

Course Syllabus and Policy Requirement Statement

ISSA 4300: Advanced Problems in National Security and Intelligence Policy

Course Description/Overview

This course is designed for undergraduate students nearing the end of their program of study. 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. Students analyze and critically evaluate beliefs and actions and then develop and defend reasonable positions. Students culminate their studies with an appreciation that a major requirement for policymaking is well-analyzed intelligence appropriately tailored for the needs of decision makers.

This course, while it is indeed national security-focused with an emphasis on intelligence and analysis, can and at times should 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 BISSA 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. Arrange and assemble ideas, arguments, and points of view capable of withstanding multiple rounds of scrutiny.
- 4. Relate the impact of intelligence to policy decisions.**

Required Texts and Materials

There are no specific, assigned readings for this course, except in Lesson 8, which the professor will provide. You will, however, do plenty of reading throughout the course of your research.

Late and early submissions

No late assignments will be accepted. Late submissions will receive a grade of 0%. Early submissions are absolutely acceptable! Just make sure you are meeting the course requirements.

Assignment	Percent of Grade	Due Dates	Notes All assignments are due by 11:59 PM Central Standard Time
Research Proposal	10%	Sunday NLT 23:59 CST in week one	One paragraph detailing each topic and an additional paragraph detailing why you chose the topic you did.
Bibliography	10%	Sunday NLT 23:59 CST in week two	Provide at least five (5) valid sources for paper, properly cited.
Outline	10%	Sunday NLT 23:59 CST in week four	One to two-page outline with main points taking form; include bibliography and be sure to correct citations if necessary. Work on rough draft; due next week.
Rough Draft	10%	Sunday NLT 23:59 CST in week five	Submit rough draft; target page count is ~8-10 pages. Main points should be fleshed out. Begin working on strong first and closing paragraphs to tie everything together.
Final Essay	50%	Sunday NLT 23:59 CST in week seven	Submit final. 12-15 pages of content (this does not include cover page/bibliography). These parameters are firm. 10 percentage points will be docked for every page less than 12 and I will stop reading at page 15.
Peer Review/Course Critique	10%	TBD (see lesson) NLT 23:59 CST in week eight	Students will perform a peer review. Students will also be required to critique course and instructor.

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.

Grading Standards

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.

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 apply information effectively 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.

Announcements

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It may provide guidance to the weekly assignments, or for the course, or it may just end up being a pep talk. You are required to read course announcements, as they will contain updates to and refinements for this course and this syllabus.

Course Organization:

This course is organized in four parts.

- Part I: Proposal**
- Part II: Relevant Literature**
- Part III: Outline and Draft**
- Part IV: Final Essay**

PART 1: Research Proposal

Lesson 1: Introductions and Selected Topic

General Description of Subject Matter

Students will reflect upon resources that have been assigned throughout the program as well as other sources that they may have discovered as they conducted their studies. Students are also welcome to reflect upon any new material that is relevant to undergraduate-level studies of intelligence, security studies, and analysis (ISSA). Principles associated with ISSA should be well comprehended before beginning the paper. In addition, students should conduct preliminary research on **all** topics provided and submit one paragraph for **each topic** detailing what each topic is about. Further, students will submit **an additional paragraph** for their selected topic with a brief explanation as to why they made this choice.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies and analysis issues, and national policy decisions.

Required Readings:

None

PART II: Relevant Literature

Lesson 2: Bibliography

General Description of Subject Matter

Students will continue reflecting upon resources that have been assigned throughout the program, other sources that they may have discovered as they conducted their studies, and new material that is relevant to undergraduate-level studies of ISSA. Principles associated with ISSA should be well comprehended. Students should have an appealing and relevant topic area well underway. Students will submit at least **five (5) valid sources** for their research topic, properly cited according to the Chicago Manual of Style.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies and analysis issues, and national policy decisions.
2. Understand how to properly find and cite sources according to the Chicago Manual of Style.

Required Readings:

None

Lesson 3:

Gather Research Material/Begin Outline

General Description of Subject Matter

Students will intensify their exploration of scholarly literature that is relevant to the topic area selected and well within the context of ISSA. (Students will have begun this process already during the previous two weeks.) Scholarly literature includes scholarly books, journal articles, excerpts from textbooks, unpublished theses and dissertations, interviews, and current-events pieces. The purpose of this immersion is better to comprehend principles associated with intelligence, security studies, and analysis as directly relevant to the topic area chosen.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies and analysis issues, and national policy decisions.
2. Apply principles associated with ISSA to a specific topic.

Required Readings:

None

PART III: Outline and Draft

Lesson 4: Outline

General Description of Subject Matter

Students will continue exploring scholarly intelligence, security studies, and analysis-centric literature, coupled with relevant policy literature that relates to the topic area selected. From this, students **will submit an outline detailing the three (3) or four (4) main points they plan to discuss in their final paper.**

Lesson Outcomes:

1. Understand how to build an effective scholarly paper, starting with an outline.
2. Comprehend the dynamics of modern intelligence, security studies, and analysis issues and national policy decisions.
3. Apply principles associated ISSA to a specific topic.

Required Readings:

None

Lesson 5: Rough Draft

General Description of Subject Matter

Students will begin crafting their final essay no later than week five. The topic should be clear and the research paper achievable in terms of the scope of the subject matter and the time allowed. An introduction that charts the path of the essay should be near-complete. The frame of the body should be well constructed, with topic sentences, and thus awaiting facts, examples, explanations, personal and professional insights, analysis, and such to be inserted throughout. The bibliography should be near-complete. Target page count is ~8-10 pages, double-spaced pages in 12-point Times New Roman font. This essay will undergo a formative evaluation.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies, and analysis issues and national policy decisions.
2. Apply principles associated with ISSA to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

Required Readings:

None

Lesson 6: Continue Research/Begin Finalizing Paper

General Description of Subject Matter

Students will intensify their exploration of scholarly literature that is relevant to the topic area selected and well within the context of ISSA. Paper should be nearing finalization. Quality control efforts should be in place to eliminate errors.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies, and analysis issues and national policy decisions.
2. Apply principles associated with ISSA to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.

Required Readings:

None

PART IV: Final Essay

Lesson 7: Final Essay

General Description of Subject Matter

Students will submit their final essay using the Chicago Manual of Style. The final will be 12-15 pages of content, double-spaced, in 12-point Times New Roman font, and will include a cover page and a bibliography. The final essay should reflect a refinement of the aforementioned efforts. This essay will undergo a summative evaluation. Students will submit their final essay to the professor via the Blackboard system.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies, and analysis issues and national policy decisions.
2. Apply principles associated with intelligence, security studies, and analysis to a specific topic.
3. Arrange and assemble ideas, arguments, and points of view.
4. **Relate the impact of intelligence to policy decisions.**

Required Readings:

The only required reading for this course is a peer review, which will be provided in lesson 8.

Lesson 8: Peer Review/Course Critique

General Description of Subject Matter

Students will read and critique another student's final paper.

Lesson Outcomes:

1. Comprehend the dynamics of modern intelligence, security studies, and analysis issues and national policy decisions for a different topic than that which the student selected.
2. Evaluate the validity, quality, and originality of a peer's efforts.
3. Have a peer evaluate the validity, quality, and originality of the student's efforts.
4. Students will be evaluated on the quality of feedback they offer during the peer review.

Required Readings:

Peer final essay

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.

Office Hours/Contacting the Instructor

Please contact me by email any time at erica.hidalgo@angelo.edu I check email at least once daily.

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](#).

Self-Plagiarism: This is the part that normally isn't included in the syllabus because it's most often not an issue - but I will spell it right out here. The [ASU Handbook](#), on page 19, says,

Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

Don't be *that student!* If you're going to be writing on a subject on which you have previously written, contact your professor and talk about it. It's not that complicated.

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.