

INA 3301 Context, Culture, and Intelligence: The International Dimension

Course Description/Overview

The intelligence profession is particularly complex because it focuses by definition on foreign threats. Unfortunately for intelligence analysts, this requires that they understand not just other cultures and how their norms and values affect their approach to resolving policy issues or conflicts, but also how historical and other kinds of contextual factors influence how they might respond to American engagement and pressure in a given situation. This course gets at the heart of these complexities through the use of historical case studies and a careful focus on how context and culture drive the intelligence analysis process and make it a very complex and uncertain endeavor.

Course Format

ISSA 3301 consists of three major blocks of instruction. The first reviews and analyzes the environment in which intelligence analysts work, including an examination of the structure and function of the U.S. Intelligence Community, as well as the nature and impact of various cognitive strategies and biases. The second dives deeper by exploring the invaluable role that understanding perspective plays in good intelligence analysis. The third unit combines lessons learned from the previous two by examining several case studies in which an application of the principles of cultural and contextual understanding and thoughtful intuition (or lack thereof) yielded significant results in terms of international relations.

The readings consist of a series of journal articles, news reporting, academic studies, government documents, and other materials, combined with lectures. This course, by its nature, is meant to be highly interactive and open to divergent reasoning, analysis, and plain differences of opinion. All (well-reasoned and well-informed) ideas are welcome here. However, bring your A-Game to our discussions. Like good analysis, your views should be shaped by all available information from class, the outside world, logic, current events, and the all-important gut.

Online Intel Resources

Daily Knowledge Vitamins – Staying current and informed about the world we live in:

1. The Economist: <http://www.economist.com/>
2. The New York Times: <http://www.nytimes.com/>
3. The Christian Science Monitor: <http://www.csmonitor.com/>
4. The Council on Foreign Relations: <http://www.cfr.org/>

5. GlobalSecurity.org: <http://www.globalsecurity.org/>
6. Foreign Policy: <http://www.foreignpolicy.com/>
7. Foreign Affairs: <http://www.foreignaffairs.com/>
8. The Director of National Intelligence: <http://www.dni.gov/index.php>
9. Free Access to Congressional Service Reports: <https://crsreports.congress.gov/>

Course Objectives/Learning Outcome

Objectives:

ISSA 3301 is designed to encourage critical thinking and promote vigorous analytical discussions, prompted by materials provided in various multimedia formats. At the end of this course, students will be able to:

Understand how U.S. culture, worldviews, and mindsets impact our intelligence analysis and policy strategy decision making.

Understand, describe, and critique how the structure and function of the U.S. Intelligence Community shapes the analysis it produces.

Understand how a foreign counterpart or adversary's culture, worldview, and mindsets impact their intelligence analysis and policy strategy decision making.

Analyze how Blue/Red (friendly/adversary) thinking shapes international engagement or conflict.

Apply course instruction, research, logic, evidence, intuition, and personal experiences to identify and critically consider various contextual factors which are relevant to a given analytical question.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Intelligently describe and discuss the role the U.S Intelligence Community plays, both directly and indirectly, in shaping the intelligence used in policy and strategy formulation.
2. Develop an appropriately sophisticated understanding of how American culture, as viewed from the outside, impacts how the foreign other may respond to U.S. overtures.
3. Conduct analysis of both self and others to discern relevant cultural and contextual factors affecting a particular international engagement opportunity.
4. Critically analyze how cultural and contextual understanding impacts a particular outcome.

Grading Policies/Assessment of Learning

A Note on Grades: As in most professional environments, including the Intelligence Community, coordination, cooperation, and communication are vitally important for your success in this class. Therefore, meaningful, regular, and timely contributions to our discussion forums are a must for your understanding of course material and to earn a good grade in class. A minimum of three substantive postings are required each week (one primary posting and two robust responses to other students' postings), though more are of course welcome, encouraged, and in fact crucial to the success of the course and to maximizing your learning. Your first posting will be a primary posting responding to the question, activity, or prompt I have posted for the week. It will be **at least 150 words in length**. Your other two postings will be responses to other student's primary postings. In these you should do more than write "good work, I like what you've done here..." You should offer something to provoke thought and stimulate discussion (our discussion forums simulate class participation and should be regarded as an active endeavor).

Additionally, strong writing and critical thinking skills are required to earn a high grade (as they are for success in most all of life). All assignments should be based on comprehensive research with appropriate citations, organized logically, and containing thoughtful arguments that incorporate relevant concepts and theories, leading to sound conclusions. Please do your due diligence. Proofread once, then proofread again, and ensure that the presentation of all written work is not only grammatically and logically sound, but also visually accessible. Grades will be determined as follows:

Assignment	Percent of Grade	Due
Icebreaker/professionalism	2%	Participate in icebreaker/remain professional throughout course
Participation in the Discussion Board	33%	Weeks 1 - 3 and 5 - 7. Primary posting due 23:59 Friday, responses due 23:59 CST Sunday
Midterm Essay	25%	Week 4. Due 23:59 CST Friday of Lesson 4. 5 - 7 pages in length
Final Pecha Kucha (2 parts)	40%	Week 8. Individual final due NLT 23:59 CST Tuesday; peer comments/voting due NLT 11:59 pm CST Thursday

Rubrics

Three rubrics will be used to grade assignments in this course. Discussion posts and the midterm writing assignment will be graded using ASU standardized rubrics. The final rubric is custom-made for this course's final. All three rubrics can be found in "content" under "resources" on Blackboard. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete your assignments.

Policy on late work:

Don't be late. In the professional world, late is often too late. However, sometimes lateness is unavoidable. If you know you will be late, let me know ahead of time. In these instances, some accommodation may be possible.

Primary posts are due by 11:59pm CST on Fridays, and response postings are due by 11:59pm CST on Sundays, after which time no participation is possible.

Midterms submitted late will be penalized by 10% for each day they are late.

There is no late policy for the Final exam because of the short time period between the end of our semester and the time at which final grades are due (except in the gravest of situations, about which you have informed me before the deadline).

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.

Course Organization/Learning Outcomes/and Required Readings:

Lesson 1- Know thyself I

Assignment:

1. Read the assigned lesson material
2. Participate in week 1 discussion (2 parts)

Reading:

1. Heuer, Richards J. *Psychology of Intelligence Analysis*. Center for the Study of Intelligence, 1999. (*Read chapters 9-13 only [pp. 111-172]) – link follows:

<https://www.cia.gov/static/9a5f1162fd0932c29bfed1c030edf4ae/Psychology-of-Intelligence-Analysis.pdf>

Lesson 2- Know thyself II

Assignment:

1. Read the assigned lesson material

2. Participate in week 2 discussion (2 parts)

Reading:

1. Johnston, Rob. *Analytic Culture in the US Intelligence Community: An Ethnographic Study*. No. 14. Central Intelligence Agency, 2005. (*Read chapter 6 only [pp. 75-84])- link follows: <https://fas.org/irp/cia/product/analytic.pdf>

2. National Commission on Terrorist Attacks Upon the United States, *The 9/11 Commission Report, Executive Summary*- link follows (pp.1-26): https://govinfo.library.unt.edu/911/report/911Report_Exec.pdf

3. National Security Preparedness Group, *The Tenth Anniversary Report Card: The Status of the 9/11 Commission Recommendations* (pp. 1-20) - link follows: <https://bipartisanpolicy.org/report/tenth-anniversary-report-card-status-911-commission-recommendations/>

Lesson 3- Know thy Enemy: Context, Culture and Perspective Taking

Assignment:

1. Read the assigned lesson material/watch assigned video
2. Participate in week 3 discussion (2 parts)

Reading/Video:

1. Rohde, David. "Army Enlists Anthropology in War Zones." *New York Times* (2007). Link follows: <https://www.nytimes.com/2007/10/05/world/asia/05afghan.html?pagewanted=all&r=0>

2. Jaschik, Scott. "Embedded Conflicts." *Inside Higher Ed* 7 (2015). Link follows: <https://www.insidehighered.com/news/2015/07/07/army-shuts-down-controversial-human-terrain-system-criticized-many-anthropologists>

3. McFate, Montgomery, and Steve Fondacaro. "Reflections on the human terrain system during the first 4 years." *Prism* 2, no. 4 (2011): 63-82. Link follows: https://cco.ndu.edu/Portals/96/Documents/prism/prism_2-4/Prism_63-82_McFate-Fondacaro.pdf

4. Glaser, Tanya. "Summary of Raymond Cohen, Negotiating Across Cultures: Communication Obstacles in International Diplomacy," Review of *Negotiating across cultures: Communication obstacles in international diplomacy*, by Raymond Cohen, (Washington, D.C.: United States Institute of Peace Press, 1991). Link follows: <https://www.beyondintractability.org/bksum/cohen-negotiating>

5. Garcha, Aman. "Diplomatic Culture or Cultural Diplomacy: The Role for Culture in International Negotiation." *Cultural Diplomacy*. Link Follows: http://www.culturaldiplomacy.org/content/pdf/icd_diplomatic_culture_of_cultural_diplomacy.pdf

6. Schwarz, Benjamin. "The Real Cuban Missile Crisis." *The Atlantic* 311 (2013): 73-81. Link follows: <https://www.theatlantic.com/magazine/archive/2013/01/the-real-cuban-missile-crisis/309190/>

7. ryan poulsen, "Kruschev- We will bury you" YouTube Video, https://www.youtube.com/watch?v=Mm0yQg1hS_w

Lesson 4- Midterm Essay (Discuss What You Have Learned)

Assignment:

1. Read the assigned lesson material
2. Upload your completed midterm essay under Lesson 4 in Blackboard

Note: There is no discussion forum post required in this lesson

Lesson 5- How'd We Do? Prolonged Conflict in Afghanistan

Assignment:

1. Read the assigned lesson material
2. Participate in week 5 discussion (2 parts)

Reading:

1. Bordin, Jeffrey. "A Crisis of Trust and Cultural Incompatibility." 2011. Link follows: <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB370/docs/Document%2011.pdf>
2. Flynn, Michael, Matt Pottinger, and Paul Batchelor. "Fixing Intel: A Blueprint for Making Intel Relevant in Afghanistan." *Wall Street Journal* (2010). Link follows: https://online.wsj.com/public/resources/documents/AfghanistanMGFlynn_Jan2010.pdf
3. Rosenberg, Matthew. "Afghanistan's Soldiers Step Up Killings of Coalition Forces." *New York Times* (2012). Link follows: <https://www.nytimes.com/2012/01/20/world/asia/afghan-soldiers-step-up-killings-of-allied-forces.html>
4. Radio Free Europe. Excerpts from "Brochure for Understanding Culture of Coalition Forces." (2012). Link follows: <https://www.rferl.org/a/excerpts-from-afghan-cultural-sensitivity-guide/24707518.html>

Lesson 6- How'd We Do? Training and Reconstruction in Iraq

Assignment:

1. Read the assigned lesson material/watch assigned videos
2. Participate in week 6 discussion (2 parts)

Reading/Videos:

1. Middle East Institute, “Culture as a Tool of War.” YouTube Video.
<https://www.youtube.com/watch?v=ziRBqisOQWg&list=PLFF6A8285531A67E0>
(Watch all 8 segments)
2. kesava108, “Marksmanship Training for Iraqi Soldiers.” YouTube Video.
<https://www.youtube.com/watch?v=vx57Bo9l--8>
3. Christopher Bojangles, “Training Iraqi Soldiers Part 1.” YouTube Video.
<https://www.youtube.com/watch?v=dCxRu7Ddekg>
4. Leland, John. “Cultural Differences.” *New York Times* (2009). Link follows:
<https://atwar.blogs.nytimes.com/2009/12/04/cultural-differences/>
5. Whitaker, Brian. “Its Best Use is a Doorstop.” *The Guardian* (2004). Link follows:
<https://www.theguardian.com/world/2004/may/24/worlddispatch.usa>

Lesson 7- How'd We Do? Middle East Peace Process

Assignment:

1. Read the assigned lesson material/watch assigned videos
2. Participate in week 6 discussion (2 parts)

Reading/Videos:

1. Malka, Haim. “Crossroads: The Future of the U.S./Israel Strategic Partnership.” *Center for Strategic and International Studies* (2011). Link follows: https://csis-website-prod.s3.amazonaws.com/s3fspublic/legacy_files/files/publication/110908_Malka_CrossroadsUS-Israel_Web.pdf
2. Younes, Julie. “A Step on the Path to Peace: How Basketball is Uniting Arab and Jewish Youth in Jerusalem.” *Middle East Institute* (2010). Link follows:
<https://www.mei.edu/publications/step-path-peace-how-basketball-uniting-arab-and-jewish-youth-jerusalem>
3. Frumin, Aliyah. “Obama’s Rocky Relationship with Israel: A Timeline.” *MSNBC* (2013). Link follows: <https://www.msnbc.com/hardball/obamas-rocky-relationship-israel-tim-msna20041>
4. Haynie, Devon. “Poll: Arabs See U.S. as a Threat.” *US News* (2017). Link follows:
<https://www.usnews.com/news/best-countries/articles/2017-04-11/poll-arabs-believe-israel-us-are-biggest-threat-to-the-region>
5. Yusuf, Muhsin. “The Partition of Palestine – An Arab Perspective.” *Palestine Israel Journal*. Link follows: <https://pij.org/articles/106>
6. Ehrenfeld, Sylvain. “The Israel-Palestinian Conflict: Each Side’s Contrasting Narratives.” *Ethical Culture* (2012). Link follows: <https://ethicalfocus.org/the-israel-palestinian-conflict-each-sides-contrasting-narratives/>

Lesson 8- Final Pecha Kucha (Apply What You Have Learned)

Assignment:

1. Review course material to prepare your final
2. Search for additional related material to prepare your final
3. Submit your final pecha kucha to the discussion board
4. Review each classmate's final pecha kucha and comment on each, then vote for your favorite

What is a pecha kucha?

A pecha kucha (ぺちやくちや) is a Japanese form of storytelling where presenters share 20 slides for 20 seconds each. For our final, we will be presenting a modified version of a pecha kucha and share **10 slides with 20 seconds of audio for each slide**. Details about how to do this will be provided in Lesson 5.

For this final, students will follow guidelines in the pecha kucha rubric to describe a culture/country that is currently in conflict and will predict outcomes about such in line with cultural knowledge about all sides involved.

This means you will use information you have learned in the course combined with information you discover about the culture/conflict to predict how the conflict could end. More information will be provided in week 5.

Communication/Participation

In this class everyone, brings something to the table. Your ideas and thoughts count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board. Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions. We will learn and work as a team. Additionally, while we are in a classroom environment and should have fun, please ensure that your postings remain professional, courteous, and constructive. A couple helpful links are below:

[7 Steps to Writing A+ Discussion Posts](#)
[Core Rules of Netiquette](#)

Courtesy and Respect

Courtesy and respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity or harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race, religion, etc. Violations of these rules will result in immediate dismissal from the course.

Netiquette

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes, and especially satire, can easily be lost or taken seriously. It is best to avoid the use of humor and/or satire in an academic setting.

Office Hours/Contacting the Instructor

Since our course occurs online, we have the benefit of almost constant access to one another. Feel free to contact me via ASU email at any time and expect a response within 24 hours (but typically much quicker). Should you wish to discuss anything outside the scope of our course discussions, have any specific questions, require help of any sort, or have a complaint, please contact me directly via email. Please do not post these matters in our classroom. 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.