

Course Information

Course Number: INTA 689
Course Title: National Security: Policy to Program
Section: 689
Time: Wednesday 6:30-9:10
Location:
Credit Hours:

Instructor Details

Instructor: Suzanne White
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OVERVIEW

This course will review current national defense and intelligence strategies, priorities and policies (Executive Orders, e.g.) and consider how the Department of Defense and the Intelligence Community implement those strategies through their programming and budgeting processes. Discussions and coursework will focus on the elements of those processes, the roles of agency stakeholders, Congress, and the Office of Management and Budget, and challenges decision-makers face in this area. Students will gain practical knowledge of processes, timelines, organizational roles and responsibilities, and dynamics associated with building and executing a resource program.

COURSE REQUIREMENTS

Students will read assigned texts and materials in advance of the class, as well as during class in some cases. Students will write reflections on weekly readings and provide those reflections to the instructor prior to the next class, and in some cases will present their reflections to the students at the beginning of class. As a result, students will gain skills and practice on writing brief memos for leaders that distill complex topics, as well as presenting that information verbally to leaders. We will welcome occasional guest speakers to offer real-life and real-time perspectives on several of the topics covered during the semester.

Students will conduct a team project to include a classroom presentation and written product(s) to put into practice the elements covered during the course. This project will center on seeking new resources for a proposed initiative and include justifying that initiative, identifying tradeoffs within an agency's program, and tying the proposal back to relevant strategies, policies, and threat.

Participation and Attendance: All students are expected to attend each class and to participate actively in classroom discussions.

GRADING

Participation (Attendance and Classroom Discussion)

10%

Weekly written reflections on assigned reading

30%

Team Final Presentation

30%

Team Final Written Project

30%

The following scale will be used for calculating final grades for this course

90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F

GRADING POLICY

<http://student-rules.tamu.edu/rule10>

ADA POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring accommodation, please make that fact known to me and I will assist you in every way possible.

<http://disability.tamu.edu/>

DIVERSITY AND INCLUSION

The Department of International Affairs is committed to fostering a diverse, equitable, and inclusive learning environment for all students, staff, and faculty. We welcome individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see diversity.tamu.edu/). We recognize a special responsibility to undertake particular efforts to include the participation and voices of

those from historically underrepresented groups. In all of this, diversity alone is not the only goal; we also strive to hear, listen to, and incorporate new voices in our teaching, research, and service. We hold that embracing and supporting new perspectives, individuals, and ideas invigorates academic excellence and pushes our entire community forward. The Department of International Affairs and the Bush School expect everyone to demonstrate respect for different experiences, beliefs and values expressed by other members of our community and to engage in reasoned discussions. As a department of international affairs, within a university dedicated to the public good, a commitment to diversity, equity, and inclusion is critical for preparing and ensuring the success of the next generation of leaders.

ATTENDANCE

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class.

Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor's decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic Dean or designee of the student's college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the Dean or designee of the student's college.

In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), "faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence."

AGGIE HONOR CODE

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

An Aggie does not lie, cheat or steal or tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

<http://aggiehonor.tamu.edu>

ACADEMIC INTEGRITY

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to “principled leadership” is a further expansion of the Texas A&M student honor code. Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both individual and team assignments. Anyone who is not prepared to be held accountable to this standard should immediately withdraw from this course.

It is imperative to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc. that which belongs to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student’s paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating, multiple submission of work for grades in different courses, and plagiarism) will not be tolerated and will be punished. Further information can be found at <http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

The incident is reasonably believed to be discrimination or harassment.

The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

STATEMENT ON MENTAL HEALTH AND WELLNESS

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org).

LEARNING OUTCOMES

Upon completion of this course, the student will be very knowledgeable of key national defense and intelligence strategies, understand how agencies allocate their resources in accordance with these strategies, and how agencies ultimately request and receive authorization and appropriations for their activities. Students will gain practical knowledge of processes, timelines, and appropriate justification techniques for resource allocation decisions.

COURSE OUTLINE

Syllabus topics are subject to change.

Class 1

Class Overview

Types of Strategies and Policy Documents

National Security Strategy (NSS): context, themes, omissions

Class 1 readings:

<https://www.whitehouse.gov/wp-content/uploads/2022/10/Biden-Harris-Administrations-National-Security-Strategy-10.2022.pdf>

Class 2

NSS Continued

National Defense Strategy (NDS): context, themes, omissions

National Intelligence Strategy (NIS): context, themes, omissions

Class 2 readings:

<https://media.defense.gov/2022/Oct/27/2003103845/-1/-1/1/2022-NATIONAL-DEFENSE-STRATEGY-NPR-MDR.PDF>

<https://www.rand.org/nsrd/projects/NDS-commission.html>

https://www.odni.gov/files/ODNI/documents/National_Intelligence_Strategy_2023.pdf

Class 3

Role of Threat Assessment in Strategy

Key additional strategies: CT, Cyber, Space as they relate to NSS/NDS/NIS

Comparison and mapping of NSS/NDS/NIS/additional strategies

Class 3 readings

Defense Budgeting for a Safer World by Michael Boskin et al. Chapter 5: International Environment and Threat Backdrop

Annual Threat Assessment: <https://www.dni.gov/files/ODNI/documents/assessments/ATA-2024-Unclassified-Report.pdf>

(each student will be assigned one of the following):

1. **National Strategy for Counterterrorism**
https://www.dni.gov/files/NCTC/documents/news_documents/NSCT.pdf
and Defense Budgeting for a Safer World by Michael Boskin et al. Chapter 4: Terrorism and Counterterrorism in an Era of Great-Power Competition
2. **National Cybersecurity Strategy**
<https://www.whitehouse.gov/wp-content/uploads/2023/03/National-Cybersecurity-Strategy-2023.pdf>
3. **National Security Space Strategy**
https://www.dni.gov/files/documents/Newsroom/Reports%20and%20Pubs/2011_nationalsecurityspacestrategy.pdf

Class 4

**Key Executive Orders, National Security Memoranda
Agency-level strategies, policies and guidance documents**

Class 4 readings

<https://www.whitehouse.gov/briefing-room/presidential-actions/2022/01/19/memorandum-on-improving-the-cybersecurity-of-national-security-department-of-defense-and-intelligence-community-systems/>

Defense Budgeting for a Safer World by Michael Boskin et al. Chapter 3: I Spy a Problem

US Defense Politics: The Origins of Security Policy by Harvey Sepolsky et al. Chapter 11: Gaining Intelligence

Class 5

**Elements of an Agency Program
Programming Process: DoD and the IC**

Class 5 readings:

Center for Budget and Policy Priorities: Policy Basics: Introduction to the Federal Budget Process

US Defense Politics: The Origins of Security Policy by Harvey Sepolsky et al. Chapter 7: The Political Economy of Defense

Class 6

**Programming Process continued
Building a business case: new investment, disinvestment**

Class 7

Developing a Low Priority List

Class 8

Role of the White House in Agency Programs

- **National Security Council**
- **Office of Management and Budget**

Class 9

Role of Congress in Agency Programs: hearings, staff engagements, markups, bills

Class 9 readings:

Current videos/transcripts of Congressional hearings (when available)

US Defense Politics: The Origins of Security Policy by Harvey Sepolsky et al. Chapter 9: Congress and Special Interests

Class 10

Authorization and Appropriations

- **Marks and language**
- **Continuing Resolutions**
- **Agency implications**

Class 10 readings:

Current Congressional bills and bill language (when available)

Defense Budgeting for a Safer World by Michael Boskin et al. Chapter 18: Can We Buy Like We Talk

<u>Class 11</u>	Review of materials to date: the building blocks Discussion of project assignment (written products + presentation) <ul style="list-style-type: none">• teams develop investment business case• justify given strategy, threat, requirements• propose/justify tradeoffs
<u>Class 12</u>	Team project work in class with professor support
<u>Class 13</u>	Presentations of projects
<u>Class 14</u>	Presentation of projects