INA 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.

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.


Suggested texts:


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.


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**


### 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:** INA 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 grade. Final grades are composed as follows:
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 (link below).

**General Rules for Discussion Question Posts:**

All students MUST participate. Failing to participate may result in a failing grade for the course. Students will post a response to the question(s) by 11:59 p.m. Central Time on Thursday of each week and must respond to a minimum of two other students’ post by 11:59 p.m. Central Time on Sunday of each week. Making your post by Thursday night gives other students an opportunity to comment on it.

Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area. Support your assertions in a manner which demonstrates critical thought and research on the topic. Your response to the original question(s) and to your fellow students should demonstrate your understanding of the course material and have given some thought to the topic.

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 or summarizing the assigned reading. 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.

A simple, 'I agree with everything you wrote', is not acceptable. Engagement in open honest discussion is critical.

**Two Essays**

You will be given the topic for your essays in the lessons preceding the due date. For example, the information for the first essay can be found at the bottom of Lesson 1. The due dates for the essays are listed above and unlikely to change.

Each essay is an individual effort. You will submit your essays via Blackboard. If you are unsure how to do this, please, watch the How-To video at the link in the description for your first essay (bottom of Lesson 1).

You will utilize the Chicago Manual of Style (17th edition) for your essays. You may be a huge fan of or really familiar with APA, but we will use Chicago Manual of Style (17th edition) for this class. Feel free to follow this link for a reference - https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html
Rubrics: Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you familiarize yourself 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:


Writing Assignment Rubric:  http://blackboard.angelo.edu/bbcswebdav/pid-1120359-dt-content-rid-110823_4/xid-110823_4

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 1159 pm (Central Time) Sunday of Week 4).
Lesson 6 Part 1: Threats I: Rogue States, Nuclear Proliferation, and Counterproliferation
Lesson 6 Part 2: Threats II: Terrorism and Counterterrorism: 9/11 and After
Lesson 7: The Challenges of Intelligence Reform (Note: your final paper is due at 1159 pm (Central Time) Wednesday night of Week 7).

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.

For 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
Courtesies 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.

Late Work

This is a 7-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]

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.

Title IX
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.

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.

Required Use of Masks/Facial Coverings by Students in Class
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.