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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Security and Global Studies**  
**NSEC503**  
**U.S. National Security**  
**Credit Hours: 3**  
**Length of Course: 8 Weeks**  
**Prerequisite: NSEC500**

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### Instructor Information

***Instructor:***

***Biography:***

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

**After the class is over, instructor contact information:**

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### Course Description (Catalog)

This course assesses the major concepts of strategic thinking that underpin the national security decision making process in the U.S. Students analyze

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the fundamental nature of power in the international arena, how national security objectives are determined, grand strategies available to attain national security objectives and the ways in which the elements of national power are applied to achieve desired objectives. The course surveys national security policies since the end of the Cold War, examines regional security concerns to the U.S., covers the concept and principal components of national security strategy and evaluates the most important theories that explain how states and non-state actors interact in the international arena. The student examines current challenges to U.S. national security interests, especially terrorism and the proliferation of Weapons of Mass Destruction, and evaluates future national security policies and challenges.

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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 a comprehensive final assignment.

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### **Course Objectives**

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

**CO-1:** Examine the foundations of U.S. National Security Policy;

**CO-2:** Analyze U.S. national security policies from the end of WWII to the present

**CO-3:** Assess the effectiveness of U.S. National Security strategies available to the United States

**CO-4:** Evaluated the factors that contribute to U.S. national power

**CO-5:** Generate ideas regarding future international security challenges

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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. The assigned faculty will support the students throughout this eight-week course.

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## Course Resources

### Required Course Textbooks

The **required** texts for this course are:

Bremmer, Ian. 2015. *Superpower: Three Choices for America's Role in the World*. New York: Portfolio/Penguin Books.

Kennan, George F. 2012. *American Diplomacy*, sixtieth anniversary expanded edition. Chicago: University of Chicago Press.

Murray, Charles. 2013. *American Exceptionalism*. Washington: AEI Press.

Sestanovich, Stephen. 2014. *Maximalist: America in the World from Truman to Obama*. New York: Vintage Books.

### Other Required and Recommended Readings

- External websites and other assigned readings are found in the Lessons area of the classroom.

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- 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**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post of about 500 words by Thursday at 11:55 pm ET and respond to 2 classmates in two separate discussion threads with a substantive essay (including citations of the weekly readings) of at least 250 words by Sunday 11:55 pm ET. Forum posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas. You are also required to post conversational discussions at least once a week; so the minimal # of posts is five (one initial, two substantive responses, and at least two conversational responses). All posts must be your original work. You may (and indeed should) use other resources to support your ideas, but you are required to post your own original work.

### **Assignment #1 (Research question or Policy background) – 15 percent**

#### **Option One:**

The purpose of this assignment is to make a plan for your research. It will take a few steps for you to get to a complete proposal. It must include: research question/introduction, hypothesis, methodology, literature review, conclusion, and proposed source of data. Your proposal should be about 8-12 pages, double spaced, TNR 12.

#### **Option Two:**

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The purpose of this assignment is to write a policy brief including an history and a current summary of the important issues needed to make decision on a specific topic of your choosing (using the list in the assignments tab). Your policy backgrounder should be about 8-12 pages, double spaced, TNR 12.

### **Assignment #2 (Research paper or Policy recommendations) – 35 percent**

#### **Option One:**

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.

#### **Option Two:**

The Policy recommendations will build on the backgrounder from week two (but not recopy or repeat it). Continuing with the same threat area that you chose in Assignment #1, provide a list of policy options (with specific recommendations) to include identification and definition of issues, conceptualization of creative alternative solutions, anticipation of reactions and objections, advantages and disadvantages of each policy option, and an-depth analysis on technical aspects of program policies and implementation processes. This assignment should be about 12-15 pages, double spaced, TNR 12.

### **Final Assignment – 30 percent**

This assignment is a take-home essay assignment of two questions (choose from four options), 4-5 pages each, to test knowledge and assimilation of the course objectives. Required texts and readings from this course must be used in the exam.

<b>Assignments</b>	<b>Percentage</b>
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Assignment #1	15 percent
Assignment #2	35 percent
Discussion Forums	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>Course Objective(s)</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<b>1</b>	Theory and Policy	CO-1 CO-4	Murray, p. 1-56. Kennan, p. vii-ii Nuecherlain, p. 12-31. Snyder, p. 52-62 Walt, p. 29-46.	Week One Forum Discussion
<b>2</b>	1789-1941	CO-1 CO-2 CO-3	Kennan, p. 3-78. Burkett, p. 1-19. Webster, p. 187-98.	Week Two Forum Discussion  Assignment #1

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<b>3</b>	1941-1963	CO-1 CO-2 CO-4	Kennan, p. 79-161. Sestanovich, p. 4-119 Allison, p. 11-16.	Week Three Forum Discussion
<b>4</b>	1963-1980	CO-1 CO-2 CO-3	Kennan, p. 165-192. Sestanovich, p. 121-218. Ford, entire. Yoo, 1-11.	Week Four Forum Discussion
<b>5</b>	1980-1992	CO-1 CO-2 CO-4	Sestanovich, p. 221-272. Fischer, p. 477-96. Stein, p. 147-79	Week Five Forum Discussion
<b>6</b>	1993-2001	CO-2 CO-4 CO-5	Sestanovich, p. 273-299. Hendrickson, p. 241-58. Sloan, p. 217-31. Thakur, p.	Week Six Forum Discussion  Assignment #2

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			387-410.	
<b>7</b>	2001-the Present	CO-3 CO-5	Bremmer, p. 1-45. Sestanovich, p. 301-336. Betts, p. 585-606. Fabre, p. 963-76 Patrick, p. 644-662. MacDonald and Parent, p. 7-44.	Week Seven Forum Discussion
<b>8</b>	What's Next?	CO-4 CO-5	Bremmer, p. 47-204.	Week Eight Forum Discussion  Final Assignment

## **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](#)

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[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 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.

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- **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.
- **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>)

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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 instructor will post information in the classroom on student procedures.

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## Selected Bibliography

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