

INA 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 wellthought-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.

Click this link for a [*printable version of the syllabus*](#).

Required Texts:

- Mark M. Lowenthal: *Intelligence: From Secrets to Policy*. Washington D.C: CQ Press, 2011.

- Any edition from the 5th to the 8th will work. Page/chapter numbers may not match.

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

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](#)
- [Writing Assignment Rubric](#)

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

Grades will be based on the demonstrated ability to comprehend, apply, and analyze fundamental principles, integrate relevant concepts, and present them in appropriate forms. Weekly participation in the discussion threads is expected and forms a substantial part of the grade for this course. Discussion board posts are due each Friday evening, posted by midnight Central Time. Responses to your classmates' posts are due no later than the following Sunday by midnight Central Time. Posts time-stamped after the due times will be considered late.

Assignment	Percent of Grade	Due	Notes
------------	------------------	-----	-------

Discussion Board Posts	40%	As per COURSE SCHEDULE	
Midterm Essay	30%	As per COURSE SCHEDULE	See Lesson 4 for details
Final Term Paper	30%	As per COURSE SCHEDULE	See Lesson 8 for details

Course Schedule

Lesson 1 – 23 January 2022

Lesson 2 – 30 January 2022

Lesson 3 – 6 February 2022

Lesson 4 – 13 February 2022

Lesson 5 – 20 February 2022

Lesson 6 – 27 February 2022

Lesson 7 – 6 March 2022

Lesson 8 – 11 March 2022 (Last Day of Semester)

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.

Overall Expectations and Grading Standards

1. Work that is incomplete and inaccurate, which demonstrates an inability to apply information to actual situations, is not of passing quality;
2. Work that is complete and accurate, which demonstrates a basic understanding of the material, and perhaps an ability to apply information to actual situations at a fundamental level, is 'C' level work;

3. Work that is complete and accurate, which demonstrates a firm understanding of the material, and an ability to effectively apply information to actual situations at a high level, is 'B' level work; and
4. Work that exceeds standards of completeness and accuracy, which demonstrates a superb understanding of the material, and an ability to apply and analyze material, is 'A' level work.

Discussion Board Post Guidelines

Each discussion board post should be, at a minimum, approximately 200 words, citing sources as appropriate. You do not need to use formal footnotes or endnotes. For the posts use in-line citations with author's last name, year of publication, and page number. The citation goes immediately after where you include the cited information. Responses to your classmates' discussion posts should be approximately 100 words each. I will not word count your posts or responses unless they obviously look short. I recommend writing your posts and responses in Word or another program so that you can check spelling, grammar, and formatting. While these are not formal papers I do expect you to use proper formats. No partial sentences, unfinished thoughts, or informal language usage will be acceptable. Additional guidance will be provided as necessary.

Your discussion posts should use course material to fully address the question. While I will not be grading on the quality of citations in the discussion posts, it is a good time to practice how to correctly cite sources if you are unfamiliar with how to do so. Responses to initial posts must go beyond observations such as "nice post" or "you raise some good points" but actively engage the issue(s) raised by your classmate's initial post. Failure to do so will result in a low mark for that week's discussion post grade.

Writing Guidelines for Midterm Essay:

Each writing assignment deals with the topic under discussion. Writing assignments should be 4-6 pages or 8-10, depending on the assignment. The goal of each assignment is not to have you write lengthy papers but to demonstrate understanding of the topic and the ability to concisely and adequately discuss it.

You may use APA Style or CMOS, 17th Ed. **I will grade your paper assuming CMOS unless you tell me in the assignment notes that you chose APA.**

Detailed instructions on APA Style can be found at:

<https://owl.english.purdue.edu/owl/resource/560/01/>. Follow these guidelines with a couple of caveats: You do not need to use a page header/running head and you do not need to include an abstract for the assignments. Do use a title page and a separate page for your references. APA does not recommend the use of footnotes or endnotes, but you should use them in your papers. I prefer you use endnotes for citing where you explicitly use a source; footnotes should be used if you need to add an explanatory sentence or two that would not fit in your paper. I do not expect you to need to use footnotes.

You may also use Chicago Style if you choose, detailed information on the Chicago Style can be found at: <http://www.chicagomanualofstyle.org>. Regardless of what style you choose, make sure to be consistent within each paper. Otherwise, standard formatting applies: 1 inch margins, double-spaced, common font such as Times New Roman 12 point. Make sure to cite your sources appropriately. Please submit your writing assignments as Word documents. If you do not have access to Microsoft Word, please let me know so that we can make other arrangements (copy the paper directly into the assignment section of Blackboard for the appropriate week). Other formats will not be accepted.

Course Organization/Learning Outcomes/and Required Readings

Part I: Understanding the Purpose of Intelligence

Week 1: Defining Intelligence in the Context of National Security

Week 1 Lesson 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.

Required Readings:

Lowenthal, Mark M. 2020 *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press, Chapters 1-3.

Office of the Director of National Intelligence. 2009. "[Overview of the United States Intelligence Community for the 111th Congress](#)"

Warner, Michael 2002. "[Wanted: A Definition of 'Intelligence'](#)" *Studies in Intelligence*: 46. 3.

Week 2: Key Functions of Intelligence – Who Does What?

Week 2 Lesson 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.

Required Readings:

Lowenthal, Mark M. 2020 *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press, Chapters 4-6.

Office of the Director of National Intelligence. 2009. "[Overview of the United States Intelligence Community for the 111th Congress](#)"

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

Week 3: The Limits of U.S. Intelligence

Week 3 Lesson 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.

Required Readings:

Center for the Study of Intelligence. 2004. [Intelligence and Policy: The Evolving Relationship](#). Washington, DC.

Lowenthal, Mark M. 2020 *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press, Chapter 9.

Week 4: The Intelligence and Policymaker Relationship

Week 4 Lesson 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.

Required Readings:

CATO Institute. 2011. "[The Relationship between Intelligence and Policy](#)" Watch video

[approximately 55 minutes long].

Haass, Richard N. 2002. "[Supporting U.S. Foreign Policy in the Post-9/11 World](#)" *Studies in Intelligence* 46, 3.

Murphy, James, and K. Wayne Smith. 1993 "[Making Intelligence Analysis Responsive to Policy Concerns](#)" *Studies in Intelligence* 17, 2.

Week 5: Intelligence Failure: Case Studies of 9/11 and Weapons of Mass Destruction

Week 5 Lesson 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 politicization of intelligence can shape national security policy.

Required Readings:

Davis, Jack. 2016. "[Why Bad Things Happen to Good Analysts](#)" *Studies in Intelligence* 60, 3.

Frontline. 2017. "[The Man Who Knew](#)." Washington, DC: PBS. Watch the video.

Zegart, Amy. 2005. "September 11 and the Adaptation Failure of U.S. Intelligence Agencies" *International Security* 29, 4: 78-111. [Instructor will provide copy of article].

Part III: Intelligence and Accountability

Week 6: Intelligence Oversight Responsibilities and Ethics

Week 6 Lesson 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. 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.

Required Readings:

Lowenthal, Mark M. 2020 *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press, Chapters 10, 13.

Van Wagenen, James S. 1997. "[A Review of Congressional Oversight](#)" *Studies in Intelligence*.

Warner, Margaret. 2010. "[U.S. Intelligence Oversight: Is Congress the Problem?](#)" Washington, DC:

PNS NewsHour. Watch video.

Recommended Readings:

Brand, Rachel. 2016. "[What Does Effective Intelligence Oversight Look Like?](#)" *Lawfare*.

Goldman, Jan. 2013. "Teaching about Intelligence and Ethics" *Journal of U.S. Intelligence Studies* 20,2.

Omand, David, and Mark Phythian. 2018. "Ethics, Intelligence, and the Law." Chapter 2 in *Principled Spying*, 40-71. [Instructor will provide copy of article].

Week 7: Intelligence Reform and Future Threats to U.S. National Security

Week 7 Lesson 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.

Required Readings:

Mark M. Lowenthal, *Intelligence: From Secrets to Policy*. Washington D. C: CQ Press, 2020. Chapter 14.

Zygert and Morell, "Spies, Lies, and Algorithms: Why U.S. Intelligence Agencies must Adapt or Fail."

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.

Week 8: Covert Action and Counterintelligence Operations

Week 8 Lesson Outcomes:

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

Required Readings:

Lowenthal, Mark M. 2020 *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press, Chapters 7-8.

Olson, James M. 2001. "[The Ten Commandments of Counterintelligence](#)" *Studies in Intelligence*: 45,

5.

Van Cleave, Michelle K. 2013. "[What is Counterintelligence? A Guide to Thinking and Teaching About CI](#)" *Journal of U.S. Intelligence Studies* 20, 2.

Course Bibliography:

- Mark M. Lowenthal: *Intelligence: From Secrets to Policy*. Washington D.C: CQ Press, 2020.

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.