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 6309 – Intelligence Support to Policymaking

Course Description/Overview

This course examines the principal roles of intelligence in the current environment and in formulating national policy, in providing strategic and tactical warning, support for military operations, and covert action. The focus is on problems inherent in conducting intelligence in a democracy and on the ethical considerations associated with providing high quality intelligence analysis. The course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. The changing nature of intelligence vis-à-vis policy formulation, especially in the post-Obama/Clapper era, serve as examples of the relationship between intelligence and policy. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy.

This course is similar to, but distinct from, ISSA 6300, which focuses to some degree on the role of intelligence in a democracy but focuses on the post-911 IC effort. However, ISSA 6309 is intended to take this to the next level of detail through case studies and other pedagogical means.

This course is heavily focused on current (and recent) events. As such, students are expected to remain up-to-date on current national security issues affecting the U.S. government and be prepared to address how both analysts and policymakers are reacting to them. As a current events class, much of the literature will have a partisan bent. Not necessarily Democrat or Republican, but many (all?) of the authors will have a specific point to make in an effort to affect current policy deliberations and/or get their own side of the story on the historical record. In more historical classes, discussions of topics such as Pearl Harbor or the Vietnam War generally follow a standard narrative that is widely accepted and, more importantly, the discussions lack the personal emotions and experience that can color one’s judgments on the issues. With this class, we will be focusing on events largely since 2015 and thus covering topics that we all remember and experienced personally. As such, it is tempting to let emotion cloud our analysis (as often happens with some of the readings), but I encourage each of you to try to take the “long view” and look at recent events through historical experience to put them in the proper context. Take each of the assigned readings with a grain of salt, particularly if the given author is out to prove he was right and everyone else was wrong—the truth is always somewhere in between. Similarly, do your best to take the analytic view in our discussions rather than the emotional one. We are not here to debate policy, but to discuss how policy and analysis interact in an effort to improve both of them.

Course Bibliography:


Tools that may assist you with peer-reviewed and juried works:


Porter Henderson Library ([http://www.angelo.edu/services/library](http://www.angelo.edu/services/library))

Google Scholar ([https://scholar.google.com/](https://scholar.google.com/))

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Discussion Thread participation</td>
<td>30%</td>
<td>Weekly, except for weeks 4 (midterm) and 8 (final). Initial posts are due by Friday 11:59PM (CST) and all discussions completed by 11:59 PM (CST) Sundays.</td>
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<tr>
<td>First Essay (Midterm)</td>
<td>35%</td>
<td>8-10 page essay. This is due not later than 0800 / 8am CST on 02 November - that's a Monday morning; I'm not going to start grading until then, you have until then to submit it via TurnItIn. Do not email it to me, do not submit it late.</td>
</tr>
<tr>
<td>Final Essay (Final)</td>
<td>35%</td>
<td>8-10 page essay. Due on 22 November (that's a Sunday) at 2000 / 8 pm Central Standard Time (on campus time, in Texas). Yes - 8 in the evening on a Sunday. This is as late as I can stretch it, leaving me Sunday night, Monday and Tuesday to write you feedback - in between all of the other courses I grade. Early is welcome.</td>
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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.

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

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 in discussion threads as well as mid-term and final assignments. You are expected to apply your own observations as necessary when demonstrating your complete understanding of the concepts.

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.

Due to the nature of this class, there isn’t a minimum required number of words for original or discussion posts, nor is there a minimum number of discussion posts expected each week.

* Students are expected to write an original post that addresses the question. Students are expected to participate in discussions regarding two questions other than the one they addressed. This is about getting past your own biases, and ensure that we are all seeing things from different perspectives
* Students are expected to write at a graduate 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 section above, Tools that may assist you with peer-reviewed and juried works
* If you are not comfortable with your understanding of the differences between quoting, summarizing, and paraphrasing - now would be the time to brush up on that. You really don't want to come close to doing any of these incorrectly, as that's where one often runs up against issues of plagiarism - which is not good.

What can I use as a research source, in support of my discussion post or response?

1. I am absolutely OK with the use of memes. They are not a substitute for actual research.
2. I am absolutely OK with cute pet photos. They are not a substitute for actual research.
3. I am absolutely OK with personal anecdotes. They are not a substitute for actual research.
4. I have no expectation that you will find all of the source materials you will need, to support your discussion posts or responses, in the assigned readings. Those are there to support the learning objectives - that's it.
5. I have included above, in a section titled, "Tools that may assist you with peer-reviewed and juried works," links to some tools that might get you started. On the lefthand side of the course content here in Blackboard, under Resources, I have also included a tab titled, Intelligence Resources - it has more links that might help. And then, down below, under where I have listed the learning objectives for the seven lessons for this course, I have include a third section, "Other sources and reading materials," that might help, too.

Student Essay Papers: Each student will write two essays.

The midterm will be 8-10 pages and will be due at the conclusion of lesson 4. Students will be required to critically examen an instance of analyst-policymaker interaction of a particular issue facing the US Government,
pre-9/11. The specific details for this requirement as listed with it, in the Lesson 4 section.

The final will be an 8-10 page paper. Students will be required to critically examen an instance of analyst-policymaker interaction of a particular issue from recent American history, post-9/11. All topics will need to be approved in advance. The specific details for this requirement as listed with it, in the Lesson 7 section.

Essays will be turned in to the professor via the Blackboard Assignment system. Essays not submitted through Blackboard will not be graded. Material submitted late will not be accepted. Students will not present their essay to their fellow students.

You must contact your professor before the assignment is due if you believe it will be late. Failure to do so will result in a zero for the assignment. Again - late work will not be accepted.

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.

These are also where I will announce the discussion question for the week. While there may be 4 to 6 discussion questions listed per week in the discussion area, I will include in the weekly announcement the details regarding which one we as a class will be addressing that week. In mastering the material, a student should feel comfortable addressing any and all of these 4 to 6 questions, but as a class, we will focus in on and discuss just one, and do it in depth together.

November 10 - Last day to drop a class or withdraw from the Second 8-week Session of Fall 2020.
Objectives
As a result of completing this course, the student will be able to:

1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
3. Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.
5. Describe the role of strategic warning in addressing threats to national security.
6. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
7. Discuss the key challenges in analyst-policymaker interaction regarding the medical intelligence related to the ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2.
8. Assess the degree of politicization in the use of medical intelligence during this pandemic.
9. Describe how and why the U.S. involvement in the Middle East and North Africa has shifted its emphasis from targeted killings, to support for proxy wars.
10. Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

Course Organization/Course Bibliography and Required Readings:

Part I: Understanding the Analyst/Policymaker Dynamic

Lesson 1: Analyst-Policymaker Interactions: Theory

Learning Outcomes:

1. Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
2. Describe the issue of politicization and how it affects the analyst/policymaker relationship.
3. Assess the role of analytic tradecraft in attempting to address the politicization challenge.
4. Discuss the responsibilities that intelligence analysts have to policymakers as well as the responsibilities policymakers have to intelligence analysts.

Lesson 2: Analyst-Policymaker Interactions: Practice

Learning Outcomes:

1. Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
2. Assess how analysts are involved in the policy process regardless of their efforts.
Part II: Homeland Attacks and Strategic Warning

Lesson 3: The 2016 Presidential Elections and Intelligence Reform

Learning Outcomes:

1. Assess analyst-policymaker interaction prior to the 08 November 2016 U.S. presidential election, regarding foreign intelligence service operations targeting the U.S. Government Facilities critical infrastructure and the elections sub-sector.
2. Discuss the impact of the Russian intelligence service attacks, on subsequent efforts to reform the Intelligence Community.
3. Assess the effectiveness of subsequent intelligence reform and its impact on analyst-policymaker relations.
4. Compare the role of the Directors of National Intelligence in bridging the gap between analysts and policymakers.

Lesson 4: Analytic Support to Strategic Warning

Learning Outcomes:

1. Describe the role of strategic warning in addressing threats to national security.
2. Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
3. Describe the differences between tactical warning and strategic warning.
4. Analyze the challenges of strategic warning related to the prevention and/or mitigation of attacks on the U.S. Homeland.
5. Assess the inherent risks in offering strategic warning to policymakers either “too often” or “too late.”

Part III: Intelligence Support to Nonproliferation and Counterproliferation

Lesson 5: China, COVID-19, and Politicization

Learning Outcomes:

1. Discuss the key challenges in analyst-policymaker interaction regarding the medical intelligence related to the ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2.
2. Assess the degree of politicization in the use of medical intelligence during this pandemic.
3. Analyze the areas where analytic tradecraft succeeded and failed.
4. Assess the actions taken by both policymakers and senior intelligence officials to determine whether or not they lived up to the ideal of analyst-policymaker interaction.

Lesson 6: Analytic Support to Nonproliferation and Counterproliferation in the “Hard Cases”: North Korea today
Learning Outcomes:

1. Assess how the failure to achieve a new denuclearization deal with North Korea is affecting both intelligence assessments and policy options for the Trump administration, regarding nuclear weapons and missile programs in other countries.
2. Describe how publicly-released as well as leaked intelligence assessments are impacting public debate about U.S. policies regarding nuclear weapons and missile programs.
3. Compare the role of intelligence assessments in formulating U.S. policy related to nuclear weapons and missile programs in the Obama and Trump administrations.

Part IV: Analytic Support to Current Challenges

Lesson 7: Analytic-Policymaker Interactions, the war in Syria, and the Not-War-On-Terror

Learning Outcomes:

1. Describe how and why the U.S. involvement in the Middle East and North Africa has shifted its emphasis from targeted killings, to support for proxy wars.
2. Assess the effectiveness of proxy wars as a counterterrorist tool.
3. Analyze how analysts and policymakers interact in the process of identifying, finding, and attacking terrorist targets.

Other sources and reading materials

Online Intel Resources

1. The two leading intelligence journals are Intelligence and National Security and the International Journal of Intelligence and Counterintelligence.
2. The CIA’s Center for the Study of Intelligence publishes unclassified articles reports including the always interesting Studies in Intelligence (https://www.cia.gov/library/center-for-the-study-of-intelligence/).
3. The National Security Archive at George Washington University publishes excellent historical material on intelligence topics (http://www.gwu.edu/~nsarchiv/).

Periodicals

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

Think Tanks

5. International Institute for Strategic Studies: http://www.iiss.org/

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
The Student Life Office 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 contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

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.