Description of Course

Policy and strategy development is perhaps the most critical function of the national security apparatus. The results of the policy process provide the blueprint for the array of agencies and departments that execute U.S. national security. Strategy can be narrowly defined in military terms or expanded into grand strategy integrating all of the elements of national power (Diplomatic, Information, Military, Economic, Finance, Intelligence, Law Enforcement). A review of classic strategists including Clausewitz and Sun Tzu will build a foundation upon which modern strategists like Mao Tse-Tung and Schelling add insurgency and nuclear game theory. This course will examine the definitions of policy and strategy, survey the structure and players at the top of the U.S. national security system, and provide the analytical tools for strategy development. Finally, the course will examine the strategy behind the Cold War containment of the Soviet Union and contrast it with the War on Terror strategy which has had suboptimal results. Throughout the course, students will develop a strategy that addresses a current U.S. national security issue. Leveraging an understanding of the nature of strategy and the structure of the national security system, students will build practical experience culminating in the presentation of their strategy.

Instructor and Contact Information
Michael L. Burgoyne M.A.
burgoyneml@arizona.edu

Course Format and Teaching Methods
Online Lecture and online discussion.

Course Objectives and Expected Learning Outcomes

The objective of this course is to impart the foundational knowledge and skills necessary to analyze and develop effective national security policy and strategy.
By the end of the course, the student will be able to:
- Articulate the key theoretical elements of important strategic thinkers
- Analyze national level security policies and strategies
- Describe and navigate the U.S. national security policy apparatus
- Negotiate and use teamwork to manage competing policy interests and objectives
- Develop and present a coherent national level security strategy

The student will also achieve ISS learning outcomes:
- Identify the central themes of modern security studies, especially as related to the student’s concentration and interests. Specifically - Non-traditional security threats and foreign policy, including foreign policy creation, the influence of important foreign policy actors, and areas of foreign policy (such as democracy promotion).
- Demonstrate critical thinking skills in the analysis and evaluation of the modern security environment and foreign policies.
- Build and present arguments relating to international security, by conducting original research, generating arguments, and communicating those arguments through academic writing.

**Absence and Class Participation Policy**

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: [https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)

**Course Communications**

The course is offered through D2L (d2l.arizona.edu). There you will find access to the readings and materials for this course. Please check the website DAILY for announcements about the course, readings, and assignments. I post important information on the course site. In addition, I check my email in the evenings and will aim to respond to any questions within 24 hours. If you contact me, please put in POL580A in the subject heading.

**Required Texts or Readings**


**Assignments and Examinations: Schedule/Due Dates**

**Lectures**

The lectures will present the main findings from the readings, placing special emphasis on the primary theme underpinning each week. Students are expected to listen attentively each week and take notes on the lecture. Students will be expected to show an understanding of lecture materials in their discussion posts and in their papers. There may be guest lecturers designated for some weeks that have special expertise on the themes. Lectures will be posted weekly. The recorded lectures will be posted the first working day (Wednesdays) of each week.

**Readings**

This is an online class where you will only succeed if you stay on top of the material (in this sense, this is no different than a regular course). Read the material and be prepared to discuss during course interactions.

**Discussions**

Each week (except when explicitly noted in the syllabus calendar provided below), you will be required to post comments on discussion forums that will be created in D2L. The instructor will post questions/comments and you will then engage in the discussion by: 1) reacting to what the instructor posted and, 2) reacting also to at least one other student’s statement. This is the minimum requirement (4pts). To get the maximum credit for discussion for the week, students should engage in a conversation
with other students. The discussion forums will be open for a period of 7 days every week (see the class schedule below for more details) to ensure that everyone has the time to perform the two activities outlined. There is a word limit of 200 words for original posts and 150 words for responses. More is not necessarily better. Your participation in these discussion forums accounts for 35% of your grade.

Note. I will also ask for a short video introduction in the first week. I think networking is an invaluable part of graduate studies. Let everyone know who you are. This is part of the grade for the first discussion session.

Mid-Term Paper
The mid-term paper is individual and accounts for 30% of your grade. The paper should be 2500 words (+/- 200 words), not counting footnotes. Students will select two or more strategic thinkers and evaluate their relevance to the current security environment. Students can select thinkers not reviewed in the course with my approval. If you have a question about the thinkers you would like to examine, feel free to bring it up with me and we can scope out the idea. You will submit an electronic copy on the D2L course website. **Due – Tuesday 1 August 11:59pm (Arizona Time).**

Final Strategy Document and Presentation
On week two, students will select a national security problem to address and submit a topic for my approval. Some potential options are:

North Korean Nuclear Program
Iranian Nuclear Program
Russian Use of Cyber
Narcotrafficking in the Western Hemisphere
Chinese Territorial Claims in the South China Sea
Afghan Conflict Resolution
Venezuelan Instability
ISIS presence in Africa
The Conflict in Ukraine

From weeks two until the end of the course, students will develop a strategy to address the chosen problem. Students will submit a 2,500 word strategy paper and provide a recorded 10 - 15 minute briefing. The paper and the briefing should be designed for presentation to a principals committee meeting at the NSC. The strategy paper and briefing account for 35 percent of your grade. I will assign class members to provide peer reviews of the presentations. Ensure that you use the concepts and information you have learned during the course to support your arguments. Example formats will be provided. You will submit the video and paper on the discussion board for week eight on the D2L course website. **Due – Wednesday 23 August 11:59pm (Arizona Time). Peer Reviews must be complete by Sunday 27 August 12:00pm (Arizona Time).**

Expectations on Written Work
All papers should be at least 11-point font, standard margins. **Follow the Chicago Manual of Style and utilize footnotes for all papers** (http://www.chicagomanualofstyle.org/home.html). Ensure that you are using reliable acceptable sources (hint: not Wikipedia).

### POL580a Course Schedule Summary

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Required Assignments</th>
<th>Estimated Time</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Defining Strategy and Policy</td>
<td>3-11 July</td>
<td>Lecture</td>
<td>2 hours</td>
<td>Tuesday 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td>Readings</td>
<td>8 hours</td>
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<tr>
<td></td>
<td></td>
<td>Discussions</td>
<td>5 hours</td>
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</tbody>
</table>

3
<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Lectures</th>
<th>Readings</th>
<th>Discussions, Chat Session</th>
<th>Mid-term Paper</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Clausewitz, Sun Tzu, Kautilya</td>
<td>12-18 July</td>
<td>Lecture 2 hours</td>
<td>Readings 10 hours</td>
<td>Discussions 4 hours</td>
<td>Tuesday 11:59pm</td>
<td></td>
</tr>
<tr>
<td>3: Mao, 4th Generation Warfare, Nukes, and Tweets</td>
<td>19-25 July</td>
<td>Lecture 2 hours</td>
<td>Readings 10 hours</td>
<td>Discussions 3 hours</td>
<td>Tuesday 11:59pm</td>
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<tr>
<td>4: The U.S. National Security Apparatus</td>
<td>26 July – 1 August</td>
<td>Lecture 2 hours</td>
<td>Readings 10 hours</td>
<td>Discussions, Chat Session 4 hours</td>
<td>Tuesday 11:59pm</td>
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<td></td>
<td>Mid-term Paper 15 hours (research, reading, writing, and feedback)</td>
<td>1 August 11:59pm</td>
<td></td>
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<tr>
<td>5: Strategy and Policy Formulation</td>
<td>2-8 August</td>
<td>Lecture 2 hours</td>
<td>Readings 10 hours</td>
<td>Discussions 3 hours</td>
<td>Tuesday 11:59pm</td>
<td></td>
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<tr>
<td>6: Case Study One: Containment and Cold War</td>
<td>9-15 August</td>
<td>Lecture 2 hours</td>
<td>Readings 8 hours</td>
<td>Discussions 3 hours</td>
<td>Tuesday 11:59pm</td>
<td></td>
</tr>
<tr>
<td>7: Case Study Two: The War on Terror</td>
<td>16-22 August</td>
<td>Lecture 2 hours</td>
<td>Readings 8 hours</td>
<td>Discussions, Chat Session 4 hours</td>
<td>Tuesday 11:59pm</td>
<td></td>
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<tr>
<td>8: Strategy Presentations</td>
<td>23-27 August</td>
<td>Final Papers 20 hours</td>
<td>Presentations and Feedback 4 hours</td>
<td></td>
<td>23 August 11:59pm</td>
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</tbody>
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**Time in Class**

Work Hours: 143
Includes lectures, readings, discussions, papers.

Contact Minutes: 2,640
Includes lectures, discussions and final presentations.

**Grading Scale and Policies**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
</tbody>
</table>
Grade breakdown

- Participation in online discussions 35%
- Mid-term paper 30%
- Final papers 35%

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete) and [http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal](http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal) respectively.

Scheduled Topics/Activities

**Unit 1**

**Defining Strategy and Policy**

Listen to lecture.

Discussion Question: Define policy and define strategy. Is strategy useful?

Readings:


**Unit 2**

**Clausewitz, Sun Tzu, Kautilya**

Listen to lecture.

Discussion Question: Which thinker is the most useful today? Which one is the least useful?

Readings:
- Carl von Clausewitz, *On War*, ed. and trans. Michael Howard and Peter Paret, (Princeton: Princeton University Press, 1976), Book One: Chapter 1, Chapter 7; Book Two: Chapter 1, Chapter 2; Book 8: Chapter 2, Chapter 3, Chapter 4, Chapter 6.


**Unit 3**

**Mao, 4th Generation Warfare, Nukes, and Tweets**

Listen to Lecture.

Discussion Question: How has technology changed strategy since the end of WWII?

Readings:


Recommended Reading:


- Thomas X. Hammes, *The Sling and the Stone*, (Minneapolis: Zenith Press, 2006), Chapter 1, Chapter 14, Chapter 15

**Unit 4**

**The U.S. National Security Apparatus**

Listen to lecture.

Discussion Question: What are one positive and one negative attribute of the U.S. national security apparatus?
Readings:

- *The Constitution of the United States*. Read Articles I and II.


- David Rothkopf, *Running the World*, (New York: Public Affairs, 2005), Chapter 1, Chapter 6

Mid-Term paper due

**Unit 5**

**Strategy and Policy Formulation**

Listen to lecture.

Discussion Question: What roadblocks and compromises do you think were part of the development of the 2022 National Security Strategy?

Readings:


**Unit 6**

**Case Study One: Containment and Cold War**

Listen to lecture.

Discussion Question: Debate the following statement: “The U.S. policy of containment was a resounding success and a model of grand strategy.” Last names beginning A-M argue for the motion. Last names N-Z argue against the motion.

Readings:


Unit 7
Case Study Two: The War on Terror

Listen to lecture.

Discussion Question: Compare and contrast Containment/Cold War strategy and the U.S. strategy in the War on Terror.

Readings:

Strategy Presentations

Use this time to complete your strategy papers and presentations, which are due on Sunday at 11:59pm (Arizona time). Post papers and videos on the D2L discussion board. I encourage you to comment and engage with your classmates based on their presentations. Set up an appointment with me by email if you would like to discuss the assignment.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities.

Students are asked to refrain from disruptive conversations with people sitting around them during lecture or discussion. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.
Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://new.library.arizona.edu/research/citing/plagiarism.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**

UA Academic policies and procedures are available at http://catalog.arizona.edu/policies

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

**Confidentiality of Student Records**


**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.