ISSA 4300: Advanced Problems in National Security and Intelligence Policy

Course Description/Overview

This course is designed for undergraduate students nearing the end of their program of study. The course brings elements of previous courses together in order for students to demonstrate their ability to comprehend concepts, apply knowledge, arrange and assemble complex variables, and relate the impact of intelligence to policy decisions. Students analyze and critically evaluate beliefs and actions and then develop and defend reasonable positions. Students culminate their studies with an appreciation that a major requirement for policy making is well-analyzed intelligence appropriately tailored for the needs of decision makers.

This course, while it is indeed national security-focused with an emphasis on intelligence and analysis, can and at times should include material from other disciplines to include leadership, psychology, economics, and business. Federal intelligence professionals, charged to enhance foreign, domestic and homeland security, share many techniques and procedures with the law enforcement community. Business executives and managers, whose organizational survival depends upon knowledge, seek competitive advantage in close coordination with their business intelligence systems. Leaders within political action groups, nongovernmental organizations, private volunteer organizations, and even places of worship must decide what to believe and then decide what to do.

Finally, this course is designed to give students an opportunity to showcase their intellect. Perspectives honed along the way, a fresh immersion into the literature, professor mentorship, much thinking, and ingenious writing will result in much learning.

Course Objectives/Learning Outcomes

The objectives for this capstone course are based on the overall learning outcomes for the BISSA program.

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

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

Required Texts and Materials:

There are no readings for this course.

Grading Policies

Grades will be based on the demonstrated ability to comprehend, apply, arrange and assemble, and relate fundamental principles and relevant concepts and then present them in a well constructed essay.
### Assignment Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>5%</td>
<td>Sunday at the end of week two.</td>
<td>One page proposal. (Note: All assignments are due by 11:59 PM Central Time)</td>
</tr>
<tr>
<td>Literature review and Bibliography</td>
<td>5%</td>
<td>Sunday at the end of week four.</td>
<td>One-to-two page list to demonstrate progress in literature review (include all sources located to date).</td>
</tr>
<tr>
<td>Outline or Essay Plan I</td>
<td>5%</td>
<td>Sunday at the end of week five.</td>
<td>One-to-two page outline with topic fleshed out, introduction, frame for body, and bibliography.</td>
</tr>
<tr>
<td>Outline or Essay Plan II</td>
<td>10%</td>
<td>Sunday at the end of week six.</td>
<td>One-two page summary or abstract of the essay.</td>
</tr>
<tr>
<td>First Draft</td>
<td>20%</td>
<td>Wednesday of week seven.</td>
<td>Draft. Target count is 8-10 pages but students may use additional pages as needed, within reason and in coordination with the professor, to best express themselves.</td>
</tr>
<tr>
<td>Final Essay</td>
<td>55%</td>
<td>Wednesday of week eight</td>
<td>Final. Target count is 8-10 pages but students may use additional pages as needed, within reason and in coordination with the professor, to best express themselves.</td>
</tr>
</tbody>
</table>

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = 59% and below.

### Grading Standards

1. Work that is incomplete and inaccurate, which demonstrates an inability to apply information to actual situations, is not of passing quality.
2. Work that is complete and accurate, which demonstrates a basic understanding of the material, and perhaps an ability to apply information to actual situations at a fundamental level, is "C" level work.
3. Work that is complete and accurate, which demonstrates a firm understanding of the material, and an ability to apply information effectively to actual situations at a high level, is "B" level work.
4. Work that exceeds standards of completeness and accuracy, which demonstrates a superb understanding of the material, and an ability to apply and analyze material, is "A" level work.

### Announcements

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It may guidance to the weekly assignments, or for the course, or it may just end up being a pep talk. You are required to read course announcements, as they will contain updates to and refinements for this course and this syllabus.
Course Organization:

This course is organized in four parts.

- Part I: Proposal
- Part II: Literature Review and Sources
- Part III: Outlines and Drafts
- Part IV Final Essay

PART 1: Proposal

Lesson 1: Introductions and Proposed Topic

General Description of Subject Matter

Students will reflect upon resources that have been assigned throughout the program as well as other sources that they may have discovered as they conducted their studies. Students are also welcome to reflect upon any new material that is relevant to undergraduate-level studies of intelligence, security studies, and analysis. Principles associated with intelligence, security studies, and analysis should be well comprehended before beginning the paper. In addition, students should contemplate a topic that is appealing to them and relevant to intelligence, security studies, and analysis. Students will email the professor via the Blackboard messaging system, introduce themselves (to the professor), and offer some thoughts about what they have learned in the program. A discussion on topics is appropriate at this time. Students may also contact the professor via telephone to discuss possible topics.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

Required Readings:

None

Lesson 2: Introductions and Proposed Topic

General Description of Subject Matter

Students will continue reflecting upon resources that have been assigned throughout the program, other sources that they may have discovered as they conducted their studies, and new material that is relevant to undergraduate-level studies of intelligence, security studies, and analysis. Principles associated with intelligence, security studies, and analysis should be well comprehended. Students should have an appealing and relevant topic area well underway. Students will submit a one page proposal to the professor via the Blackboard system.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.

Required Readings:

None

PART II: Relevant Literature and Sources
Lesson 3: Literature Review

General Description of Subject Matter

Students will intensify their exploration of scholarly literature that is relevant to the topic area selected and well within the context of intelligence, security studies, and analysis. (Students will have begun this process already during the previous two weeks.) Scholarly literature includes scholarly books, journal articles, excerpts from textbooks, unpublished theses and dissertations, interviews, and current-events pieces. The purpose of this immersion is better to comprehend principles associated with intelligence, security studies, and analysis as directly relevant to the topic area chosen.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Required Readings:

None

Lesson 4: Bibliography/Literary Review

General Description of Subject Matter

Students will continue exploring scholarly intelligence, security studies, and analysis-centric literature that is relevant to the topic area selected. The vast amount of information available must be narrowed to items that are germane to the topic selected and have an appropriate level of credibility. Minor research may continue after lesson four but the preponderance of literature immersion should be done at this point. As such, students prepare a list of materials mined from the literature review, and a list of those resources that will most likely be used in the bibliography, should be essentially complete. Students will do this using the Chicago Manual of Style 16th Edition. Students will submit a one-to-two page list of these items to the professor via the Blackboard system.

Lesson Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Required Readings:

None

PART III: Outlines and Drafts

Lesson 5: Outline or Essay Plan I

General Description of Subject Matter

Students will begin crafting a frame for the final essay no later than week five. The topic should be clear and the research paper achievable in terms of the scope of the subject matter and the time allowed. An introduction that charts the path of the essay should be near-complete. The frame of the body should be well constructed, with topic sentences, and thus awaiting facts, examples, explanations, personal and professional insights, analysis, and such to be inserted throughout. The
bibliography should be near-complete. Students will submit a one-to-two page outline to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

**Required Readings:**

None

**Lesson 6: Outline or Essay Plan II**

**General Description of Subject Matter**

Students will finalize the frame for the final essay no later than week six. The topic should be clear and crisply focused. The introduction should be complete. The body should be complete with topic sentences and a solid plan for supporting materials. For example, comments such as "insert Gettysburg info" or "elaborate on oversight" are perfectly acceptable. The bibliography should be complete. The link to intelligence and policy decisions should be clear. Students will submit a one-to-two page outline to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

**Required Readings:**

None

**Lesson 7: First Draft**

**General Description of Subject Matter**

Students will submit a near-final draft of the essay. They do so using the Chicago Manual Style (CMS) 16th Edition. The draft should reflect a refinement of the aforementioned efforts. There should be no major rewrites or adjustments without the professor's permission. This is the final formative evaluation. Students will submit a draft-essay to the professor via the Blackboard system.

**Lesson Outcomes:**

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. Relate the impact of intelligence to policy decisions.

**Required Readings:**

None

**PART IV: Final Essay**
Lesson 8: Final Essay

Students will submit their final essay using the Chicago Manual of Style 16th Edition. The final essay should reflect a refinement of the aforementioned efforts. There should be no major rewrites or adjustments without the professor's permission. This essay will undergo a summative evaluation. Students will submit their final essay to the professor via the Blackboard system.

Learning Outcomes:

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
4. Relate the impact of intelligence to policy decisions.

Required Readings:

None

End of Course Housekeeping

IDEA Student Surveys

Please help ASU leadership and the professor comprehend what you think of this course plus how the teaching and leadership style contributed to your achievements. Your reviews will determine the fate of the course and serve as a "report card" for the professor. It is best to address and solve issues, regarding subject matter and classroom decorum, with the professor throughout the course. Please know that not responding can be as detrimental to the course and professor as a negative report.

Assessment:

Many courses at ASU are assessed for academic accreditation purposes. Your performance in this course may be evaluated against higher-level learning objectives. You will receive an e-mail if you, as a member of this course, are selected for assessment. Reported ratings have nothing to do with your grade or academic standing. They are consolidated with hundreds of other inputs so as to evaluate the department, college, and university.

Communication

Office Hours/Contacting the Instructor

Room 213 Hardeman Building. For appointment call: (325) 942-2167

University Policies

Academic Integrity: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

Self-Plagiarism: This is the part that normally isn't included in the syllabus, because it's most often not an issue - but I
will spell it right out here. The ASU Handbook, on page 13, says,

*Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.*

Don't be *that student*. If you're going to be writing on a subject on which you have previously written, contact your professor and talk about it. It's not that complicated.

**Accommodations for Disability**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.