Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

ISSA 6300: Intelligence and National Security

Course Description/Overview

This course examines the intelligence and national security nexus. It integrates the principal roles of intelligence in national policy formulation. Emphasis is placed on the problems inherent in conducting intelligence in a democracy and on the considerations associated with providing high quality intelligence analysis for intelligence consumers at the national level.

The course begins with a review of the intelligence enterprise. This course reviews the intelligence community and its agencies' respective roles and missions and their contributions to national security. The course also examines the national security challenges facing the United States and an in-depth coverage of actual and potential threats to the survival and vital interests of the United States: the threat at home and abroad, rogue states and proliferation of weapons of mass destruction, U. S. security interests in the post-Cold War era, and the emergence of 'fourth generation' or asymmetrical warfare. In view of the threat the course then addresses the elements of national power that are at the disposal of policy makers to help guide national security policy and strategic outcomes.

The course will examine the national interests, institutions, and processes involved in making U.S. national security and intelligence policy, and explores the tensions that recur in American politics between the necessities of security and the requirements of democracy. The course will also deal with how the U. S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy. At each step, domestic, institutional, and international factors such as regional and systemic balance of forces, instruments of national power, and national strategic assessments such as intelligence estimates play important roles in determining the outcomes we observe. Students learn how and when to apply the main policy tools available, ranging from use of force to arms control and economic assistance to diplomacy and learn the role of alliances and international organizations. Topics include the identification and strategic pursuit of national interests; establishment of priorities among potential security threats; the political nature and political tensions of defining 'threats'; global and regional security strategies; and intelligence reform and structure.

Finally, the course will review intelligence failures, consider intelligence reform issues, and evaluate the need for change. The intelligence reform lesson will emphasize the importance of preparing intelligence for and providing it to policy makers and our nation's warfighters in a manner that results in information sharing and underscores a renewed post-9/11 commitment to conduct intelligence activities in a manner that fully respects and protects American civil liberties and privacy.

This course is an intense examination of national security issues and intelligence requirements facing the United States and the reading load is equally intense. The course is designed to be highly interactive; value your experiences and your well-thought-out positions and opinions; and to express your intellect as an active participant.
and contributor towards the national dialogue and debate on hot topics of the day. I encourage you to read national newspapers or other sources and be prepared to open each class session with the current news of the day.

Course Textbooks/Daily Reviews

Required Texts:


Other Resources

2. Porter Henderson Library (http://www.angelo.edu/services/library) [link]

Course Objectives/Learning Outcomes

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

- Demonstrate how the Intelligence enterprise contributes to the policymaking process
- Demonstrate a working knowledge of the security challenges facing the United States and how the intelligence and policy nexus form our framework for security.
- Analyze the factors, events, and changing nature of the threat that influenced United States intelligence and national security policy.
- Comprehend the complex nature of intelligence – policy interface that help define threats to America's national security.
- Comprehend the complexities of intelligence reform requirements in view of intelligence – policy failures.
- Comprehend how informal networks and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

Rubrics
Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the assignments. There are two rubrics. Click the link to download the PDF document:

- [Discussion Rubric](#)
- [Writing Assignment Rubric](#)

Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

Students are expected to write original material in support of discussion and essay requirements associated with this class. Please review the Student Handbook and Student Code of Conduct if you have further questions regarding this.

Due to the nature of this class, there isn’t a minimum required number of words for original or discussion posts, nor is there a minimum number of discussion posts expected each week.

- Students are expected to write an original post that addresses the question. Students are expected to write at a graduate level.
- Students are expected to use appropriate source materials in support of their examples, evidence and details, such as primary source materials or peer-reviewed article and journals. For more on this, please see the Porter Henderson Library Research Tools webpage, [http://www.angelo.edu/services/library/handouts/](http://www.angelo.edu/services/library/handouts/)
- Students are expected to participate in discussions with their classmates on a range of topics, enough to ensure that their own biases of their studies have not affected their understanding of the learning objectives for the week.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>30%</td>
<td>Weekly when no essay is assigned. Primary postings are due no later than 11:59 p.m. Central Time on Fridays. Responses are due no later than 11:59 p.m. Central Time on Sundays.</td>
</tr>
<tr>
<td>First Essay</td>
<td>30%</td>
<td>6-8 page essay. Due Sunday at the end of lesson 3 by 11:59 PM Central Time. See Lesson 3 for detailed instructions.</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>12 - 15 page essay. Due Wednesday of week 8 by 11:59 PP Central Time. See Lesson 8 for detailed instructions.</td>
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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 %
- F = 69 % and below.

**Some thoughts on late work:**

- Don’t be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. Late work will not be accepted. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.
- Primary posts are due by 1159 CST on Fridays, and response postings are due by 1159 CST on Sunday, after which time no participation is possible.
Course Organization/Course Bibliography and Required Readings:

Part I: Understanding the Intelligence and National Security Nexus:

Lesson 1: The U.S. Intelligence Enterprise: The U.S. Intelligence Community and Its Key Functions

Learning Outcomes:

1. Demonstrate knowledge of what intelligence is in the context of national security
2. Comprehend who comprises the intelligence community and the important roles and contribution each agency makes towards forming and shaping US national security policy.
3. Describe two key functions of the intelligence enterprise.
4. Comprehend how the intelligence cycle works and contributes to national security policy.

Required Readings:

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. Chapters 1-8, on the U.S. Intelligence Community

*Overview of the United States Intelligence Community*, 2013. Read all.

View Film: *The Man Who Knew* - 1.26 hours

Lesson 2: Thinking About National Security Challenges and Intelligence Policy: How and Where They Intersect

Learning Outcomes:

1. Demonstrate a working knowledge of the security challenges facing US national interests and the causes and nature of war.
2. Describe how the IC contributes to the policymaking process regarding US security challenges and the protection of US national security interests.
3. Explain how policy failures contribute to intelligence failures.

Required Readings:


Lesson 3: Intelligence and the Elements of National Power

Learning Outcomes:

1. Comprehend the elements of national power and describe examples where each has been effective individually or in combination.
2. Describe how intelligence and the elements of power have changed in a Post 911 world as compared to the Cold War period.
3. Provide the definition of "soft power", how it is utilized, and how it enhances the US national security agenda.
4. Describe how intelligence and each of the elements of national power can influence strategic outcomes for United States national security policy.

Required Readings:

Gates, Robert M. "Landon Lecture" at Kansas State University, November 26, 2007. Lecture video or for text.


Part II: The U.S. Intelligence and National Security and Policy Process:

Lesson 4: Statecraft Tools of the President and the Executive Branch and How the Policymaker Uses Intelligence to Shape National Policy

Learning Outcomes:

1. Comprehend Congress' shared role with DoD in establishing effective national security Institutions, policies, and processes.
2. Comprehend the differences in approach between policy makers and the intelligence community--and the potential for tension--at each stage in the intelligence process.
3. Comprehend how the policy maker uses intelligence to shape national security policy.
4. Describe the role of the President in shaping and implementing the national security agenda and how intelligence helps shape the national security agenda.

Required Readings:


Richard Grimmett, "Foreign Policy Roles of the President and Congress" June 1, 1999


Stratman, Henry W. "Orchestrating Instruments of Power for Nation Building."


Learning Outcomes:

1. Comprehend how the Congressional agenda is influenced by informal networks and external actors seeking access and influence over legislative as well as policy decisions.
2. Understand the role of the myriad types of non-governmental organizations—both domestic and foreign—in influencing legislative and policy decisions in the intelligence, defense, and national security realms.
3. Comprehend how these institutions and individuals function, why they function this manner, what stakes and interests they have in policy formulation and decision making processes, and what impact they might have (or not) on decisions and the implications thereof for policymakers.
4. Critically assess and discuss the type of intelligence, data, publications, arguments, and other sources of information and inputs think tank institutions use and produce as well as the networks they employ to try to influence policy decisions.

Required Readings:

Betts, Enemies of Intelligence. Chapters 3-4.


Lesson 6: Threats I: Threats from nations and states

Learning Outcomes:

1. Describe what defines a rogue state and how they fit in the international community.
2. Comprehend how current US National Security Policy is being shaped by rogue states, and the national-security implications of these developments.
3. Describe the intelligence and national security policy concerns for the United States regarding rogue states that possess nuclear weapons or are trying to acquire nuclear weapons technology.

Required Readings:


“Sally Yates says National Security Adviser could be blackmailed by Russians.” C-SPAN, 08 May 2017, https://www.youtube.com/watch?v=0704b5_ca0U


Lesson 7: Threats II: Threats from Failing States and Non-state Actors

Learning Outcomes:

1. Comprehend the intelligence and national security policy challenges facing America today as presented by the global terrorist threat.
2. Describe the role of intelligence and national security policy on the war on terror and why the PATRIOT ACT is an important part of national strategy for combating the war on terror.
3. Evaluate how the death of Bin Laden changes the national security and intelligence nexus.
4. Comprehend the changes in the U.S. National Security and Intelligence enterprise from 2001-2007 following the 9/11 attacks.

Required Readings:


Lesson 8: The Challenges of Intelligence Reform

Learning Outcomes:

1. Comprehend why intelligence reform is needed and why it is important.
2. Describe the challenges of intelligence reform.
3. Comprehend why intelligence reform is difficult.

Required Readings:

Lowenthal, Chapter 14.
Betts, Chapter 8, pp. 183-193.
Michael Warner and J. Kenneth McDonald, U.S. Intelligence Community Reform Studies Since 1947, April 2005, Center or Intelligence Studies.
Summary of Intelligence Reform and Terrorism Prevention Act of 2004, United States Senate Committee on Governmental Affairs, December 6, 2004.
**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](https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/preview/preview.jsp?v=3300.0.6-rel.49+ecc5c16_3300.0.6-rel.49+ecc5c16) and the [ASU Student Handbook](https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/preview/preview.jsp?v=3300.0.6-rel.49+ecc5c16_3300.0.6-rel.49+ecc5c16).

**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.