

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](#).

ISSA 3310: Introduction to the Discipline of Intelligence

Course Description/Overview

This course provides understanding of the basic elements of intelligence -- collection, analysis, dissemination, counterintelligence, and covert action -- through an understanding of the U.S. Intelligence Community (IC) as well as through a review of past historical events in which intelligence has played a key role. Students will examine the difference between intelligence and information, and extrapolate from that the various steps of the intelligence cycle, as well as their purpose. Students will review the "lessons learned" that have come out of U. S. intelligence successes and failures, and specify the role of the Department of Homeland Security and resulting changes to the IC. The course will also give students an understanding of, and keen insight into, the role intelligence agencies play in strategy and policy development, and how policymakers use (or misuse) intelligence estimates. Finally, the course will review intelligence failures, consider intelligence reform issues, and evaluate the need for change. The intelligence reform lesson will emphasize the importance of preparing intelligence for and providing it to policymakers and our nation's warfighters in a manner that results in information sharing and underscores a renewed post-9/11 commitment to conduct intelligence activities in a manner that fully respects and protects American civil liberties and privacy.

Students will look at two case studies illustrating intelligence-policy failures and how such failures influence threat assessments, military strategy, and foreign policy.

These questions are at the heart of recent national security controversies, including the 9/11 attacks and the wars in Iraq and Afghanistan. In each case the relationship between intelligence and policy broke down—with disastrous consequences. This course is an intense examination of how the intelligence process and its various disciplines such as collection, analysis, and dissemination of intelligence integrate with one another and contribute to addressing the national security issues and intelligence challenges facing the United States. The course is designed to be highly interactive, value your experiences and your well-thought-out positions and opinions, and to give you an opportunity to showcase your intellect as an active participant in, and contributor towards, the national dialogue and debate on hot topics of the day. I encourage you to read national newspapers or other sources and to be prepared to open each class session with the current news of the day.

Required Texts:

- Mark M. Lowenthal: *Intelligence: From Secrets to Policy*. (5th edition). Washington D.C: CQ Press, 2011. (Available on Kindle)
- 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

Grades will be based on an ability to organize the material, integrate relevant concepts and theories, and present them in appropriate forms.

A Note on Grades: ISSA 3310 is a colloquium (meaning a group discussion, from the Latin Colloqui – to talk together, to have a conversation). As such, weekly participation in the discussion threads is expected and forms part of the grade.

Assignment	Percent of Grade	Due	Notes
Engaged participation (Discussion)	20%	Weekly with two exceptions (see notes)	Primary robust postings are due no later than 11:59 p.m. Central Time on Thursdays. Responses are due no later than 11:59 p.m. Central Time on Sundays. There are no discussion questions for weeks with the mid-term (week four) and final essay (week eight).
Midterm Essay	30%	Sunday at the end of week four	The mid-term assignment consists of an essay (4-6 pages). It must be submitted no later than 11:59 p.m. Central Time on Sunday of week four. Early submissions are appreciated.

Essay Critique	15%	Friday at the end of Week Six	The instructor will send you two anonymous midterm essays to read and critique. Critiques are due before 11:59 pm Central Time on Friday of Week Six. Responses are due before 11:59 pm on Monday of Week Six.
Final Essay-Exam	35%	Wednesday at the end of week eight	The topic for the final essay will be posted on Monday of week six. The final essay (6-8 pages) must be submitted no later than 11:59 p.m. Central Time on Wednesday of week eight. Early submissions are appreciated

Student Assignments: Each student must participate in weekly discussions, and write two essays.

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:

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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition), 2011, The U.S. Intelligence Community, Chapters 1-3.

Michael Warner, "[Wanted: A Definition of Intelligence](#)", *Studies in Intelligence*, Vol. 6. no. 3, 2002. pp. 1-11.

[Overview of the United States Intelligence Community](#) for the 111th Congress, 2009. Scan, pp.1-21.

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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition), 2011, The U.S. Intelligence Community, Chapters 4-6.

[Overview of the United States Intelligence Community](#) for the 111th Congress, 2009. Read all, pp.1-21.

Lesson 3: Covert Intelligence and Counterintelligence Operations

Learning Outcomes:

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

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition), 2011, Washington D.C.: CQ Press, Chapters 7-8.

Daniel Golden, "[American Universities Infected by Foreign Spies Detected by FBI](#)", Apr 8, 2012

National Geographic: [Inside Special Forces](#); March 16, 2009. Video 56:28 in length

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

Lesson 4: The Limits of U.S. Intelligence

Learning 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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition), 2011, Washington D.C.: CQ Press, Chapters 9..

[Center for the Study of Intelligence. "Intelligence and Policy: The Evolving Relationship".](#) Washington, Central Intelligence Agency, 2004. 17 pgs. (Center for the Study of Intelligence roundtable report).

Recommended Readings:

Lesson 5: The Intelligence and Policymaker Relationship

Learning 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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition). Washington D. C: CQ Press, 2004. Chapter 10.

Lt. Colonel James Murphy and Dr. K. Wayne Smith. "[Making Intelligence Analysis Responsive To Policy Concerns](#)." CIA Historical Review program file; release in full 22 Sept 1993.

Video: CADO PODCAST. [The Relationship between Intelligence and Policy](#). Video is 55 minutes long.

Recommended Readings:

James Pfiffner. [The Contemporary Presidency: Decision Making in the Bush White House](#). Presidential Studies Quarterly 39:363-384 June 2009.

Lawrence R. Jacobs and Benjamin I. Page, "[Who Influences U.S. Foreign Policy?](#)" American Political Science Review (February 2005) 107-123.

Lesson 6: Intelligence Failure: Case Studies of 9/11 and Weapons of Mass Destruction in Iraq

Learning 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 politicalization of intelligence can shape national security policy.

Video: [The Man Who Knew](#) on PBS. See more from [FRONTLINE](#).

Amy Zegart, "[September 11 and the Adaptation Failure of U.S. Intelligence Agencies](#)." Read pages 78-111.

Steve Marrin, "[Preventing Intelligence Failures by Learning from the Past](#)"
Read all.

Joshua Rovner, "[Intelligence, Policy, and the War in Iraq - Analysis](#)"
Eurasiareview: News and Analysis.

[The 9/11 Commission report](#). Scan the 585 page document.

Part III: Intelligence and Accountability

Lesson 7: Intelligence Oversight Responsibilities and Ethics

Learning 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. 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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition). Washington D. C: CQ Press, 2004. Chapter 11 - 13.

"[U.S. Intelligence Oversight: Is Congress the Problem?](#)" Youtube Video 13:08, PBS Newshour, 3 Aug 2010.

American Enterprise Institute. Video presentation, May 5, 2011, 1:27 minutes, "[The Death of Bin Laden and the Future of Pakistan](#)."

Recommended Readings:

The International Council on Security and Development (ICOS). "[The Death of Bin Laden and Local Dynamics](#)," May 2011, pp. 8-20.

Viking Press, 1978), pp. 183-207.

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.

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. (5th edition). Washington D. C: CQ Press, 2011. Chapter 14 - 15.

Bruce Berkowitz, "[Intelligence Reform: Less is More](#)," *Hoover Digest* , April 30, 2004. Hoover Institution, Stanford University.

Alex Kingsberry, "[Obama Slams Failed Intelligence, Calls for Reform](#)," *U.S. News and World Report*, January 5, 2010.

Michael V. Hayden, [The State of the Craft: Is Intelligence Reform Working?](#) *World Affairs*, September/October 2010.

Course Bibliography:

- Mark M. Lowenthal: *Intelligence: From Secrets to Policy*. (5th edition). Washington D.C: CQ Press, 2011.

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.