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 familiarize yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

**INA 4381: Rogue One as an Intelligence Failure**

**Course Description/Overview**
This course examines the role intelligence plays in Disney's critical acclaimed 2016 hit movie, Rogue One. In deconstructing key elements of the movie, students will examine the intelligence organizations, activities and use of intelligence information, students will analyze the outside, innocent, and inherent enemies of intelligence to identify failures in intelligence in this movie. This course affords students the opportunity to more deeply research the role intelligence failure plays in what is otherwise a commonly loved movie often seen as steeped in issues related to intelligence, building upon their understanding of these intelligence-related topics while developing their research and writing skills. Students will analyze and critically evaluate a specific example or instance they identify as an intelligence failure from this film, and then develop and defend reasonable claims using integrated examples and evidence. While focused on Rogue One, student research and writing products will be national security-focused with an emphasis on intelligence activities, intelligence collection, and intelligence and analysis, and may include material from other disciplines.

**Course Textbooks:**

**Required:**


**Recommended:**


**Course Objectives/Learning Outcome**

Objectives: INA 4381 is designed for students to develop an understanding of and appreciation for principles associated with intelligence, security studies, and analysis.

As a result of completing this course, the student will be able to:
- 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.
- Analyze the challenges of establishing effective intelligence analyst/policymaker interactions. Discuss how policymakers utilize intelligence to pursue their policy and political goals.
- Describe the role of strategic warning in addressing threats to national security.
- Discuss the roles of analysts in preparing strategic warning and of policymakers in responding to it.
- Assess the challenges of providing intelligence support to ongoing situations where policy is ill-defined, changing, or both.

This course will employ a number of types of assessments, to measure student learning.
- Attendance: 5%. This is measured with attendance for every session of every week, for the 8 weeks of the course.
- Research Notebook: 20%. Completed in the Journal tool in inside Blackboard. Not less than one entry required per week.
- Thesis statement / claim: 10%. Submitted through Blackboard, not later than the last class in week 3.
- Outline: 15%. A version of an outline is to be submitted not later than the last class of week 6.
- First draft: 20%. Submitted through Blackboard only, this is due not later than the last class in week 7. A first draft is reviewed in accordance with the Writing rubric, linked to below.
- Essay: 30%. Due not later than last class. Must be submitted through Blackboard. Graded in accordance with Writing rubric, linked to below.

**In-class policies**

Are cameras required to be on during class?
This is an online course, and we are meeting “face to face” twice a week. While I would certainly love to see all of you every class - there is a lot of research on the role of body language as an element in communication - I do want to be absolutely clear here: **there is no requirement for students to have their cameras on during class.**

I put 110% effort into being an engaging professor and attendance is part of your grade, but ultimately you’re in charge of your participation. And - I don’t know what’s going on in your life; I don’t know what time zone you’re in, if you’re getting ready for work or just finishing, getting kids ready for school or trying to make yourself a meal during this. I don’t and can’t control where and when you’re able to access class; I am thrilled every day you’re
able to join us, and it’s my job to enable your education. Not everyone is going to have great bandwidth and - I’ll be honest - I am also worried about issues like doing everything I can on accessibility for this, as it’s a brand new course and all new content. So - certainly - turn on your cameras if you want, let your pets, parents, kids and meals be a part of the process, but understand that there is no requirement for cameras to be on during class.

What is the policy regarding coursework being submitted late: Is work submitted late accepted: No. I tell Blackboard and the server when things are due as listed in the syllabus, and Blackboard will stop accepting work at that time.

If something extraordinary has happened - my city has been put on alert to evacuate because of a natural disaster & we are expected to also lose power, for example - is there some potential wiggle-room here? Absolutely, yes. As soon as you even think there might be an issue potentially impacting your work possibly being late, contact me - you have my email, my phone number. Call me. I am no Sith Lord, I understand and embrace that there are no absolutes in this world. But... as soon as you suspect there might be an issue, contact me; if it turns out to be nothing, then it turns out to be nothing. But I absolutely understand that there are a whole lot of other things happening in life while students are in pursuit of their education; I can help if I know (and develop solutions to support you, if I know).

Writing rubric: https://angelo.blackboard.com/bbcswebdav/users/rlaflamme1/rubrics/Writing%20Assignment%20Rubric%20v2021.pdf

Students at the University are provided an electronic copy of the Code of Student Conduct annually in the form of a link on the Student Affairs and Enrollment Management website: (http://www.angelo.edu/student-handbook/code-of-student-conduct/). Students are responsible for having read and abiding by the provisions of the Code of Student Conduct. Relevant topics include Cheating, Plagiarism, Collusion or even Complicity or Knowingly Present, but perhaps less so, Mutual Combat.

Students are expected to write original work in support of all of their requirements. This is in keeping with the ASU Student Code of Conduct, addressing both plagiarism and self-plagiarism. The course - while being very heavily focused on Star Wars - is focused on research and writing.

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.

Other Books:

Books you might own, that might help:

Other books of use:
- Davis, R. G. U.S. Army and irregular warfare, 1775-2007: selected papers from the 2007 Conference of Army


Administrative

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 (https://www.angelo.edu/current-students/student-handbook/).

Title IX at Angelo State University:
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. 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. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you 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. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022 michele. 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.
The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.
For more information about Title IX in general you may visit www.angelo.edu/title-ix

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.