**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 at the bottom of this document.

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 6315 – Legal and Ethical Issues in Intelligence Profession**

**Course Description/Overview**

This course will review the ethical requirements related to intelligence agencies and the agents who work at them. Normative ethical guidelines will be utilized to suggest proper (best) practices related to specific situations.

Although terrorist organizations targeted US interests and personnel overseas for decades, prior to 1993 and the bombing of the World Trade Center, terrorist activity was a foreign concept to many Americans. Even though domestic terrorists struck targets within the US, the illusion of protection and insulation was shaken by the attacks on 9/11, and the immediate, increased need for timely, actionable intelligence came to the forefront of media attention and public debate. The 9/11 attacks were widely perceived, rightly or wrongly, as a major intelligence failure. In the midst of two prominent wars and several ancillary military actions worldwide, the fear of attacks among the US populace became more prominent. With the 9/11 attacks, the US had another significant intelligence failure on its hands which led to a massive reorganization of the homeland security efforts and, in some cases, additional redundancies and duplications of effort. The US also sought to strengthen its alliances with intelligence agencies throughout the world and the sharing of information became more widespread.

The US and allied responses did not go unchallenged by terrorist organizations as they continued to change and swiftly adjust to US actions. Al-Qaeda became more decentralized and more of an inspiration to groups and, more problematically, individuals worldwide. With the growth of the Internet, Homegrown Violent Extremists (HVEs) and disgruntled or marginalized individuals could now become self-radicalized with little to no contact with others and, most dangerously, outside the possible observation of intelligence or law enforcement officials.

This course will consist of eight major blocks of instruction, noted below. The reading material will consist of a series of published journal articles, chapters from the primary and secondary texts, and government documents interspersed with lectures and interviews found on-line or provided with the instruction. The prosecution of the war on terrorists/terrorism has been controversial and this course, by its nature, is meant to be highly interactive and open to divergent reasoning and analysis, taking into account the
course material and the backgrounds and experiences of the instructor and students. Very few situations, either past or present, have only one possible interpretation. Current events could, and will, shape the weekly discussions.

Click this link for a printable version of the syllabus.

**Required Texts and Materials:**

**Required Texts:**
2. Additional readings, which will be electronically retrievable, will be assigned for specific classes.

**Excellent Library Additions**
If you are looking to build an extensive library on counterterrorism and the intelligence community, the following are recommended:

**On-line Counterterrorism and Intelligence Resources**
1. Council on Foreign Relations, Intelligence
2. Combating Terrorism Center at West Point
   [http://ctc.usma.edu/](http://ctc.usma.edu/)
3. GlobalSecurity.org
4. Global Terrorism Analysis from the Jamestown Foundation
5. State Department, Office of the Coordinator for Counterterrorism
   [http://www.state.gov/s/ct/](http://www.state.gov/s/ct/)
6. Congressional Research Service (CRS) Reports, Terrorism
7. RAND Corporation Terrorism Reports, Research, and Database
   [http://www.rand.org/topics/terrorism-and-homeland-security.html](http://www.rand.org/topics/terrorism-and-homeland-security.html)
8. Director of National Intelligence
   [www.dni.gov](http://www.dni.gov)

**Course Objectives/Learning Outcomes**

**Objectives:** As a result of completing this course, the student will be able to:
ISSA 6315 is designed to encourage critical thinking and promote analytical discussions among the students using different sources of material provided in various formats. The study of intelligence related to terrorism, counterterrorism, and US policy is timely, relevant, and integral to students interested in national security and the US Intelligence Community. At the end of this course, students will be able to:

- Understand the difference between normative ethical systems and empirical systems.
• Describe the nature and impact of classical theorists on current ethical systems of thought.
• Analyze the relationship between ethics and the intelligence cycle.
• Apply course instruction and research to analyze the relationship between law and policy and surveillance and counterterrorism.
• Understand and critique how the US Government organized and enacted policies to counter the KGB during the Cold War.
• Demonstrate a fundamental understanding of how the Intelligence Community is organized to support policy makers.
• Review the challenges faced by the US and the inherent tradeoffs between security and freedom.
• Analyze the decision to utilize drones in "surgical" killing of American citizens overseas, and whether the current process is Constitutional.
• Complete a final 12-14 page course paper analyzing the US application of “enhanced interrogation” techniques.

Learning Outcomes: As a result of completing this course, the student will be able to:
• Intelligently describe the normative ethical systems used currently.
• Conduct comparative analyses of the relationship between ethical systems and the intelligence cycle.
• Understand how the US Government and, specifically, the US Intelligence Community is organized to counter terrorist activity.
• Critically analyze the relationship between the Constitution and surveillance of American citizens.
• Identify ethical improvements and modifications to US Intelligence Community organizations, policies, and processes.
• Develop research skills to quickly find information on existing intelligence related to terrorist organizations and US policies and guidelines designed to mitigate domestic and international terrorism.

Grading Policies

A Note on Grades: On-line learning has many benefits but also unique challenges. The interaction with other students often found in a classroom setting is difficult to replicate. It is incumbent upon you to reach out to your fellow students, participate in professional dialogues, and contribute in meaningful ways. The success of ISSA 6313, and your ability to comprehend the material, is dependent on your discussions. Not coincidentally, the intelligence and counterterrorism communities are also reliant on coordination and cooperation. As such, your weekly participation in the discussion threads is a significant part of your grade. Final grades are composed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>25%</td>
<td>Due in weeks with no written assignment</td>
</tr>
<tr>
<td>First Essay</td>
<td>35%</td>
<td>5-7 page essay. Due by the end of lesson 4</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>12 - 14 page essay. Due Thursday of week 8 before 2359 hrs. Central Time</td>
</tr>
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Students’ grades will be based on the successful practices of counterterrorism and intelligence professionals—writings should be based on comprehensive research with appropriate citations, organized in a logical manner, well thought out with arguments incorporating relevant concepts and theories, and sound judgments or conclusions, based on critical thinking.

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.

**Student Essay Papers:** Each student will write two essays. The first essay will be 5-7 pages and will be due at the conclusion of lesson 4. The paper serves as the evaluation of the first four weeks of instruction. Students are to discuss the FBI and NSA surveillance intelligence operations against the citizens of the United States (collection and (possible current or future) analysis of email messages, phone calls, medical records, financial records, etc.) in terms of one or more of the ethical systems mentioned in the first lesson, and in terms of the Constitution. For instance, were/are the operations ethical, in terms of deontological or teleological ethics, Bentham's Consequentialism or Kant's ethical system, and were/are they Constitutional, relative to the Fourth, Fifth, and 14th Amendments? Why or why not? Back up your argument with relevant sources (at least four) and citations in your text. Use any format you wish (APA, Chicago Style, MLA, endnotes, etc.). Make your argument as strong as possible, and write it well enough so that your instructor is sure that you understand what you are talking about. Don't simply quote sources.

The second essay will be your final exam for lesson 8 and will be due Thursday midnight (CST) of week 8. While the first essay displays students' ability to research and form cogent analysis and conclusions, this 12-14 page essay requires applying course instruction and independent learning to formulate policy recommendations. Do the same thing you did for the mid-term paper for "enhanced" interrogation techniques and rendition used by the CIA from roughly 2003 until at least 2006. Pick at least one ethical system, and explain why it/they were ethical or not, based on the system you picked, and were they (enhanced interrogation techniques, rendition) Constitutional, based on the Fourth, Fifth, and Fourteenth Amendments? Why or why not? At least six sources and relevant citations, to the sources listed, in your text.

**Guidance Concerning Paper Structure:**

Essays will cover areas of topical interest to the counterterrorism and intelligence communities and must be organized and written in a professional manner. While the first essay is meant to measure and evaluate your research and cognitive abilities, the final paper will reveal your deeper understanding of US policy and organizations and your ability to provide reason and analysis as a top US national security official. Each essay should contain backgrounds, current perspectives, analysis, and conclusions and/or key judgments. Due to the nature of the assignments, individual sections and sub-headings may differ. Creativity is encouraged; however, since these are graduate-level papers, professionalism, attention to detail, and cogent organization are mandatory.

**Course Organization:**

**Lesson 1: The Nature and Scope of Ethics**

This lesson describes the differences between normative ethical systems and empirical systems, such as physics and biology. Also discussed are the differences between consequentialist systems and deontological systems of ethics.

**Lesson 2: Classical Ethical Theorists**

Lesson two begins by exploring the different aspects of Classical Greek theorists, including Socrates, Plato, and Aristotle, and how and why each differed in terms of ethical thought.

**Lesson 3: Utilitarianism, Kant and Ethical Intelligence**

Lesson three examines the specifics of the differences between Utilitarianism and Kant's deontological theory of ethics, and the relationship of both to intelligence agency operations, such as collecting HUMINT, and covert operations.

**Lesson 4: Exploring Ethics through the Intelligence Cycle**
Lesson four examines the relationship between ethics and the intelligence cycle. One reason your authors give for studying ethics related to intelligence is the fact that intelligence services in many countries have moved beyond the historical role of simply gathering intelligence (collection) to more active roles including “hunting,” “fixing,” and “enforcing.” Your authors correctly note that many of these activities, particularly involving the War against Terror, have generated controversies, especially concerning “rendition, secret detention, mistreatment, and torture of suspected terrorists” (Goldman, 2010, p. 35).

Lesson 5: Law and Policy: Surveillance and Counterterrorism
Lesson five examines the inherent contradiction between the need for surveillance of both American citizens and suspected terrorists, and the protections of the Constitution.

Lesson 6: The CIA’s original social contract, the KGB and the Cold War
Lesson six examines the original need for the creation of an organization which could satisfy the need for information related to international threats emerging during and after the second World War.

Lesson 7: The Use of Drones in Surveillance and Targeted Killing
Lesson seven allows the student to analyze and assess U.S. government efforts to address and mitigate the terrorism threat, utilizing drones both for surveillance and targeted killing overseas. Although unquestionably effective at both, questions have arisen surrounding the use of drones to kill American citizens overseas. Has the Constitutional Fifth and Fourteenth requirements of Due Process been satisfied, prior to the citizens being killed?

Lesson 8: Enhanced Interrogation
Lesson eight is the culmination of this course and discusses the ethical and Constitutional limitations of enhanced interrogation techniques used by the CIA, the military, and CIA subcontractors from approximately 2003 until 2006-2007.

Communication
Office Hours and/or hours of outside-of class contact

By appointment. See the Instructor Information section for contact information.

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
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.