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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Security and Global Studies  
NSEC501**

**Institutions of National Security**

**Credit Hours: 3**

**Length of Course: 8 Weeks**

**Prerequisite: NSEC500**

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### Instructor Information

**Instructor:** [insert name with credentials]

**Biography:** [insert APUS biography link]

**Please contact your instructor through the Messages tab in the classroom.**

**After the class is over, instructor contact information: [insert mycampus address]**

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### Course Description (Catalog)

The course will cover the roles, missions, organization, capabilities, unique cultures and strategic purposes of the President, the Departments of State

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and Defense, Congress, National Security Council, Armed Forces, intelligence community, and NGOs, as well as how these actors interact to formulate national security strategy. You will examine some of the successes and failures of the interagency process and will gain an appreciation of the capabilities, limitations and organizational cultures of the players in the national security community, as well as an overview of legal and ethical issues that impact on the development of national security policy.

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### **Course Scope**

As part of the core requirement, this course introduces the student to critical elements of the discipline. Students will participate in weekly Discussion Forums that correlate to weekly readings. Students will write an analytical research paper and will write a comprehensive final assignment.

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### **Course Objectives**

After successfully completing this course, you will be able to:

**CO-1:** Analyze the recent history and evolution of the U.S. national security community institutions.

**CO-2:** Examine the structure, function, capabilities and contributions of individual U.S. security community members.

**CO-3:** Assess the impact of individual actors' roles and contributions to national security policy.

**CO-4:** Appraise the impact of interagency relationships on U.S. national security policy decision making

**CO-5:** Differentiate among conflicting and competing interests and their impact on national security policy development.

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## Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be available to each student. Online assignments are due by Sunday at 11:55 pm ET and include all written assignments, examinations, and research papers submitted for grading. Weekly Forum questions require an initial response by Thursday at 11:55 pm ET, with all other required responses due by Sunday at 11:55 pm ET.

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## Course Resources

The **required** text for this course is:

**George, Roger A., Rishikof, Harvey. *The National Security Enterprise, Navigating the Labyrinth*. Georgetown University Press. Washington, D.C., 2011**

### Required Readings

- External websites and other assigned readings are found in the Lessons area of the classroom.
- Weekly Lesson Notes and videos or audio files are found in the Lessons area of the classroom.

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## Evaluation Procedures

The course grade is based on the following assessments:

**Discussion Forums – 20 percent**

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Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive (complete with proper citations) initial post by Thursday at 11:55 pm ET and respond to 2 or more classmates (in at least two separate discussion threads) by Sunday 11:55 pm ET (complete with proper citations.) You must also at least post conversational comments per week. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

### **Research Question, Purpose Statement, and Literature Review Exercise – 15 percent**

The components of this assignment include a research question, a purpose statement, a literature view of at least 6 sources, two of which must be peer-reviewed, and a methodology. The specific research question should relate to a general topic in the course. 8-12 pages.

### **Research Paper – 35 percent**

The research paper will build on the proposal assignment from week two (with improvements based on the instructor's comments) and should be at least 10 additional pages of data/findings/analysis of your topic -- not including the cover page, the reference list, and any appendices – for a total of 18-20 pages. Please use a specific political science research method.

### **Final Assignment – 30 percent**

This assignment is a take-home essay assignment of two questions, 4-5 pages each, to test knowledge and assimilation of the course objectives. Please refer to the required text and readings from this course. You may supplement with other readings, but do not supplant the course readings. You will be required to know the course scholarship and literature.

<b>Assignments</b>	<b>Percentage</b>
Research Proposal	15 percent
Research Paper	35 percent

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Forum Discussion Posts	20 percent
Final Assignment	30 percent
<b>TOTAL</b>	<b>100 percent</b>

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### 8 – Week Course Outline

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Learning Objective(s)</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<b>1</b>	History of the emergence of the NSC process	CO-1, 2, 3	George & Rishikof, Chapters 1 & 2  See week one lessons	Week One Forum Discussion
<b>2</b>	The OMB and the State Department	CO-2, 4	George & Rishikof, Chapters 3 & 4  See week two lessons	Week Two Forum Discussion  Paper Proposal Due
<b>3</b>	OSD and the Military	CO-2, 3, 4	George & Rishikof, Chapters 5 & 6	Week Three Forum Discussion

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			See week three lessons	
<b>4</b>	ODNI and the CIA	CO-1, 2, 4	George & Rishikof, Chapters 7 & 8  See week four lessons	Week Four Forum Discussion
<b>5</b>	The FBI and DHS	CO-1, 2, 4	George & Rishikof, Chapters 9 & 10  See week five lessons	Week Five Forum Discussion
<b>6</b>	Congress and the Courts	CO-2, 5	George & Rishikof, Chapters 11 & 12  See week six lessons	Week Six Forum Discussion  Research Paper Due
<b>7</b>	External Lobbyists and the Tanks	CO-5	George & Rishikof, Chapters 13 & 14  See week seven lessons	Week Seven Forum Discussion
<b>8</b>	Media Influences	CO-3, 5	George & Rishikof, Chapters 15 &	Week Eight Forum Discussion

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	and Navigating the Maze		16 See week eight lessons	Final Assessment
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## **Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

### **Citation and Reference Style**

Attention Please: Students will follow the Turabian/Chicago Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

See <http://www.apus.edu/Online-Library/tutorials/chicago.htm>. All written submissions should be submitted in Times New Roman 12pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on

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the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

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- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

### **Request a Library Guide for your course**

(<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

### **Turnitin.com**

Faculty require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. The student should submit the paper via the assignments tab, and turnitin.com will generate a similarity report for the professor.

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### **Selected Bibliography**

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