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 3320 Intelligence And Democracy

Course Description/Overview

From the Course Catalog: This course examines the conduct of intelligence activities by democratic states, focusing on the inherent conflict between the secret nature of intelligence and “open society.” Using a case study approach, students will review the intelligence organizations in the U.S. and other democracies as well as cases where there has been a clash between democratic values and intelligence activities. The course analyzes the requirements for effective intelligence operations and the impact of oversight and control of those operations. Students will examine Government “control” of intelligence operations; Judicial and Congressional oversight, management, and intervention; and the role and influence of media and public opinion on intelligence activities. Moreover, as a result of 9/11 and the war on terror, students will explore the conundrum of determining whether and to what degree a necessary balance exists between secrecy of intelligence operations at home and abroad and democracy.

Course Objectives/Learning Outcomes

Objectives:

1. Explore the relationship between effective oversight and intelligence operations. Improve your understanding of the balance between national security and civil liberties.
2. Explore the impact and difference of oversight in several other democracies, including emerging democracies.
3. Provide opportunities to discuss and debate effective oversight measures.
Learning Outcomes:

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

1. Comprehend the functions, structures, and origins of the US Intelligence enterprise and how it contributes to the policymaking process.
2. Comprehend the importance of intelligence oversight policy and impact upon intelligence operations.
3. Demonstrate a working knowledge of the security challenges facing the United States as well as new and emerging democracies.
4. Examine critically the inherent conflict between the secret nature of intelligence and "open societies."
5. Comprehend the complex nature of intelligence as it interfaces within a democracy – and the development of this policy interface that helps define threats to the national security of democratic systems.
6. Comprehend the complexities of intelligence accountability, oversight, and reform requirements.
7. Comprehend how the media and informal networks (think tanks and the like) and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.
8. Evaluate critically the impact of counterterrorism programs on democratic institutions and societal values.

Required Texts:

Russell A. Miller, editor, US National Security, Intelligence, and Democracy: From the Church Committee to the War on Terror (Routledge, Taylor, Francis Group, 2008). (Available on Kindle)


The following texts are available on the web, provide excellent background and will be used for several classes. Please refer to them prior to all our classes regarding the US Intelligence Community and Oversight.

Eric Rosenbach, Confrontation or Collaboration? Congress and the Intelligence Community, Harvard University: Belfer Center, JFK School of Government (July2009). Access through Table of Contents on website: http://belfercenter.ksg.harvard.edu/publication/19201/confrontation_or_collaboration_congress_and_the_intelligence_community.html

**Recommended Readings:** A note about recommend readings. The recommended readings are by definition not required, but are valuable for providing additional insights into the course topics. You may find them of value to have in hand for future courses, as reference/research materials.

**On-line Intelligence 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.


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

The Economist: http://www.economist.com/


GlobalSecurity: http://www.globalsecurity.org/

Foreign Policy: http://www.foreignpolicy.com/

Foreign Affairs: http://www.foreignaffairs.com/
Grading Policies

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

INA 3320 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together, to have a conversation). Hence, weekly participation in the discussion threads is expected and forms almost a third of the student’s grade.

This course employs several different kinds of weekly assignments, to measure student learning. These include writing assignments and online classroom discussion.

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

Students are expected to write original material each week for the assignment, that addresses the question or the topic. Students are expected to write at a collegiate 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/

Angelo State has a plagiarism policy that includes self-plagiarism. I expect that you have read it. I expect that you know and understand the difference between quoting, paraphrasing and summarizing - and that if you have these kinds of questions, you know to contact the ASU Writing Center http://www.angelo.edu/dept/writing_center/ 325-486-6173 writingcenter@angelo.edu .

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Note</th>
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<tbody>
<tr>
<td>Engaged participation</td>
<td>30%</td>
<td>Weekly with two exceptions (see notes)</td>
<td><strong>Primary posts and Responses</strong> are due no later than 11:59 p.m. Central Time on Sunday of each week. Be considerate of your fellow students and make your post in time to allow them to comment prior to the deadline.</td>
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<tr>
<td>Assignment</td>
<td>Percentage</td>
<td>Due Date</td>
<td>Description</td>
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<tr>
<td>Midterm Issues Paper</td>
<td>30%</td>
<td>Sunday at the end of week four</td>
<td>The mid-term is an essay of 5-7 pages. Students may choose one of several topics. The essay must be submitted no later than 11:59 p.m. Central Time on Sunday of Lesson Four. Early submissions are allowed.</td>
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<tr>
<td>Final Essay</td>
<td>40%</td>
<td>Wednesday at the end of week eight</td>
<td>The final-essay exam consists of a 10-12-page essay. Students may choose one of several topics that will be posted by the Monday of week six. The final essay-exam must be submitted no later than 11:59 p.m. Central Time on Wednesday of Lesson Eight. Early submissions are allowed.</td>
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**Student Assignments:** Each student must participate in weekly discussions, produce a midterm essay, and write one final essay.

**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:


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.

*** The instructor reserves the right to modify the syllabus during the semester as needed.***

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

Late Work

This is an 8-week course. There is insufficient time in a short semester for students to delay completion of assignments. Hence, late work will not be accepted. If your assignments are not submitted by the posted deadline, you will receive a zero for that assignment. [Life happens. If an emergency impacting your ability to complete an assignment arises, contact me as soon as possible.]

Incompletes

*From the ASU Catalog:* The grade “I” is given when the student is unable to complete the course because of illness or personal misfortune. An “I” that is not removed before the end of the next long semester automatically becomes an ”F”. Students will be allowed one year to remove a grade of “I” before it automatically becomes an “F”. To graduate from ASU, a student must complete all “I”s. The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes an "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Add/Drop dates

Information for schedule changes is contained here: https://www.angelo.edu/services/registrars_office/schedule_changes.php

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.

**Title IX at Angelo State University:**
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**  
Director of Title IX Compliance/Title IX Coordinator  
Mayer Administration Building, Room 210  
325-942-2022  
michelle.boone@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form). If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345. For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).