INA 3301 Context, Culture, and Intelligence: The International Dimension

Course Description/Overview

The intelligence profession is particularly complex because it focuses by definition on foreign threats. Unfortunately for intelligence analysts, this requires that they understand not just other cultures and how their norms and values affect their approach to resolving policy issues or conflicts, but also how historical and other kinds of contextual factors influence how they might respond to American engagement and pressure in a given situation. This course gets at the heart of these complexities through the use of historical case studies and a careful focus on the ways in which context and culture drive the intelligence analysis process and make it a very complex and uncertain endeavor.

Course Format:

ISSA 3301 consists of three major blocks of instruction. The first reviews and analyzes the environment in which intelligence analysts work, including an examination of the structure and function of the U.S. Intelligence Community, as well as the nature and impact of various cognitive strategies and biases. The second dives deeper by exploring the invaluable role that understanding perspective plays in good intelligence analysis. The third unit combines lessons learned from the previous two by examining several case studies in which an application of the principles of cultural and contextual understanding and thoughtful intuition (or lack thereof) yielded significant results in terms of international relations.

The readings consist of a series of journal articles, news reporting, academic studies, government documents, and other materials, combined with lectures. This course, by its nature, is meant to be highly interactive and open to divergent reasoning, analysis, and plain differences of opinion. All (well-reasoned and well-informed) ideas are welcome here. However, bring your A-Game to our discussions. Like good analysis, your views should be shaped by all available information from class, the outside world, logic, current events, and the all-important gut.

Online Intel Resources

Recommended Readings (not required)

6. Raymond Cohen, Negotiating Across Cultures, https://www.amazon.com/Negotiating-
Interesting Easy Reads (not required)

1. Robert Greene, *The 33 Strategies of War*
2. Robert Greene, *The 48 Laws of Power*

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

10. 

Course Objectives/Learning Outcome

**Objectives:**

ISSA 3301 is designed to encourage critical thinking and promote vigorous analytical discussions, prompted by materials provided in various multimedia formats. At the end of this course, students will be able to:
• Understand how U.S. culture, worldviews, and mindsets impact our intelligence analysis and policy strategy decision making.

• Understand, describe, and critique how the structure and function of the U.S. Intelligence Community shapes the analysis it produces.

• Understand how a foreign counterpart or adversary's culture, worldview, and mindsets impact their intelligence analysis and policy strategy decision making.

• Analyze how Blue/Red (friendly/adversary) thinking shapes international engagement or conflict.

• Apply course instruction, research, logic, evidence, intuition, and personal experiences to identify and critically consider various contextual factors which are relevant to a given analytical question.

Upon completion of this course, students will be able to:

1. Intelligently describe and discuss the role the U.S Intelligence Community plays, both directly and indirectly, in shaping the intelligence used in policy and strategy formulation.

2. Develop an appropriately sophisticated understanding of how American culture, as viewed from the outside, impacts how the foreign other may respond to U.S. overtures.

3. Conduct analysis of both self and other to discern relevant cultural and contextual factors affecting a particular international engagement opportunity.

4. Critically analyze how cultural and contextual understanding impacted a particular outcome.

Grading Policies/Assessment of Learning

A Note on Grades: As in most professional environments, including the Intelligence Community, coordination, cooperation, and communication are vitally important for your success in this class. Therefore, meaningful, regular, and timely contributions to our discussion forums are a must for your understanding of course material and to earn a good grade in class. A minimum of three substantive postings are required each week (one primary posting and two robust responses to other students’ postings), though more are of course welcome, encouraged, and in fact crucial to the success of the course and to maximizing your learning. Your first posting will be a primary posting responding to the question, activity, or prompt I have posted for the week. It will be at least 150 words in length. Your other two postings will be responses to other student's primary postings. In these you should do more than write "good work, I like what you have done here..." You should offer something to provoke thought and stimulate discussion (our discussion forums simulate class participation and should be regarded as an active endeavor).

Additionally, strong writing and critical thinking skills are required to earn a high grade (as they are for success in most all of life). All writings should be based on comprehensive research with appropriate citations, organized logically, and containing thoughtful arguments that incorporate relevant concepts and theories, leading to sound conclusions. Please do your due diligence. Proofread once, then proofread again, and ensure that the presentation of all written work is not only grammatically and logically sound, but also visually accessible. Grades will be determined as follows:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the Discussion Board</td>
<td>35%</td>
<td>Weeks 1 - 3 and 6 - 7. Primary posting due 23:59 Friday, responses due 23:59 CST Sunday</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>25%</td>
<td>23:59 CST Sunday of Lesson 4. 5 - 7 pages in length</td>
</tr>
<tr>
<td>Final Essay</td>
<td>40%</td>
<td>23:59 CST Thursday of Lesson 8. 12 - 15 pages in length</td>
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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

Policy on late work is as follows:

- Don't be late. In the professional world, late is often too late. 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 11:59pm CST on Fridays, and response postings are due by 11:59pm CST on Sundays, after which time no participation is possible.
- Midterms submitted late will be penalized by 10% for each day they are late.
- There is no late policy for the Final exam because of the short time period between the end of our semester and the time at which final grades are due (except in the gravest of situations, about which you have informed me prior to the deadline).

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 %
Course Organization/Learning Outcomes/and Required Readings:

Lesson 1: Know Thy Self Part I

- Assignment: Week 1 Discussion Participation
- Readings: Richards J. Heuer, Jr., *Psychology of Intelligence Analysis*, (Chapters 9 – 13)

Lesson 2: Know Thy Self Part II

- Assignment: Week 2 Discussion Participation
- Readings:
  - Dr. Rob Johnston, *Analytic Culture in the Intelligence Community: An Ethnographic Study*, (Chapter 6)
  - *National Commission on Terrorist Attacks Upon the United States, The 9/11 Commission Report, Executive Summary*

Lesson 3: Know Thy Enemy

- Assignment: Week 3 Discussion Participation
- Readings:
  - David Rhode, *Army Enlists Anthropology in War Zones*
  - Scott Jaschik, *Embedded Conflicts*
  - Montgomery McFate and Steve Fondacaro, *Reflections on the Human Terrain System During the First Four Years*
  - Raymond Cohen, *Negotiating Across Cultures: Communication Obstacles in International Diplomacy* (book summary)
  - Aman Garcha, *Diplomatic Culture or Cultural Diplomacy: The role for culture in international negotiation?*
  - Benjamin Schwarz, *The Real Cuban Missile Crisis*

- Video:
  - History Channel episode on Khrushchev "We will bury you!" (4 minute video)
  - [https://www.youtube.com/watch?v=Mm0yQg1hS_w](https://www.youtube.com/watch?v=Mm0yQg1hS_w)
Lesson 4: Assignment: Midterm Essay

Your midterm assignment consists of a 5-7 page paper (excluding title page and references) which will be a historical review of any success or failure (pick one, defend your choice, and stick to your guns) in U.S. policy that resulted from our understanding (or lack thereof) of ourselves and our adversaries.

- What went right/wrong? Describe the relevant features of your case study regarding the materials discussed in class so far.
- Your paper must be clear, articulate, and contain a critical argument.
- It must be written in proper English, include correct adherence to the Chicago Manual of Style and contain at least three appropriate sources in addition to those presented in class.
- It must be submitted via Blackboard by 11:59pm CST on Sunday of week 4. Good luck and Zeus-speed!

Lesson 5: (this lesson has been skipped due to shortened semester)

Lesson 6:
How’d We Do?: Case Study 2/Reconstruction and Training in Iraq

Assignment:
- Week 6 Discussion Participation
- Watch Culture as a Tool of War (all 8 segments),
- Watch two depictions of U.S. soldiers training Iraqis, http://www.youtube.com/watch?v=vx57Bo9l--8;
  http://www.youtube.com/watch?v=dCxRu7Ddekg

Readings:
- John Leland, Cultural Differences
- Brian Whitaker, Its Best Use is as a Doorstop

Lesson 7: How’d We Do?: Case Study 3/Middle East Peace Process

A Discussion Participation

Readings:
- Haim Malka, Crossroads: The Future of the U.S./Israel Strategic Partnership
- Could Two Become One?
- Julie Younes, A Step on the Path to Peace: How Basketball is Uniting Arab and Jewish Youth in Jerusalem
- History of Failed Peace Talks
- Aliyah Furmin, Obama’s Rocky Relationship with Israel: A Timeline
- Devon Haynie, Poll: Arabs See U.S. as a Threat
- Muhsin Yusuf, The Partition of Palestine – An Arab Perspective
- Sylvain Ehrenfeld, The Israel-Palestinian Conflict: Each Side’s Contrasting Narratives
Lesson 8:
Assignment: Final Exam Essay

- You are the Chief Intelligence Advisor for a key decision maker in the U.S. government, whom you must prepare for an upcoming engagement of vital importance (any objective - strategic, operational, or tactical, military or diplomatic, on any issue - is acceptable).
- No matter which type of issue you choose, it will have grand-strategic implications; mishandling it will result in mission failure, which is unacceptable. Getting this right is of the utmost importance.
- Your final assignment consists of a 12-15 page paper (excluding title page and references)
- This key decision maker whom you work for is a proud and powerful person with decades of experience, but little practical knowledge of the specifics of this issue so you will need to tell him everything he needs to know to accomplish his objectives without appearing too basic or elementary.
- You will need to consider not only the relevant cultural and historical features of our counterparts, but also the informational needs (and ego) of your boss.
- Briefly define the issue, the objective, and focus the bulk of your analysis on how to engage the counterparts to meaningfully achieve the objective with the most sophisticated consideration of the operational environment possible.
- Describe the relevant features of your analysis regarding the materials discussed in class.
- Your paper must be clear, articulate, and contain a critical argument. It must be written in proper English, include correct adherence to the Chicago Manual of Style and contain at least six appropriate sources outside of those presented in class.
- It must be submitted via Blackboard by 11:59pm CST on Friday of week 8. Good luck and Zeus-speed!

Communication/Participation
In this class everyone, brings something to the table. Your ideas and thoughts 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. Additionally, while we are in a classroom environment and should have fun, please ensure that your postings remain professional, courteous, and constructive. A couple helpful links are below:

- 7 Steps to Writing A+ Discussion Posts
- Core Rules of Netiquette

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, 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. It is best to avoid the use of humor and/or satire in an academic setting.

Office Hours/Contacting the Instructor
Since our course occurs online, we have the benefit of almost constant access to one another. Feel free to contact me via ASU email at any time and expect a response within 24 hours (but typically much quicker). Should you wish to discuss anything outside the scope of our course discussions, have any specific questions, require help of any sort, or have a complaint, please contact me directly via email. Please do not post these matters in our classroom. 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 112 325-942-2047 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.

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus
suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.