

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.
- 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](#).

INA 4300: Advanced Problems in National Security and Intelligence Policy

Course Description/Overview

This course is designed for undergraduate students nearing the end of their program of study. The course brings elements of previous courses together in order for students to demonstrate their ability to comprehend concepts, apply knowledge, arrange and assemble complex variables, and relate the impact of intelligence to policy decisions. The course covers in detail how the intelligence enterprise supports our homeland security mission and law enforcement programs, at all levels, to include state, federal, and local. Using the currently accepted homeland security paradigm –prevent, protect, mitigate, respond, and recover, it describes the current state of “homeland security intelligence” and explains how that discipline relates to our national security.

"The basic deficiency of the current national security system is that parochial departmental and agency interests, reinforced by Congress, paralyze the interagency cooperation even as the variety, speed, and complexity of emerging security issues prevent the White House from effectively controlling the system."

2008 Project on National Security Reform, *Forging a New Shield*

Students analyze and critically evaluate beliefs and actions and then develop and defend reasonable positions in research papers. Students culminate their studies with an appreciation that a major requirement for relevant and useful policy making is well-analyzed intelligence appropriately tailored for the needs of decision makers.

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

Course Objectives/Learning Outcomes

Objectives: This course is designed to encourage critical thinking and promote analytical discussions among the students using different sources of material provided in various formats. The role of the USIC in shaping policy decisions relating to homeland security is perhaps more critical than ever despite some policymakers' tendencies to cherry-pick, downplay, or even ignore parts or all of the analyses they receive from the Intelligence Community. The challenges are equally serious on the intelligence side as politicization and bias threaten to and have on occasion influenced the content of analytical products and recommendations. By reviewing current organizational structures and analyzing historical case studies, students will be postured to have a thorough understanding of the ongoing national-security challenges and will be able to analyze problem areas and provide recommendations. The study of the national-security system, the policy-making process, and the Intelligence Community's (IC) contributions is timely, relevant, and integral to students interested in national security and the US IC. At the end of this course, students will be able to:

1. Comprehend how the term "national security" is amorphous and provide recommendations to solidify the definition, meanwhile noting the myriad threats confronting the nation and the multitude of parties that play critical roles in addressing and mitigating those threats.
2. Understand the US national security system including the role of the National Security Council, National Security Advisor, Department of State, and the Executive and Legislative branches of the federal government.
3. Describe the President's role in establishing national-security structure and processes, and provide examples of where it was and was not effective.
4. Analyze how the US government uses the IC to help form, shape, and influence national security--or fails to do so.
5. Apply course instruction, research, and personal backgrounds and experiences to review critically the case studies and provide recommendations on where improvements could have been made.
6. Complete a final 10-12 page research paper analyzing the IC's and the relevant national security agencies' role in achieving national objectives in one of three cases: You will choose one of these three scenarios and must describe the role of each of the given major US agencies (CIA, FBI, NSA, DHS, etc.) and the IC in formulating an effective policy in terms of prevention, mitigation, and/or response. The three options are: the 9/11 attacks, the Unabomber case, or the Oklahoma City bombing. The paper should be double-

spaced, with normal page indexing. A minimum of six sources with citations are required. Either Chicago Style or APA is preferred. Please contact the instructor if other styles are considered.

Outcomes: Upon completion of this course, students will be able to:

1. Intelligently describe the US national security structure and each agency's role within that structure.
2. Critically analyze the contributions of the US Intelligence Community to the national security mission, drawing on the case studies provided.
3. Develop research skills to quickly understand emerging national security crises and have the ability to grasp potential US strategy and policy responses to national and domestic security issues.
4. Identify successes and failures in US national security policy history and develop recommended courses of action which may have prevented the failures.
5. Understand how the US national security structure has evolved over the years in response to different threats, actors, and administrations.

Required Texts and Materials:

The reading material consists of one textbook and a series of published journal articles and government documents interspersed with lectures and interviews found on-line or provided with the instruction. The course is meant to be highly interactive and open to divergent reasoning and analysis, while noting the course material and the backgrounds and experiences of the instructor and students. Current events could, and will, shape the weekly discussions.

- Dailey, Jeff and James Robert Phelps, *Intelligence for Homeland Security: An Introduction*, Lynne-Rienner Publishers, 2021. Available on Kindle or in paperback (ISBN: 9781626379640).
- Additional readings available digitally as noted in lessons.

Excellent Library Addition

If you are looking to build a library on national security and the intelligence community, the following are recommended:

- Darren E. Tromblay, *Spying: US Domestic Intelligence Since 9/11*, Boulder: Lynne-Rienner Publishers, 2019. Available in e-book (ISBN: 9781626378018) or hardcover (ISBN: 9781626377806).
- Erik J. Dahl, *Intelligence and Surprise Attack: Failure and Success from Pearl Harbor to 9/11 and Beyond*, Washington: Georgetown University Press, 2013. Available in pbk (ISBN: 978-1-58901-998-0)

On-line National Security and Intelligence Resources

1. Director of National Intelligence www.dni.gov

Grading Policies

A Note on Grades: On-line learning has many benefits but also unique challenges. The interaction with other students often found in a classroom setting is difficult to replicate. It is incumbent upon you to reach out to your fellow students, participate in professional dialogues, and contribute in meaningful ways. The success of INA 4300, and your ability to comprehend the material, is dependent on your discussions. Not coincidentally, the intelligence and counterterrorism communities are also reliant on coordination and cooperation. As such, your weekly participation in the discussion threads is a significant part of your grade. Note that the **minimum** requirement for discussions is an initial post of 200-350 words and two responses to other students' initial posts, each 150-250 words in length, and **at least one** relevant source **with corresponding citation** for the primary post. I encourage you to go well beyond this. Final grades are composed as follows:

Assignment	Percent of Grade	Due
Participation in the Discussion Board	35%	Weekly when no essay is assigned.
Midterm Essay (6 pages)	25%	Due at 11:59 P.M. Central Time on Sunday of Lesson 4.
Final Essay (10-12 pages)	40%	Due at 11:59 P.M. Central Time on Friday of Lesson

		8. Details regarding the topics for the final essay will be available in BlackBoard on Lesson 6.
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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.

Student Essay Papers: Each student will write two essays.

The midterm essay will be (at least) 6 pages (double-space, size 12 font, 1-inch margins) and will be due at the conclusion of lesson 4 (Sunday night). The paper serves as the evaluation of the first three weeks of instruction. You will analyze the national security situation of the 9/11 attack on this country in terms of whether or not the subsequent creation of the Department of Homeland Security (DHS) with its initial complement of 22 federal agencies being combined together was a logical and intelligent choice. Was the DHS creation a good idea? Was the selection of those particular agencies, while leaving out others which may have been more appropriate, reasonable? Why or why not? While many researchers, academics, and government lessons-learned experts tend to focus on what went wrong and provide recommendations for improvement, the intent of this paper is to find what went right and attempt to replicate that in future scenarios. Use at least four sources, with corresponding citations to each of the sources, any format you are familiar with (Chicago Style, MLA, APA, footnotes, etc.).

The second essay is your final exam. Complete a final 10-12 page research paper analyzing the IC's and national security structure's role in achieving national objectives in one of three cases: You will choose one of these three scenarios and must describe the role of each of the given major US agencies (CIA, FBI, NSA, DHS, etc.) and the IC in formulating an effective policy in terms of prevention, mitigation, and/or response. The three options are: the 9/11 attacks, the Unabomber case, or the Oklahoma City bombing. **Note: You are responsible for finding sources for this paper, analyzing them for validity and accuracy, and putting together the paper based on your assessment of these sources as they relate to the issue you choose from among the three options. Standard font, double-space, at least 6 sources with corresponding citations to each source, any format. Due Friday night at the end of week 8. Use any format you are familiar with (MLA, APA, Chicago, footnotes, etc.).**

Guidance Concerning Paper Structure: Essays will cover areas of topical interest to the counterterrorism and intelligence communities and must be organized and written in a professional manner. While the first essay reviews national security priorities and is meant to measure and evaluate your research and cognitive abilities, the final exam paper will reveal your deeper understanding of US domestic intelligence policy and abilities. Due to the nature of the

assignments, individual sections and sub-headings may differ. Creativity is vitally important. However, since these are senior-level papers, professionalism, attention to detail, and cogent organization are mandatory.

Date of Final Exam

Lesson 8 will be the final assessment period.

Course Organization:

Lesson 1: Key Functions of Intelligence

U.S. intelligence has two broad functions--collection and analysis--and one relatively narrow one, covert action. One key role that many sometimes overlook is the importance of dissemination of intelligence to the right consumer at the right time to help form judgments and intelligence estimates that contribute to the formulation of national security policy. An additional function--counterintelligence--is integral to the entire intelligence process. While the need for collection and analysis is generally understood and accepted, there is less acceptance of covert action as an appropriate intelligence function and less understanding of the critical importance of counterintelligence in terms of national security.

Lesson 2: U.S. Homeland Security

The U.S. has massive, overlapping homeland security and intelligence enterprises. Homeland security intelligence is at the nexus of both of these two structures and impacts most of the organizations in both structures. In this part of the course, we will look at the structure, organization, and functions of both enterprises. We begin by looking at the various definitions of homeland security and examining the U.S. strategy for achieving a secure homeland. Then we will look at the specific homeland security missions and programs and the responsibilities of homeland security actors at the federal, state, local, private, non-governmental, and public levels

Lesson 3: Creation of the Department of Homeland Security

The role of intelligence in policy formulation (and agency creation) is to assess with as much precision as possible the intentional, man-made threats that must be overcome to achieve the vision of a safe, secure nation. At the national level, our homeland security strategy has a clear vision—a homeland that is safe, secure, and resilient against terrorism and other hazards where American interests, aspirations, and way of life can thrive—and a paradigm for categorizing the capabilities and programs to achieve that vision—prevent, protect, mitigate, respond, and recover.

Lesson 4: The Role of the Intelligence Community in Homeland Security

The United States has massive, overlapping homeland security and intelligence enterprises. Homeland security intelligence is at the nexus of both of these two and impacts most of the agencies in both structures. The organization and functions of both enterprises are examined. The chapter begins by looking at the various definitions of homeland security and examining the US strategy for achieving a secure homeland. Then it shifts to look at the specific homeland security missions as well as programs and responsibilities of homeland security actors at the federal, state, local, private, nongovernmental, and public levels.

Lesson 5: The Role of Homeland Security Agencies in Homeland Security

With nine separate operational agencies, and an Office of Intelligence and Analysis, the Department of Homeland Security has a massive intelligence-gathering and prosecuting function in defense of the United States. We also examine the reasons different agencies collect intelligence. For example, the US Secret Service collects intelligence to identify and interdict counterfeiting and money laundering, as well as to protect high-value political persons. The functions of each of these concepts are different. One might be to establish evidence to be used at trial, another to prevent or interdict potential threats to executive office holders and their families; there might also be a need to identify and send money movement records to the Office of the Director of National Intelligence for incorporation into larger-scale investigations.

Lesson 6: The Role of Other Security Agencies within Homeland Security

The FBI uses the criminal case system to identify and interdict potential terrorist attacks, as well as to assist other countries in the same when it supports US interests. However, this routinely leaves potential gaps in the other components of FBI responsibility such as kidnapping, racketeer influenced and corrupt organizations, and espionage. For example, the FBI is officially responsible for cybercrime while DHS is responsible for cybersecurity, and every federal and state agency has its own, separate cybersecurity program—yet the FBI approach is one geared toward development of criminal cases after the fact, not prevention.

Lesson 7: Counterintelligence

The CIA tells us that the concept of strategic counterintelligence remains relatively undeveloped in theory or implementation. Within the DOD, counterintelligence is a component of the agencies that carry out military intelligence, and they define counterintelligence as activities to detect, identify, assess, counter, exploit, and/or neutralize adversarial foreign intelligence services, international terrorist organizations, and insider threats to the US military.

Lesson 8: Making the System Work

When the term *systems approach* first comes up in conversation the speaker and listener are often thinking of business and economic applications of general system theory. For the purposes of this chapter we define a system as a cohesive combination of interrelated and interdependent parts, bounded by space and time, influenced by its environment, defined by its structure and purpose, and expressed through its functioning.

Communication

Office Hours/Contacting the Instructor

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](#).

Self-Plagiarism: This is the part that normally isn't included in the syllabus, because it's most often not an issue - but I will spell it right out here. The [ASU Handbook](#), on page 13, says,

Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

Don't be *that student*. If you're going to be writing on a subject on which you have previously written, contact your professor and talk about it. It's not that complicated.

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.

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory [Facial Covering Policy](#) to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.