

## 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 at the end of this document.

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 6302 The Transformational Imperative: Reorganizing in a Multi-polar World

### Course Description/Purpose

#### Course Description

This course examines American intelligence and national security policies and planning from World War II to the present. Students examine how ideas and interests shape and transform national security decision making from the White House to the warfighter, and how the complexities of a multi-polar world have affected the traditional policy formulation process. The course will address theory, practice, and processes as they relate to the most important national security topics of the day. Students will debate and explore how ideas and interest work together or in opposition to shape national security policies and priorities. Students will learn how the "war of ideas" has evolved from the Cold War to the global war on terrorism; the influence of the media, social media, and think tanks on intelligence; and how the definition of intelligence and national security has changed.

#### Purpose of Course

The study of intelligence and national security operations is an analysis of how the various branches of government work together, and as a check upon each other, how they work to protect and promote American interests at home and abroad. The purpose of this course is to provide you with an overview of national security policy analysis, and specifically to examine how policymaking and intelligence analysis are interacting--or should be doing so--in a very complex and rapidly changing threat environment. Examples of this will run the gamut from nuclear-armed state adversaries, to international criminal organizations, to the effects of climate change

and the ensuing imperatives for American assistance in areas hard-hit by this phenomenon. As you progress through this course, you will learn about strategic thought and strategy formulation, develop the ability to assess national security issues and threats, and cultivate an understanding of the political and military institutions involved in the formulation and execution of national security policy through diplomacy, intelligence operations, and military force. The overriding focus, as the course title makes clear, is how grand strategy, policy (the implementation of grand-strategic objectives), and intelligence must work together in new and effective ways as we move into a highly uncertain, nonlinear, and dangerous twenty-first century.

## Learning Outcomes

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

1. Demonstrate a working knowledge of the various definitions of national security interests that have been applied during various periods of US history.
2. Identify key agencies within the US and UK Intelligence Communities and their respective missions.
3. Demonstrate awareness of the roles and powers of various actors and organizations in the policymaking and implementation process within the fields of US and UK national security;
4. Demonstrate a clear understanding of the various political, social, economic, military, legal, and ethical goals and values that form the basis of policymaking decisions.
5. Apply our key authors' various frameworks for reform and transformation to 21st century realities in order to determine which elements of each framework/approach are realistic in terms of their implementation and most likely to be effective.
6. Demonstrate an understanding of the context, evolution, risks, and linkages of 21st-century realities; the imperative for transformation; national-security issues, alternatives, and solutions; and the ways in which intelligence contributes.
7. Demonstrate a clear understanding of the imperative for transformation in the policy and intelligence arenas, how US and UK policymakers and their ICs might accomplish this, and what relative levels of success or failure imply for the two allies' national security.

## Course Bibliography and Required Readings:

**Primary Resources:** This course employs four required textbooks and a number of online journal articles and other materials. The textbooks are as follows:

- Pillar, P. R. (2011). *Intelligence and U.S. foreign policy : Iraq, 9/11, and misguided reform*. New York: Columbia University Press.
- Omand, D. B. (2010). *Securing the state*. New York: Columbia University Press.
- Rolington, A. (2013). *Strategic Intelligence for the 21st Century: The Mosaic Method*. Oxford: Oxford University Press.
- Drew, Dennis M., and Donald M. Snow, [Making Twenty-First Century Strategy](#). Air University Press, Maxwell AFB AL, 2006.

Also available in multiple format at Project Gutenberg, [here](#).

# Course Requirements/Requirements for Completion/Grading Policies

## Grading Policies

A Note on Grades: ISSA 6302 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. Final grades are composed as follows:

Assignment	Percent of Grade	Due
Participation in Discussion Board	30%	<p>Weekly when no essay is assigned.</p> <ul style="list-style-type: none"> <li>• <b>For the Discussion Threads each week, please provide your initial response of at least 250 words to the selected question. You will post a word count at the end of your initial posts and responses to your classmates' posts to ensure compliance. Posts will be deducted for failing to post or make the word count.</b></li> <li>• <b>You will comment on at least two other students' postings - this is a minimum-with each word count on these being at least 150 words. This is mandatory for consideration for credit and must show critical thinking in the responses.</b></li> <li>• <b>Points, depending on the context of submissions, are awarded for initial post (50%), one post (75%) and two posts (100%). The caveat is that the word counts must be included and met. Word</b></li> </ul>

		<p>counts will not include the references used in support of your forum post.</p> <ul style="list-style-type: none"> <li>Your initial posts are due on Thursday by 11:59 pm Central Time and your two responses are due by Sunday 11:59 pm Central Time. Your participation in the discussion will be graded using the <a href="#">Discussion Rubric</a> provided in the syllabus. Late submissions for the week will deducted ten points per day.</li> </ul>
Midterm Essay	30%	<p><b>Due not later than Sunday 11:59 PM Central Time of Week 5.</b></p> <p><a href="#">Writing Assignment Rubric</a> . <b>Chicago Manual of Style will be used and in the footnote method</b></p>
Final Essay	40%	<p><b>Due not later than Wednesday 11:59 PM Central Time of Week 8.</b></p> <p><a href="#">Writing Assignment Rubric</a> . <b>Chicago Manual of Style will be used and in the footnote method</b></p>

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.

## Guidelines

### Student Writing Assignments:

Each student will have two writing assignments.

The first writing assignment will be the Midterm Exam, will be 8-10 pages in length, and due in Week 5. As indicated above, this will be due on the Sunday of Week 5. **Chicago Manual of Style will be used and in the footnote method.**

The second writing assignment, the Final Exam, will be 12-15 pages in length, and due in week 8. As stated above, this will be due on the Wednesday of Week 8. **Chicago Manual of Style will be used and in the footnote method.**

## 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 grasp of material.

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 set number of discussion posts expected each week but there should be a minimum of two response posts.

- 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's 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 effected their understanding of the learning objectives for the week.

## Guidance concerning writing assignments:

In this course, students will adhere to the Chicago Manual of Style, 16th Edition, for all of the writing. This includes the original posts and discussions posts, and the midterm and final papers. For more information on the use of the CMS, please see the Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/717/01/>).

Students are encouraged to use all of the resources available through the University, to include all of the library service. Please see the Porter Henderson Library's Guide to Library Services for Distance Learning for Graduate Students.

[http://www.angelo.edu/services/library/Guide\\_to\\_Library\\_Services/guides.php?patron=Distance%20Learning%20-%20Graduate%20Students](http://www.angelo.edu/services/library/Guide_to_Library_Services/guides.php?patron=Distance%20Learning%20-%20Graduate%20Students)

### **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.

### **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. 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 11:59 pm CST on Thursdays, and response postings are due by 11:59 pm CST on Sunday, after which time no participation is possible.

### **One last thing:**

Our three main books are all rather hearty reads. If you're looking for tools to use or techniques to apply in reading these, I would recommend the SQ3R technique, first developed in the 1940's and put forth by Francis Robinson in his book, *Effective Study*.

And as much as I love ASU, Worcester Polytechnic Institute has a great collection of study skills handouts (<https://www.wpi.edu/offices/arc/studys476.html>) that includes some great SQ3R tools, specifically focused on how to better read textbooks. They're good tools.

## **Course Organization:**

**Lesson 1: The Changing Problem of National Security: Grand Strategy, Policy, and Intelligence in the Twenty-First Century**

Louis Pasteur said, “The greatest derangement of the mind is to believe in something because one wishes it to be so.” We learn more from our failures than from our successes. This century has seen two major failures of interpretation of intelligence: the attacks of September 11, 2001, and the miscalculation on Iraqi weapons of mass destructions. This lesson presents an overview of why we fail. Generally, there are three major reasons why policies fail in relationship to the available intelligence: failure to share information; failure to analyze collected material objectively; and failure of the customer to act on intelligence. The most serious problem today with U. S. intelligence today is that its relationship with policy making is broken. In each of these lessons we will consider aspects of policy making, and see where the “fault lines” (a term to come up later in the course) between providing accurate intelligence information and making good policy will occur.

## **Lesson 2: The Changing Problem of National Security and The Realist Paradigm**

This lesson introduces the U.S. concerns regarding national security and how the current administration thinks about and implements national security policy. The presidential lines will likely have to face the same questions, as they are unlikely to go away within decades.

*Realpolitik*, meaning “real politics” in German, refers to the late-19th century politics followed by German Chancellor Otto von Bismarck to secure Germany’s economic and political status. The term describes a philosophy that there is no international law other than power and that countries are therefore best served by putting aside concepts of morality or justice when seeking to secure safety and security. The view largely mirrors the recommendations Hobbes and Machiavelli made centuries earlier. The concept still has many adherents, most notably former U.S. Secretary of State Henry Kissinger. Practitioners of *realpolitik* are not necessarily opposed to promoting human rights or international law, but see such things as secondary considerations, or even tools, to use only when they benefit primary objectives of strength and security.

This is one competing view of how the international system should operate. It is often called “realism,” and is central to geopolitics. In this lesson, the realist argument will be analyzed, along with its implications in a geopolitical world, and the controversy about its continuing relevance to understanding the contemporary national security environment. Many opponents of realism question the validity of the paradigm and its consequences, and their objections are also discussed. Next, we consider the future applicability of the realist paradigm in the contemporary environment.

What is the most basic purpose of the state? It is almost self-evident that it is to provide for the physical safety – or security – of itself and its people. The state is clearly the designated political element for doing so in the state-centered international system organized around the realist paradigm. To see how this application occurs, this lesson analyzes the impact of change on four basic categories of ongoing importance. First, what is the nature of security? Second, how have the nature and extent of risk been affected? Third, what impact has change had on basic interests? Fourth, what is the changing nature of effective power in the present and the future?

## **Lesson 3: The Policy-Intelligence Arena Conflict, Coexistence, and the Challenge of Reform**

What is the most basic purpose of the state? It is almost self-evident that it is to provide for the physical safety – or security – of itself and its people. The state is clearly the designated political element for doing so in the state-centered international system organized around the realist paradigm. To see how this application occurs, this lesson analyzes the impact of change on four basic categories of ongoing importance. First, what is the nature of security? Second, how have the nature and extent of risk been affected? Third, what impact has change had on basic interests? Fourth, what is the changing nature of effective power in the present and the future?

The extent to which a country embraces a realist or some alternative orientation toward the world is influenced by its generalized historical experience and other conditioning factors that influence how it sees the world. For most of American history, that experience has been primarily positive with low levels and qualities of threat, that make the current high-threat environment all the more distinct. This section begins by identifying general influence on the American experience and then looks at the question historically, designating and describing three historical part of the national security experience. The lesson concludes with suggestions of how the past may influence the present and future and how recent experience may have affected the impact of historical patterns and legacies.

#### **Lesson 4: Working Toward Transformation: The Challenge of the New**

The effect that environmental changes have on policy and approaches and responses to national security changes is far more than a mere abstract matter. This lesson examines how the influences of the domestic political environment have an impact on political processes and outcomes. Because there is some difference in generalized views of how the environment operates in the area of National security, the lesson begins by looking at the domestic context. It then turns to the question of how internal political processes affect and are affected by national security changes. In particular, it examines the chief institution response to international terrorism, the Department of Homeland Security, and its enigmatic evolution, as well as related policy areas.

The ways in which the United States confronts and is confronted by national security problems have changed over time with evolving circumstances. Inevitably, past experience affect the way the country and its leaders view existing and future problems, and because of this, this lesson and the next two examine the American national security experience over the past quarter-century.

Much of contemporary national security has been affected by two monumental historical events: the end of the Cold War, and the terrorist attacks of September 11, 2001. Both have had a particularly strong impact on the United States, and it is with these events and their ramifications that this group of lessons begins. Calling these events “fault lines,” this lesson introduces the notion of critical events as exemplified by the two major crises and how they have shaped the way the United States views the contemporary world.

#### **Lesson 5: The Domestic Environment: Resilience, Civic Harmony, Ethics, and Adaptation**

This lesson reviews how the Cold War occurred and evolved – especially in a military but also in a political sense – and what residues remain is therefore crucial to understanding how the United



States is predisposed to respond to the future. We are not focusing on the methods of the Cold War but on its legacy as intelligence adapts to post-9/11 realities.

Next, this lesson looks at the Post-World War II emergence and evolution of the economic factors culminating in globalization in the 1990s. It then examines the lower-profile influence of globalization in the 2000s, including domestic and international reactions to globalization and the emergence of alternative sources of security concern – notably, energy, the environment, and the U.S. border. The lesson concludes by speculating on possible effects globalization and these other concerns may have on the developing conceptualizations of security.

### **Lesson 6: Moving Further Into the Future: One Approach To the Challenge**

The fault line of 9/11 brought the problem of terrorism to the forefront of international concerns affecting American national security, and it remains the most obvious and powerful national security legacy of the 2000s. Terrorism became a ubiquitous factor in national security concerns for that decade and a vital part of the backdrop for ongoing concerns in the 2010s. Because of that importance, this lesson investigates the nature of the terrorist problem, how it is changing, and what can be done about it. It begins by examining the dynamics of terrorism: what it is, what terrorists seek to do, who they are, and what causes people to become terrorists. It then moves to how terrorism has evolved as a problem since September 11. Finally, the discussion considers how the terrorism past affects the present – its legacies – by looking at two important issues that likely would not have been as important otherwise: torture and the fate of Pakistan.

Thinking about and planning for large-scale war between armed forces as they were developed for and fought in World War II – conventional forces for symmetrical warfare and strategic nuclear war – predate and postdate September 11, 2001. The traditional purposes for which these forces were developed largely disappeared with the end of the Cold War and only the United States retains a robust traditional capability that it proposes to augment through force modernization. At the same time, critics say these large, European-style forces are anachronisms in a world of shadowy asymmetrical threats. Before assessing these criticism, it is necessary to describe traditional forces and missions, first nuclear forces and then conventional forces and the residual problem associated with each that have a continuing impact – notably weapons of mass destruction (WMD) and the problems their spread to other states and nonstate entities (proliferation) creates. The lesson concludes with some assessment of the relevance of these forces in the future.

### **Lesson 7: The Military Dimension of Transformation: Dealing with Asymmetrical Warfare and Its Unresolved Dilemmas**

The dominant theme of American national security policy during the first decade of the twenty-first century has been, and this theme has been most evident in American military action in the Middle-East aimed at controlling or eliminating the terrorist threat., both of which have been, or have displayed characteristics of, asymmetrical wars. Moreover, the short- to mid-term likelihood is that the United States will continue to find interests in these kinds of conflicts and appropriate responses to them.

The final two lessons in this course reflect concerns about the reaction to the terrorist attacks on September 11, 2001 and the two wars in Afghanistan and Iraq. We begin by considering the asymmetrical warfare concept, and attempts to describe and examine the characteristics and problems of unconventional warfare and why it is the kind of warfare the United States will likely continue to confront in the future. The rest of this lesson examines the two wars and what they mean for the United States. The consequences of these dilemmas will be evaluated for their relevance to possible military action in Iran.

## **Lesson 8: Taking Stock: Policy, Intelligence, and Transformation In the New Century**

The lesson begins by looking at the problems associated with suppressing terrorism. Since the roots of terrorism (and other problems) lie in destabilizing conditions in some societies, it then looks at why, how, and where to intervene in the future. The possibilities for improving the situations, peacekeeping and state building, are then examined, and the lesson concludes with likely effects of these actions for the future.

The rest of this lesson explores four of policy areas that extend idea of security in distinctly different ways: border security, natural resources security, environmental security, and health security. All are areas that have received priority commitment by the Obama administration. The lesson concludes with some discussion about how these extended applications will affect thinking about American national security in the future.

## **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>

So there is no misunderstanding, the Turnitin limit is 20% and you will need to paraphrase prior to posting to reach below that threshold. I will not accept work submitted in another class or previously used in this class and/or other essays. 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](mailto: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.