

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 familiarize yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#) or [CSS Student Orientation Course](#).

ISSA 3300 U.S. Intelligence and Global Security

Course Description/Overview

This course's ultimate objective is to place the student in the role of a senior policymaker or Senior Intelligence Officer (SIO) and have him/her face the global security challenges facing our decision makers. The 9/11 attacks and the ensuing "Global War on Terror" has placed the world in a position where friends and allies must work together to defeat terrorism at home and abroad. To be effective our national leaders must reach out and partner with foreign allies. Students will be placed in these roles to help determine and form intelligence inputs to national security policy. This course examines the complex (and continuously changing) interaction between intelligence and policymakers. Emphasis is placed on the problems associated with conducting intelligence in a democracy, and on the considerations involved with providing intelligence analysis for intelligence consumers at the highest level. Students are placed in positions of intelligence consumers, and given the tasks of (1) explaining the role of the United States in the international system, and (2) designing a national security strategy for your nation or organization that could either affect, neutralize, or capitalize on the hegemonic position of the U.S., and (3) form intelligence partnerships and sharing agreements.

Click this link for a [printable version of the syllabus](#).

Course Prerequisites:

While there are no prerequisites, the course materials, assignments, learning objectives and expectations in this upper level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

Course Bibliography and Required Readings:

The following textbooks are required for this course. Other readings are assigned each week and are provided to you via a link in the course materials. Additionally, where possible, videos are utilized to enhance student learning.

- [National Security Intelligence](#), by Loch K. Johnson, 2012, ISBN 978-0-7456-4939-9 ISBN 978-0-7456-4940-5 (pb), Polity Press. Available via Kindle
 - [Enemies of Intelligence: Knowledge and Power in American National Security](#), by Richard K. Betts, 2007, ISBN 978-0-231-13888-8(cloth: alk. paper) ISBN 978-0-231-51113-1 (e-book), Columbia University Press. Available via Kindle
- Suggested texts:

- Lowenthal, M. (2011). [Intelligence from Secrets to Policy](#). Los Angeles: Sage. ISBN 978-1-60871-675-3. Available via Amazon
- Bartholomees, J. Boone, Jr., (Ed.), (2010). [U.S. Army War College Guide to National Security Issues](#), Vol II: National Security Policy and Strategy, (4th ed.). Chapter 3, pp. 29-42. ISBN: 978-1-907521-51-5.

Online Intel Resources

1. [The Literature of Intelligence](#): A Bibliography of Materials, with Essays, Reviews, and Comments, compiled by J. Ransom Clark of Muskingum College, is an exhaustive online compendium of intelligence literature divided by author and topic.
2. [The CIA's Center](#) for the Study of Intelligence publishes unclassified articles and conference proceedings.
3. [The Federation of American Scientists](#) and the [National Security Archive](#) also maintain useful web sites on intelligence topics.
4. Two useful intelligence journals are *Intelligence and National Strategy* and the *International Journal of Intelligence and Counterintelligence*.
5. Daily media articles on current national security and intelligence related the [Centre](#) posts topics for Counterintelligence and Security Studies.

Daily Knowledge Vitamins – Staying current and Informed About the World You Live in

1. The Economist: <http://www.economist.com/>
2. The New York Times: <http://www.nytimes.com/>
3. The Christian Science Monitor: <http://www.csmonitor.com/>
4. The Council on Foreign Relations: <http://www.cfr.org/>
5. GlobalSecurity.org: <http://www.globalsecurity.org/>
6. Foreign Policy: <http://www.foreignpolicy.com/>
7. Foreign Affairs: <http://www.foreignaffairs.com/>

Course Objectives/Learning Outcome

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

- **Objective One:** Demonstrate how the Intelligence enterprise contributes to the policymaking process.
- **Objective Two:** Demonstrate a working knowledge of the security challenges facing the United States and how the intelligence and policy nexus form our framework for national security.
- **Objective Three:** Analyze the factors, events, and changing nature of the threats that influence our government's intelligence and national security policy.
- **Objective Four:** Enhance critical thinking and critical writing.
- **Objective Five:** Comprehend the complexities of intelligence reform requirements in view of intelligence-policy failures.
- **Objective Six:** Comprehend how informal networks and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.

Learning Outcome: Students have a right to know what instructors expect them to learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course you should be able to:

1. Identify and analyze the causes of the politicization of intelligence.
2. Describe the relationship between policy and intelligence.
3. Discuss the use of intelligence in forming policy.
4. Describe the various threats, both domestic and international, to national security.

Grading Policies/Assessment of Learning

A Note on Grades: ISSA 3300 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together—to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the

	Percent of Grade	Due
Discussion Board	30%	Weekly for weeks 1 - 7.
	30%	11:59pm Central Time of Sunday end of Lesson 4. at least 1200 words in length
	40%	11:59pm Central Time of Thursday of Lesson 8. at length

Knowledge of course objectives and learning outcomes will be assessed through:

Weekly Discussion Questions:

Weekly discussion questions allow the student to demonstrate comprehension of lesson materials by preparing a response to a discussion question(s) posed by the instructor. The student response is assembled from knowledge gained through course materials and independent research. All students should follow the "General Rules for Discussion Questions Posts" below. Failing to follow these rules and guidelines may result in score deductions. Formal grading of weekly discussion questions will be completed using the Discussion Question Grading Rubric. General Rules for Discussion

Question Posts:

All students **MUST** participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors' weekly question by 11:59 p.m. CST on Thursday of each week and must respond to a minimum of two other students' post by 11:59 p.m. CST on Sunday of each week.

Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area.

Stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are not appropriate in an academic setting.

Avoid repeating the assigned readings in your own words. Use assigned readings as one of your resources, not as the single source for your post.

Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.

Format for all essays:

Type: Individual Essay

Format: All Margins one-inch

Format: Double Spaced, 12 point, Times New Roman font

Format: Left-aligned

Length: A minimum of 1200 words. Deductions will occur for papers outside of this requirement

Due: Sunday at the end of **Lesson 4 before 2100 hrs.** Central Time.

Please have a cover and reference page for this assignment that includes: The Title (should include the main idea of the paper, not just a generic name such as "Research Paper" or "Paper 1"), Course name and Number, Instructor's Name, Your Name, and Date. Ensure your name appears in the name of the file, e.g., Smith_3300_Mid-term.doc for your mid-term essay and Smith_3300_Final for your final. Of course, use your own last name and not Smith, unless of course, your last name is Smith.

Resources: You must cite a minimum of three different references in your essay, either from course materials or additional references (Wikipedia, blogs, and similar sources are NOT acceptable as sources).

Any material to include, but not limited to, course readings and discussions. Adhere to bibliographic and citation guidelines. Use Grammarly, it's free and can save your grade.

Citations and Reference must use the proper format outlined in your Chicago Manual:

Like a quote of more than four lines or 40 words.

Double-check all citations and references, making sure that they are properly formatted and that anything that is cited in the text of your paper has a properly styled reference in the reference list and vice-versa.

Note:

Avoid the use of "I", "my", "me", "we", "he", "she", or "our" - opt instead to use terms such as "the author." Your research paper is about a topic and IS NOT ABOUT YOU or your unsupported opinion. Writing the paper in the "third person" shows that you have taken a step back from the material and are writing objectively.

Research Paper (2):

A research paper on a topic relating to current or historical domestic or international terrorism is due at the end of Lesson 8. The research paper assignment is due no later than 11:59 p.m. CST on Thursday of Lesson 8. Student performance on the research paper will be evaluated using the Research Paper Grading Rubric. Late papers will be assessed a point reduction (10 Points) for each day the paper is late.

Your opinion will not be a determining factor in your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in the course, along with independent research and reference materials that you locate on your own. DO NOT simply repeat the course materials in your research paper. While you may use course resources for your research paper, you must provide reference to a minimum of 4 resources that are independent of the course materials.

An abstract is NOT required. Cite your references in EVERY instance and include a properly formatted reference list at the end of the paper. Use at least four sources for the first paper, with relevant citations to those sources.

Chicago Manual Style is the required format for this course. To access the CMS writing guidelines go to this link: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmcs_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Every writing assignment should be submitted as a Microsoft Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. DO NOT submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Outline for the Research Paper:

Introduction - The first section of any research paper should be the introduction. The introduction describes the general issues that the paper will address. Within the introduction you must state a theory, thesis or topic for the paper. The introduction provides the reader with an understanding of the basic subject of your paper and the main points that you will make about your chosen topic. The introduction should express the broad connections that tie together the more specific points you will make and observations that you will document later in the paper. The introduction should provide the reader with a sense of what they will learn about your topic through reading your paper.

Body - The sections and paragraphs within the body of your paper should always tie back to your main topic. Do not continually re-state your main topic, but ensure that the reader knows how the sub-topic in each section or paragraph develops, supports or challenges the main topic of your paper. To maintain continuity in your argument, make sure that you create effective transitions between each section and paragraph. An easy way to accomplish this is to make sure that the first lines of each new section or paragraph reflect back on the previous section or paragraph and that all are in logical order.

Conclusion - Your conclusion section should reflect back on what you have written, summarize your findings, identify any weaknesses in your argument, and point the way for you and/or the reader to complete further assessment on the topic.

First Paper Assignment: Lesson 4:

Theory, according to Richard Betts, "makes sense of numerous pieces of information by explaining or predicting relationships among things and by clarifying which causes of various effects are essential and which are peripheral...political decision makers and bureaucrats are uncomfortable with explicit theory because the hard knocks of experience have made them distrust abstraction and because they are responsible for getting concrete results. When they use theories they do so implicitly and unsystematically, in a manner that assumes theories to be simple common sense...Threat assessment poses two tasks: collecting facts and interpreting their implications. Interpretation cannot avoid theory—whether it concerns axioms about an adversary's objectives, capabilities, or constraints." (p. 54).

Your task is to look at the two "largest intelligence failures" of the 21st century, the failure to warn policymakers about the attacks on 9/11, and the incorrect assessment of Iraq's possession of WMDs in the October 2002 NIE, and explain, in your opinion (supported by references to the assigned readings), whether one or both were "normal theory" threat assessments, or "exceptional thinking" threat assessments, based on Betts' definitions of the same. Support your arguments with citations.

Use Chicago style formatting. At least 1200 words, double-spaced, 12point New Times Roman font. Your essay is due Thursday night, no later than 11:59 PM. CST, week four. Point deductions (10 points) each day the paper is late, after Sunday night.

Don't forget to use proper citations and references.

The Second Research Paper will take the place of a final exam.

Second Research Paper Topic:

Final Paper Assignment:

You are the National Security Advisor to the President. He has asked you to give him some recommendations, regarding the national strategy for combating terrorism on both global and domestic fronts, and how to improve policy options for defeating terrorism, including your recommendations for reform for the IC. What do you tell him, in your report, and why?

Use Chicago style, for formatting, and include *at least six references in your bibliography, with corresponding citations to those references. Use at least 1500 words, double-spaced, with normal size font and margins.* Due Thursday night, no later than 11:59 PM, CST, week 8. Ten point reduction each day the second paper is late.

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 writing assignments. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#) 

[Writing Assignment Rubric](#) 

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.

Course Organization/Learning Outcomes/and Required Readings:

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

Lesson 2: National Security Challenges and Intelligence Policy: How they Intersect

Lesson 3: Intelligence and the Elements of National Power

Lesson 4: Statecraft Tools of the President and the Executive Branch and How the Policymaker Uses Intelligence to Shape National Policy (Note: your first paper is due midnight of Week 4).

Lesson 5: Influencing National Security Policy: National Intelligence Estimates, Special Interest Groups, Think Tanks, Public Opinion, and the Media

Lesson 6: Threats I: Rogue States, Nuclear Proliferation, and Counter-proliferation

Lesson 7: Threats II: Terrorism and Counterterrorism: 9/11 and After

Lesson 8: The Challenges of Intelligence Reform (Note: your second paper is due midnight Thursday night of Week 8).

Communication

Participation

In this class everyone, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions. We will learn and work as a team.

Courtesy and Respect

Courtesy and respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Netiquette

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments

before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially - satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information. Do NOT use blackboard message/email system.

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](#).

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.