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.

INA 3310: Introduction to the Discipline of Intelligence

Course Description/Overview

This course focuses on the theory and practice of the disciplines of intelligence to include the intelligence process, the key functions of the intelligence cycle, intelligence technology, analysis, collection capabilities, covert action, and policy support. Students will examine the role of intelligence in national security, policy formation, diplomacy, homeland security, and other national priorities. Students will do a comparative review of the Cold War intelligence community and post-9/11 period of the emergence of the current national Intelligence Community (IC). Students will examine partnerships between the IC and the military services, academic, and scientific communities in developing intelligence practices and Intelligence, Surveillance, and Reconnaissance (ISR) systems and capabilities to address the intelligence challenges of the past 60 years. Finally, the course emphasizes the importance of preparing and providing intelligence to both policy makers and our nation’s warfighters in a manner that result in information sharing and underscores a post-9/11 commitment to conduct intelligence activities in a manner that fully respects and protects American civil liberties and privacy.

Required Texts:
- Other readings as assigned by topic.

Course Objectives

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

1. Demonstrate how the intelligence cycle functions.
2. Understand the key intelligence functions.
3. Demonstrate a working knowledge of the intelligence-policy challenges facing the United States and how the intelligence and policy nexus form our framework for national security.
4. Demonstrate how the Intelligence enterprise contributes to the policymaking process.
5. Comprehend the complexities of intelligence reform requirements in view of failures in the intelligence – policy nexus.
6. Understand the complexities and challenges of intelligence reform measures.
Grading Policies

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.pdf

Grades will be based on the demonstrated ability to comprehend, apply, and analyze fundamental principles, integrate relevant concepts, and present them in appropriate forms. Weekly participation in the discussion threats is expected and forms a substantial part of the grade for this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker</td>
<td>6%</td>
<td>June 13&lt;sup&gt;th&lt;/sup&gt; 1159 PM Central Time</td>
<td>See the Course Schedule for due dates. There are no discussion questions for weeks with the mid-term (week four) and final essay (week eight).</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
<td>Weekly with two exceptions (see notes)</td>
<td>The mid-term assignment consists of an essay (4-6 pages). It must be submitted per the Course Schedule.</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>30%</td>
<td>See Course Schedule</td>
<td>The final essay (6-8 pages) must be submitted per the Course Schedule.</td>
</tr>
<tr>
<td>Final Essay-Exam</td>
<td>30%</td>
<td>Thursday of week eight</td>
<td>Self-reflections are due (in the Discussion Board final entry) per the Course Schedule.</td>
</tr>
<tr>
<td>Self Reflections</td>
<td>4%</td>
<td>Thursday of week eight</td>
<td>Self-reflections are due (in the Discussion Board final entry) per the Course Schedule.</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 %
- D = 60 – 69 %
- F = 59 % and below.

Discussion Board Post Guidelines

Each discussion board post should be, at a minimum, approximately 200 words, citing sources as appropriate. You may use either in-line citations or formal footnotes/endnotes. For in-line citations, put
the author’s last name, year of publication, and page number. 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, you need 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.

**Writing Guidelines for Midterm Essay:**
Each writing assignment deals with the topic under discussion. Writing assignments should be 4-6 ages or 8-10, depending on the assignment. The goal of each assignment is not to have you write lengthy papers but to demonstrate understanding of the topic and the ability to concisely and adequately discuss it.

You should use CMOS, 17th Ed. Detailed information on the Chicago Style can be found at: http://www.chicagomanualofstyle.org. or Chicago Manual of Style 17th Edition // Purdue Writing Lab.

**Course Organization/Learning Outcomes/and Required Readings:**

**Part I: Understanding the Purpose of Intelligence**

**Lesson 1: Defining Intelligence in the Context of National Security**

**Learning Outcomes:**

1. Explain what intelligence is in the context of national security.
2. Comprehend which agencies comprise the Intelligence Community (IC) and the important roles and contributions each makes towards forming and shaping US national security policy.
3. Explain why we have 16 separate and distinct agencies representing the IC.


Lesson 2: Key Functions of Intelligence – Who Does What?

Learning Outcomes:
1. Describe the agencies comprising the Intelligence Community (IC).
2. Describe three key functions of the intelligence enterprise – Collection, Analysis, and Dissemination – and how they interact between the intelligence process and policy.
3. Explain the intelligence "macro" cycle and the process for executing key intelligence functions.
4. Comprehend how the intelligence cycle works and contributes to national security policy.


Part II: The U.S. Intelligence Enterprise and the Role of the Policymaker

Lesson 3: The Limits of U.S. Intelligence

Lesson Outcomes:
1. Describe how the relationship between intelligence and policy can impact intelligence effectiveness.
2. Describe how 9/11 has changed the intelligence – policy nexus.
3. Comprehend how the policymaker uses intelligence to shape national security policy.

Required Readings:


Washington, DC.


Lesson 4: The Intelligence and Policymaker Relationship

Lesson Outcomes:
1. Describe how the IC contributes to the policymaking process regarding US security challenges and the protection of US national security interests.
2. Explain how policy failures contribute to intelligence failures, and how the reverse also occurs.
3. Comprehend the difference between policy-making bodies and the IC, and the potential for tension at each stage in the intelligence process.
4. Explain how intelligence assessments help in formulating national security policy.

Required Readings:


Murphy, James, and K. Wayne Smith. 1993 “Making Intelligence Analysis Responsive to Policy
Lesson 5: Intelligence Failure: Case Studies of 9/11 and Weapons of Mass Destruction

Lesson Outcomes:

1. Explain the intelligence missteps that led to the intelligence-policy failure of WMD in Iraq.
2. Describe the key failures that led up the 9/11 attacks on the U.S. and understand the "sharing" arguments.
3. Describe how the intelligence process can fail when providing intelligence estimates to policymakers.
4. Understand how the politicization of intelligence can shape national security policy.

Required Readings:


Part III: Intelligence and Accountability

Lesson 6: Intelligence Oversight Responsibilities and Ethics

Lesson Outcomes

1. Comprehend the intelligence and national security policy challenges facing America today as presented by the global terrorist threat and the necessity of intelligence oversight.
2. Describe the role of intelligence and national security policy regarding the ongoing fight against terrorist and violent extremist organizations, and why the PATRIOT ACT is an important part of our national efforts to combat extremists wishing to do harm against America and her allies.
3. Evaluate how the death of Bin Laden changes the national security and intelligence nexus.
4. Comprehend, in the context of intelligence oversight, the changes in the U.S. National Security and Intelligence enterprise following the 9/11 attacks from 2001-2007.

Required Readings:


Recommended Readings:


Lesson 7: Intelligence Reform and Future Threats to U.S. National Security

Lesson Outcomes:

1. Comprehend why intelligence reform is needed and why it is important.
2. Describe the challenges of Intelligence reform.
3. Comprehend why intelligence reform is difficult.
4. Describe how intelligence reform enhances national security.

Required Readings:
Zygert and Morell, "Spies, Lies, and Algorithms: Why U.S. Intelligence Agencies must Adapt or Fail."

Lesson 8: Covert Action and Counterintelligence Operations

Lesson Outcomes:

1. Comprehend what covert action is and means as opposed to clandestine operations.
2. Comprehend the value of success and failure of covert actions.
3. Comprehend the risk and challenges with conducting covert action and counterintelligence operations.
4. Comprehend the difference between counterintelligence and covert action.
5. Explain what counterintelligence is and why it is a necessary function.

Required Readings:
Lesson 8: Intelligence Reform and Future Threats to U.S National Security

Learning Outcomes:

1. Comprehend why intelligence reform is needed and why it is important.
2. Describe the challenges of Intelligence reform.
3. Comprehend why intelligence reform is difficult.
4. Describe how intelligence reform enhances national security.


Course Bibliography:


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 at Angelo State University:
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.