**Note:** if you are logging on to the Internet using a VPN there may be some difficulty loading some pages. For instance, when my VPN was operating, I could not access the website of the Office of the Director of National Intelligence. You may need to disconnect the VPN for a few minutes.

**INA 3300 U.S. Intelligence and Global Security**

Instructor: Jonathan Canedo, jcanedo@angelo.edu, 410-353-3987

I do not have a local phone number and I am not located in San Angelo. I also do not have my cell phone with me during the day. Please no calls after 9pm Central Time. Sending me an email will be the most reliable way to get in touch with me.

**Course Description/Overview:**

The ultimate objective of this course is to have the student put themselves in the position of a senior policymaker or senior intelligence officer and have him or her consider the security challenges facing decision makers. The course begins with a look at the Intelligence Community, who constitutes it, and what are their major functions. Weeks two looks at the ‘interagency process,’ the manner in which the White House, the Intelligence Community, and the larger U.S. government formulates major policies. This is a crucial process for policymakers to understand as it drives policy formulation. Weeks three and four discuss intelligence failures and why they happen, and how to minimize the problem. We then look at the other side of the coin – an intelligence success – in week five. Weeks six and seven will look at other aspects of intelligence policymaking, including the supreme analytical document produced by the U.S. government: the National Intelligence Estimate. Week eight is reserved for completing the final paper.

**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.

**Course Bibliography and Required Readings:**

There are no required textbooks for this class. All required and recommended readings are listed under the Instructional Narrative for each Lesson. The readings are either embedded in the Instructional Narrative or a URL is provided. Full bibliographic information is provided in case an article is not available in Blackboard for any reason. If that happens, please contact me as soon as you find a non-working link.
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 an understanding of the underlying causes of intelligence failures, including the politicization of intelligence.
- **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 writing.

Learning Outcome – Students have the 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 intelligence failures and the politicization of intelligence.
2. Describe the relationship between policy and intelligence.
3. Discuss the use of intelligence in forming policy.

Grading Policies/Assessment of Learning

The weekly participation in the Discussion Board is critical to this class. Since we do not meet in-person or on-line but through Blackboard it is difficult to learn from your classmates – but often they have great insights, background experiences that provide a great understanding, or will have questions that you may share. That being said, the discussion board portion of your grade is substantial. You simply cannot do well grade-wise if you do not take the requirement to participate in the Discussion Board seriously. Specific guidelines for participation in the Discussion Board is below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>40%</td>
<td>Initial post due Friday, 11:59pm Central; responses to classmates due Sunday, 11:59pm Central Time. Posts due weeks 1, 2, 3, 5, and 6</td>
</tr>
<tr>
<td>First Essay</td>
<td>20%</td>
<td>End of week 4 (Sunday, 21 February 2021, by 11:59pm Central Time).</td>
</tr>
<tr>
<td>Second Essay</td>
<td>40%</td>
<td>Last day of course (Wednesday, 17 March 2021, by 11:59pm Central Time).</td>
</tr>
</tbody>
</table>

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.
Overall Expectations and Grading Standards:

1. Work that is incomplete and inaccurate, which demonstrates an inability to apply information to actual situations, is not of passing quality.
2. Work that is complete and accurate, which demonstrates a basic understanding of the material, and perhaps an ability to apply information to actual situations at a fundamental level, is ‘C’ level work.
3. Work that is complete and accurate, which demonstrates a firm understanding of the material, and an ability to effectively apply information to actual situations at a high level, is ‘B’ level work.
4. Work that exceeds standards of completeness and accuracy, which demonstrates a superb understanding of the material, and an ability to apply and analyze material, is ‘A’ level work.

Discussion Board Post Guidelines:
Each discussion board post should be, at a minimum, approximately 200 words, citing sources as appropriate. You do not need to use formal footnotes or endnotes. For the posts use in-line citations with author’s last name, year of publication, and page number. For example, if you were quoting material from an article I wrote in 2015 and the material was on page 86 the citation would be: (Canedo 2015: 86). The citation goes immediately after where you include the cited information. Responses to your classmates’ discussion posts should be approximately 100 words each. I will not word count your posts or responses unless they obviously look short. I recommend writing your posts and responses in Word or another program so that you can check spelling, grammar, and formatting. While these are not formal papers, I do expect you to use proper formats. No partial sentences, unfinished thoughts, or informal language usage will be acceptable. Additional guidance will be provided as necessary.

Your discussion posts should use course material to fully address the question. While I will not be grading on the quality of citations in the discussion posts, it is a good time to practice how to correctly cite sources if you are unfamiliar with how to do so. Responses to initial posts must go beyond observations such as “nice post” or “you raise some good points” but actively engage the issue(s) raised by your classmate’s initial post. Failure to do so will result in a low mark for that week’s discussion post grade. Feel free to comment to more than two classmates, but that is not required.

I expect you to engage in an honest and forthright discussion with each other. Where there is disagreement, I expect everyone to act appropriately. Any ad hominem statements will result in severe penalties for your grade. It is possible and expected that individuals can disagree without being disagreeable. You should support any position that you take with proper references. While there are no “correct” answers in the Discussion Board, stating a position on an issue without providing a reference to source materials to back up your position is “simply your position.” Support your work and defend your work. When responding to a classmate’s initial post, criticism is fine provided it is also supported. But the goal is not to have you criticize each other: where a post is well-written and presents a well-supported position it is perfectly fine to acknowledge that. And if you agree with that position, say so in your response as you help develop the position.

Writing Guidelines for Midterm Essay and Final Essay:
The body of the first essay should be 4-6 pages and the body of the final essay should be 8-10. Papers should also include a cover page with the paper’s title, your name, the date the paper is submitted, and
the course name. The paper should also include a bibliography. The cover page and bibliography do not count towards the page limit. The goal of each assignment is not to have you write lengthy papers but to demonstrate understanding of the topic and the ability to discuss it concisely and adequately.

Mark Twain once noted that “A successful book is not made of what is in it, but of what is left out.” A quote that is often misattributed to Twain but is really from the French philosopher and mathematician Blaise Pascal is, “I have made this letter longer than usual, only because I have not had time to make it shorter.” What both statements mean is that is far more difficult to write a concise yet still thorough explanation than it is to write a lengthy piece in which you simply through in everything you know and everything you have read. In the Intelligence Community there is a premium on writing concise analytical pieces of only a page or two. If you want policymakers or senior officials to read your assessments, they cannot be lengthy. Most of the time they simply do not have the time to read long think pieces.

Make sure to use proper grammar, formatting, and styles for your papers. The preferred format is APA Style. Detailed instructions on APA Style can be found at: https://owl.english.purdue.edu/owl/resource/560/01/. Follow these guidelines with a couple of caveats: You do not need to use a page header/running head and you do not need to include an abstract for the assignments. Do use a title page and a separate page for your references. APA does not recommend the use of footnotes or endnotes, but you should use them in your papers. I prefer you use endnotes for citing where you explicitly use a source; footnotes should be used if you need to add an explanatory sentence or two that would not fit in your paper. I do not expect you to need to use footnotes. You may also use Chicago Style if you choose; detailed information on the Chicago Style can be found at: http://www.chicagomanualofstyle.org. Regardless of what style you choose, make sure to be consistent within each paper. Otherwise, standard formatting applies: 1-inch margins, double-spaced, common font such as Times New Roman 12 point. Make sure to cite your sources appropriately. Please submit your writing assignments as Word documents. If you do not have access to Microsoft Word, please let me know so that we can make other arrangements (copy the paper directly into the assignment section of Blackboard for the appropriate week). Other formats will not be accepted.

Course Organization and Readings:

**Week 1: Intelligence Enterprise: The U.S. Intelligence Community, Key Processes, and Functions**

**Required readings:**
- Watch video: "America's Intelligence Community, explained." Video is 2 minutes, 11 seconds.
- Watch video: "What Does the Intelligence Community Do?" Video is 2 minutes, 7 seconds.

**Recommend readings:**

Required readings:

Recommended readings:

Week 3: Intelligence Failures

Required readings:

Recommended readings:
- TBD

Week 4: Intelligence Failure Case Study – the 2003 invasion of Iraq

Required readings:

Recommended readings:
- TBD

Week 5: Intelligence Success – Finding bin Laden

Required readings:

Recommended readings:

Week 6:

Required readings:

Recommended readings:
- TBD
Week 7:
Required readings:

Recommended readings:
TBD

Week 8: Final Essay due/Last week.
No readings

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.