

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](#).

INA 3300 U.S. Intelligence and Global Security

Course Description/Overview

This course's ultimate objective is to place the student in the role of a senior policymaker or senior intelligence officer (SIO) and have him/her face the global security challenges facing our decision makers. The 9/11 attacks and the ensuing Global War on terror has placed the world in a position where friends and allies must work together to defeat terrorism at home and abroad. To be effective our national leaders must reach out and partner with foreign allies. Students will be placed in these roles to help determine and form intelligence inputs to national security policy. This course examines the complex (and continuously changing) interaction between intelligence and policymakers. Emphasis is placed on the problems associated with conducting intelligence in a democracy, and on the considerations involved with providing intelligence analysis for intelligence consumers at the highest level. Students are placed in positions of intelligence consumers, and given the tasks of (1) explaining the role of the United States in the international system, and (2) designing a national security strategy for your nation or organization that could either affect, neutralize, or capitalize on the hegemonic position of the U.S., and (3) form intelligence partnerships and sharing agreements.

Course Prerequisites:

While there are no prerequisites, 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.

Course Bibliography and Required Readings:

The following textbooks are 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.

- [National Security Intelligence](#), by Loch K. Johnson, 2012, ISBN 978-0-7456-4939-9 ISBN 978-0-7456-4940-5 (pb), Polity Press. Available via Kindle or the 2017 Edition ISBN 978-1-5095-1304-8 ISBN 978-1-5095-1305-5 (pb) Polity Press. Available via Kndle

- [Enemies of Intelligence: Knowledge and Power in American National Security](#), by Richard K. Betts, 2007, ISBN 978-0-231-13889-5 (pbk: alk. paper) ISBN 978-0-231-51113-1 (e-book), Columbia University Press. Available via Kindle

Suggested texts:

- Lowenthal, M. (2011). [Intelligence from Secrets to Policy](#). Los Angeles: Sage. ISBN 978-1-60871-675-3. Available via Amazon or the 2020 Edition ISBN 978-1-5443-2506-4 (pbk) ISBN 978-1-5443-5837-6 (ebpub) avail via Kindle
- Bartholomees, J. Boone, Jr., (Ed.), (2012). U.S. Army War College Guide to National Security Issues Vol II: National Security Policy and Strategy, (5th ed.). Chapter 3, pp. 27-40. ISBN: 1-58487-533-X. <https://publications.armywarcollege.edu/pubs/2183.pdf>

Online Intel Resources

- [The Literature of Intelligence](#): A Bibliography of Materials, with Essays, Reviews, and Comments, compiled by J. Ransom Clark of Muskingum College, is an exhaustive online compendium of intelligence literature divided by author and topic.
- The CIA's Center for the Study of Intelligence (<https://www.cia.gov/library/center-for-the-study-of-intelligence/>) publishes unclassified articles and conference proceedings.
- [The Federation of American Scientists](#) and the [National Security Archive](#) also maintain useful web sites on intelligence topics.
- Two useful intelligence journals are Intelligence and National Strategy and the International Journal of Intelligence and Counterintelligence.

Daily Knowledge Vitamins – Staying current and Informed About the World You 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/>

Course Objectives/Learning Outcome

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

- **Objective One:** Demonstrate how the Intelligence enterprise contributes to the policymaking process.
- **Objective Two:** Demonstrate a working knowledge of the security challenges facing the United States and how the intelligence and policy nexus form our framework for national security.
- **Objective Three:** Analyze the factors, events, and changing nature of the threats that influence our government's intelligence and national security policy.
- **Objective Four:** Enhance critical thinking and critical writing.
- **Objective Five:** Comprehend the complexities of intelligence reform requirements in view of intelligence-policy failures.
- **Objective Six:** Comprehend how informal networks and external actors seeking access and influence over national security policy decisions influence the congressional agenda and policy maker.

Learning Outcome: Students have a right to know what instructors expect them to learn from a course of instruction and how their learning will be measured. This course establishes several learning outcomes that are measured subjectively. When you finish this course, you should be able to:

1. Identify and analyze the causes of the politicization of intelligence.
2. Describe the relationship between policy and intelligence.
3. Discuss the use of intelligence in forming policy.
4. Describe the various threats, both domestic and international, to national security.

Grading Policies/Assessment of Learning

A Note on Grades: INA 3300 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. Final grades are composed as follows:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	30%	See Course Schedule. You will have a discussion post for Lessons 1, 2,3, 5, & 6.
First Essay	30%	See Course Schedule [4-6 pages]
Final Essay	40%	See Course Schedule [8-10 pages]

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 (link below).

General Rules for Discussion Question Posts:

All students **MUST** participate. Failing to participate may result in a failing grade for the course. Students will post a response to the question(s) and must respond to a minimum of two other students' post by 11:59 p.m. Central Time on Sunday of each week. Making your post by Thursday night gives other students an opportunity to comment on it.

Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area. Support your assertions in a manner which demonstrates critical thought and research on the topic. Your response to the original question(s) and to your fellow students should demonstrate your understanding of the course material and have given some thought to the topic.

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.

Avoid repeating or summarizing the assigned reading. Use assigned readings as one of your resources, not as the single source for your post.

Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.

A simple, 'I agree with everything you wrote', is not acceptable. Engagement in open honest discussion is critical.

Two Essays -

You will be given the topic for your essays in the lessons preceding the due date. For example, the information for the first essay can be found at the bottom of Lesson 1. The due dates for the essays are listed above and unlikely to change.

Each essay is an individual effort. You will submit your essays via Blackboard. If you are unsure how to do this, please, watch the How-To video at the link in the description for your first essay (bottom of Lesson 1).

You will utilize the Chicago Manual of Style (17th edition) for your essays. You may be a huge fan of or really familiar with APA, but we will use Chicago Manual of Style (17th edition) for this class. Feel free to follow this link for a reference - https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html

Rubrics: Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you familiarize yourself 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: [http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-110822_4/xid-](http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-110822_4/xid-110822_4)

http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-110822_4/xid-110822_4 - Alternative Formats

Writing Assignment Rubric: [http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-](http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-110823_4/xid-110823_4)

http://blackboard.angelo.edu/bbcswebdav/pid-3385019-dt-content-rid-110823_4/xid-110823_4 - Alternative Formats

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:

Lesson 1:

Lesson 1: The Intelligence Enterprise: The U.S. Intelligence Community, Key Processes, and Functions

Lesson 2: National Security Challenges and Intelligence Policy: How they Intersect

Lesson 3: Intelligence and the Elements of National Power

Lesson 4: Statecraft Tools of the President and the Executive Branch and How the Policymaker Uses Intelligence to Shape National Policy (*Note: your first paper is due 1159 pm (Central Time) Sunday of Week 4*).

Lesson 5: Influencing National Security Policy: National Intelligence Estimates, Special Interest Groups, Think Tanks, Public Opinion, and the Media

Lesson 6 Part 1: Threats I: Rogue States, Nuclear Proliferation, and Counterproliferation

Lesson 6 Part 2: Threats II: Terrorism and Counterterrorism: 9/11 and After

Lesson 7: The Challenges of Intelligence Reform (*Note: your final paper is due at 1159 pm (Central Time) Wednesday night of Week 7*).

Communication, Late Work and Other Information

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.

For 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.

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 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. Avoid the use of humor and/or satire in our academic setting.

Late Work

This is a 7-week course. There is insufficient time in a short semester for students to delay completion of assignments. Hence, late work will not be accepted. If your assignments are not submitted by the posted deadline, you will receive a zero for that assignment. **[Life happens. If an emergency impacting your ability to complete an assignment arises, contact me as soon as possible.]**

Incompletes

From the ASU Catalog: The grade "I" is given when the student is unable to complete the course because of illness or personal misfortune. An "I" that is not removed before the end of the next long semester automatically becomes an "F". Students will be allowed one year to remove a grade of "I" before it automatically becomes an "F". To graduate from ASU, a student must complete all "I"'s. The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes an "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgement.

Add/Drop dates

Information for schedule changes is contained

here: https://www.angelo.edu/services/registrar_office/schedule_changes.php

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information. Do NOT use blackboard message/email system.

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.