


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](#)  [Student Quick Reference Guide - Alternative Formats](#) or [CSS Student Orientation Course](#).

Course Pre-Requisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this upper level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

INA 3304 Intelligence and Policy

Course Description/Overview









This course examines the policymaker and intelligence relationships and how they function to serve national security demands. Policymakers receive their support from a variety of sources. There is an established intelligence process designed to provide intelligence judgments and assessments. Students will learn how that process works and how it can be influenced. The CIA's Directorate of Intelligence (DI) and the National Intelligence Officers who comprise the National Intelligence Council are responsible for providing all-source intelligence analysis to the Government as a whole, with the President, the National Security Advisor, and the Secretaries of Defense and State being the foremost customers. Students will comprehend customers' intelligence requirements and how those requirements are serviced to contribute to national security needs. Students will also examine intelligence failures through case studies, evaluate why these failures occurred, and how such failures can be eliminated in the future.


Course Bibliography and Required Readings

The following textbook is required for this course. Other readings are assigned each week and are provided to you via a link in the course materials. Additionally, where possible, videos are utilized to enhance student learning.

Pillar, P. (2011). *Intelligence and U.S. Foreign Policy: Iraq, 9/11, and Misguided Reform*. New York: Columbia University Press. ISBN 978-0231157933. ISBN 978-0-231-52780-4 (electronic).

Rovner, Joshua. (2011). *Fixing the Facts*. This is not available in the school library, however, [you can get easily on Amazon](#) in paperback or electronic.


Committee of Privy Counsellors. *The Report of the Iraq Inquiry*. London: The House of Commons, 2016. ISBN 978-0102989618. ([Website](#)) PDF ([Full](#) , Parts [1](#)  [1 - Alternative Formats](#), [2](#)  [2 - Alternative Formats](#), [3](#)  [3 - Alternative Formats](#), [4](#) , [5](#)  [5 - Alternative Formats](#), [6](#)  [6 - Alternative Formats](#), [7](#)  [7 - Alternative Formats](#))

Joint Congressional Inquiry into Intelligence Community Activities Before and After the Terrorist Attacks of September 11, 2001 (2003), Classified Annex (declassified). Released July 2016. ([PDF](#)  [PDF - Alternative Formats](#))

Director of Central Intelligence. National Intelligence Estimate, *Iraq's Weapons of Mass Destruction Programs*. Washington, DC: Central Intelligence Agency, 2002. ([PDF](#))

National Intelligence Council. *Regional Consequences of Regime Change in Iraq*. Washington, DC: Central Intelligence Agency, 2003. ([PDF](#))

National Intelligence Council. *Principal Challenges in Post-Saddam Iraq*. Washington, DC: Central Intelligence Agency, 2003. ([PDF](#))

United States Joint Forces Command. *The Iraqi Perspectives Project*. 2006. ([PDF](#)  [PDF - Alternative Formats](#))

Weinberger, Caspar. "The Uses of Military Power." Washington, DC: Department of Defense, 28 November 1984. ([Website](#))

Curtis, Adam. *The Power of Nightmares*. London: British Broadcast Corp., 2004. ([Video](#))

Kroft, Steve. *The Path to War*. 60 Minutes. 06 April 2008. YouTube. ([Video](#))

Epsley-Jones, Katelyn and Christina Frenzel. *The Church Committee Hearings and the FISA Court*. PBS. ([Website](#))

Suggested text:

Lowenthal, M. (2012). *Intelligence from Secrets to Policy*. Los Angeles: Sage. ISBN 978-1-60871-675-3. (Editions 5, 6 or 7 are acceptable)

Drogin, Bob. *CURVEBALL: Spies, Lies, and the Con Man Who Caused a War*. New York: Random House, 2007. 978-1400065837.

Waller, John H. *Intention of Kurdish Leader al-Barzani to Approach the United States Government for Assistance; Iranian Intelligence Request for Expression of United States Government Willingness to Overthrow the Ba'athi Regime of Iraq*. Washington, DC: Central Intelligence Agency, 09 March 1972. ([PDF](#))

Course Objectives/Learning Outcome

Objectives:

1. Identify basic causal effects relating to the politicization of intelligence.

2. Develop an understanding of the various inputs to policy and how policy relating to national security is created and modified.
3. Apply information learned to understanding the relationship between policymakers and intelligence agencies.
4. Enhance critical thinking and critical writing.

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

1. Identify and analyze the causes of the politicization of intelligence.
2. Describe the relationship between policy and intelligence.
3. describe the role on intelligence support to decision making process.
4. Discuss the use of intelligence in forming policy.

Assessment of Learning/Grading Policies

Knowledge of course objectives and learning outcomes will be assessed through:

Weekly Discussion Questions

Weekly discussion questions allow the student to demonstrate comprehension of lesson materials by preparing a response to a discussion question(s) posed by the instructor. The student response is assembled from knowledge gained through course materials and independent research. All students should follow the "General Rules for Discussion Questions Posts" below. Failing to follow these rules and guidelines may result in score deductions. Formal grading of weekly discussion questions will be completed using the Discussion Question Grading Rubric.

General Rules for Discussion Question Posts:

- All students **MUST** participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors' weekly question as per the COURSE SCHEDULE.
- Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area.
- Stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are not appropriate in an academic setting. Having an opinion is awesome; having a supported argument is the goal of academic work.
- Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit. The ASU student handbook is very clear on this topic. Cite, cite, cite, specifically in accordance with the Chicago Manual of Style: <https://owl.english.purdue.edu/owl/resource/717/01/>. There's a handy citation chart online, [here](#).

Chicago Manual Style 17th edition is the preferred method of citation. To access the Chicago Style guide, go to: <https://owl.english.purdue.edu/owl/resource/717/01/>.

End of Term Discussion

See lesson 6 for details

Website Artifact

Student performance on the website project will be evaluated using the Website Project Grading Rubric. See detailed instructions in Lesson 8. Your URL must be posted in the Website Project Discussion Question no later than the date in the COURSE SCHEDULE. If the instructor does not have full access to the site, if the site does not load up, you will not get credit for the project. Ensure that you "publish" the site after all changes, under "Share with others" select, "Anyone can find and view" to make the website public.

Weekly Exams

Weekly exams are short, multiple choice, open notes exams that are intended to get you thinking about this week's questions. All answers will come out of the instructional narrative. Taking the exam is a GO/NOGO, in other words, you get full credit for attempting the exam, or you get no credit (a zero) if you don't attempt it.

This course employs a midterm exam, one writing assignment, and weekly discussions to measure student learning. Each assignment category is worth 100 points and each week's discussion board* requirement is worth 100 points. This includes the main post and the responses to other students.

Assignment	Percent of Grade	Due
Participation in the Discussion Board	7.8% each (47% total)	As per COURSE SCHEDULE
Ice Breaker	2%	By the end of the first week of class
End of Term Discussion (Lesson 6 discussion Question)	25%	As per COURSE SCHEDULE
Weekly Primer Quizzes	1% each (7% total)	As per COURSE SCHEDULE
Website Project	20%	As per COURSE SCHEDULE

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.

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](#)  [Discussion Rubric - Alternative Formats](#)
- [Web Artifact Assignment Rubric.pdf](#)  [Web Artifact Assignment Rubric.pdf - Alternative Formats](#)

The mid-term will use the discussion rubric. See details in Lesson 6.

Announcements

Announcements are the lecture. Read the announcements like they are the instructional narratives. I will use these to recap key points from the previous week and segue into the coming week. I will also include admin notes/changes.

Anticipate an announcement every week, at the beginning of the week, posted here in Blackboard and disseminated through student school email accounts. It will contain refinements to this syllabus and additional guidance to weekly readings, assignments, and the course. You are required to read course announcements, as they will contain updates to and refinements for this course.

Late Work

For each assignment, one letter grade (10 points) will be deducted for each day late. After 3 days late, an assignment will be given a zero. If you are going to miss a due date, contact me via email and we may be able to make arrangements.

Course Organization/Learning Outcomes/and Required Readings:

Lesson 1:Introduction to Policy and Intelligence.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 1

Rovner, *Fixing the Facts*: Chapter 1-2

Lowenthal, M. (2012). *Intelligence from Secrets to Policy*. Los Angeles: Sage. ISBN 978-1-60871-675-3. Chapter 9.

Lesson 2:Politicization of Intelligence.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 6

Rover, *Fixing the Facts*: Chapter 3

Lesson 3:

Weapons of Mass Destruction and the Buildup for the Iraq War.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 2

United States Joint Forces Command, *The Iraqi Perspectives Project* (March 2006), pages 8-16 and 89-96.

Caspar Weinberger, *The Uses of Military Power*, (Washington, DC: Department of Defense, 1984).

Lesson 4:

Alternative Visions of the Iraq War.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 3

Rovner: Chapter 7

Director of Central Intelligence, *National Intelligence Estimate, Iraq's Weapons of Mass Destruction Program* (Washington, DC: Central Intelligence Agency, 2002).

National Intelligence Council, *Principal Challenges in Post-Saddam Iraq* (Washington DC: Central Intelligence Agency, 2003).

National Intelligence Council, *Regional Consequences of Regime Change in Iraq* (Washington, DC: Central Intelligence Agency, 2003).

Lesson 5:

Congress and the Politics of the Iraq War. Great Decisions and the Irrelevance of Intelligence.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 4, 5

Lesson 6:End of Term Discussion: Case studies in Politicization

Rovner: Chapters 4, 5, or 6 **For Mid-Term Paper, see lesson 6**

Lesson 7:Relevance of Intelligence and Scapegoats

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 7, 8

Rovner: Chapter 8

Katelyn Epsley-Jones and Christine Frenzel, *The Church Committee Hearings & the FISA Court* (WGBH Frontline, 2014).

Lesson 8:Catharsis and 9/11.

Paul Pillar, *Intelligence and U.S. Foreign Policy* (New York: Columbia University Press, 2014), chapter 9

Communication

Participation

In this class, everyone brings something to the table. Your ideas and thoughts do 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.

The Writing Center

It's there for you. I am including this as an element of communications because, no matter where you are, no matter your time zone, they can and should be a part of your strategy for research and writing in support of all of your academic effort. And they are ready to work with you - you just need to communicate with them, early and often, about your academic requirements. Call them: 325-486-6173. Email them: writingcenter@angelo.edu. Stop in and see them (Porter Henderson Library, Room C305). But communicate with them, early and often. If you are giving any thought to any career related to anything related to intelligence, security studies or analysis, start making this part of your writing methodology now.

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 & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), 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 appropriate in an academic setting and simply put, I nor any other Angelo State University faculty member, will tolerate it. 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. Avoid the use of humor and/or satire in our academic setting. Civility must prevail.

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](#).

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 13, 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.

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.