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.

**ISSA 6381: Intelligence Failures in the Star Wars Universe**

**Course Description/Overview**

This course examines the role intelligence failure plays in the Star Wars Universe (SWU), through analyzing outside, innocent, and inherent enemies of intelligence and their effects on the intelligence activities, agencies and organizations, and products used in the movies, shows, books and comics that comprise the SWU. This course affords students the opportunity to more deeply research the role intelligence failure plays in the Star Wars Universe, 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 the SWU, and then develop and defend reasonable claims using integrated examples and evidence. While focused on the fictional Star Wars Universe, student research and writing will be national security-focused with an emphasis on intelligence and analysis and may include material from other disciplines to include leadership, psychology, grand strategy, economics, and business. Guest speakers from the related industry will help to bridge the knowledge gap between the fiction of Sith Lords and clone wars, with the intelligence discipline and intelligence support to the policymaking and decision-making process deeply rooted in the degree program.

**Course Textbooks:**

**Required:**

**Recommended:**

**Course Objectives/Learning Outcome**

Objectives: ISSA 6381 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.

**Grading:**

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.

**Extra credit:** Complete a formal literature review for your primary subject, in addition to but separate from your essay.

Increase the letter grade of the final paper enough for the next highest grade (e.g. 86% --> 90%). Must submit a first draft of this not later than last class of week 6, to be considered.

**Due:**
- First draft: not later than last class of week 6; literature review: not later than last class, week 8.


Writing rubric: [Link]

**In-Class Policies:**

**What is the policy regarding coursework being submitted late:**

Is work submitted late accepted: **No.** I tell Blackboard when things are due, 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, 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's 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).

**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.

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 %
- F = 69 % and below.

Course Organization: This is the initial schedule for the course - **it is subject to change** these are going to change, based on the availability of and scheduling for guest speakers.

**Lesson 1.1 Introduction and Help Help I need a research subject**
Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Summarize the concept of intelligence failure.

**Lesson 1.2 Spaaaaaace Commmmmmmmannnnnnnnnd**
Describe the role of strategic warning in addressing threats to national security.
Describe the strategic, operational, and tactical levels of strategy and military operations.
Summarize intelligence, surveillance and reconnaissance (ISR)
Generalize space ISR.

**Lesson 2.1 Research / this isn't telling or retelling a story**
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.

**Lesson 2.2 The Citadel**
Comprehend principles associated with intelligence, security studies, and analysis.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Relate the impact of intelligence to military decision-making
Discuss how policymakers utilize intelligence to pursue their policy and political goals.

**Lesson 3.1 How do we move forward conducting research - What subjects did we settle on**
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.
Identify existing body of relevant research.

**Lesson 3.2 - Battle of Yavin / TK-5926**
Describe the role of strategic warning in addressing threats to national security.
Describe the strategic, operational, and tactical levels of strategy and military operations.
Summarize intelligence, surveillance and reconnaissance (ISR)
Relate the impact of intelligence to military decision-making
Assess the challenges of providing intelligence support to ongoing situations where policy is ill-defined, changing, or both.

**Lesson 4.1 - I have no idea what I'm doing**
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.

**Lesson 4.2 Pong Krell**
Describe the role of strategic warning in addressing threats to national security.
Describe the strategic, operational, and tactical levels of strategy and military operations.
Summarize intelligence, surveillance and reconnaissance (ISR)
Relate the impact of intelligence to military decision-making
Assess the challenges of providing intelligence support to ongoing situations where policy is ill-defined, changing, or both.
Explain the role of counterintelligence

**Lesson 5.1 - When is it enough research**
Be familiar with conducting a literature review.
Articulate a clear research question or thesis statement.
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.

**Lesson 5.2 - Jedi Academy**
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.
Assess the challenges of providing intelligence support to ongoing situations where policy is ill-defined, changing, or both.

**Lesson 6.1 - wRITING**
Arrange and assemble ideas, arguments, and points of view.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Relate the impact of intelligence to intelligence failure.

**Lesson 6.2 - The Bacta War**
Describe the strategic, operational, and tactical levels of strategy and military operations.
Summarize principles associated with intelligence and grand strategy
Relate the impact of intelligence to military planning
Relate the impact of intelligence to military decision-making
Assess the challenges of providing intelligence support to ongoing situations where policy is ill-defined, changing, or both.

**Lesson 7.1 - Editing... and writing to save your project from doom**
Arrange and assemble ideas, arguments, and points of view.
Apply principles associated with intelligence, security studies, and analysis to a specific topic. Relate the impact of intelligence to intelligence failure.

**Lesson 7.2. - THRAWN**
Describe the strategic, operational, and tactical levels of strategy and military operations.
Summarize principles associated with intelligence and grand strategy
Relate the impact of intelligence to military planning
Relate the impact of intelligence to military decision-making
Summarize principles associated with Intelligence Preparation of the Operational Environment

**Lesson 8.1. - It's never too late**
Discuss how policymakers utilize intelligence to pursue their policy and political goals.
Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
Apply principles associated with intelligence, security studies, and analysis to a specific topic.
Comprehend principles associated with intelligence, security studies, and analysis.
Arrange and assemble ideas, arguments, and points of view.

**Lesson 8.2. - The Battle of Folor**
Summarize intelligence, surveillance and reconnaissance (ISR)
Describe deception
Summarize collection management

**Other Books:**

**Books you might own, that might help:**

**Other books of use:**
https://archive.org/details/GilMeromHowDemocraciesLoseSmallWarsStateSocietyAndThe FailuresOfFranceInAlgeriaIfs

Please backup your stuff. You're going to have a hard drive failure and lose your outline, your draft, your notes, your PDfs, everything.

ASU Tools that can help. (and they are paaaaaaaid for as a part of being an ASU stuuuuuuudent!)
Office365. Word. OneNote. OneDrive.
Google Drive.
Can you make a backup system at your home for this? Raspberry Pi and a couple of thumb drives or SSD drives?
https://www.ricmedia.com/build-raspberry-pi3-raid-nas-server/
Or setup OwnCloud - an open source DropBox substitute - instead https://owncloud.com/getting-started/
Consider doing something.

Embedded Video Player: 3-2-1 Backup Rule

3-2-1 Backup Rule
User: n/a - Added: 3/23/15
Digital Footprint: Consider setting up a browser that is going to leave as little of a footprint behind as necessary. If you’re going to be rummaging around all kinds of unusual topics and weird websites – you may not want all of the world, and all of the ad agencies and trackers, to follow along. It’s pretty easy – here’s a dead-simple guide to doing it. [Link] https://www.funnymonkey.com/2020/browser-hygiene-for-better-privacy---think-of-it-like

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.

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 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.
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
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.