

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 6309 – Intelligence Support to Policymaking

Course Description/Overview

This course examines the principal roles of intelligence in the current environment and in formulating national policy, in providing strategic and tactical warning, support for military operations, and covert action. The focus is on problems inherent in conducting intelligence in a democracy and on the ethical considerations associated with providing high quality intelligence analysis. The course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. The changing nature of intelligence vis-à-vis policy formulation, especially in the post-Obama / Clapper era, serve as examples of the relationship between intelligence and policy. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy.

This course is similar to, but distinct from, ISSA 6300, which focuses to some degree on the role of intelligence in a democracy but focuses on the post-911 IC effort. However, ISSA 6309 is intended to take this to the next level of detail through case studies and other pedagogical means.

This course is heavily focused on current (and recent) events. As such, students are expected to remain up-to-date on current national security issues affecting the U.S. government and be prepared to address how both analysts and policymakers are reacting to them. As a current events class, much of the literature will have a partisan bent. Not necessarily Democrat or Republican, but many (all?) of the authors will have a specific point to make in an effort to affect current policy deliberations and/or get their own side of the story on the historical record. In more historical classes, discussions of topics such as Pearl Harbor or the Vietnam War generally follow a standard narrative that is widely accepted and, more importantly, the discussions lack the personal emotions and experience that can color one's judgments on the issues. With this class, we will be focusing on events largely since 2015 and thus covering topics that we all remember and experienced personally. As such, it is tempting to let emotion cloud our analysis (as often happens with some of the readings), but I encourage each of you to try to take the "long view" and look at recent events through historical experience to put them in the proper context. Take each of the assigned readings with a grain of salt, particularly if the given author is out to prove he was right and everyone else was wrong—the truth is always somewhere in between. Similarly, do your best to take the analytic view in our discussions rather than the emotional one. We are not here to debate policy, but to discuss how policy and analysis interact in an effort to improve both of them.

Course Objectives

- As a result of completing this course, the student will be able to:
- Analyze the challenges of establishing effective intelligence analyst/policymaker interactions.
- Discuss how policymakers utilize intelligence assessments to pursue their policy and political goals.
- Assess how analysts are involved in the policy process regardless of their efforts to remain separate and objective.

- Assess analyst-policymaker interaction prior to the 08 November 2016 U.S. presidential election, regarding foreign intelligence service operations targeting the U.S. Government Facilities critical infrastructure and the elections sub-sector.
- 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.
- Discuss the key challenges in analyst-policymaker interaction regarding the medical intelligence related to the ongoing pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2.
- Assess the degree of politicization in the use of medical intelligence during this pandemic.
- Describe how and why the U.S. involvement in the Middle East and North Africa has shifted its emphasis from targeted killings, to support for proxy wars.
- Assess the challenges of providing intelligence assessments in ongoing situations where policy is ill-defined, changing, or both.

Course Bibliography:

- Pillar, Paul R. (2011) Intelligence and U.S. Foreign Policy: Iraq, 9/11, and Misguided Reform. New York: Columbia University Press, 2011.
- Betts, Richard K. (2007). Enemies of intelligence: knowledge and power in American national security. New York: Columbia University Press.
- Grabo, C. M., & Goldman, J. (2002). Anticipating surprise: analysis for strategic warning. Center for Strategic Intelligence Research, Joint Military Intelligence College. http://ni-u.edu/ni_press/pdf/Anticipating_Surprise_Analysis.pdf

Tools that may assist you with peer-reviewed and juried works:

- Porter Henderon Library, Angelo State University. Guide to Library Services for Distance Learning - Graduate Students. Accessed 08 December 2017. http://www.angelo.edu/services/library/Guide_to_Library_Services/guides.php?patron=Distance%20Learning%20-%20Graduate%20Students
- Porter Henderson Library (<http://www.angelo.edu/services/library>)
- Google Scholar (<https://scholar.google.com/>)

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:** 35%. 8-10 page essay. Due Monday at the beginning of Lesson 5, not later than 08:00 am Central Time. This is 15 November. See Lesson 4 for detailed instructions. See Writing Assignment Rubric (above) for grading details.
- **Final Essay:** 35%. 8-10 page essay. Due on 11 December (that's a Saturday) at 0800 Central Standard Time (on campus time, in Texas). Yes - 8 in the Morning on a Saturday. This is as late as I can stretch it, leaving me time to write you feedback in between all of the other courses I grade. Early is welcome.

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. Students are expected to write an original post that addresses the question. Students are expected to write at a graduate level. Late work will not be accepted.

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.

What can I use as a research source, in support of my discussion post or response?

- I am absolutely OK with the use of memes. They are not a substitute for actual research.
- I am absolutely OK with cute pet photos. They are not a substitute for actual research.
- I am absolutely OK with personal anecdotes. They are not a substitute for actual research.
- I have no expectation that you will find all of the source materials you will need, to support your discussion posts or responses, in the assigned readings. Those are there to support the learning objectives - that's it.
- I have included above, in a section titled, "Tools that may assist you with peer-reviewed and juried works," links to some tools that might get you started. On the lefthand side of the course content here in Blackboard, under Resources, I have also included a tab titled, Intelligence Resources - it has more links that might help. And then, down below, under where I have listed the learning objectives for the seven lessons for this course, I have include a third section, "Other sources and reading materials," that might help, too.



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.

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. [\[link\]](#) [\[http://www.angelo.edu/content/files/14197-op-1011-grading-procedures\]](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.