

GRADUATE CURRICULUM CHANGE MEMO

Date: 10.30.22
From: Dr. Paul Ashby, Criminal Justice
Through: Dr. Egbert Zavala, Criminal Justice
Through: Dr. Andeli Bencomo, College of Liberal Arts
To: Dr. Martine Ceberio, Chair, Graduate Council

Proposal Title: Add 4 Classes/Update Degree Plan Master of Defense and Studies

Key Changes:

There are three proposed changes

1. Adding four new classes to the Master of Defense and Strategic Studies program, one core. and three elective:

DSS/X 5306 'US Grand Strategy' (core);
DSS/X 5315 'Strategic Survey-North America';
DSS/X 5319 'Space Strategy'
DSS/X 5321 'Selected Topics in DSS'

2. It is proposed that four additional MDSS classes also become core requirements to complete the degree

DSS/X 5300 'US National Security'
DSS/X 5301 'Strategic Theory and Modern Warfare'
DSS/X 5302 'Global Security'
DSS/X 5320 'Future Warfare'

3. Some updates to the degree plan and catalog are required by the above, and to update course descriptions in line with real world and academic changes across the program. This includes removing three prerequisites requirement from DSS 5320/DSSX 5320

Explanation and Rationale:

The current MDSS degree plan requires completion of all 12 classes within its curriculum. Currently, students lack flexibility in class choice as they complete the degree. Additionally, these classes were designed with the program's launch and require updates. The proposed addition of four elective classes to the original 12, alongside some related proposed

changes to the degree plan and catalog to include denoting five 'core' required classes, will achieve several goals:

- > update the MDSS program to reflect real world and academic changes to the discipline of Defense and Strategic Studies
- > increase program relevancy/appeal through these updates
- > add increased choice and flexibility for students through program electives
- > restructure the program to ensure progressive steps in its degree plan and learning outcomes through core and elective classes
- > enhance and deepen student skill sets through more structured and varied learning material

The degree plan will still require students to complete 12 MDSS classes to graduate the program. The proposed new elective classes provide added depth, flexibility and choice. They also update the curriculum to reflect important changes to real world policies within and academic study of defense and strategy. This helps increase program relevancy and appeal by ensuring it reflects the issues, policies and debates our largely professional student body encounter within their roles and careers. It helps prepare all graduates of the MDSS with contemporary skills and knowledge relevant to U.S. defense, foreign policy, and national security.

Specific details and explanation regarding the proposed new classes can be found in documents within this proposal.

In conjunction with new electives, adding a core set of classes strengthens a progressive learning path through the program. Students will be directed to three foundational classes early in their studies - DSS/X 5300, DSS/X 5301, and DSS/X 5302. These classes provide core material regarding strategic, International Relations, and Security Studies theories and concepts that will aid development of their strategic and critical thinking and writing skills, and deepen knowledge relevant to the rest of the program.

Students will be encouraged to take DSS/X 5306 after these foundational classes. This class will require students to directly apply lessons from foundational classes to past and contemporary U.S. grand strategy and its debates, strengthening their understanding of foundational material through practical application. Closer to graduation, students will complete DSS/X 5320, where they are encouraged to try and apply the knowledge and skills developed across the program to potential future strategic and defense challenges. These two core classes will require the three foundational classes above as prerequisites. Three other prerequisites previously required on DSS/X 5320 (DSS/X 5303, 5304, and 5305) will be removed.

The range of 9 elective classes can be taken alongside this core. Students will have options to pursue a program more oriented around specific practical 21st challenges (e.g. cyberwarfare), or to focus on the international strategic environment, or a mixture of both.

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: Update Degree Plan Master of Defense and Strategic Studies

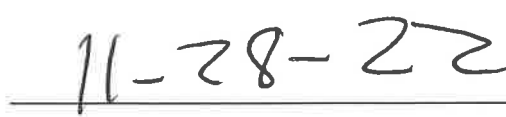
College: Liberal Arts Department: Criminal Justice

DEPARTMENT CHAIR- Egbert Zavala

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature



Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Selfa Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5300

Course Title US National Security

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course offers a comprehensive theoretical and organizational examination of the development of contemporary U.S. national security policy and strategy. The course examines the U.S. national security apparatus, the security environment, diplomacy, homeland security, and key defense issues. A particular emphasis will be placed on the instruments of power to achieve strategic objectives. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course offers a comprehensive theoretical and organizational examination of the development of contemporary U.S. national security policy and strategy. The course outlines the U.S. national security apparatus, with a particular emphasis on the use of the interagency process. Students will examine and interrogate organizational structures, strategies and policies that attempt to ensure the national security system deploys multiple instruments of power to achieve strategic objectives.

COURSE CHANGE FORM

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All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5301

Course Title Strategic Theory & Modern War
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Update course description	The course offers an advanced theoretical survey of classical strategy from Clausewitz to Mao and the application of strategy to warfare in the modern age. Strategic thinking on conventional warfare, irregular warfare, nuclear warfare, and cyber warfare will be introduced. The course finishes with a discussion on the contemporary constraints on modern warfare and the increasing importance of peace operations and humanitarian intervention. Prerequisite: Departmental approval required. Restricted to Level of GR.	The course offers an advanced theoretical survey of classical strategy from Clausewitz to Mao and the application of strategy to warfare in the modern age. Strategic thinking on conventional warfare, irregular warfare, nuclear warfare, and cyber warfare will be introduced. The course finishes with a discussion on the contemporary constraints on modern warfare even as interstate power competition intensifies.

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All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5302

Course Title Global Security

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course approaches security from a global perspective and discusses security issues that transcend borders and which can only be adequately addressed through global security cooperation. Most of these global security issues are non-traditional in the sense that they are not directly related to power competition and interstate war. The course will introduce the concept of "global security" and will discuss the key issues that fall under it, such as health security, environmental security, migration and population, poverty and food security. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course approaches security from a global perspective, discussing security issues that transcend borders. Modern challenges such as pandemics, climate change and human migration are non-traditional and transnational, requiring coordinated action amongst states. However, the course also explores the return of 'classic' security issues directly related to power competition and interstate war. The course will introduce students to relevant International Relations theory and key issues such as health security, environmental security, energy security, and human security.

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College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5305

Course Title Cyber Warfare

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This advanced seminar will critically examine the ubiquitous nature of the cyber domain in modern warfare. Fundamental principles and case studies in cyber warfare will be covered in order to explain the importance of cyber power in national military strategy and in joint/combined operations, including defensive and offensive operations in cyberspace. There will be a particular emphasis on Russian and Chinese cyber warfare capabilities and operations. Prerequisite: Departmental approval required. Restricted to Level of GR.	This advanced seminar will critically examine the ubiquitous nature of the cyber domain in modern warfare. Fundamental principles and case studies in cyber warfare will be covered to explain the importance of cyber power in national military strategy and in joint/combined operations, including defensive and offensive operations in cyberspace. There will be a particular emphasis on Russian and Chinese cyber warfare capabilities and operations.

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5310

Course Title Strategic Survey - Americas

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course is a detailed and systematic examination of the key military strategic and security issues affecting the Western Hemisphere. A heavy focus will be placed on the role of this region in national security policy and military strategy in a historical context, especially with respect to inter-state conflicts in the region, internal conflicts, and the threat posed by transnational criminal organizations. The course will also cover U.S. security cooperation with states in the Western Hemisphere. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course is a detailed and systematic examination of the key security issues affecting the Western Hemisphere. A heavy focus will be placed on the role of this region in U.S. national security policy and strategy in a historical context, especially with respect to internal conflicts, political instability and economic inequality, as well as contemporary threats such as the impacts of regional transnational crime. The course concludes by re-examining the contemporary strategic importance and opportunities of and in the region amidst wider global events.
Course Title Change	Strategic Survey - Americas	Strategic Survey-Americas

COURSE CHANGE FORM

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All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5311

Course Title Strategic Survey of Africa

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course is a detailed and systematic examination of the key military strategic issues affecting Africa in a historical and cultural context. A heavy focus will be placed on the role of this region in national security policy and military strategy, especially with aspect to securing access to strategic resources. The course will also consider the causes and implications of weak and failing states in sub-Saharan Africa and the measures that are taken to prevent or reverse state failure. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course is a detailed, systematic, and historically contextualized examination of the key security and strategic issues affecting countries across the African continent. The course considers the causes and implications of regional conflict, violent extremism, and instability - and the measures that are taken to combat these trends, including through U.S. policy. The course also explores contemporary strategic competition across the continent, and how that intersects with political and economic development.
Course Title Change	Strategic Survey of Africa	Strategic Survey-Africa

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5312

Course Title Strategic Survey of Europe
(Course descriptions are limited to 600 characters)
(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course is a detailed and systematic examination of the key military strategic issues affecting the Europe, NATO, and the transatlantic military alliance in a historical context from the end of the Second World War to the present day. A heavy focus will be placed on the role of this region in U.S. national security policy and military strategy, especially with respect to relations with Russia. This includes a critical discussion of NATO's expansion and changing role in Europe and Europe's periphery. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course is a detailed and systematic examination of the key security and strategic issues affecting Europe. Placing the transatlantic alliance in historical context from the end of the Second World War to the present day, the role of Europe in U.S. national security and grand strategy is outlined and debated. There is a heavy focus on relations with Russia amidst the invasion of Ukraine. This includes a critical discussion of NATO's expansion as well as a contextual exploration of Russian-Ukrainian relations.
Course Title Change	Strategic Survey of Europe	Strategic Survey-Europe

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5313

Course Title Strategic Survey-Middle East

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Update course description	This course is a detailed and systematic examination of the key military strategic issues affecting the Arab World from North Africa to the Persian Gulf. The course will also examine the key military-strategic issues facing Israel. A heavy focus will be placed on the role of this region in national security policy and military strategy. The course also broadly outlines the most pressing current security issues in the Middle East such as political instability, terrorism, and radicalization through pan-islamic and fundamentalist ideologies. Prerequisite: Departmental approval required. Restricted to Level of GR..	This course is a detailed and systematic examination of the key military strategic issues affecting the Middle East,. It also covers the ongoing strategic competition in Central Asia. A heavy focus will be placed on the role of this region in U.S. national security policy and grand strategy. The course broadly outlines the most pressing current security issues in the Middle East such as political instability, terrorism and radicalization through salafi-jihadi ideologies, and the conflictual competition between Iran and Saudi Arabia.

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Update course description language to reflect real world and academic changes
More effectively describe and market course

All fields below are required

Subject Prefix and number DSS 5314

Course Title Strategic Survey of Asia

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Change course title	Strategic Survey of Asia	Strategic Survey-Indo Pacific
Update Course Description	This is a detailed and systematic examination of the key military strategic issues affecting the major powers of Asia. The students will gain an understanding of the modern history of Asia and the security dynamics that are shaping the region. A heavy focus will be placed on the role of China and India in national security policy and military strategy. The course also covers the strategic competition in Central Asia with particular emphasis on the Afghanistan conflict. Prerequisite: Departmental approval required. Restricted to Level of GR.	This course is a detailed and systematic examination of the key strategic issues affecting the Indo-Pacific. Students will gain an understanding of the modern history of the region and the contemporary security dynamics that are shaping it. A heavy focus will be placed on the roles of China, Japan and India. The course will explain why the Indo-Pacific is the key region for U.S. strategy into the 21st century, and critically interrogate U.S. policies in key potential conflict flashpoints.

COURSE CHANGE FORM

COPY OF CATALOG PAGE NOT REQUIRED

All fields below are required

College : Liberal Arts
Fall 2023

Department : Criminal Justice

Effective Term :

Rationale for changing the course:

Remove specific prerequisites in line with improved degree path for course

All fields below are required

Subject Prefix and number DSS 5320

Course Title Future Warfare

(Course descriptions are limited to 600 characters)

(Course titles are limited to 29 characters)

Change	From	To
Remove specific prerequisites	(DSS 5300 w/C or better AND DSS 5301 w/C or better AND DSS 5302 w/C or better AND DSS 5303 w/C or better AND DSS 5304 w/C or better AND DSS 5305 w/C or better)	(DSS 5300 w/C or better AND DSS 5301 w/C or better AND DSS 5302 w/C or better).

COURSE ADD

All fields below are required

College : Liberal Arts Department : Criminal Justice

Rationale for adding the course:

Update MDSS program to reflect real world and academic changes to the discipline of Defense and Strategic Studies, and increase program relevancy/appeal

Add increased flexibility for students through program electives

Restructure program to ensure progressive steps in degree plan and learning outcomes through core and elective classes

This course specifically adds depth to student's understanding of the history, nature, and debates within U.S. grand strategy, building on key strategic and International Relations concepts and theories and relating them to 21st Century great power competition

All fields below are required

Subject Prefix and # DSS 5306/DSSX 5306

Title (29 characters or fewer): U.S. Grand Strategy

Dept. Administrative Code : 740

[CIP Code](#) 45.0902.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course offers a deeper examination of U.S. grand strategy, through a theoretical and practical examination of its history, rationale, and key debates after World War II, through the Cold War, and into the complex strategic environment of the post-Cold War era. The course then critically interrogates the coherence and future of U.S. grand strategy in the remainder of the 21st Century, exploring crucial topics such as the U.S.' posited relative decline, great power competition, and U.S. domestic political debates.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

A Lecture H Thesis
 B Laboratory I Dissertation

- C Practicum
- D Seminar
- E Independent Study
- F Private Lesson

- K Lecture/Lab Combined
- O Discussion or Review (Study Skills)
- P Specialized Instruction
- Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 7 weeks

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
DSSX 5300/DSSX 5300	C	N
DSS 5301/DSSX 5301	C	N
DSS 5302/DSSX 5302	C	N

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	MDSS

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Equivalent Course(s):

Restrictions:	
Classification	
Major	MDSS

--

Equivalent Course(s):

Restrictions:	
Classification	
Major	MDSS

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Criminal Justice

Rationale for adding the course:

Update MDSS program to reflect real world and academic changes to the discipline of Defense and Strategic Studies, and increase program relevancy/appeal

Add increased flexibility for students through program electives

Restructure program to ensure progressive steps in degree plan and learning outcomes through core and elective classes

This class will address specialized Defense and Strategic Studies issues in depth. Topics will vary. This will allow flexibility for real world developments and specialized topic areas to be reflected with a class within the program if appropriate/necessary.

All fields below are required

Subject Prefix and # DSS 5321/DSSX 5321

Title (29 characters or fewer): Selected Topics in DSS

Dept. Administrative Code : 740

[CIP Code](#) 45.0902.00

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This elective course will address specialized issues in Defense and Strategic Studies in depth. Topics vary.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input checked="" type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 7 weeks

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	

Major	MDSS
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Sample Syllabus | DSS/X 5306 U.S. Grand Strategy

Instructor | Dr. Paul Ashby CRNs |

Email |

Technical Support | UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu

Course Dates |

Classes |

Please Note | This Syllabus Subject to Change

Course Overview

Course and Instructor Introduction

Hello all, and welcome to DSS/X 5306 U.S. Grand Strategy. This course aims to take students much deeper into the history, logics, and debates of U.S. grand strategy, incorporating practical challenges, policy debates, and academic scholarship. The courses core aim is to leave you with an understanding of what grand strategy is, how the U.S. has employed grand strategy since the end of World War II, and the debates about its grand strategic choices since the end of the Cold War. Grand strategy is meant to delineate the *core aims* of a state in the international arena and match them with *ways* and *means*, but this may be particularly difficult in the U.S.' case as it has defined its interests so expansively. We interrogate how grand strategy can affect more particular strategic issues and U.S. national security policy. We will develop an ability to critically track and analyze changes, challenges, and debates within U.S. grand strategy, especially as the U.S. moves towards a grand strategic paradigm of 'great power competition'.

I moved to El Paso, TX from the UK after completing a doctorate in International Relations (IR). My doctorate explored U.S. security interaction with Mexico in the context of Mexico's drug-related security crisis, U.S. Homeland Security, and North American regional security. My major research interests are in this region, in U.S. security cooperation with other states, and in U.S. foreign policy and grand strategy. I have taught courses in a variety of topics within IR and Security Studies both in the UK and now in the U.S.

Contact Hours and Contacting Me

Information in the Syllabus

This Syllabus document is meant to be an introduction to the Course, giving you the all the key information necessary prior to its commencement. However, it should be paired with the **Assignment Guidance** document which gives deeper guidance and advice for the assessed work on the course. I will

be sharing this once the course starts. These will all be provided directly to you, and available on Blackboard.

Online Classroom

We will use Blackboard as our online classroom, I'll post all the necessary course materials and module materials on here. You should check through it carefully.

Course Description

This course serves as an introduction to U.S. grand strategy. Grand strategy is a crucial concept within strategic studies, with increasing study and focus on the grand strategies of various nations, but still a good deal of academic controversy over whether they even actually exist or can be achieved! Some of the core ideas around grand strategies is that they are reserved for the most powerful states in the international system who seek to shape the international environment on a large - even global – scale to a set of core interests. The U.S. has certainly set out a series of global level interests and actions since the end of World War II. Does it have a grand strategy?

Firstly, this course will cover some crucial introductory work on grand strategy writ large. We ask questions as to what grand strategy is and connect our discussion to previous DSS classes regarding the conceptual design of grand strategic ends versus the practical realities of ensuring ways and means to achieve those ends through domestic policy and political processes.

We then take an historical approach that moves through practical and policy changes in U.S. grand strategy over time, but keeps conceptual, theoretical debates close at hand. We will suggest that the U.S. *did* create a grand strategy through World War II and going into the Cold War era. During World War II, strategic planners embarked on a course to ensure U.S. global influence, preventing the U.S.S.R. dominating areas of Europe and Asia, keeping an “open” a world as was possible, and even directing or stymieing socio-political-economic change in many parts of the world (or attempting to, including through armed conflict). This grand design involved security commitments in Europe and East Asia, institution building, a global military presence, and widespread foreign assistance. It was marked by both realism and liberalism.

When the Cold War came to an unexpected end, there was an academic debate as to the U.S.' grand strategic choices, even as the U.S. appeared to double down on grand strategic aims of the Cold War, now expanded and enlarged to encompass Eastern Europe especially. As the U.S. then embarked on nation building projects in the Global War on Terror, there was a growing chorus of academic criticism from several quarters of a U.S. grand strategy – or a lack of it –unmoored from a clear set of aims and interests, and uninterested in a clear, sustainable set of ways and means. We will explore these critiques, but we will balance them with considerations of international realities and the apparent success of U.S. strategy on a grand scale.

In the final part of the course, we ask if ‘great power competition’ is providing new strategic clarity for the U.S., or if the same challenges to create a realistic, coherent grand strategy continue. Part of this will involve considering the impact of domestic politics on grand strategy, as increasingly the academic critiques enter into mainstream political discourse, even as the international environment shifts around the U.S.. The course ends by examining the relevancy of lessons learned from the first half of the 20th Century to the realities of the 21st.

Learning Objectives

Through our course together, and most importantly your own independent research, thinking, and analysis, you will be expected to demonstrate a strong understanding of the key ground we will cover. On completion of the course, students should be able to demonstrate:

- Improved understanding of what grand strategy is... or what it is meant to be
- Ability to critically debate if the US has had or does have a grand strategy
- Awareness of the complexity of creating a grand strategy and balancing domestic politics and processes with an ever-shifting international environment
- Knowledge of the global aims and specific ways, means, actions and policies the U.S. employed after WWII and during the Cold War
- Ability to explain and interrogate the above in grand strategic terms
- Ability to understand the complex mix of IR liberalism and realism within the strategy above, especially around the concepts of U.S. 'primacy' and 'international order'
- Increased knowledge of the practical changes and continuities of US grand strategy after the Cold War, and academic debates and critiques over U.S. actions
- Ability to critically debate the future direction of US grand strategy

Course Module Breakdown

On the following page is a simple at a glance breakdown of the weekly module topics on the course. **However**, you must refer to the **Full Course Overview** and **Blackboard** for full details.

Week	Module	Class Dates
1	Introduction what is grand strategy?	
2	The Cold War crucible defining U.S. grand strategy after WWII	
3	Realism and Liberalism in Cold War U.S. Grand Strategy	
4	The Break? engagement and enlargement or strategic unmooring after the Cold War?	
5	The Mis-Step? The global war on terror and U.S. grand strategy	
6	Strategic Clarification? Great power competition, deep engagement, and U.S. grand strategy in the 21 st Century	
7	The Song Remains the Same? Continuity and change in U.S. grand strategy	

Textbooks

Whilst we do not have a textbook per se, I do highly recommend picking up at least one of these books to help you with background for the course. If you can only get one, make it the first one!

- Brands Hal (2014) *What Good is Grand Strategy? Power and Purpose in American Statecraft from Harry S. Truman to George W. Bush* Cornell University Press

I'll post readings each week on the Full Course Overview and Blackboard, and I will provide a wider reading document in due course.

Key Course Requirements, Tasks & Expectations

Task Breakdown, Due Dates, and Overall Grading

This course has a number of graded tasks and assessments. I will provide some guidance for these activities in an **Assignment Guidance** document, which will be available in due course through email and on Blackboard. Please refer to that for more detailed advice.

Tasks are due and weighted as follows.

Activity	% of Overall Grade	Due Date
Student Introduction	2%	
Content Discussion	20%	
Content Pieces (3)	30% (10% each)	
Final Assignment Plan	10%	
Final Assignment	36%	
Course Evaluation	2%	
Total	100%	

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)

See [Curriculum and Classroom Policies](#) for more information on grading at UTEP.

Course Expectations and Key Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it successful. The pace and content requirements of these 7-week courses is frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Content Challenges, Discussion Pieces and in the Final Assignment. Indeed, reading is the *key* to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

What you can expect of me

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However! If, because of work, illness, or family emergency you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! As I mentioned above, I am aware that you have existing commitments and responsibilities. I will be flexible if you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me **at least 12 hours before** the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are 5 days late and there has been no communication between us; they will be given a grade of 0.

IMPORTANT! I will work with you on these issues! I know how busy you all are in the MDSS program, often with full time work commitments and everything else life throws at us! All I ask is that you make sure you let me know what is going on, and I will help

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DSS/X 5315 | North American
Regional Security



Sample Syllabus | DSS/X 5315 Strategic Survey: North America

Instructor | Dr. Paul Ashby **CRNs** |

Email |

Technical Support | UTEP Helpdesk at (915) 747-5257 or helpdesk@utep.edu

Course Dates |

Classes |

Please Note | This Syllabus Subject to Change

Course Overview

Course and Instructor Introduction

Hello all, and welcome to DSS/X 5315 Strategic Survey: North American Regional Security' This course introduces strategic and security issues in the North American region, but one that does so within their historical, economic, social, and political context. North American regional security is a crucial but sometimes overlooked and misunderstood aspect of U.S, national security and strategy.. As the U.S.' immediate neighborhood, North America is key to the development of how the U.S. 'does' foreign relations as well as being, by geographic default, a key strategic area. Canada and Mexico also experience security challenges, including the impact of their very powerful neighbor. A key aspect of the course will be in exploring the interdependency of regional security issues, and the challenge of meeting them together.

I moved to El Paso, TX from the UK after completing a doctorate in International Relations (IR). My doctorate explored U.S. security interaction with Mexico in the context of Mexico's drug-related security crisis, U.S. Homeland Security, and North American regional security. My major research interests are in this region, in U.S. security cooperation with other states, and in U.S. foreign policy and grand strategy. I have taught courses in a variety of topics within IR and Security Studies both in the UK and now in the U.S.

Contact Hours and Contacting Me

Information in the Syllabus

This Syllabus document is meant to be an introduction to the Course, giving you the all the key information necessary prior to its commencement. However, it should be paired with the **Assignment Guidance** document which gives deeper guidance and advice for the assessed work on the course. I will be sharing this once the course starts. These will all be provided directly to you, and available on Blackboard.

Online Classroom

We will use Blackboard as our online classroom, I'll post all the necessary course materials and module materials on here. You should check through it carefully.

Course Description

This course serves as an introduction to North American regional security. We will take an historical and wide-ranging thematic approach, covering as much ground as possible! We will note some history regarding homeland defense and North America initially, but then we dive deeper! We will establish core historical and theoretical context for North American regionalism and regional security, with a focus especially on how security challenges exist within historical, political, economic, and social contexts. We detail how 'North America' has come to be, and the huge changes precipitated by key events like the signing of the North American Free Trade Agreement (NAFTA), the securitization of immigration, and the events of 9/11. We will note how important Mexico and Canada are to the U.S. in several key areas. We'll outline some key theoretical tools that may help us to better understand the region and its security challenges. We'll explore the inherent challenge of achieving border security whilst maintaining a free flowing, interconnected regional economy.

We will then move through some core contemporary security issues in the region. Issues around homeland defense continue to be of great import, perhaps more so in an era of 'returned' great power competition and will be covered with detail. However, we also focus on transnational regional security 'threats' - drugs and transnational crime, terrorism, and (more controversially) immigration. We'll explore these issues in some depth, and think about how to tackle them, bearing in mind the context we've already established. We'll try to think about them from different perspectives – Mexican, Canadian, migrants, border residents, and so on. We also ask practical questions about the efficacy of contemporary U.S. policies and approaches.

We'll then directly explore the U.S. effort to create more integrated regional security frameworks to tackle these problems *with* Mexico and Canada, whether we need more movement in that direction, and whether that has become a victim of our current political moment.

The main aim of the course is to structure and broaden our understanding of historical and contemporary security issues in North America in their wider context, and to hone the critical and analytical tools to do so.

Learning Objectives

Through our course together, and most importantly your own independent research, thinking, and analysis, you will be expected to demonstrate a strong understanding of the key ground we will cover. On completion of the course, students should be able to demonstrate:

- Knowledge of the key history of U.S. foreign relations and strategic interests and actions within North America, including in homeland defense;
- Knowledge of the political, economic, and social context of North American regional security;
- Understanding of the key theoretical tools applying to North America like regionalism, regionalization, and securitization;
- Ability to use these tools to analyze and evaluate security challenges in North America;
- Critical awareness of the U.S.' complex interests in North America;

- A deeper understanding of a selection of contemporary distinct issues and concerns for U.S. strategic interests in North America;
- A deeper understanding of contemporary, specific security issues in the region, and how they relate to a wider context;
- An ability to critically evaluate the usefulness / applicability of contemporary approaches to modern day security issues in the region;
- A greater understanding of North American regional security from a number of perspectives, including those of Mexico and Canada

Course Module Breakdown

On the following page is a simple at a glance breakdown of the weekly module topics on the course. **However**, you must refer to the **Full Course Overview** and **Blackboard** for full details.

Week	Module	Class Dates
1	Introduction what is North America? And the history of homeland defense	
2	Understanding North America regionalism, regionalization, and the border security paradox	
3	Security Challenge I homeland defense in the 21 st century	
4	Security Challenge II arctic security	
5	Security Challenge III drugs and transnational crime	
6	Security (?) Challenge IV immigration and terrorism	
7	Building North America, and a North American Security Framework?	

Textbooks

Whilst we do not have a textbook per se, I do highly recommend picking up at least one of these books to help you with background for the course. If you can only get one, make it the first one!

- Stephen Clarkson and Matto Mildenerger [*Dependent America? How Canada and Mexico Construct U.S. Power*](#) (Toronto, Canada: University of Toronto Press, 2011)
- Jonathan Paquin and Patrick James [eds.] [*Game Changer: The Impact of 9/11 on North American Security*](#) (Vancouver, Canada: UBC Press, 2014)

I'll post readings each week on the Full Course Overview and Blackboard, and I will provide a wider reading document in due course.

Key Course Requirements, Tasks & Expectations

Task Breakdown, Due Dates, and Overall Grading

This course has a number of graded tasks and assessments. I will provide some guidance for these activities in an **Assignment Guidance** document, which will be available in due course through email and on Blackboard. Please refer to that for more detailed advice.

Tasks are due and weighted as follows.

Activity	% of Overall Grade	Due Date
Student Introduction	2%	
Content Discussion	20%	
Content Pieces (3)	30% (10% each)	
Final Assignment Plan	10%	
Final Assignment	36%	
Course Evaluation	2%	
Total	100%	

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F) | 60-69 (D) | 70-79 [C] | 80-89 (B) | 90-100 (A)

See [Curriculum and Classroom Policies](#) for more information on grading at UTEP.

Course Expectations and Key Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course relies on the participation of all the people in the class to make it successful. The pace and content requirements of these 7-week courses is frenetic and requires significant motivation and self-discipline.

As this is a graduate course, the reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your Content Challenges, Discussion Pieces and in the Final Assignment. Indeed, reading is the *key* to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

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Defense and Strategic Studies Program

DSS 5319

U.S. Space Policy

Online Syllabus

Instructor: Dr Joe Bassi, PhD, FRAS (Lt Colonel, US Air Force, Retired)

Email: Jpbassi@utep.edu (This is the best way to get me! I most often will get back to you in “real time”)

Phone: 571-338-1328

Location: Lompoc, CA (next to Vandenberg SFB---USA/Pacific Time Zone)

Instructor Welcome and Bio:

Welcome to the fascinating, complex, turbulent, and controversial world of US national security/national defense!

Dr. Joe Bassi is your professor for this course. He completed his PhD in History at the University of California, Santa Barbara in June 2009 and specialized in the history of modern US physical science. He was a senior project engineer with the Aerospace Corporation supporting national security space efforts at Vandenberg AFB and then an assistant professor with Embry-Riddle Aeronautical University until retirement from there. During his PhD program, Dr. Bassi also was an Institute on Global Conflict and Cooperation National Science Foundation IGERT Public Policy and Nuclear Threats research fellow at University of California, San Diego and also was a Guggenheim pre-doctoral fellow in Space History at the National Air and Space Museum, Smithsonian Institution. He is a fellow of the Royal Astronomical Society and a life member of Clare Hall, Cambridge University in the UK.

Dr. Bassi is a retired US Air Force officer with twenty-six years of active duty. He at various points in his military career served as Director of the Joint Typhoon Warning Center (Guam), Professor of Strategic Studies at the DOD’s Joint Military Intelligence College, Headquarters US Air Force Action Officer and Program Element Manager, Chief of the Acquisition Meteorology Office at Air Force Space Systems Division, and Assistant Professor of Physics at the USAF Academy. After retirement from active service, Dr. Bassi served as a space policy analyst in the Office of the Secretary of Defense while working for the Aerospace Corporation.



In addition to the PhD, he has graduate degrees in Meteorology from Penn State, Astrophysics from the University of Colorado, and History from the George Washington University. While at GWU, he was a NASA Space Grant Research Fellow at the Space Policy Institute, Elliot School of International Affairs. Dr. Bassi graduated from Manhattan College in 1974 with a BS in Physics (Phi Beta Kappa) and was a distinguished graduate of the Air Force ROTC program. His current interests include the role of technology in national security, national space policy, and US space science history. He has a new book out “A Scientific Peak: How Boulder became a World Center for Space and Atmospheric Science” (American Meteorological Society Press, 2015). This a study of how US science funding policies changed in the mid-20th century, and how these changes played out in Boulder, Colorado.

Course Description

The use of space systems and networks, simply put, is absolutely vital to the US---economic, social, and military sectors of the US all vitally depend on these space systems and associated operations. How did we get to this point? Where do we go from here? What key decisions need to be made, what policies need to be implemented to support these decisions, and then what budgetary considerations are required that will ensure the US and its allies will have free and unfettered access to space? US space policy is a topic that needed to be studied, debated, and acted upon for, as the saying goes, “the future is now.” In this course we hope to introduce the student to these important questions, and as a result for the student to be able to think about the US’s proper national security-related role in what President John F. Kenney once called “This new ocean of Space.” This course is not a complete introduction to US space affairs, rather it is meant to give the student a broad overview of national space topics. With this introduction, the student should have the firm foundation to build upon for future studies and endeavors in the US space enterprise.

Course Objectives

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

- Understand the basics of operating in space and space systems
- Understand the history of US space efforts
- Understand the current, and evolving “ecosystem” of space activities in the US
- Analyze current and potential threats to US and allied space systems
- Understand possible space weapons, and discussions of “space arms control.”
- Evaluate historical and current national space policy and strategy

Requirements

The assessments will be weighted as follows:



First Essay (Week 3)	20% 6-7 page essay)
Discussion Thread participation	20% (in weeks with no written assignment)
Term paper (Week 6)	30% (10-12 page essay)
Final Exam (Week 7)	30% (3-hr Timed Essay exam)

NOTE--Late Assignments will be graded accordingly, with penalty varying by length of delay. To avoid a penalty, just ask ahead of time for a short extension. Longer extensions will require justification.

Detailed grading criteria are provided with the instructions for each assignment in the course modules. Reminder: **This is a graduate level course, so your writing should be professional at all times.** Be sure to proof-read all your work, and this means more than just checking spelling.

Late penalties: *Late assignments will be subject to a penalty of 10% per day late. Assignments will not be accepted after they are 3 days late. To avoid late penalties, just ask for an extension.*

UTEP 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.

Textbook & Readings

1. Johnathon W. Martin, ed. (2021). *U.S. Space Policy Reference Manual*. Mammoth Publishing, Lexington, KY.

ISBN: 9781077897168
2. Namrata Goswami, Peter A. Garretson (2020). *Scramble for the Skies: The Great Power competition to Control the Resources of Outer Space*. Lexington Books, Boulder, CO

ISBN: 9781498583114 (Cloth)

ISBN: 9781498583138 (Paper)



ISBN: 9781498583121 (E-version)

These texts will be supplemented by additional online readings in each lesson.

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The Online Learning Community

This course relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times.

While distance education offers greater flexibility than traditional classroom learning, it requires significant **motivation and self-discipline**. In short courses like this one, it is vital that you keep up with the readings and assignments. If, because of work, illness or family emergency, you require a short extension on any assignment, request one from your instructor at least 24 hours before the assignment deadline.

If you require **content-related help and support**, please use the Question & Answer discussion forum. If you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who actually asks!

If you would like to discuss more **individual issues and concerns**, please contact Dr Bassi via email, jpbassi@utep.edu

If you require **technical support** related to Blackboard, please contact the [UTEP Helpdesk](#) at (915) 747-5257 or helpdesk@utep.edu .

IMPORTANT: Please be sure to *READ ALL MY ANNOUCEMENTS*----- Usually do a couple per week to keep in touch with you, and this is really the only way I can give you current information, course updates/corrections, assignment advice, and other forms of guidance. Try to



check your UTEP email at least every 2-3 days. I'm a "hands-on"/interactive type instructor, and this is vital tool for me to help you get the the most you can out of the course, in the most efficient way.

Discussion Board (DB): Participation is required. Make one post of about 400-500 words (and not much more or less) for each DB within *four days of module start (ie, Thursday night)*. *Used proper English at all times (no twitter-ese, please) and back up any claims with evidence, references, etc.* Then, respond to at least 2 of your colleagues' responses by *day 6 of the module with substantive comments (about 75-100 words)*. *Use this opportunity to demonstrate, writing, knowledge and analysis skills.* References are encouraged when you cite facts, numbers stats, etc. I will grade based on the overall quality of the answer, and how well your writing is formulated. *Dispute is encouraged, but always treat ideas and comments—even if you disagree--with respect.* NOTE: Please use either Chicago/Turabian or APA formats in all writing in this class.

NOTE: The idea of the DB is for scholarly interchange and dialog, not as a forum for "venting" over an issue of concern. It is not a "blog." So, please keep all discussions professional in tone, scholarly in analysis, and well-referenced.

The University Writing Center: The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website ([uwc.utep.edu]uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

Course Organization:

Lesson One: **Setting the Stage: Introduction to Space and Space Strategy**

This first lesson is divided into two main parts. If you are going to "talk space" while discussing national strategy and space policy, you need to have some understanding of the basics of space jargon and the associated science behind these words and ideas. In the first part then, you will be introduced to the fundamentals of the science of space---namely "orbitology," rocketry/space systems, and the near-earth space environment. You will explore the space environment and



how this environment can affect both military and civilian activities down here on the earth. You do not need to master any equations---you will be exposed to just qualitative discussions, both in print and some videos, to help you get a fundamental grasp of the science of space and a better understanding of what is “out there.” These concepts and lexicon introduced are essential in becoming “space literate.” In the lesson’s second part, readings introduce you to the important concept of “spacepower” and why we should care about national spacepower as a key component of national space strategy in the 21st century.

Lesson Two: **How We Got Here: A Brief Introduction to the US in Space**

“The Past is Prologue”—You will find this statement carved into the facade National Archives building in Washington DC. The idea is that to understand the present, we need to understand the past and how that past led to today. In this second lesson then we will investigate the fascinating and complex development of “military space” during the Cold War and its immediate aftermath. Although overshadowed by the great accomplishments of early US manned space flight in the “Space Race” between the US and USSR, the development of military space occurred pretty much in tandem with developments on the civilian side of US space efforts. The overshadowing of the military space efforts by the civilian efforts of NASA you will see was intentional US government policy---most military uses of space in the early days were classified, or only partially revealed to the general public. In the 1970s through the 1990s, many of the military uses of space became more well- known due to the declassification of some space systems and missions, and the wider use of “dual use” space systems such as the Global Positioning System (GPS). This section will also present the important role of the National Aeronautics and Space Administration (NASA) in US space efforts.

Lesson Three: **The 2000 Space Commission and the Important of Space to the US**

The Department of Defense, directed by the US congress, conducted an intensive, high level, review of US national security space efforts in 2000. The official title of the review was “*the Commission to Assess United States National Security Space Management and Organization.*” It is sometimes referred to as the “Rumsfeld Commission” after former secretary of defense Donald Rumsfeld who chaired the committee, or more simply, “the 2000 space commission.” This is an important document for our purposes. First, it sets up nicely the state of US national space interests at the turn of the century and addresses the main issues and concerns that many thought plagued US national security space. In this lesson, students will also have a short 6-7 page essay due.

Lesson Four: **Space Domain Awareness (SDA) and Space Debris: What is “up there”?**

Since 1957 and the Sputnik launch, many thousands of objects—both operational and “junk”--- have wound up in long-term orbits around the earth. So, space is far from empty from human-



made things, and space planners have to account for this in their assessment of the operational environment. A vital component of understanding the space operating environment is the complex issue of space debris, more commonly known as “space junk.” This “junk” represents objects that no longer serve a purpose, but still remain in orbit. Space debris both complicates SSA by greatly extending what must be tracked and located, and then having to discern what of this myriad of objects is a potential threat. It must be noted here that many of these objects are so small, that they defy tracking with current surveillance systems. The threat from these objects can be incidental, much as piece of debris left on a highway. In this lesson, we will also present t the rapidly changing commercial scene in space.

Lesson Five: **Part 1---NASA; Part 2---US Dept of Defense; Part 3--Space Commercialization**

There are three main components of the US space activity ecosystem today---NASA, the Dept of Defense, and a very complex (and growing) space commercialization sector. The intricate relationships among these three sectors are evolving, and really forms one of the cornerstones of US space policies and strategies. This lesson then will inform the student of the current state of these three sectors of US space activity, and how recent changes are affecting space policies. Special emphasis will be placed on the creation of the new US Space Force, and on the rise of the private rocket companies like SpaceX (as opposed to large corporations) and smaller spacecraft.

Lesson Six: **National Space Policy**

In the first five lessons of this course, you have been presented with the basic components of, for lack of a better way to say it, “understanding space.” Included in this broad understanding are some of the important associated issues relating to space policy, and then the implementation of this policy through national space strategy. So, this lesson presents a discussion of national security space policy, how this policy has been formulated, and then how current national security space strategy derives from the policy. The roles of Congress, the Executive Branch, and other participants in formatting space policy is highlighted. For example the student will learn how governmental funded space missions are selected—it is not simple as NASA or the DoD saying “we’ll do this!” This week, students will present a 10-12page (not counting cover sheet and bibliography) research paper on a topic of their choice relating to subject matter presented in this course.

Lesson Seven: **National Space Strategy**

National policies are implemented through strategy. So, this lesson presents a discussion of how current national security space strategy derives from the overall national security space policy. Included in this discussion is a review of the current US national security space strategy as a case



study of how, in general, national space policies are transformed into strategies. The US strategy (and policy) can be seen as a template, or at least as a starting point, for other nations' consideration of their individual space strategies. Along the way, you will also see the various theories that have been proposed to undergird space strategies, and what the elements of a sound space strategy look like. This lesson will also discuss the role of the newly created US Space Force in national space strategy.

Final Assessment: This week, the students will take a three-hour timed exam based on course objectives and materials. The exam consists of three essay questions. The purpose of this assignment is to measure student mastery of the course objectives.

Degree Plan MDSS

Required Credits: 36

Code	Title	Hours
Defense & Strategic Studies (All courses require a grade of C or better)		
Required Courses <u>(15 credit hours)</u> :		
DSS 5300/DSSX 5300	U.S. National Security	3
DSS 5301/DSSX 5301	Strategic Theory & Modern War	3
DSS 5302/DSSX 5302	Global Security	3
DSS 5306/DSSX 5306	<u>U.S. Grand Strategy</u>	<u>3</u>
DSS 5320/DSSX 5320	<u>Future Warfare</u>	<u>3</u>
<u>Elective Courses (select 21 credit hours)</u>		
DSS 5303/DSSX 5303	Low Intensity Conflict	3
DSS 5304/DSSX 5304	Information Operations	3
DSS 5305/DSSX 5305	Cyber Warfare	3
DSS 5310/DSSX 5310	Strategic Survey of Americas	3
DSS 5311/DSSX 5311	Strategic Survey of Africa	3
DSS 5312/DSSX 5312	Strategic Survey of Europe	3
DSS 5313/DSSX 5313	Strategic Survey-Middle East	3
DSS 5314/DSSX 5314	Strategic Survey of <u>AsiaIndo Pacific</u>	3
DSS 5315/DSSX 5315	<u>Strategic Survey-North America</u>	<u>3</u>
DSS 5319/DSSX 5319	<u>Space Strategy</u>	<u>3</u>
DSS 5321/DSSX 5321	<u>Selected Topics in DSS</u>	<u>3</u>
Total Hours		36