

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

## ISSA 6304 – The Practice of U.S. Intelligence and National Security

### Course Description/Overview

ISSA 6304 will review in detail the interaction between the United States Intelligence Community (USIC) and the national-security process as formulated and implemented by policymakers and their advisors. The course includes several case studies. Other classes you have taken explored the USIC structure and successes and failures as well as how the USIC interacts with the rest of the government to advise policy makers, specifically in the national security arena. This course requires that you have a solid understanding of the USIC and national security apparatus, and that you can put this to work in order to develop a deeper and more nuanced understanding.

*"The basic deficiency of the current national security system is that parochial departmental and agency interests, reinforced by Congress, paralyze the interagency cooperation even as the variety, speed, and complexity of emerging security issues prevent the White House from effectively controlling the system."*

2008 Project on National Security Reform, *Forging a New Shield*

ISSA 6304 will consist of two major blocks of instruction. The first will review and analyze the structure of the national security system and its major participants as well as their roles. The second half of the course will review US national-security successes and failures with an emphasis on policymaker-intelligence engagements. Students will examine this dynamic through case studies and then deliver their own analysis and recommendations regarding these crucial events in US history.

The reading material consists of one textbook and a series of published journal articles and government documents interspersed with lectures and interviews found on-line or provided with the instruction. ISSA 6304 is meant to be highly interactive and open to divergent reasoning and analysis, taking into account the course material and the backgrounds and experiences of the instructor and students. Current events could, and will, shape the weekly discussions.

### Course Objectives/Learning Outcomes

Objectives: ISSA 6304 is designed to encourage critical thinking, effective written communication, and promote

analytical discussions among the students using different sources of material provided in various formats. The role of the IC in shaping policy decisions is perhaps more critical than ever despite some policymakers' tendencies to cherry-pick, downplay, or even ignore parts or all of the analyses they receive from the Intelligence Community. The challenges are equally serious on the intelligence side as politicization and bias threaten to and have on occasion influenced the content of analytical products and recommendations. Shifting international alliances, economic turmoil, and the still-relevant threat of terrorism and conventional warfare further complicate the formation and implementation of effective national security policy. By reviewing current organizational structures and analyzing historical case studies, students will be postured to have a thorough understanding of the ongoing national-security challenges and will be able to analyze problem areas and provide sound recommendations. The study of the national-security system, the policy-making process, and the Intelligence Community's (IC) contributions is timely, relevant, and integral to students interested in national security and the IC. At the end of this course, students will be able to:

1. Debate the ambiguity of the term "national security" and provide recommendations to clarify the definition, taking into account the myriad threats confronting the nation and the multitude of parties that play critical roles in addressing and mitigating those threats.
2. Describe the US national security system including the role of the National Security Council, National Security Advisor, Department of State, and the Executive and Legislative branches of the federal government.
3. Describe the President's role in establishing national-security structure and processes, and provide examples of where it was and was not effective.
4. Analyze how the US government uses the IC to help form, shape, and influence national security--or fails to do so.
5. Apply course instruction, research, and personal backgrounds and experiences to review critically the case studies and provide recommendations on where improvements could have been made.
6. Complete a final 10-12 page course paper analyzing the IC's and national security structure's role in achieving national objectives in one of three cases: Iran's quest for nuclear weapons and regional hegemony; the defeat of Takfiri and other Muslim extremist groups; or the proper power-balancing efforts required to keep China from engaging in military actions over claims to the Spratly Islands. You will choose one of these three scenarios and must describe the role of each of the given major US agencies (DoD, DoS, IC, NSC) and the IC in formulating an effective set of policy objectives. Acting as the US President's National Security Advisor, you will propose a balanced, multi-agency approach to counter and defeat the threat in order to give the United States the initiative and a continuing strategic advantage. Your policy proposal will incorporate and discuss available intelligence supporting your recommended approach as well as the intelligence gaps that may reduce the odds of a successful outcome. **Note: You are responsible for finding sources for the final paper, analyzing them for validity and accuracy, and putting together the recommendation paper based on your assessment of these sources as they relate to the issue you choose from among the three options.**

Outcomes: Upon completion of this course, students will be able to:

1. Describe the US national security structure and each agency's role within that structure.
2. Analyze the US Intelligence Communities contributions to the national security mission using the case studies provided.
3. Apply requisite research skills to explain emerging national security crises and articulate potential US strategy and policy responses.
4. Identify successes and failures in US national security policy history
5. Develop recommended courses of action which may have prevented policy and intelligence failures.
6. Explain how the US national security structure has evolved over the years in response to different threats, actors, and administrations.

## Course Bibliography and Required Readings:

- Jordan, Amos A., William J. Taylor Jr., Michael J. Meese, and Suzanne C. Nielsen. *American National Security*. JHUP, 2009. Available on Kindle or in paperback.
- Additional readings available electronically in each of your lessons.

## Excellent Library Addition

If you are looking to build a library on national security and the intelligence community, the following is recommended:

- George, Roger Z., and Harvey Rishikof, eds. *The National Security Enterprise: Navigating the Labyrinth*. Georgetown University Press, 2011.

## On-line National Security and Intelligence Resources

1. Council on Foreign Relations, Intelligence <http://www.cfr.org/issue/135/terrorism.html>
2. Director of National Intelligence [www.dni.gov](http://www.dni.gov)

## Grading Policies

A Note on Grades: On-line learning has many benefits but also unique challenges. The interaction with other students often found in a classroom setting is difficult to replicate. It is incumbent upon you to reach out to your fellow students, participate in professional dialogues, and contribute in meaningful ways. The success of ISSA 6304, and your ability to comprehend the material, is dependent on your discussions. Not coincidentally, the intelligence and counterterrorism communities are also reliant on coordination and cooperation. As such, your weekly participation in the discussion threads is a significant part of your grade. Note that the **minimum** requirement for discussions is an initial post of 400-500 words and two responses to other students' initial posts, each 200-300 words in length. I encourage you to go well beyond this. Final grades are composed as follows:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	35%	Weekly when no essay is assigned.
Midterm Essay (4-6 pages)	25%	<b>Due at 11:59 P.M. Central Time on Sunday of Lesson 4.</b>
Final Essay (10-12 pages)	40%	<b>Due at 11:59 P.M. Central Time on Sunday of Lesson 8.</b> Details regarding the topics for the final exam will be available in BlackBoard on Lesson 6.

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 = 59 % and below.

**Student Essay Papers:** Each student will write two essays.

## Midterm Assignment - Lesson 4:

- Apply course concepts, individual research, and personal experiences critique IC structures and processes. Use scholarly research to identify and analyze historical IC reform efforts and recommend additional changes, if warranted.
- Prepare a 5-7 page (not including the cover sheet and bibliography) analytical paper outlining your research, findings, and assessment. Multiple source documents, consisting of original government papers and peer-reviewed journal articles, are expected. Use secondary sources (news articles, web pages, general interest sources) as appropriate.

Never use Wikipedia or similar encyclopedia sources. (Although their footnotes can provide useful primary source references.) Due to the nature of the assignments, individual sections and sub-headings may differ; however, recommended sections include:

- Situation
- IC challenge
- The need (or not) for reform
- Outlook (your assessment of changes needed in IC processes and structures).  
Critical thinking is paramount. Your analysis should be based on your research and follow a logical structure from earlier sections.

### *Guidance Concerning Paper Structure:*

Essays will cover areas of topical interest to the intelligence communities and must be organized and written in a professional manner. While the first essay reviews proposed IC reforms and is meant to measure and evaluate your research and cognitive abilities, the final exam will reveal your deeper understanding of U.S. policy and IC actions as well as your ability to provide logic and analysis as a top U.S. national security official. Creativity is encouraged; however, since these are graduate-level papers, professionalism, attention to detail, and cogent organization are mandatory. Citations and bibliography must adhere to the Chicago Manual of Style 17th Edition.

<https://www.chicagomanualofstyle.org/book/ed17/frontmatter/toc.html>

\*Essay will be turned in to the professor via the Blackboard Assignment system.

## Final Paper-Lesson 8:

The second essay is your final exam. Complete a final 10-12 page course paper analyzing the IC's and national security structure's role in achieving national objectives in one of three cases: Iran's quest for nuclear weapons and regional hegemony; the defeat of Takfiri and other Muslim extremist groups; or the proper power-balancing efforts required to keep China from engaging in military actions over claims to the Spratly Islands. You will choose one of these three scenarios and must describe the role of each of the given major US agencies (DoD, DoS, IC, NSC) and the IC in formulating an effective set of policy objectives. Acting as the US President's National Security Advisor, you will propose a balanced multi-agency approach to counter and defeat the threat in order to give the United States the initiative and a continuing strategic advantage. Your policy proposal will incorporate and discuss available intelligence (drawn from your course materials and any other open-source documents) supporting your proposed approach as well as the intelligence gaps that may reduce the odds of a successful outcome. **Note: You are responsible for finding sources for this paper, analyzing them for validity and accuracy, and putting together the recommendation paper based on your assessment of these sources as they relate to the**

**issue you choose from among the three options.**

Guidance Concerning Paper Structure: Essays will cover areas of topical interest to the counter terrorism and intelligence communities and must be organized and written in a professional manner. While the first essay reviews national security successes and is meant to measure and evaluate your research and cognitive abilities, the final exam will reveal your deeper understanding of US policymaking and your ability to provide reason and analysis as a top US national security official. Each essay should contain backgrounds, current perspectives, analysis, and conclusions and/or key judgments. Due to the nature of the assignments, individual sections and sub-headings may differ. Creativity is vitally important. However, since these are graduate-level papers, professionalism, attention to detail, and cogent organization are mandatory.

### **Date of Final Exam**

Lesson 8 will be the only assignment during the final week of the course.

## **Course Organization:**

### **Lesson 1: National Security and the Role of the Executive Branch**

Lesson one includes the icebreaker with the instructor and students introducing themselves and explaining their backgrounds and experiences while also articulating their motivations and goals for taking the course. The instructor will also explain course expectations, to include participation, course assignments, and due dates. Lesson one introduces the students to the foundations of national security, including definitions, structures, and Executive Branch responsibilities.

### **Lesson 2: National Security and the Role of the Legislative Branch**

Lesson two reviews Congress's role in national security. While the President and the Executive Branch are the major drivers of national security policy and execution, Congress does have a powerful legislative and oversight role. However, many scholars and observers claim Congress has relinquished this role and has unnecessarily (and some say dangerously) ceded its responsibilities to the Executive Branch. This lesson reviews the Congressional roles and will provide historical examples for review. Students will have the opportunity to analyze these case studies and provide informed opinions citing scholarly research.

### **Lesson 3: The Intelligence Community and the Dangers of Failure**

Lesson three highlights an interesting contributor to the national security process, the US Intelligence Community (USIC or, sometimes, just IC). Other courses and lessons delve into the makeup and processes of the IC. This lesson will review how the IC contributes to national security policy-making and will review case studies to help the student gain a better understanding and appreciation of the challenges, limitations, and successes intelligence professionals experience every day.

### **Lesson 4: Intelligence Community and the Need for Change**

Lesson four involves reviewing what normally gets short shrift in government and media circles — IC successes. The objective of this week's lesson is to have the students objectively analyze operational and strategic operations that benefited from IC collection and analysis. There are numerous tactical successes directly aided by IC actions; however, the intent is to view IC operations from a more macro perspective, at the level of policy and military strategy.

### **Lesson 5: Energy and National Security**

Lesson five addresses the fundamental changes brought on by the continuing exploitation of massive American oil and natural-gas finds. While these kinds of events have significant national-security implications even without their incorporation into a clear national strategy, your job is to determine how policymakers can capitalize on this long-term

energy advantage to achieve US objectives abroad. Based on available open-source information (intelligence) discussing the potential strategic implications of this recent development, you will discuss how an energy-exporting and perhaps even an energy-independent United States can use these advantages to bring about changes in line with stated national-security objectives.

### **Lesson 6: The "War on Drugs": Is it Really a National Security Issue?**

Lesson six covers the seemingly never-ending controversy over the illicit narcotics policy within the United States. While rarely seen in open press coverage, the U.S. plays a prominent and influential role in the establishment of policy and legislation in other countries and provides significant detection and monitoring intelligence and assets to assist in the interdiction of illicit narcotics worldwide. So, while it may seem quite simple to legalize (or decriminalize) certain drugs within the U.S., any national-level policy or legislative decision would have far-reaching impacts worldwide. The intent of this lesson is to expand student thinking and analysis toward current policy and, if warranted, recommend new policy and enforcement measures as they relate to national security.

### **Lesson 7: Terrorism: Preventing Mass-Transit Attacks**

Lesson seven is designed to prepare you for the final exam by giving you a real-life case scenario and challenging you to ask how you would respond. Since terrorism, by its nature, is an amorphous threat, this scenario gives you a case-specific example instead of reviewing broader US policy and mitigation implications. This lesson also assumes the student has at least a basic understanding of the terrorism threat and U.S. government structures, policies, and processes to address and mitigate the threat.

### **Lesson 8: International Influences on National Security Policy**

Lesson eight is the culmination of ISSA 6304 and provides the student the opportunity to propose recommendations to current U.S. strategies and policies. This course offered a broad spectrum of national security issues to provide students with an understanding of the potential scope of senior advisors and intelligence professionals and how these leaders must be prepared to develop comprehensive and coordinated strategies to protect U.S. interests. While the final assignment deals with crises in Iran, regarding Takfiri and other extremist Muslim groups, and China/North Korea, it is not necessary for the student to be an expert on these issues since the focus of the assignment is to determine the student's understanding of the national security and IC structures and how policy options are formulated.

## **Communication**

### **Office Hours/Contacting the Instructor**

The instructor is available anytime by e-mail at [tony.mullis@angelo.edu](mailto:tony.mullis@angelo.edu) or by phone at 325-486-6685.

## **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](#).

### **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.