

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 [\[link\]](#) or CSS Student Orientation Course. [\[link\]](#)

ISSA 6300: Intelligence and National Security

Course Description/Overview

This course examines the intelligence and national security nexus. It integrates the principal roles of intelligence in national policy formulation. Emphasis is placed on the problems inherent in conducting intelligence in a democracy and on the considerations associated with providing high quality intelligence analysis for intelligence consumers at the national level.

The course begins with a review of the intelligence enterprise. This course reviews the intelligence community and its agencies' respective roles and missions and their contributions to national security. The course also examines the national security challenges facing the United States and an in-depth coverage of actual and potential threats to the survival and vital interests of the United States: the threat at home and abroad, rogue states and proliferation of weapons of mass destruction, U. S. security interests in the post-Cold War era, and the emergence of 'fourth generation' or asymmetrical warfare. In view of the threat the course then addresses the elements of national power that are at the disposal of policy makers to help guide national security policy and strategic outcomes.

The course will examine the national interests, institutions, and processes involved in making U.S. national security and intelligence policy, and explores the tensions that recur in American politics between the necessities of security and the requirements of democracy. The course will also deal with how the U. S. national security establishment (including the intelligence infrastructure) has evolved its structure and management practices over time in order to execute security policy. At each step, domestic, institutional, and international factors such as regional and systemic balance of forces, instruments of national power, and national strategic assessments such as intelligence estimates play important roles in determining the outcomes we observe. Students learn how and when to apply the main policy tools available, ranging from use of force to arms control and economic assistance to diplomacy and learn the role of alliances and international organizations. Topics include the identification and strategic pursuit of national interests; establishment of priorities among potential security threats; the political nature and political tensions of defining 'threats'; global and regional security strategies; and intelligence reform and structure.

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 policy makers 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.

This course is an intense examination of national security issues and intelligence requirements facing the United States and the reading load is equally intense. The course is designed to be highly interactive; value your experiences and your well-thought-out positions and opinions; and to express your intellect as an active participant 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 be prepared to open each class session with the current news of the day.

Course Textbooks/Daily Reviews

Required Texts:

- Mark M. Lowenthal. *Intelligence: From Secrets to Policy*. Washington D. C: CQ Press, 2019.
- Richard K. Betts. *Enemies of Intelligence: Knowledge and Power in American National Security*. New York: Columbia University Press, 2007.

Recommended Texts:

- Dahl, E. J. (2013). *Intelligence and Surprise Attack: Failure and Success From Pearl Harbor to 9/11 and Beyond*. Georgetown University Press. [\[link\]](#)
- Grabo, C. M., & Goldman, J. (2002). *Anticipating surprise: analysis for strategic warning*. Center for Strategic Intelligence Research, Joint Military Intelligence College. [\[link\]](#)
- Jervis, R. (2010). *Why Intelligence Fails: Lessons From the Iranian Revolution and the Iraq War*. Cornell University Press. [\[link\]](#)

Other Resources

- Porter Henderon Library, Angelo State University. *Guide to Library Services for Distance Learning - Graduate Students*. Accessed 08 December 2017. [\[link\]](#)
- Porter Henderson Library [\[link\]](#)
- Google Scholar [\[link\]](#)

Course Objectives/Learning Outcomes

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

- Demonstrate how the Intelligence enterprise contributes to the policymaking process
- Demonstrate a working knowledge of the security challenges facing the United States and how the intelligence and policy nexus form our framework for security
- Analyze the factors, events, and changing nature of the threat that influenced United States intelligence and national security policy.
- Comprehend the complex nature of intelligence – policy interface that help define threats to America's national security.
- Comprehend the complexities of intelligence reform requirements in view of intelligence – policy failures.
- Comprehend how informal networks and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.

Grading Policies

This course employs writing assignments and weekly discussions to measure student learning.

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 assignments. There are two rubrics. Click the link to download the PDF document:

Discussion Rubric (2021 version) <https://angelo.blackboard.com/bbcswebdav/users/rlaflamme1/rubrics/Discussion%20Rubric%20v2021.pdf>

Writing Assignment Rubric (2021 version) <https://angelo.blackboard.com/bbcswebdav/users/rlaflamme1/rubrics/Writing%20Assignment%20Rubric%20v2021.pdf>

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

Students are expected to write original material in support of discussion and essay requirements associated with this class. Please review the Student Handbook and Student Code of Conduct if you have further questions regarding this.

Late work will not be accepted.

Due to the nature of this class, there isn't a minimum required number of words for original or discussion posts, nor is there a minimum number of discussion posts expected each week.

- Students are expected to write an original post that addresses the question. Students are expected to write at a graduate level.
- Students are expected to use appropriate source materials in support of their examples, evidence and details, such as primary source materials or peer-reviewed article and journals. For more on this, please see the Porter Henderson Library Research Tools webpage, <http://www.angelo.edu/services/library/handouts>
- Students are expected to participate in discussions with their classmates on a range of topics, enough to ensure that their own biases of their studies have not affected their understanding of the learning objectives for the week.

Grading:

This course will employ a number of types of assessments, to measure student learning.

- Discussion Thread participation: 30%. Weekly when no essay is assigned. Primary postings are due no later than 8:00 am Central Time on Saturdays. Responses are due no later than 8:00 am Central Time on Mondays. See Discussion Rubric link (above) for grading details.
- First Essay: 30%. 6 - 8 page essay. Due Monday at the beginning of Lesson 4, not later than 08:00 am Central Time. This is 13 September. See Lesson 3 for detailed instructions. See Writing Assignment Rubric (above) for grading details.
- First Essay: 30%. 12 - 15 page essay. Due Thursday of Lesson 8 (14 October), not later than 08:00 am Central Time. See Lesson 8 for detailed instructions. See Writing Assignment Rubric (above) for grading details.

Yes. You're reading that correctly. Things are due at 8am CST. Look carefully at *the exact date they are due*.

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.

The last day to drop a class this term can be found listed on the Academic Calendar, maintained by the Office of the Registrar, at the Angelo State University Website (https://www.angelo.edu/current-students/registrar/academic_calendar.php). Last Day to Drop/Withdraw from 1st 8-Week Session is *September 30*. (Shown as of: 17 August 2021)

Some thoughts on late work:

Don't be late. In the professional world, late is often too late. In the intelligence profession and in related fields, being late with written assessments - even with the right assessment or with brilliant work - oftentimes means arriving after the LTIOV - latest time information is of value. Late work will not be accepted. 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. I have set the due date and time to the latest time I can - to when I expect to walk into the office and actually begin to grade things.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

College of Arts and Humanities adheres to the Statement of Academic Integrity. [\[link\]](#)

Plagiarism

Plagiarism is a serious topic covered in ASU's *Academic Integrity* policy [\[link\]](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center. [\[link\]](#)

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 *Grading Procedures* for more information. [[link](#)] [<http://www.angelo.edu/content/files/14197-op-1011-grading-procedures>]

Student Disability Services

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 Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dr. Dallas Swafford
Director of Student Disability Services
dallas.swafford@angelo.edu
325-942-2047
Houston Harte University Center, 112

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. See ASU Operating Policy 10.19 *Student Absence for Observance of Religious Holy Day* [[link](#)] for more information.

Title IX

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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.