ISSA 6380: Capstone: Intelligence, Security Studies, and Analysis

Course Description/Overview

This capstone course is designed for graduate students in the non-thesis option. Graduate students often take this course prior to their last semester. The course brings elements of previous courses together in order for students to demonstrate their ability to comprehend concepts, apply knowledge, arrange and assemble complex variables, and relate the impact of intelligence to policy decisions. This course affords students to more deeply research key intelligence questions and topics related to current and historical topics, cases and support to combat as a means to demonstrate their mastery of these intelligence-related topics. Graduate students analyze and critically evaluate beliefs and actions, and then develop and defend reasonable positions through the use of integrated examples and evidence. Students culminate their studies with an appreciation that a major aspect of policy making is well-analyzed intelligence appropriately tailored for the needs of consumers.

This concluding course, while it is indeed national security-focused with an emphasis on intelligence and analysis, may include material from other disciplines to include leadership, psychology, economics, and business. Federal intelligence professionals, charged to enhance foreign, domestic and homeland security, share many techniques and procedures with the law enforcement community. Business executives and managers, whose organizational survival depends upon knowledge, seek competitive advantage in close coordination with their business intelligence systems. Leaders within political action groups, nongovernmental organizations, private volunteer organizations, and even places of worship must decide what to believe and then decide what to do.

Finally, this course is designed to give students an opportunity to showcase their intellect. Perspectives honed along the way, a fresh immersion into the literature, professor mentorship, much thinking, and ingenious writing will result in much learning.

Course Objectives/Learning Outcomes
The objectives for this capstone course are based on the overall learning outcomes for the MISSA program.

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

1. Comprehend principles associated with intelligence, security studies, and analysis.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Articulate a clear research question or thesis statement.
4. Identify existing body of relevant research.
5. Be familiar with conducting a literature review.
6. Arrange and assemble ideas, arguments, and points of view.
7. Relate the impact of intelligence to policy decisions.

**Recommended Texts and Materials:**


Or


**Grading Policies**

Grades will be based on the demonstrated ability to comprehend, apply, arrange and assemble, and relate fundamental principles and relevant concepts and then present them in a well constructed essay.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement and introduction</td>
<td>5%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 3.</td>
</tr>
<tr>
<td>Task</td>
<td>Percentage</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Literature review</td>
<td>5%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 5.</td>
</tr>
<tr>
<td>Revised outline</td>
<td>10%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 7.</td>
</tr>
<tr>
<td>First full draft of the paper</td>
<td>20%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 11.</td>
</tr>
<tr>
<td>Completion of faculty review</td>
<td>5%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 12.</td>
</tr>
<tr>
<td>Annotated Bibliography and / or Historiography</td>
<td>5%</td>
<td>Not later than 08:00 AM CST Monday, at the beginning of Week 13.</td>
</tr>
<tr>
<td>Final essay</td>
<td>50%</td>
<td>Not later than 08:00 AM CST on 20 November 2020</td>
</tr>
</tbody>
</table>

**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](https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/ptzteil/tinymce/plugins/ptzteil/)

[Writing Assignment Rubric](https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/ptzteil/tinymce/plugins/ptzteil/)

Grades will be based on your ability to organize the material, integrate relevant concepts and theories, cite your sources, and present them in essay form. You are expected to apply your own observations as necessary when demonstrating grasp of material.

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

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 %
- **F** = 69 % and below.

**Course Announcements:**

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

**Some thoughts on late work:**

Don’t be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. 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.

**Tools and Resources:**

ASU’s own [Porter-Henderson Library](https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/ptzteil/tinymce/plugins/ptzteil/)

https://blackboard.angelo.edu/webapps/vtbe-tinymce/tiny_mce/plugins/ptzteil/tinymce/plugins/ptzteil/
ASU's own Writing Center
The Internet Archive
The Internet Archive's Wayback Machine
Google Books
Google Scholar
Purdue Online Writing Center
Texas A&M University Writing Center
University of North Carolina at Chapel Hill Writing Center

Course Organization:

Lesson 1: Thesis Statement

General Description of Subject Matter

In this week, students will prepare a thesis statement identifying the topic which they will analyze, argue, or explain through research and the use of their paper. The endstate is submission of a written thesis statement.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.

Lesson 2: Methodology

General Description of Subject Matter

In this week, students will prepare a thesis statement identifying the topic which they will analyze, argue, or explain through research and the use of their paper. Students will identify a methodology appropriate for their project. The endstate is submission of a written thesis statement.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.

Lesson 3: Preliminary Research

General Description of Subject Matter

In this lesson, students begin the first stages of the literature review, with preliminary research. Students will also request a faculty reader.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Lesson 4: Literature Review

General Description of Subject Matter

In this lesson, students will complete a literature review.
We will also discuss source analysis, and primary versus secondary sources - and why to use one versus the other.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Lesson 5: Conduct Research

General Description of Subject Matter

In this lesson, students will conduct research in support of their project.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.
Relate the impact of intelligence to policy decisions.

Lesson 6: Creating an Outline

General Description of Subject Matter

In this lesson, students will draft an initial outline for their research paper.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.

Lesson 7: First Draft

General Description of Subject Matter

In this lesson, students will begin a first draft of their paper.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.
Relate the impact of intelligence to policy decisions.

Lesson 8: Peer Review

General Description of Subject Matter

In this lesson, students will conduct a peer review of the work of one of their classmates.
Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.
Relate the impact of intelligence to policy decisions.

Lesson 9: Editing

In this lesson, students will edit their first draft and submit a second draft of their paper.

Learning Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
Relate the impact of intelligence to policy decisions.

Lesson 10: Submit First Full Draft

General Description of Subject Matter

In this lesson, students will submit a first draft of their paper.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.
Relate the impact of intelligence to policy decisions.

Lesson 11: Faculty review

General Description of Subject Matter

Students will submit the fourth draft of their paper to a selected faculty member, for a peer review.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.

Lesson 12: Annotated Bibliography and / or Historiography

General Description of Subject Matter

In this lesson, will review the materials current being used in support of their research project, and conduct a historiography. Students will create an annotated bibliography.

Lesson Outcomes:

Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Arrange and assemble ideas, arguments, and points of view.

Lesson 13: Final Draft

General Description of Subject Matter

In this lesson, students will begin work on the final draft of their paper. Students will conduct remaining research as necessary.

Lesson Outcomes:

- Comprehend principles associated with intelligence, security studies, and analysis.
- Apply principles associated with intelligence, security studies, and analysis to a specific topic.

Lesson 14: Submit Completed Project

In this lesson, students will complete and submit the final version of their paper.

Learning Outcomes:

- Comprehend principles associated with intelligence, security studies, and analysis.
- Apply principles associated with intelligence, security studies, and analysis to a specific topic.
- Arrange and assemble ideas, arguments, and points of view. Relate the impact of intelligence to policy decisions.
- Relate the impact of intelligence to policy decisions.

End of Course Housekeeping

IDEA Student Surveys

Please help ASU leadership and the professor comprehend what you think of this course plus how the teaching and leadership style contributed to your achievements. Your reviews will determine the fate of the course and serve as a "report card" for the professor. It is best to address and solve issues, regarding subject matter and classroom decorum, with the professor throughout the course. Please know that not responding can be as detrimental to the course and professor as a negative report.

Assessment:

Many courses at ASU are assessed for academic accreditation purposes. Your performance in this course may be evaluated against higher-level learning objectives. You will receive an e-mail if you, as a member of this course, are selected for assessment. Reported ratings have nothing to do with your grade or academic standing. They are consolidated with hundreds of other inputs so as to evaluate the department, college, and university.

Communication

Office Hours/Contacting the Instructor

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.

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.