



December 21, 2020

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Kumar, Dean Cohen and our School of Advanced International Studies, I write to request your review and endorsement of the enclosed proposal. The School of Advanced International Studies, proposes a new **Master of Arts in Strategic and Intelligence Studies**.

The proposed program offers students an opportunity to pursue an advanced credential tailored for experienced or aspiring practitioners in the fields of strategy and intelligence. The curriculum focuses on the intersection between intelligence activities and the formation of national strategy informed by history, with a particular emphasis on critical national security topics of the 21st century such as terrorism, extremism, cybersecurity, disinformation, political warfare, covert operations, sanctions, special operations, and economic espionage to prepare future leaders for sound strategic and operational decision making to preserve peace

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Date Submitted:
Department Proposing Program				
Degree Level and Degree Type				
Title of Proposed Program				
Total Number of Credits				
Suggested Codes	HEGIS:		CIP:	
Program Modality	<div style="display: flex; justify-content: space-between;"> On-campus Distance Education (<i>fully online</i>) Both </div>			
Program Resources	<div style="display: flex; justify-content: space-between;"> Using Existing Resources Requiring New Resources </div>			
Projected Implementation Date	<div style="display: flex; justify-content: space-between;"> Fall Spring Summer Year: </div>			
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature: <i>Sunil Kumar R</i>			Date:
	Date of Approval/Endorsement by Governing Board:			

Revised 6/13/18

**The Johns Hopkins University
School of Advanced International Studies
Proposal for New Academic Program
Master of Arts in Strategic and Intelligence Studies (MASIS)**

A. Centrality to Institutional Mission Statement and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins University School of Advanced International Studies (Johns Hopkins SAIS) is pleased to submit a proposal for a new Master of Arts in Strategic and Intelligence Studies. The CIP code of this program is National Security Policy Studies: 45.0902. The proposed program offers students an opportunity to pursue an advanced credential tailored for experienced or aspiring practitioners in the fields of strategy and intelligence. The curriculum focuses on the intersection between intelligence activities and the formation of national strategy informed by history, with a particular emphasis on critical national security topics of the 21st century such as terrorism, extremism, cybersecurity, disinformation, political warfare, covert operations, sanctions, special operations, and economic espionage to prepare future leaders for sound strategic and operational decision making to preserve peace. Students will complete the MASIS on a full-time basis in approximately one year. Part-time opportunities will be considered in future cohorts.

The mission of Johns Hopkins University (JHU) is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of Johns Hopkins SAIS is to educate and prepare the next generation of global leaders in government, the private sector, multilateral institutions, and the nonprofit sector to solve multifaceted 21st century global challenges through a curriculum strongly rooted in a study of international relations, economics, and regional studies. The vision is to be the preeminent school of international affairs by providing our students with the most innovative and academically rigorous curriculum that prepares them for leadership, while also serving as the forum for novel ideas to solve the world's most pressing problems. We will strengthen our multidisciplinary approach to international affairs by training global leaders to emphasize the connections between intellectual excellence, innovation, entrepreneurship, and social engagement. The proposed degree program aligns with both overall JHU and Johns Hopkins SAIS's missions, as the structure of the program and its inclusion of experienced professionals contributes to life-long learning as well as to the preparation of global leaders at the intersection of strategy and intelligence.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Three of the key objectives of the Johns Hopkins SAIS strategic goals are to (1) *attract the best students*, (2) *elevate the Johns Hopkins SAIS profile*, and (3) *grow resources available to the school*. The MASIS program will attract early-career professionals from the field into its cohorts, which will in turn support the elevation of the Johns Hopkins SAIS profile. The program will provide a new revenue stream to Johns Hopkins SAIS with the potential to reach a growing audience as interest in the topic continues to expand. It will also elevate the course offerings, research opportunities, and expertise in the continually relevant fields of strategy and intelligence.

At the institutional level, the proposed MASIS program closely aligns with the JHU 10x2020 goals, the following two in particular: (1) *selectively invest in programs that support our core academic mission* and (2) *develop the resource base necessary to support investments in key academic priorities*. Through its development of the MASIS, Johns Hopkins SAIS is investing in a program that supports JHU's academic mission while also contributing to the resource base necessary to support other Johns Hopkins SAIS programming. In turn, the MASIS further positions JHU to realize the highest standards of academic excellence.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

Much of the curriculum will be housed in existing academic areas. A degree program director will be compensated for managing and leading the program, advising students, and providing general oversight of the capstone. Existing positions will provide administrative support. Additional funds will be made available for supporting the launch of this new program (see section L).

4. Provide a description of the institution's commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program

Johns Hopkins SAIS has committed resources for administrative and financial management for this graduate program. Administrative and faculty salary support exists within the current degree programs structure. Johns Hopkins SAIS will provide faculty salary support for all new courses. Technical support is provided through existing graduate school resources.

- b) continuation of the program for a period of time sufficient to allow enrolled students complete the program.

Johns Hopkins SAIS is committed to providing opportunities for completion of

the MASIS. Should the program be discontinued, Johns Hopkins SAIS will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge

The MASIS program will meet an important need for both domestic and international students who want to obtain more education and research training beyond an undergraduate degree. The demand for highly skilled practitioners in the field of intelligence and strategy in the District of Columbia, Maryland, and Virginia region has increased the need for degree programs such as the MASIS. Johns Hopkins SAIS partnered with an educational market research firm to determine if there is a growing need for more educational opportunities in the field of strategy and intelligence in the Mid-Atlantic and the DMV region. As evidenced in this Market Analyst's report, relevant masters programs in the Mid East grew at a rate of 4.9 percent, faster than the regional rate of 2.1 percent in the fields of Strategic Intelligence, Intelligence, and National Security Policy Studies.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

For working professionals, flexibility is very important, as is the ability to pursue an education with minimal interruption to their working life. The one-year format of the program will reduce the amount of time that MASIS participants will need to withdraw from the workforce, while requiring a potentially smaller student loan burden than two-year programs.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The proposed program does not directly address this issue. Johns Hopkins SAIS anticipates that the program will attract applicants from graduates of HBI's.

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

Promote and implement practices and policies that will ensure student success.

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

The MASIS will have policies and practices that are student-focused and ensure student success. Students will access and complete the MASIS program in an on-campus format and participate synchronously in the coursework. The program will also include asynchronous exercises and educational opportunities to enhance the learning experience. Relatedly, the program's one-year format also has the potential to increase the diversity of the enrollment. Johns Hopkins SAIS will continue to collect data (e.g., student learning outcomes, enrollment, program budgets) internally on an annual basis as part of its ongoing program-level assessment and curriculum review initiatives.

The accelerated, one-year format of this program accommodates the varied needs of non-traditional students as such students can progress through the program successfully while limiting the duration of disruptions to their professional and personal obligations.

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

As the program is designed to be completed in one year, students will be provided with the support and guidance necessary to quickly complete all program requirements. Each of the courses within the program will be designed such that the students and faculty have the ability to interact with one another through various means. Through the design of activities and assignments within the program, faculty will provide continual feedback and support through a variety of formats. The learning process is also enhanced by leveraging the power of student feedback whereby students will be able to synthesize and contribute to each other's learning. Courses will be structured in a way that build on one-another. Key faculty will be monitoring the initial base courses to make sure students are engaged, active, and completing assignments. Students in the MASIS program will also be assigned an advisor who will monitor their overall progress and keep them on track to completion.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

Career-focused advising will complement the academic advising provided by the faculty and central staff. Students in the MASIS program will have access to Johns Hopkins SAIS Global Careers, but beyond this, they will have access to highly qualified faculty with academic and practical expertise in the strategy, security and intelligence fields.

Faculty, practitioners, and alumni will serve as de facto mentors to these students. Moreover, the program's director and key faculty have extensive connections to industry leaders, which the program will leverage to secure advising and mentorship contacts for students.

The MASIS program is intended to equip policymakers and analysts with a deep appreciation of strategic thought and the intelligence process, from collections to polished analysis. These professionals will be prepared to assume positions in government agencies or private firms concerned with national security in the US and abroad. The program will prepare intelligence and strategy practitioners to contribute to the growth and security of public and private organizations by manifesting an array of technical, policy, and interpersonal skills through highly specialized coursework.

Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness

The planned faculty for the MASIS are composed of national security practitioners and academics with deep ties to public and private sector employers. Their professional experiences and interactions with employers will inform the MASIS curriculum, ensuring that the program prepares students with the knowledge and skills desired by major employers.

The MASIS also culminates in an original research project in the form of a thesis or policy brief in which students will examine a policy-relevant issue. In doing so, students will offer novel insights on matters of importance to public and private sector institutions. This exercise both displays students' familiarity with contemporary issues and provides an opportunity to address real-world problems.

Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

MASIS faculty members will partner with instructional designers from the Johns Hopkins SAIS in the design and development of in-person and hybrid learning experiences, so that learning can occur inside and outside of the classroom. They will also receive in-depth training in the pedagogy of teaching. Faculty will be trained in meeting the expectations of students in the 21st century, with an emphasis on tapping skills such as critical thinking, independent learning, and familiarity with relevant software and data. Faculty will equip students with the skills to manage their own learning, so they can continue to learn post-graduation.

Students will also have access to the Johns Hopkins SAIS Writing Center and teaching assistants for certain courses. Finally, with the new learning environment catalyzed by the

global COVID-19 outbreak, all faculty are receiving instruction in techniques for incorporating virtual and online teaching tools to accommodate different learning conditions and styles.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Employment pathways for national security, strategy and intelligence graduates are diverse and broad, and several distinct occupations pose promising opportunities for graduates. As per a Johns Hopkins SAIS commission market needs report for MASIS, “Graduates will see a favorable job market, as relevant occupations are projected to grow faster than the average, regionally and nationally. [They] can find employment in a variety of roles, and the most relevant occupations are projected to grow quickly.” Opportunities available to MASIS graduates span the public and private sector, with relevant positions existing within the Department of Defense, Department of Justice, Department of Homeland Security, and many others as well as tailored national security, and wide array of strategy consulting firms. The types of positions graduates might hold include Information Security Analysts, Operations Research Analysts, and Detectives and Criminal Investigators. The level of entry will vary depending on the degree of relevant work experience a student has before starting the MASIS.

Moreover, Johns Hopkins SAIS currently offers a concentration in Strategic Studies. This is the largest concentration at the school. Students who have completed coursework within this area have attained highly successful career outcomes and have gone on to secure positions within government agencies, private consulting companies, international organizations, non-profits, and research institutions.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

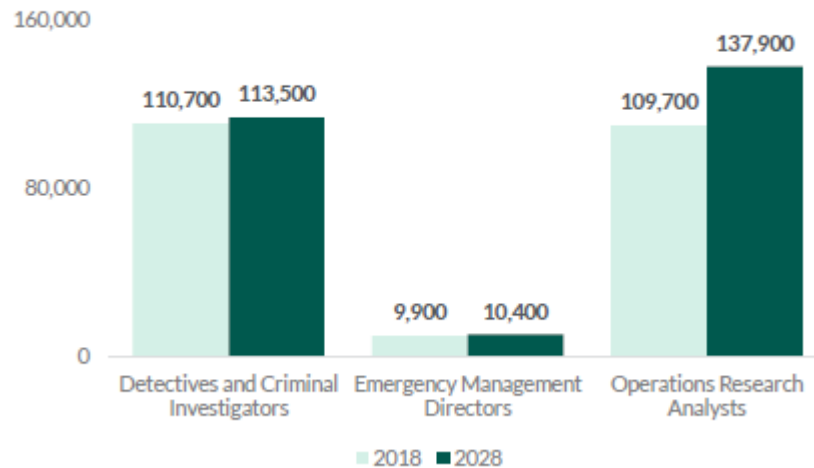
According to a market research report commissioned by Johns Hopkins SAIS “Graduates of the proposed program could find employment in a variety of roles, and the most relevant occupations are projected to grow quickly. These occupations are projected to grow by 13.7 percent in the United States, much faster than the 5.2 percent growth for all occupations. (Source: [Projections Central](#))

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

As per the market needs analysis report which is based on the projected market demand, we expect this program to be successful in terms of matriculation and employment outcomes.

CURRENT AND PROJECTED EMPLOYMENT

National related positions as of 2018 and 2028 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	Maryland	Mid East	National
Estimated Employment (2016)	4,060	38,770	230,300
Projected Employment (2026)	4,230	43,470	261,800
Employment Growth, Observed Occupations	4.2%	12.1%	13.7%
Total Annual Openings, Observed Occupations	260	2,980	19,300
Employment Growth, All Occupations	7.7%	9.0%	5.2%

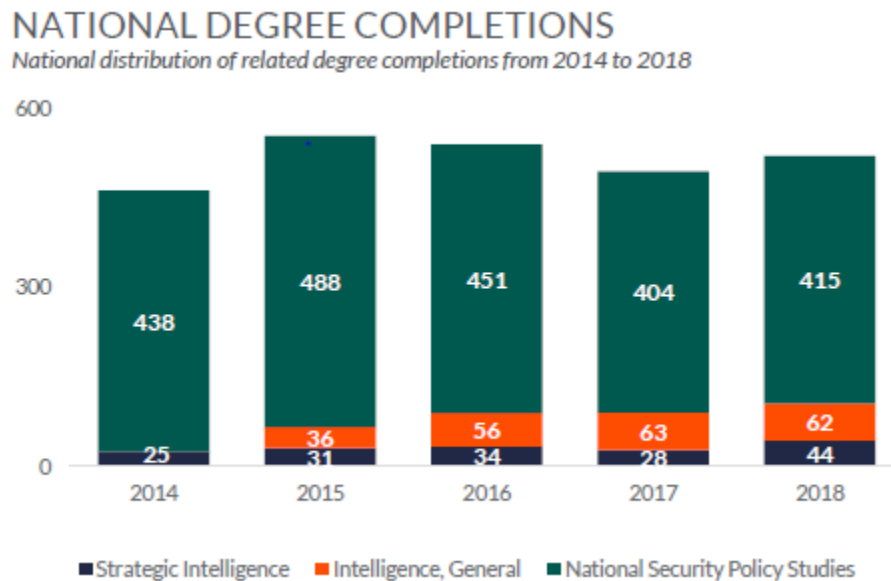
Source: [Projections Central](#)

Note: Due to data update schedules, national data refer to the period 2018 to 2028.

4. Provide data showing the current and projected supply of prospective graduates.

As per the MASIS market analysis report, student demand has increased slightly faster than average for related masters degrees. From 2014 to 2018, related masters degree programs grew at an annualized rate of 3.0 percent in the United States, slightly faster than the rate for

all masters degree fields (2.1 percent). Similarly, relevant masters programs in the Mid East grew at a rate of 4.9 percent, faster than the regional growth rate of 2.1 percent for all fields.



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2018)

	Maryland	Mid East	National
Strategic Intelligence	0	0	44
Intelligence, General	0	59	62
National Security Policy Studies	0	38	415
Total Completions, Observed Fields	0	97	521
Growth Rate, Observed Fields	N/A	4.9%	3.0%
Growth Rate, All Fields	3.2%	2.1%	2.1%

Source: [JPEDS](#)

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

An extensive web search revealed that there are other graduate-level programs with a focus in strategy or intelligence offered in the District of Columbia (D.C.) and Maryland region, though these programs rarely explicitly emphasize the interaction of these fields. The Georgetown University Master of Arts in Security Studies, for example, provides students with the opportunity to concentrate in Intelligence as a subfield, but does not as

explicitly or formally integrate education on these topics. Moreover, this program requires at least two years to complete, versus the one-year duration of the MASIS. Similarly, the George Washington University Master of Arts in Security Policy Studies offers a topical overview of key issues in international security, but offers no particular emphasis on intelligence. Finally, the Johns Hopkins University Advanced Academic Programs (AAP) Master of Arts in Global Security Studies (different CIP Code) offers elective courses in intelligence, but does not emphasize intelligence or its intersection with security in the general course of study.

Meanwhile, there are programs focusing on the role and practice of intelligence. Examples of this type of program include the Johns Hopkins University Advanced Academic Programs (AAP) Master of Science in Intelligence Analysis (different CIP code). In contrast to the MASIS, this program does not have an explicit emphasis on the relationship between intelligence and the formation of strategy or policy in related fields. Furthermore, the program is offered in a fully online format while MASIS offers in-person classes and blended learning opportunities. There is also the Master of Science in Management with an Intelligence Management specialization at the University of Maryland Global Campus (different CIP code), but the bulk of this program is more narrowly focused on principles and practices of management with an emphasis on their application to the intelligence community, rather than the relationship between strategy and intelligence more broadly. This program is also only offered online with some hybrid course offerings.

In general, the competing programs that exist in Maryland and the District of Columbia focus on either strategy and security or intelligence, not the relationship between these two fields. The proposed MASIS program is unique in that it operates from the perspective that these fields are more effectively examined jointly, and is designed in accordance with that principle.

2. Provide justification for the proposed program.

There is no other program offered in the District of Columbia or Maryland that offers such an extensive examination of the relationship between strategy and intelligence. Moreover, the Strategic Studies concentration within the Johns Hopkins SAIS Master of Arts program has historically attracted more students than any other concentration within that degree, while also drawing perennial increases in demand from young professionals and mid-career officials in the defense and intelligence communities. By building on the success of Johns Hopkins SAIS' current programs and roster of expert instructors, the MASIS will fill a vitally important niche in the national security professional education ecosystem.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on implementation or maintenance of high-demand programs at HBIs.

There is no comparable degree program offered at any of the Historically Black Institutions in Maryland.

F. Relevance to the Identity of Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

By definition, an appropriate student for the MASIS program would apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

This program seeks to capitalize on the success of courses on topics such as strategy and the role and conduct of intelligence offered within the Johns Hopkins SAIS Strategic Studies program. In recent years, students have shown an increased interest in these courses, routinely driving enrollments up to maximum capacity. Moreover, Johns Hopkins SAIS hosts faculty with widely respected expertise on strategy and distinguished service in the Armed Forces, civilian defense establishment, and intelligence community. By building on a strong foundation of expert faculty and demonstrated student interest, the MASIS seeks to provide a highly specialized, graduate-level education for current and future intelligence and strategy practitioners.

The initial draft proposal was created by a Strategic Studies professor and leading researcher in the field, followed by one round of discussions with the Johns Hopkins SAIS Curriculum and Standards Committee (CSC). The CSC voted to approve the degree and bring it formally to the Johns Hopkins SAIS Academic Board (AB). The AB, made up of tenured full-time faculty, voted unanimously to move the degree forward. It was then submitted to the JHU Council of Deans for final review and approval from the various academic divisions of JHU.

The primary faculty who will oversee the direction of the program will be a combination of full-time professors and practitioners in residence. Students will enroll in courses with

both our full-time and adjunct faculty members as well as current and former practitioners.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The proposed program offers students an opportunity to pursue an advanced credential tailored for experienced and aspiring practitioners in the field of intelligence and strategy. The MASIS degree covers intelligence and strategy from multiple perspectives, reviewing the history of strategic thought, the development of modern security and intelligence institutions, and cases that illustrate key concepts and challenges in these fields.

Moreover, graduates will acquire an overview of the full range of security challenges currently confronting governments, firms, and civil society. Students will learn how, in theory and in practice, national security policy is formed and the relationship between the intelligence community and policymakers.

The program's educational objectives/goals are to:

1. Provide students with the conceptual frameworks and historical grounding necessary to work in strategic decision-making and intelligence operations and analysis.
2. Enable students to analyze the basics of national security decision-making at the various levels of conflict.
3. Give students the basic knowledge and skills to work in, or research, the intelligence community as well as private sector threat intelligence companies.
4. Provide students with the technical knowledge necessary to investigate and research cases and incidents, both in a practical and scholarly fashion.

In the achievement of these educational objectives/goals, students will demonstrate the following learning outcomes.

Learning outcomes associated with 1. Provide students with the conceptual frameworks and historical grounding necessary to work in strategic decision-making and intelligence operations and analysis:

- a. Understand the broader field of strategic and intelligence studies
- b. Explain how national security policy is developed and executed, based on case studies
- c. Interpret the history and evolution of strategic theory and intelligence studies

Learning outcomes associated with 2. Enable students to analyze the basics of national security decision-making at the various levels of conflict:

- a. Analyze the evolution and significance of civil-military relations
- b. Comprehend the recent history of military concepts and types of military operations, from nuclear to unconventional warfare

- c. Suggest and assess the implementation of strategic principles and decisions on the operational and tactical levels

Learning outcomes associated with 3. Give students the basic knowledge and skills to work in, or research, the intelligence community as well as private sector threat intelligence companies:

- a. Explain evolution of the intelligence profession from World War I to the digital era
- b. Identify and evaluate the various disciplines of intelligence, from signals to humans to open source, threat intelligence, the intelligence cycle, and intelligence analysis
- c. Understand and assess the full range of intelligence operations

Learning outcomes associated with 4. Provide students with the technical knowledge necessary to investigate and research cases and incidents, both in a practical and scholarly fashion:

- a. Understand the process and methods of research, including how to work with primary source material, logical argumentation, and concise analytic writing
- b. Acquire an understanding of digital forensics
- c. Evaluate the quality of an intelligence assessment

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

The formal assessment in the course modules will involve a wide range of skills development that faculty will assess both directly (in the form of assigned work) and indirectly (in the form of interaction both synchronously and asynchronously in virtual components). That assessment will be formative insofar as the faculty will provide opportunities for students to learn from feedback and improve upon their performance in specific assignments. It will also be summative insofar as the grading conventions will allow students to assess their own performance both relative to their contemporaries and in relation to a fixed set of criteria. Assignments include course examinations, papers, policy memos, small group projects, and presentations.

- b) document student achievement of learning outcomes in the program

The course is designed to document the achievement of individual students through comprehensive record-collecting related to curricular activities and through the appointment of a faculty advisor for each student who will be able to review grades and performance, receive feedback from colleagues, and engage in frequent conversation with individual students. Documentation of student

performance in more general terms will take place through frequent surveys of student feedback on individual courses, periodic surveys of student perceptions of the degree program as a whole, feedback from faculty members of student performance in aggregate terms, and engagement during residencies and capstone, which is a culminating demonstration of what they have learned throughout the programs.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Program Requirement: The MASIS Curriculum requires the completion of eight semester-length courses, a Pre-Term boot camp, an intersession course, and a capstone research project (*total of 40 credit hours*). Below are the courses and their description.

Program Outline (40 credits)

Summer

--- Pre-Term: Strategy and Intelligence Boot Camp (2 weeks) (2 credits)

Fall

--- Strategy I (4 credits)

--- Intelligence I (4 credits)

--- Elective (4 credits)

--- Elective (4 credits)

Intersession

Capstone Research Seminar (2 credits)

Spring

--- Strategy II (4 credits)

--- Intelligence II (4 credits)

--- Elective (4 credits)

--- Elective (4 credits)

Summer

--- Capstone (4 credits)

Required Courses

Strategy I (Strategy and Policy)

Provides an overview of the field of strategic studies, which deals with the preparation and use of military power to serve the ends of politics. Discusses the theory of strategy, to include concepts found in Carl von Clausewitz's *On War* and Sun Tzu's *Art of War*; the process of strategy formulation and implementation (e.g., challenges of strategic assessment, matching policy and

strategy, interaction with the adversary, and war termination) as well as the domestic and international context of strategy. Provides an overview of the development of warfare from the mid-19th century to the present.

Strategy II

The sequel to the Strategy I course, Strategy II explores both the theory (e.g., the origins of war, the nature of strategic thought) and practice of strategy (drawn from 20th and 21st century military history) in greater depth, focusing in particular on application. The course uses case studies to discuss strategic decision making in a range of settings: peacetime competition, irregular warfare, wars for limited aims, and protracted coalition wars. Readings include theory and historical material, some of the latter resting on independent student research. Combines lecture and discussion, and assignments center on memoranda and a group project.

Intelligence I

The course offers a foundational overview of the discipline of intelligence. Structured around three themes: the policy context in which U.S. intelligence services perform their missions, the professional techniques of intelligence – human source operations, technical collection, analysis and covert action -- and enduring issues, such as counterintelligence, deception, ethics, oversight, and relations of competition and cooperation among intelligence services. Features a combination of lectures, discussions, field trips and practical exercises designed to give students experience in intelligence writing and briefing.

Intelligence II

Intelligence II builds on Intelligence I, with a focus on in-depth case studies and primary source documents. Intell II will look at a range of intelligence operations, and specifically explore the transition into a new technological environment in the 21st century, specifically the role of cyber operations. The course will include a detailed discussion of covert action operations as carried out by the United States, adversary countries, and allies, both from an offensive and from a counterintelligence perspective. Intell II will look at the full range of covert actions to include information operations, political action, economic action, government competition, and paramilitary work. The course will use historical examples and declassified intelligence to examine how countries have sought to influence adversaries' fortunes in politics, information, and war. It will weigh the effectiveness of these techniques, the political context from which they emerged, and their consequences both intended and unintended. It will include an exercise in which students will design a covert action based on material presented in the course.

Pre-Term Strategy and Intelligence Boot-Camp

The Boot Camp is a condensed pre-term class. The Boot Camp will have three components: it will provide a high-level overview of a) strategic studies, b) intelligence studies, and c) investigative research and analysis methods. The goal is to enable students up-front to make more informed decisions about their specializations and writing projects as they move into the full degree. To achieve this goal, the boot camp will have a practical, case study focus throughout: participants will break into groups, and participate in a small "staff ride" (with or without site visits, logistics depend on the case at hand, but we envisage visiting at least one military and intelligence site of historic significance in and around Washington, DC). Students

will role-play and present a specific conflict or intelligence task from the point of view of the decision-makers, leaders, staff, operators,, intelligence collectors, and analysts. The same approach will be applied to the investigative simulation, with break-out groups of students tackling an investigative problem by competing against other groups, both from a red- and blue-team perspective.

Capstone Research Seminar (Intersession)

A common research seminar that prepares students for either capstone option, thesis, or brief. This course aims to develop students' research skills, and thereby make them effective consumers as well as producers of applied research in the field of strategic studies. In so doing, it also examines the way that modes and habits of thought can inform, or distort, strategic decision making. The course uses case studies to illustrate the research process as well as common challenges in research. It will also touch on ethical issues such as falsification, fabrication, and plagiarism.

Capstone

Students will select one of two capstone options, either a thesis or a brief focused on strategic intelligence and national security. Each student will be assigned an advisor early in the year. The advisor will provide or facilitate supervision of the work leading toward the capstone requirement. The thesis is a thoroughly researched and well-sourced 8,000–10,000-word research paper. The thesis will be supervised and graded by the student's advisor, as well as by a second SAIS faculty member with a specialization in that field of study. The brief is a thoroughly researched and documented 3,000–4,000-word issue paper presented in a 15-minute briefing, followed by a 30-minute Q&A session with at least two faculty members to probe the briefing's depth and quality. The Research Seminar will prepare students for both the capstone thesis and brief.

Sample Electives

Africa's Security Challenges: The Military, Governance and Insurgencies

Africa's Security Challenges introduces students to Africa's current and emerging security threats, and identifies and examines ways to resolve these challenges in a holistic manner so as to sustain security, stability and development. The course provides: 1) An overview of the sociopolitical and historical security landscapes of Africa; 2) A critical examination of the drivers of insecurity in Africa, an analysis of governance practices, and assessment of contested democratic transitions and violence; 3) An analysis of the role that the mismanagement of resources, foreign actors and international cooperation have played in maintaining, perpetrating or changing the security dynamics and trends. We take a closer look at Western engagement and regional cooperation in the fight against extremist groups such as Boko Haram and Al-Shabaab, and how their policies impact regional peace and development.

Air Power and Strategy

This half-term course introduces the concepts and technology of air power, how they have been developed, used, and become a part of a country's strategy. The course includes air power's use

in all military services, primarily of the U.S. military, linking as well the differing perspectives of air power by each service. The course will step through the major elements of air power: command of the air; air to ground operations (including strategic bombing, air interdiction and close air support); and the supporting structures of intelligence/surveillance/reconnaissance, air refueling, and air lift. The course will examine each of these elements through their uses in wars and crises as well as evaluating their future employment. Each student will prepare, present, and write on a selected recent or current air operation (Iraq, Libya, Afghanistan, Syria).

American Defense Policy

This seminar course will focus on three questions: What is American defense policy? How is it formulated and implemented? What are the enduring and variable aspects of American defense policy? In order to address these questions the course will explore the: 1) Links between American foreign policy and defense policy; 2) Key actors in American defense policy, including: the NSC, the military, Congress, the intelligence community, and independent commissions; 3) Contemporary issues in American defense policy, including: the role of contractors on the battlefield; civilian control of the military; and crafting defense policy under demanding economic and international circumstances. Students should complete the course with a better understanding of the challenges involved in formulating and implementing an effective defense policy and be able to confidently participate in discussions on such matters with defense policy makers. The course deliverables will reflect those that an analyst would provide a senior decision maker in the Department of Defense. They will include 3 short papers and a timed decision briefing.

American Intelligence: Role, Practice, and Impact Offers an introduction and overview of the discipline of intelligence. Structured around three themes: the policy context in which U.S. intelligence services perform their missions, the professional techniques of intelligence collection and analysis, and the enduring issues, such as counterintelligence, that have characterized the field for centuries. Features a combination of lectures, discussions, field trips and practical exercises designed to give students experience in intelligence writing and briefing.

Anthropology for Strategists

What relevance does anthropology have for the formulation and execution of national security strategy? This course acquaints students who have a background in strategic studies with anthropological concepts and modes of thinking. Helps students map a social system, identify how power is apportioned within a society, interpret the system of communicative symbols that transmit meaning within a culture, appreciate how and why adversaries fight, identify how cultural forms express and transmit meaning and evaluate social change. Uses a series of case studies to examine how culture affects warfare and the effect of warfare on culture.

Basics of the U.S. Defense Budget

This course provides a practical understanding of defense budget terminology, the budgeting process, and methods of budgetary analysis. It explores long-term trends and near-term challenges in the defense budget, including changes in military personnel costs, operation and maintenance funding, major acquisition programs, and war-related funding. The course also

covers the process and politics by which the budget request is created within the executive branch and subsequently modified and enacted by Congress. By the end of the course, students will be able to: 1) locate budget data in Office of the Management of the Budget and Department of Defense publications and understand the caveats associated with different sources of data; 2) conduct basic budget analysis, such as adjusting for inflation and calculating compound annual growth rates; 3) understand what is included in each of the major titles of the budget (RDT&E, procurement, O&M, MILCON, MILPERS, etc.); and 4) understand the iterative relationship between defense strategy and defense budgets.

Behavioral Sociology of Conflict This course combines approaches from social psychology and social history to examine stratification and conflict within and between groups. Challenging the assumption of rationality in human behavior, it explores the role of drives, cognitive biases, culture, religion, beliefs and identity systems in social phenomena. After a theoretical overview, it looks specifically at the evolution of identity systems and the manifestation of identity-based conflict during the period of modernization and globalization, and explains xenophobic responses to the emergence of a global, modern identity.

China's National Security Perspectives

Along with China's emergence as a great power, Communist Party leaders in Beijing face a wide range of traditional and non-traditional security challenges. This course examines Chinese perspectives on, and responses to, contemporary national security issues such as North Korea's nuclear program, proliferation more generally, Taiwan and cross-Strait relations, energy security and sea lane protection, space and cyberspace security, and U.S. "rebalancing" to the Asia-Pacific region. Also considered will be security-related budget issues, as well as the responses of others to its rise in such areas as export control policy.

Conflict and the African Great Lakes

Africa's Great Lakes region has become synonymous with conflict. Over the last five decades, this region has seen genocides, ethnic violence, land disputes, civil war, cross border conflict and a multi-national war. Burundi, Rwanda, Uganda and the Democratic Republic of Congo have been affected by one or many of these destabilizing factors. The course introduces students to the main issues affecting peace, stability and development in the Great Lakes.

Data Analytics

Large volumes of often unstructured data are common: logs files, videos, audio files, image files, email archives, social media posts. This course will introduce students to technologies used to manipulate, store, and analyze data at scale. DA will introduce basic tools for statistical analysis, specifically R and Python, and simple machine learning algorithms. The course will put particular emphasis on Spark 2, the most important data processing framework. Speed and scalability will be prioritized. Students will learn how to design scalable systems that can accept, store, and analyze large volumes of unstructured data.

Defense Analysis

Why bother with quantitative analysis? Because analysis drives many policy debates. The course explores the connection between quantitative analysis and policy formulation in areas such as strategy development, wartime operations, force structure design, budget tradeoffs and weapon system acquisition. Covers many different types of analysis, not only the classic kinds of cost-effectiveness and combat models but also manpower, investment and cost. Although geared toward students going into national security positions, the methods and approaches apply broadly. Aims to make students intelligent consumers of analytic products, not quantitative analysts.

Digital Forensics and Incident Reporting (DFIR)

Digital Forensics and Incident Response is a firmly established industry term to describe private sector intelligence practice. The course will introduce core concepts, such as the Diamond model and the Kill Chain. The class will introduce the intelligence cycle, intelligence requirements, and threat modeling. Students will work with complex scenarios based on real-life case studies, complete with labs training on pre-loaded virtual machines to gain hands-on experience. The class will develop skills in tactical, operational, and strategic-level threat intelligence. The class will discuss how to use indicators of compromise (IOCs) in relation to specific adversaries based on case studies, and identify recent trends in behavioral tradecraft.

Diplomatic Disasters

“Only fools learn from their mistakes: I prefer to learn from the mistakes of others,” Bismarck is reputed to have said. This course looks at mistakes made by intelligent politicians and statesmen in the midst of war and revolutions. It takes a broad view of diplomacy as statecraft, and not merely the technique of representation and negotiation, and it explores why and how competent diplomats can get it badly wrong.

Disinformation

Disinformation—or Active Measures, in old-school intelligence terms—is as old as modern intelligence agencies. The rise of disinformation was linked to the ideological clashes that defined the 20th century, and the entire Cold War. As the Soviet Union went down, the internet went up. And after a short hiatus, disinformation was back with a vengeance. This class takes a case-studies based approach to explore the history, evolution, and metamorphosis of disinformation over the past century. The historical sessions will utilize newly released primary source material in a range of languages, and teach students how to use automatic translation techniques and procedures to process and work with nearly any input file in any language.

Economic Sanctions and Statecraft

The global community is increasingly drawing on economic tools to confront the whole panoply of security and policy threats, from terrorism, narcotics trafficking, corruption, and cybercrime to nuclear proliferation and human rights violations. Indeed, financial and economic sanctions have formed the primary U.S. government response to some of this past decade’s largest geopolitical threats, whether Iran or North Korea’s nuclear programs or Russia’s incursions into eastern

Ukraine and election meddling. Other countries – most notably China and Russia – have also sharpened their use of economic tools of statecraft, although more often through foreign investment/aid and trade restrictions than through formal sanctions. This course will provide a grounding in the theory and practice of economic sanctions and statecraft as it is employed today – namely, how governments and the United Nations wield financial and economic tools to shape geopolitics and influence the behavior of state and non-state actors. We will examine the emergence of “smart” or targeted sanctions, as well as the oft-misunderstood “secondary sanctions.” We will pay particular attention to the design of sanctions programs and the practical elements that are necessary for a sanctions program to succeed. Beyond sanctions, we will assess how trade, assistance, and investment are being used by governments around the world to advance geopolitical, as opposed to economic, goals. Finally, we will take up the trend lines and potential unintended effects of the growing reliance on economic statecraft – how targeted countries are shoring up their defenses and striking back and how policymakers can prepare themselves for the challenges to come.

European Security

The course is addressed to students with an interest in European and Transatlantic affairs, strategic studies and international relations. It provides students with a complete overview of historical evolutions and policy and academic debates on the theme of security on the European continent, with a focus on the period since the end of the Cold War. The examines the role of regional military organizations and alliances as well as individual European states in shaping responses to contemporary security challenges. The course covers the wide array of strategic issues, including the threat of terrorism, nuclear deterrence, and military interventions abroad.

Genocide and Mass Violence

Genocide is often described as the worst of crimes, the nadir of human behavior, and the world’s most “odious scourge.” The goal of this course is to examine the origins and causes of genocide and to introduce students to the key works and major debates in the growing field of genocide and mass violence research. This course is divided into three parts. First, we will discuss how genocide is conceptualized and defined, explore the theories that try to explain why genocides occur, and discuss why people may participate in genocidal killing. In the second part we will examine several key case studies of genocide and mass violence. Third, we will complete the course by debating policy approaches to genocide and mass violence including prevention, intervention, post-genocide justice, reconciliation and memory.

Illicit Finance

This course will examine the methodologies used by criminals and terrorists to raise and move money, the tools that governments use to track and stop them, and the latest developments in the field. Students will look at how illicit finance campaigns are being fought in the areas of terrorism, organized crime, human rights violations, and cyber-crime. The course will cover both the systemic/structural and targeted/tactical levels of the fight. At the systemic level, governments are working to lift the tide for all boats, and enhance global anti-money laundering and combating terrorist financing (AML/CFT) standards and implementation. In the targeted

arena, law enforcement, intelligence, and private sector compliance officers are tracking and targeting financial flows as a means to unravel plots, uncover conspirators, and disrupt networks. At the same time, illicit actors have become more sophisticated and more resourceful in hiding and moving money. Students will learn not just what is being done but how to critically assess tools and policy efforts in the field.

Infosec I

Infosec I covers a range of 101 sessions, including one on the internet, two sessions on computer networking, two sessions on cryptography, two sessions on industrial control system security, two sessions on open source intelligence techniques, a session on mobile security, geolocation data, and trends in cybercrime.

Infosec II

Infosec II takes the conversation beyond the basics, and tackles some of the hardest questions in cybersecurity. The class will discuss the history of private sector attribution reports, discuss the evolving concept and framework of attribution. The class will discuss various government approaches to attribution and deterrence, such as the U.S. Department of Justice and the FBI bringing forward major indictments against foreign adversaries. Infosec II will also cover the history of sabotage, wiping attacks, and offensive military applications of computer network operations.

Insurgency and Irregular Warfare

Provides a theoretical and empirical grounding in irregular warfare, including the actions of insurgent groups and states such as Russia, Iran, China, the United States, and United Kingdom. The course examines primary source documents on insurgency and irregular warfare, important theoretical texts, and historical and contemporary case studies in Asia, Europe, the Middle East, Africa, and Latin America.

International Bargaining and Negotiation

Examines bargaining and negotiations from the theoretical and policy perspectives in international diplomacy. Emphasizes the impact of the negotiation process on the outcomes of negotiations in both theory and practice, including the role of individual negotiators, domestic politics, cultural context, and the international environment. Includes an analysis of bilateral, multilateral and third party mediation on a wide range of substantive issues. Considers ways in which negotiations may ameliorate conflicts of interest and identity in international politics. Numerous case studies and simulation exercises will be utilized.

International Dispute Settlement Methods

Examines hands-on tactics of dispute settlement and mediation on both the local and international scenes. Although relating to conceptual approaches to mediation and negotiation, focuses primarily on interpersonal aspects and the business of bringing people to an agreement. Also looks at ethical aspects of mediation and conflict resolution.

Kissinger Seminar: Contemporary Issues in American Foreign Policy and Grand Strategy

What is America's purpose in international affairs? What are the major challenges in U.S. foreign policy? What is the future of American power in a changing global system? This course examines these and other critical issues in U.S. foreign policy and global strategy. We will study the opportunities and dilemmas the United States confronts in dealing with terrorism and the Islamic State, great-power competition vis-a-vis Russia and China, the threat of nuclear proliferation and "rogue states," and other issues from international economics to transnational threats. We will consider whether America can maintain its international primacy, and what alternative strategies it might pursue in the future.

Kissinger Seminar: History, Strategy, and American Statecraft This course provides students with an introduction to issues of strategy, statecraft, and decision-making, framed against the history of U.S. foreign policy. The course begins with a discussion of classic works on strategy and the role of history in policy-making; the bulk of the course then covers key strategic choices and periods in U.S. foreign policy from 1776 to the present, focusing on the post-1945 period. The course addresses subjects from the grand strategy of Washington's Farewell Address, to U.S. strategy in the early nuclear age, to decision-making surrounding the Iraq War and the U.S. response to 9/11.

Military Adaptation Under Fire

This course examines the role of adaptation in war. Since it is virtually impossible to predict the exact nature of future conflicts, the military that is best able to adapt to unforeseen circumstances will have strong advantages on the battlefield and a better chance of achieving the strategic objectives of the war. This course starts by developing a framework for understanding adaptation, based on the interplay of doctrine, technology, and leadership. We then examine several modern conflicts, comparing pre-war concepts and training with what happened when the war started and examining the sources of both success and failure. The course concludes by looking forward, examining current debates about what the next big U.S. war will look like, and assessing the extent to which the U.S. military will be able to adapt to an uncertain future security environment.

Military Organizations in the Middle East and North Africa

This course will examine the diverse roles state and non-state military organizations play in MENA politics, economics, and society. Each week will use an organizational case study as a window into core themes such as military involvement in state economies, militia politics, or combatant discipline in war.

Military Space Systems and the Space Domain

The course introduces students to military space systems and the use of the space domain as a component of military power. It provides an overview of the space environment, including different types of orbits and their uses, space launch, and key differences between the space domain and other domains of warfare. It covers the major types of military space systems used by the U.S. and other countries: precision navigation and timing; communications; intelligence,

surveillance and reconnaissance (ISR); missile warning; space situational awareness; and counterspace capabilities. The course examines the operational capabilities each type of space system enables, the threats posed to these systems, and the merits of commercial and terrestrial alternatives to military space systems.

Net Assessment

Net assessment is a novel approach to long-term, strategic, national security analysis developed by Andrew Marshall. The course explores how to analyze and integrate historical and emerging competitive dynamics, institutional and social behavior, innovation studies and technology trends in order to bring fresh, diagnostic insight to senior-level decision-makers. Uses case studies from World War II, the Cold War and the Revolution in Military Affairs. Graded material consists of executive-level, interactive issue papers and a final briefing.

Nuclear Non-Proliferation Challenges in the 21st Century

Nuclear energy can be used for peaceful purposes or for nuclear weapons. An international non-proliferation regime was established based on the 1968 Nuclear Non Proliferation Treaty (NPT). The Treaty assigned responsibility International Atomic Energy Agency of the United Nations for applying safeguards to nuclear and related materials, nuclear equipment and facilities to ensure that they remain in peaceful use. New challenges arise from resurgent interest by some nations in acquiring nuclear weapons to meet their perceived security needs, and the recent revival of interest in nuclear power as a carbon-free energy source, including from developing countries that have no experience in nuclear technology. In addition, with the end of the Cold War there is a new threat of nuclear terrorism from acts of malice, diversion, sale, and theft of nuclear material and technologies. This course will explore how nuclear weapons work, why some countries are tempted to seek them, and the implications of nuclear weapons for civilian nuclear power and geopolitical stability. Students will gain an understanding of the political and military dynamics of nuclear weapons, ways to slow or halt the spread of such weapons and how to reduce the dangers of nuclear terrorism. Group discussions, simulated exercises, and guest lecturers will introduce additional real-world dimensions into the classroom.

Operations Analysis

This half-term course will introduce students to the fundamentals of military operations analysis, their historical importance and their practical application. The overall goal of the course is to enable students to apply relatively straightforward analytic techniques to estimate the relative combat power of opposing military forces. Emphasis will be on modeling air and naval forces, but ground combat modeling will also be discussed.

Patterns of Protest and Revolt

This course will explore comparatively the patterns of socio-political protest activity and revolt. During the first half we shall read and discuss various theoretical approaches. The second half will be devoted to the use of these analytic orientations to analyze and understand specific cases. Throughout we shall be concerned with why various protest activities occur, what conditions promote or inhibit their growth, what course they are likely to take under different

circumstances, which outcomes are most probable depending on the context, and how they can be managed or resolved at various stages. This inquiry should thus be of interest to students wishing to test the insights of the literature on social change and on conflict management, as well as those in African Studies and other area concentrations.

Psychology and Decision-making in Foreign Policy

Why do leaders, institutions, and states make the decisions they do? International Relations scholars are increasingly recognizing the importance of psychological and other decision-making approaches to understanding world affairs, particularly the crafting and implementation of foreign policy. In this course, we examine individual cognitive biases and heuristics, organizational culture, groupthink, and other dynamics that produce often surprising, suboptimal outcomes in international politics. A major purpose of the course is to think broadly about ways in which these approaches can help inform theoretical work done by political scientists and policy analysts to provide more nuanced understandings of otherwise confounding cases of foreign policy decision-making. We will also draw from numerous empirical examples of crisis decision-making, major foreign policy shifts, and intelligence failure across time and space to evaluate the relative efficacy of various approaches in explaining specific cases.

Security Challenges & Military Modernization in South Asia

South Asia is home to two of the world's largest militaries, the world's leading arms importer, several major ethnic, religious, and nationalist insurgencies, an array of sophisticated terrorist groups, and two nuclear-armed powers that engage in frequent border skirmishes. This course takes a systematic and in-depth look at how states manage security challenges in this complex region. Topics include analysis of foreign policy decision-making processes and civil-military dynamics; the rise (and export) of Islamic extremism; comparative perspectives on counterinsurgency campaigns undertaken by India, Nepal, Pakistan, and Sri Lanka; India's efforts at military modernization and preparations for China-related contingencies; and the ways in which evolving strategic capabilities and doctrines might affect the risk of nuclear escalation. This course includes a practical focus on policy writing.

State, Society, and Violence in Russia and Eastern Europe

Violence between, but especially within states is a critical and constant feature of Russian and Eastern European politics and societies, both in the past and nowadays. These events can be large scale, such as civil wars, ethnic conflicts, bloody terror campaign and genocides, but also less visible, such as criminal violence and assassinations. While some instances of political violence are well known and have been extensively studied, only recently have scholars of the region started paying serious attention to understanding the many forms of political violence in Russia and Eastern Europe. The goal of this class is to introduce students to the different types of political violence in Russia and Eastern Europe since 1945, their causes, forms and impact. The class will present the key academic research on various aspects of political violence in Russia and Eastern Europe, will discuss the similarities and differences between types and forms of violence, and will analyze the theoretical and methodological approaches to studying political violence in the region. We will end by discussing the impact of violence on the societies and the

people of the region and the ways to prevent and manage violent conflicts in the post-communist world.

Summit Diplomacy

The Cold War did not explode in World War III. During 1985 and 1991 the face-off between the superpowers was resolved peacefully – unlike earlier international crises during the first half of the twentieth century (1914-18, 1939-45). This dénouement was a complex process, including defusing tensions between the two sides, real engagement, revolutionary change in former communist states, and Western triumph at least in the short run. Explanations for this outcome remain matters of historiographical controversy: American pressure, the Gorbachev factor, the bankruptcy of Communist ideology, people-power, Soviet imperial overstretch or Soviet implosion. This course concentrates on the contribution of international diplomacy in the Cold War endgame, asking how far and in what ways relations at the top between leaders helped construct a diplomatic settlement that facilitated radical arms control agreements, the liberation of Eastern Europe, and unification of the two Germanies. It will also look at how the processes of Soviet break-up was managed – by Eastern and Western leaders – so that conflict did not break out and Russia and the other post-Soviet successor states felt at least initially integrated in the post-Cold War world order.

Technology and War

This course aims to develop students' ability to analyze military technology, including the ability to identify and comprehend technical facts, to discern patterns in the evolution of technology, to understand how component technologies become parts of larger systems, to explore how military organizations vary in their exploitation of the same basic technologies, and to appreciate the nature of technological interaction among competing organizations. The course also aims to teach students how to present technical matters to a lay audience clearly and concisely, orally and in writing, and to develop group work skills.

The Balkans: From Fragmentation to What?

Explores factors at work in the cycles of conflict and outside control that mark the region. Considers the competing narratives that shape the identities and “history” of the Balkan peoples. Also looks at the problems of shifting borders and populations as well as the definition of the Balkans as a region—including exploration of why an area marginal to greater powers repeatedly draws them into dangerous involvements. The former Yugoslavia's formation and collapse is a central focus, along with the growing Albanian universe and the roles of Greece, Romania and Bulgaria.

The Chinese People's Liberation Army and China's Search for Military Power and Security, 1949-Present

This course is designed to provide an overview of the development of the Chinese People's Liberation Army (PLA) from the establishment of the People's Republic of China (PRC) in 1949 to the present, and to enable students to analyze Chinese military capabilities, evaluate the ongoing modernization of the PLA, and assess the implications for regional and global security.

The course will build a framework for analyzing Chinese military and security developments by focusing on a number of theoretical and practical issues, including issues such as the problems of assessing foreign military transformation in peacetime; the strengths and weaknesses of different approaches to assessing the capabilities of the PLA (such as by tracking progress in PLA capabilities over time, comparing contemporary PLA capabilities with those of the U.S. military, and evaluating the PLA's ability to perform its missions); key events in the history of the People's Liberation Army (PLA), primarily since the establishment of the People's Republic of China (PRC) in 1949; modernization of China's military hardware including conventional ground, air, and naval forces, nuclear and conventional missile forces, and space and counter-space capabilities; and the implications of China's expanding national security interests for the future missions and capabilities of the Chinese military.

The First Nuclear Era: Strategy, Force Structure, Nuclear Crises: 1945-1998

Beginning with the Manhattan Project, this course will explore the ways nuclear weapons transformed the world we inhabit today, the effects of nuclear weapons on the conduct of international politics, and how people dealt with the issue of the shifting strategic balance, especially the loss of the American nuclear monopoly. The main learning goal of the course is to give students a historical, strategic, and theoretical background to allow them to understand and assess the key debates and policies regarding nuclear weapons that the United States will likely face in the coming decades. We will do so through an examination of the development of nuclear strategy from World War II to end of the 20th century, the characteristics of nuclear weapons, and fundamental issues stemming from the possession of nuclear weapons. We will conclude by exploring what effect nuclear weapons might have on international politics and US foreign policy in the coming decades and the relevance of the classics of nuclear strategic thinking to the recent nuclear doctrine.

The Human Face of Battle

This course examines the experience of war from the viewpoint of the frontline soldier, sailor, airman or Marine. The course will seek to understand what makes young men and women both fight and protect their comrades in the face of grave risks to personal survival, and look at how policy decisions made safely in national capitals translate into deadly combat tasks for young men and women in combat under fire. We will use works of fiction and nonfiction in literature and film to reflect on the enduring nature of war throughout modern history. Understanding what our societies ask of soldiers in battle is essential for future policymakers to make responsible decisions on how and when to use military force.

The Nature and Character of Cyber Conflict

Cybersecurity is one of the 21st century's top security concerns. This course will provide a framework to understand cybersecurity history, trends, concepts, and policies. We will explore the intersection of threat intelligence, digital forensics, incident response, strategic studies, intelligence studies, and international relations. Students will learn how to evaluate technical intelligence reports; how to assess the political and commercial significance of various threats;

how to design and deliver cybersecurity policy; and how to translate between technical and political debates.

The War with Al-Qa'ida and ISIS

Examines the “global war on terrorism,” looking at the roots of the conflict, the reasons for 9/11 and the current course of the war. Introduces students to the evolution of extremist Islam, jihadist ideology and groups such as al Qaeda and ISIS, while not neglecting the influence of U.S. policy in the Islamic world. Also examines in detail the strategies and tactics that both the jihadis and the United States have adopted to fight the war.

The Wars of Afghanistan

The current war in Afghanistan is but the latest for a land that has seen nearly constant warfare throughout its history. This course will examine in depth four conflicts fought in Afghanistan (and Pakistan): Alexander the Great's conquests, the British attempts to subdue the Pashtuns, the Soviet battle with the mujahidin, and the fight against the Taliban and al-Qa'ida since 9/11. Themes that we will explore include invasion and conquest (how does one know that territory is "conquered"?); resistance and insurgency in the Afghanistan context; tribalism and ethnicity (concentrating on the Pashtuns); and counterinsurgencies in theory and practice in Afghanistan.

U.S. Security Policy in the Asia-Pacific

Nowhere does the United States face greater long-term security and defense challenges than in Asia. This course, combining a thematic approach with weekly case studies, provides a rigorous examination of key security issues across the Indo-Pacific — from Pakistan to Japan — and their implications for U.S. interests and policy planning. Topics include the evolving Asian security order; defense challenges posed by the rise of China; trends in conventional military modernization; implications of the Sino-Indian rivalry on regional stability; emerging dynamics in Asian nuclear deterrence; and trends in security competition in the maritime, space and cyber domains. This course includes a practical focus on policy writing.

United Nations and International Security

What is the role of the United Nations in maintaining minimum public order? Is it capable of effective action in crisis, and how should it work with other multilateral structures such as NATO and regional groups? The course looks at the crisis in Kosovo, the Dayton process in Bosnia and recent wars in Africa, as well as the work of the United Nations on weapons of mass destruction and human rights law. Discusses the current reform process, the competition for power between the General Assembly and Security Council and the role of the secretary-general and International Court of Justice.

Waging the Cold War in Latin America: US Regional Security Policy from WWII to the End of the Soviet Union

In less than five years from the WWII “Good Neighbor” Alliance, U.S. security policy converted Latin America into the principal battlefield of the U.S. Cold War against the Soviet Union. This half semester seminar course will get students debating how Latin America, at first considered a region of little threat to U.S. security interests, becomes the object of the full gamut of U.S.

security instruments: covert operations, military intervention, support for military coups, economic sanctions, and diplomatic isolation waged in the name of saving Latin America from communism and preventing a second Cuba. Students will debate using readings and original source materials the U.S. interventions in Guatemala, the Bay of Pigs, Chile, the Dominican Republic, El Salvador and Nicaragua as well as Kennedy's Alliance for Progress. Students will draw lessons on the current legacy of the Cold War in the region and the application of Cold War instruments and approaches to the present U.S. drug war.

5. Discuss how general education requirements will be met, if applicable.

N/A

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

N/A

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

A full description of the program, including its purpose and expected outcomes, admission requirements, course and degree requirements, tuition and fees, and links to additional University resources and websites will be offered. Students will have access to view academic, student, and financial aid support services. They will also have access to the course search and catalog, Global Careers, FERPA, Student Right to Know, Registration and Records, school calendar, campus life, faculty search, cost of attendance, and admission requirements and process. The program will be hosted with the other existing degree programs.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The MASIS will be located as a degree option within the Academic tab under Masters Degrees: <https://sais.jhu.edu/academics/degree-programs/master-degrees>. It will include an overview of the program as listed in Section A. 1. It will offer the curriculum noted in section G. as well as the intended student learning outcomes. Students will also be able to apply through the overall Admissions site: <https://sais.jhu.edu/admissions-aid/master-degrees-admissions>. Johns Hopkins SAIS will use its current marketing and communications team to broadly advertise the degree locally and internationally on the website and through on-ground and online formats. The degree will be added to the Admissions portfolio and included in its information sessions and outreach.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculties with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

Faculty, full-time and part-time, teaching at Johns Hopkins SAIS, are world-class experts renowned for their scholarship, influence, and networks. Full-time faculty go through an extensive review process for tenure, tenure-track, and non-ladder faculty positions. A global search is initiated, and the Johns Hopkins SAIS Academic Board must vote to approve them. In cases of tenure, final approval is required by the JHU Board of Trustees. Johns Hopkins SAIS has distinguished faculty available to teach courses related to intelligence and strategy. Additional elective courses will be taught by full-time, part-time, and adjunct faculty. These faculty are academically trained and/or have been successful practitioners in the field.

First Name	Last Name	Terminal Degree	Field	Academic Title/Rank	Status	Courses taught
Thomas	Rid	Ph.D.	Strategic Studies	Professor	Full-time	Intelligence I Pre-Term INFOSEC I&II Disinformation Boot Camp
Adam	Szubin	J.D.	Strategic Studies	Distinguished Practitioner in Residence	Full-time	Economic Sanctions and Statecraft Illicit Finance

John	McLaughlin	M.A.	Strategic Studies	Distinguished Practitioner in Residence	Part-time	Intelligence II American Intelligence: Role, Practice, and Impact
Eliot	Cohen	Ph.D.	Strategic Studies	Professor	Full-time	Co-teach, Electives
Thomas	Mahnken	Ph.D.	Strategic Studies	Senior Research Professor	Full-time	Intersession Technology and War Net Assessment
Mara	Karlin	Ph.D.	Strategic Studies	Associate Professor of the Practice	Full-time	Strategy I
Paula	Thornhill	DPhil	Strategic Studies	Associate Professor of the Practice	Full-time	American Defense Policy Strategy II
Eric	Edelman	Ph.D.	Strategic Studies	Distinguished Practitioner-in-Residence	Part-time	Diplomatic Disasters, The First Nuclear Era
Thomas	Keaney	Ph.D.	Strategic Studies	Senior Adjunct Professor	Part-time	Air Power and Strategy
Joshua	White	Ph.D.	South Asia Studies	Associate Professor of the Practice	Full-time	U.S. Security Policy in the Asia-Pacific
Todd	Harrison	M.S.	Strategic Studies	Adjunct Lecturer	Part-time	Military Space Systems and the Space Domain Basics of the U.S. Defense Budget
Jacob	Heim	M.A.	Strategic Studies	Adjunct Lecturer	Part-time	Operations Analysis
Brady	Kusick	Ph.D.	Strategic Studies	Adjunct Lecturer	Part-time	Anthropology for Strategists

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

All MASIS faculty will hold a PhD or advanced expertise as a practitioners in the field and have been trained in fields relevant to intelligence or strategic studies and international policy. They will have had sound research training and

experience teaching at the graduate level. Johns Hopkins SAIS also offers faculty training seminars as well as personalized training sessions that include sessions on best teaching practices as well as instructional technology relevant to the online modality of instruction.

b) The learning management system

Johns Hopkins SAIS utilizes Blackboard (Bb) as the learning management system (LMS). All courses have a Bb site and house syllabi, course readings, and pre-recorded lectures. Faculty also use the LMS for discussion forums, class assignments, graded, interactive asynchronous support, as well as synchronous sessions.

c) Evidenced-based best practices for distance education, if distance education is offered.

N/A

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Students have access to the Johns Hopkins SAIS Mason Library located in Washington, D.C. Through the library website, students can access databases and academic journals as well as submit inquiries to Johns Hopkins SAIS research librarians. Additionally, students have remote access to the Milton S. Eisenhower Library on the Homewood campus, which is ranked as one of the nation's top library facilities for research and scholarship. The interlibrary loan department makes the research collection available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the online catalog as well as numerous electronic abstracting and indexing tools. Students also have remote access to many of the databases. The library maintains an extensive web site to guide visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive

statement by the President for adequate equipment and facilities to meet the program's needs.

There will be no additional space needed or expansion of dedicated student support resources. Courses in the proposed program will be offered in a face-to-face format. Regarding technology infrastructure, students will have access to the Blackboard course management system with support provided by Johns Hopkins SAIS and the university's IT staff. Blackboard provides password-protected online course sites and community management systems that enable ongoing collaborative exchange and provide convenient channels for synchronous and asynchronous learning. Blackboard is one of the world's leading providers of e-learning systems for higher education institutions. Johns Hopkins SAIS is also outfitted with a help desk to provide technical assistance to students. Student services such as application processes, course registration, bookstore, ID service, and advising are currently provided online as well.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and

Each student and faculty member receive a Johns Hopkins email address and account.

- b) A learning management system that provides the necessary technological support for distance education

N/A

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
REALLOCATED FUNDS	\$0	\$0	\$0	\$0	\$0
TUITION & FEE REV	\$1,327,200	\$1,653,000	\$1,995,800	\$2,329,250	\$2,398,550
NUMBER OF F/T STUDENTS	24	29	34	39	39
ANNUAL TUITION/FEE RATE*	\$55,300	\$57,000	\$58,700	\$60,500	\$62,300
TOTAL F/T REV	\$1,327,200	\$1,653,000	\$1,995,800	\$2,329,250	\$2,398,550
NUMBER OF P/T STUDENTS	0	0	0	0	0
CREDIT HOUR RATE	n/a	n/a	n/a	n/a	n/a
ANNUAL CREDIT HOUR RATE	n/a	n/a	n/a	n/a	n/a
TOTAL P/T REV	\$0	\$0	\$0	\$0	\$0
GRANTS, CONTRACTS, & OTHER EXTERNAL SOURCES	\$0	\$0	\$0	\$0	\$0
OTHER SOURCES	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,327,200	\$1,653,000	\$1,995,800	\$2,329,250	\$2,398,550

*Tuition amount is inclusive of a financial aid discount rate of 20%.

Reallocated Funds

No funds will be reallocated from existing programs to support this new program

Tuition and Fee Revenue

Students who enter this program will be able to complete the degree in one year. The tuition rate for the first year in FY22 is assumed at \$66,900, with tuition escalating by 3 percent per year thereafter. It is also assumed that the average financial aid discount rate will be 20 percent. In the first year, the average net tuition cost per student, inclusive of fees will be \$55,300.

The program is expected to yield 24 in its first year (FY22) and grow by approximately five new students each year for three years until the steady state expectation of 39 enrollments is realized by FY25.

Grants and Contracts

This program will have no income from grants or contracts

Other Sources

No other financial sources will come to this program

- Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

Table 2: Program Expenditures					
Expenditure Categories	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1 Faculty (with benefits)	\$404,000	\$490,000	\$507,000	\$523,000	\$539,000
# of FTEs	2.5	3.0	3.0	3.0	3.0
2 Admin, Staff (with benefits)	\$95,000	\$97,000	\$100,000	\$103,000	\$106,000
# of FTEs	1.0	1.0	1.0	1.0	1.0
3 Support Staff (with benefits)	\$22,000	\$22,000	\$23,000	\$24,000	\$24,000
4 Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5 Library	\$ -	\$ -	\$ -	\$ -	\$ -
6 New or Renovated Spaces	\$ -	\$ -	\$ -	\$ -	\$ -
7 Other Expenses	\$233,000	\$256,000	\$279,000	\$304,000	\$313,000
TOTAL	\$754,004	\$865,004	\$909,004	\$954,004	\$982,004

Expenditures narrative:

Faculty

Faculty in this program will be devoted to:

- Teaching the for-credit Master's courses
- Advising these Master's students

The total faculty requirement will stabilize at three FTEs in year two (FY23), including two full-time FTEs and one part-time FTE.

Administrative Staff

There will be one full-time staff FTE who administers the new program.

Support Staff

The program assumes compensation for teaching assistants and student assistants.

Equipment

No equipment is required for this program.

Library

No additional library resources are needed.

New and/or Renovated Space

No new or renovated space is required.

Other Expenses

Other expenses included student programming costs, marketing/advertising costs, and student support/supplies costs.

Overhead costs that are part of the costs to run the school are not allocated to this program in the numbers shared here.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Once the MASIS is launched, the program and courses will be evaluated through the use of student evaluations on a regular basis. For example, mid-semester and end-of-semester feedback regarding the appropriateness of course content will be solicited from students through the use of mid-semester and end-of-semester course evaluation surveys. Staff from Academic Affairs will meet regularly to review course evaluations and other feedback provided by students, faculty, and other stakeholders and use these findings to inform programmatic improvements accordingly. On an annual basis, the Assistant Dean for Academic Affairs and the Manager of Assessment, Data and Research will collaborate with program faculty and staff to collect and analyze student learning outcomes data. Based on these data, recommendations will be made to implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.) as necessary. Staff from Academic Affairs will also collect and analyze data on student retention and the cost-effectiveness of the program, aided by the use of Johns Hopkins SAIS databases.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Academic Affairs meets regularly to review all program assessments provided by students, faculty, and other stakeholders and implement programmatic improvements accordingly. On an annual basis, the Assistant Dean for Academic Affairs and other staff will collaborate with faculty supervisors to evaluate the MASIS program, including student progress report reviews and student learning outcomes data analysis. Based on the data, recommendations will be made to implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.). Staff from Academic Affairs will collect and analyze data on student retention and the cost-effectiveness of the program, aided by the use of Johns Hopkins SAIS databases. Academic Affairs will regularly present the data to the CSC for further analysis. On an annual basis, Academic Affairs will meet with Finance and Administration to view the budget and plan for the following year's class in order to determine additional funding needs to maintain and enhance the program.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Any student meeting the admissions requirements can apply to the MASIS program. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals; an aim consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

N/A

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

N/A