

# Course Syllabus and Policy Requirement Statement

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

## SEC 6309 Grand Strategy and National Security

### Course Description/Overview

This course will give students key insights into the basic elements of grand strategy and how these tie in to Security Studies. The course gives students a unique baseline of knowledge that will be important as students move into the other aspects of the Security Studies program. Key issues that will be addressed in detail include: 1. The national security decision making process – particularly as it relates to issues of international and homeland security; 2. Civil-military relations as applicable in the development of strategy and statecraft; 3. An analysis of how nation-states develop military operational capabilities and readiness; and 4. The differing strategies for international conflict, to include both conventional and unconventional warfare.

### Course Objectives/Learning Outcomes

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

- Analyze the impact of national interests, policy, and strategy, on international relations, military planning, and policy of the United States and key allies.
- Comprehend the types of arguments in the assigned readings about US interests and consider how these recur in public discussion and in the making of US strategy.
- Analyze why the strategy-making process is complex and difficult.
- Analyze the utility of the instruments of national power for gaining national security objectives.

### Grading Policies

Assignment	Percent of Grade	Due	Note
Engaged	20%	Weekly	There are no discussion questions for

Participation (discussion)			the weeks with the first essay exam, the Midterm PowerPoint Presentation, and the final essay exam.
First Essay Exam	20%	<b>Before 2100 Central Time of Sunday end of Week 2.</b>	The first exam is a 6-8 pages essay.
Midterm PowerPoint Presentation	20%	<b>Before 2100 Central Time of Sunday end of Week 5.</b>	Each student is expected to come up with a 10 - 15 slide presentation.
Final Essay Exam	40%	<b>Before midnight Central Time of Wednesday of Week 8.</b>	The final exam is a 12-15 page essay and should include individual efforts of a student to cover the issues identified during the course. The topics for the final exam will be available in the BlackBoard on Monday of Lesson 6.
<b>Late assignments will be graded accordingly.</b>			

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:

Lesson One: **Grand Strategy and National Security**: As one watches the news or reads newspapers and web sites, the term "strategy" often pops up. But what exactly is meant by this term? How is Grand Strategy formulated at the policy level? And what comprises the national security strategy of the United States?

Lesson Two: **National Security Reform and Civil Military Relations**: National security reform is an element of government that politicians have been campaigning for in essence since the end of the Cold War. But the question remains about how much reform has truly occurred in the past 20 years. Inherent in this discussion is the reform to our national security community that occurred because of the National Security Act of 1947. Many have opined that a major act of similar proportions needs to be initiated again. Tied into all of this is the role that politics, the media, public opinion, and culture play in the unique American aspect of Civil-Military relations.

Lesson Three: **National Interests and the instruments of national power**: National interests are almost always driven by key policy issues relating to a nation's national security. Among the most important policy issues that can affect a nation's national security are, weak and failing states, terrorism, WMD, human rights, and great power competition. In the 21st century, all of these issues are often closely tied into cultural concerns. The challenge for policy makers who address strategy is determining which of these policy issues are among our survival interests, vital national interests, major interests, or peripheral interests. Properly assessing the importance of these regional issues, and how they relate to one's national security, is important in determining strategy.

Lesson Four: **The Diplomatic Instrument of Power**: In our current "Post Cold War" period, the diplomatic instrument of power had faced many challenges as the United States looks to continue to advance its national interests in the face of changing and dangerous paradigms that have existed since the fall of the Berlin Wall, the 9-11 attacks, and the changing face of the geographical map. In this lesson, we will address various aspects of the diplomatic instrument of power.

Lesson Five: **The Informational Instrument of Power**: This lesson will evaluate the definitions of the informational instrument of power, how it has been used in the past, and how our government is evolving in its vision and focus of information as it adjusts to new competitors, enemies, and allies.

Lesson Six: **The Military Instrument of Power**: The military instrument of power is always the most costly for a nation state to use in terms of both blood and treasure. Armed forces can be employed in a variety of ways to influence events. The Drew and Snow book that the students have been issued defined this as, "Some employments are relatively mild and are more symbolic than substantial, as in the movement of naval forces into waters adjacent to a local conflict to indicate support for a particular regime. Depending on the objectives and the perceived level of threat, more active strategies include providing arms to combatants, assigning technical or combat advisors, and intervening in hostilities."& nbsp; "The ultimate application, of course, is direct involvement in combat in support of (by definition) vital interests." Troxell's chapter in "US Army War College Guide to National Security Policy and Strategy" describes the many complexities involved in the use of military force. He wisely opines, "The political objectives for the use of forces must be reassessed continually in light of the changing nature of warfare and the proliferation of nontraditional threats."

Lesson Seven: **The Economic Instrument of Power**: The Economic IOP is comprised of both the economic foundations of national power and the many mechanisms used to achieve specific policy goals. The economic IOP is the basis for the resources of the other IOPs, especially the military IOP. Key economic trends and the general economic health of a nation state have important security ramifications. It is also very important for a nation state to maintain the capability of its Economic IOP to manipulate the economic health of another state or actor and to protect itself from manipulation.

Lesson Eight: **Assessment**: This week is set aside for the student to complete a 12-15 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

## **Course Bibliography and Required Readings:**

Atlantic Council Combatant Command Task Force, "[All Elements of National Power: Moving Toward a New Interagency Balance for US Global Engagement](#)," July 2014.

Bartholomees, J. Boone Jr. (Ed), [US Army War College Guide to National Security Issues](#), Volume II: National Security Policy and Strategy. 3rd ed. Carlisle Barracks, PA.: US Army War College, Strategic Studies Institute (June 2008).

Bartholomees, J. Boone Jr. (Ed), [US Army War College Guide to National Security Issues](#), Volume I: National Security Policy and Strategy. 4th ed. Carlisle Barracks, PA.: US Army War College, Strategic Studies Institute (June 2010).

Cronin, Patrick M. (ed). [Global Strategic Assessment 2009: America's Security Role in a Changing Security](#)

[World](#). Washington DC: National Defense University Press, 2009: 412-438.

Drew, Dennis M., and Donald M. Snow, [Making 21st Century Strategy: An Introduction to Modern National Security Processes and Problems](#) (Maxwell AFB, AL: Air University Press, 2006).

James L. Jones, "[All Elements of National Power: Moving Toward a New Interagency Balance for US Global Engagement](#)," The Atlantic Council, 2014.

JOSEPH J. COLLINS, "[What civil-military crisis?](#)" Armed Forces Journal, February 1, 2010.

Kozloski, Robert, "[The Information Domain as an Element of National Power](#)," Strategic Insights, Volume VIII, Issue 1 (January 2009).

Mearsheimer, John J., "[Imperial by Design](#)," The National Interest, Jan-Feb, 2011.

Murphy, Dennis M. [Fighting Back: New Media and Military Operations](#). Carlisle Barracks, PA: US Army War College, 2008.

"[The National Military Strategy of the United States of America 2015](#)," United States Department of Defense, (Washington DC: GPO, 2015).

"[The Quadrennial Diplomacy and Development Review](#)", United States Department of State, (2015).

"[Quadrennial Defense Review](#)," United States Department of Defense, (Washington, DC: GPO, 2014).

Shaffner, Jake, "[The Ongoing Debate About the Definition and the Future of Information Operations](#)" IO Journal, Vol. 2, Issue 4 (December 2010).

Sherwood-Randall, Elizabeth. 2006. [Alliances and American National Security](#). Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 2006.

Stevenson, Charles A. "[Underlying Assumptions of the National Security Act of 1947](#)." Joint Forces Quarterly no. 48 (1st Quarter 2008): 129-133.

"[Strategic Communications Science and Technology Plan: Current Activities, Capability Gaps, and Areas for Further Investment](#)," United States Department of Defense, (Washington DC: GPO, 2009).

"[Sustaining U.S. Global Leadership: Priorities for 21st Century Defense](#)," United States Department of Defense, (Washington, DC: GPO, 2012).

Yarger, Harry R., (Editor), [Short of General War: Perspectives on the Use of Military Power in the 21st Century](#), Carlisle Barracks, PA: US Army War College, Strategic Studies Institute (2009).

## 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](#).

### **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.