007, Brookings Institute. *Read ONLY pages IX to XX* (Preface and Executive Summary). Located at <http://www.brookings.edu/research/papers/2007/01/01iraq-byman>
8. Tom Ricks, *The Gamble: General Petraeus and the American Military Adventure in Iraq*. New York, Penguin Books, 2009. Read the following chapters first printed in the Washington Post.
Readings from Washington Post available on line
 - The Dissenter Who Changed The War <http://www.washingtonpost.com/wp-dyn/content/article/2009/02/07/AR2009020702153.html>
 - A Military Tactician's Political Strategy <http://www.washingtonpost.com/wp-dyn/content/article/2009/02/08/AR2009020802321.html>
9. Peter Feaver, "The Right to be Right: Civil-Military Relations and the Iraq Surge Decision," *International Affairs*, Vol. 35, No. 4 (Spring 2011), pp. 87-125. Located at http://belfercenter.ksg.harvard.edu/files/ISEC_a_00033-Feaver_proof2_updated.pdf
10. Ross Harrison, "Confronting the 'Islamic State': Towards a Regional Strategy Contra ISIS," Strategic Studies Institute, 2014. Located

at http://www.strategicstudiesinstitute.army.mil/pubs/Parameters/Issues/Autumn_2014/7_HarrisonRoss_Towards%20a%20Regional%20Strategy%20Contra%20ISIS.pdf

11. Dr. Larry P. Goodson, "Op-Ed: Syria and the Great Middle Eastern War," Strategic Studies Institute, July 8, 2014. Located at <http://www.strategicstudiesinstitute.army.mil/index.cfm/articles/Syria-and-the-Great-Middle-Eastern-War/2014/07/8>

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:

1. G. John Ikenberry, "The Right Grand Strategy." *Interest*. Jan/Feb 2010, Vol 5 Issue 3, pp. 16-18. Located on ASU Online Resource at <http://ehis.ebscohost.com.easydb.angelo.edu/eds/detail?vid=3&hid=120&sid=fc267c6e-d38d-412b-9fdc-cdc94389cfda%40sessionmgr13&bdata=jnNpdGU9ZWRzLWxpdmU%3d#db=a9h&AN=47390200>
2. Thomas Homer Dixon, "The Rise of Complex Terrorism," *Foreign Policy*, No. 128, Jan/Feb 2002, pp. 52-62. Located on ASU Online Resource at <http://www.jstor.org.easydb.angelo.edu/stable/10.2307/3183356>
3. Christopher Paul, "Winning Every Battle but Losing the War Against Terrorists and Insurgents," (Chapter 8), *The Long Shadow of 9/11*, Rand Corporation, 2011. Download individual copy at <http://www.rand.org/pubs/monographs/MG1107.html>
4. Gregory R. Copley, *Re-Thinking Intelligence in an Age of Budget Decline.* *Defense & Foreign Affairs Strategic Policy*, 2012, Vol. 40, Issue 10, pp. 4-12. Access through LexisNexis through ASU Online Resources at <http://www.lexisnexis.com.easydb.angelo.edu/hottopics/lnacademic/?verb=sr&csi=7824&sr=HLEAD%28Re-Thinking+Intelligence+in+an+Age+of+Budget+Decline.%29+and+date+is+October+1,+2012>
5. Tang Xiaosong, "The Future Role of the United States in the Asia-Pacific Region: Dead End or Crossroad?" *Australian Journal of International Affairs*, November 2012, Vol. 66, Issue 5, pp. 592-605. Located online at www.griffith.edu.au/_data/assets/pdf_file/0006/246066/Tang.pdf
6. Kenneth Katzman, "Afghanistan: Post-Taliban Governance, Security, and U.S. Policy," Congressional Research Service, September 21, 2012. Read 13-28 and 48-66. Found online at www.fas.org/sgp/crs/row/RL30588.pdf
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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](#) 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>

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.

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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.